

College of Professional Studies
Interdisciplinary Studies Program Review
Spring, 2004

Compiled by David C. Robinson, S.J., Program Director

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Part 1

The Interdisciplinary Studies Program at CPS
A Director's Overview
David C. Robinson, S.J.

When I was hired as a fulltime faculty member in the CPS Interdisciplinary Studies Department a decade ago, I entered into a powerful and constantly developing humanities process aimed at the educational degree-completion needs of working adult professionals. The core of the department's work focused on three elements: an introduction to multicultural and personal autobiographical writing; preparation for submission of an experiential-learning portfolio of academic essays; and the educational foundation in social ethics required of every undergraduate student in the University of San Francisco. We also had oversight of an expansive group of extended education courses, aimed at assisting students in completing their general education requirements; and staffed the ethics component within the College's Human Resources and Organization Development Program. These elements in themselves were all valuable learning experiences for students, but lacked a coherent programmatic rationale that tied them together as cognitive activities as well as integral units within a course of studies.

About three years ago, the College undertook a major re-calendaring project that would align our accelerated, sequential courses (now 7 weeks each) with the overall infrastructure of the wider University, in an effort to remove discrepancies in the two, parallel administrative structures. As a result, we re-mapped our degree completion programs, and re-sequenced some of our content areas. Since CPS, like virtually every adult education venue, has a student constituency that expects to finish within a 24 month program window, we were faced with the dilemma of creating an integrated humanities process in an even more constricted calendar.

Our solution was to integrate the autobiographical, the portfolio, and the social ethics components within a single academic entity that we titled the Ignatian Humanities Program. This Program is named for the founder of the Jesuits, St. Ignatius, and modeled on the developmental progression of the Spiritual Exercises, which are the foundation of Jesuit spirituality. The cognitive and spiritual movement is from self, to society, to world. Students undertake a personal autobiographical exploration; examine their social 'geography' as adults immersed in a complex economic, political, and social environment (the portfolio); and investigate their role as members of an ever more complex global community, with an attendant ethical responsibility for issues and situations beyond their own neighborhoods.

This Ignatian Humanities Program has proven enormously successful in helping students recognize the integrative nature of their learning in a humanities context. They come to a deeper awareness of the ways in which personal story, professional identity, and decision-making are all intimately connected. The process is not without concerns, however. In order to consolidate all of these elements into a single unit within a redefined calendar, the IS curricula have had to overlap part of the social ethics component with the portfolio process. This has placed an added burden upon the students to maintain multiple foci in their program all at once. The alternative would be to place social ethics in another segment of the major coursework, again with an overlap. Such an option has been deemed neither productive nor educationally sound.

As a capstone for the Ignatian Humanities Program, we offer the Ignatian Humanities Seminar, which is a 1-unit, course that continues the students' work in ethical reflection, portfolio preparation, and writing/research skills development. The intention here is to allow the students to continue honing the humanities-based dimensions of their work in the major, and to further their awareness of the Ignatian model from within the perspective of their professional/academic focus.

Extended Education as the general education wing of the Program has become more focused, with clearer learning outcomes and strategies than in the past. The single greatest adaptation in this arena has been in the venue of online learning. Five years ago, about 10% of our Extended Education offerings were online. That number now stands at around 90%. As many are aware, the liberal arts sector of post-secondary education has not historically been at the forefront of technological adoption or innovation. In Interdisciplinary Studies, we are moving toward full faculty utilization of the Blackboard course management system--to provide students with online resources, syllabus information, and an on-board communications network that permits quick email connectivity, asynchronous discussion boards, and synchronous online conversation, either with faculty, or as small group teams. Thus, traditional classroom 'seat-time' is fused into an 'anytime, anywhere' learning framework that can enrich each student's options within the rubric of their academic focus.

In sum, Interdisciplinary Studies has moved from a less-than-rigorously connected set of liberal studies offerings to a more mission-focused program that aims at academic excellence, transformational learning experiences, and a curricular map that is both comprehensive and coherent in meeting the learning needs of students. We look forward with anticipation to the next options for integrating Jesuit mission, organizational spirituality, academic scope, and learning community enhancement within our Interdisciplinary Studies environment.

Programmatic Reflections--Expository Writing and Portfolio
Phil Hanson, Ph.D.

When I was hired in 2001 to coordinate the writing and portfolio process for the Department of Interdisciplinary Studies, a full-blown, heavily supported portfolio system already existed in USF's College of Professional Studies. In addition to the writing courses in which the portfolio work occurs, the CPS evaluation center houses some fifteen evaluators, all qualified in their respective disciplines, many of them University of San Francisco College of Arts and Sciences professors or A & S emeriti. Throughout the seven campus CPS system, some sixteen advisors aid students throughout the entire portfolio process. Throughout the campuses, the courses are taught by instructors who hold at least a master's degree in English, half of whom hold Ph.D.s.

The portfolio experience in CPS materializes in three courses: IS 307 (Autobiographical Literature Across Cultures), IS 308 (Advanced Expository Writing), and IS 300 (The Ignatian Humanities Seminar). In these courses students are introduced to critical writing strategies, which they apply for portfolio purposes to experience-based essays, which, in turn, they may submit for the possible awarding of university units. In the three courses, they are given an education in applying rhetorical strategies to critical reading and writing problems. Throughout the process, they receive critical instruction in applying composition theory to experiential writing. And, during these classes, there is a heavy emphasis on mastering the elements of formal grammar and those of university level research strategies. And, throughout the three courses, a personal examination of the individual student's values occurs.

The most significant change in the writing courses to occur since I have been the coordinator of the Expository Writing Program involved academics in the classroom. Two new CPS deans made changes in the Interdisciplinary Studies faculty, which involved a larger shift in CPS to a more academically rigorous approach to the classroom. The desire they expressed for the Writing Program concerned making the classes as rigorous as comparable English classes in the rest of the university's College of Arts and Sciences. The classroom approach to research, exposition, and technical elements was reconfigured. We included an insistence that a significant treatment of grammar be part of the courses. The critical analysis of an assigned book length work was made more demanding. And, since IS 307 serves to fulfill the university's cultural studies requirement, more emphasis was placed on the critical research strategies instructors applied to the treatment of the book length work. Finally, since CPS is an open enrollment college, we addressed the problem of students who transferred in to our programs not fully prepared to write at a satisfactory college level. We did this by hiring a tutor who is available to all students in need of additional help outside of the classroom for the run of IS 307 and IS 308.

Programmatic Reflections--Ethics
George Schultze, S.J.

A major change for Interdisciplinary Studies in the past five years involved dropping the student handbooks from the IS 304 Social Ethics and IS 603 Human Resources/Organizational Development Ethics courses. The students said the IS 304 handbook was too tedious and the faculty members oftentimes avoided using it. In the three years since we dropped the student handbook, I have not heard any complaints from faculty members or students about this decision. We have maintained consistency across the IS 304 classes by having our faculty choose from a limited selection of primary texts. I believe that having some control over text assignments for IS 304 is important because the great majority of instructors are adjunct faculty. I have had faculty members recommend new texts that have had little or no sympathy for religious ethical perspectives, which we should obviously avoid. Allowing too much freedom in course development and text selection could lead to straightforward secular humanist positions without any spiritual or religious reflection. We would lose our sense of Jesuit mission in the College of Professional Studies if we did not include a religious perspective.

John Cody, John Himelright, and I worked on curriculum development during these past five years. Our efforts included a review of texts, discussions with adjuncts, and reviews of evaluations. Graduate and undergraduate students taking IS ethics classes have continually requested more case studies that are focused on their majors. We have added a case study text to IS 304, and instructors have included case writing assignments for their students.

I wrote the IS 603 Handbook with enough breadth that our adjunct instructors could design their classes around it. I think that we correctly allowed the IS 603 student handbook to go into disuse while asking the adjunct instructors to integrate useful parts into their own syllabi.

The ethics instructors have worked at collaborating with the portfolio instructors to build-up the Ignatian Humanities Program. Instructors have primarily touched base with each other to know the materials covered in IS 308 and IS 304. This is clearly an advancement because we are attempting to teach the students as integrated selves. With time and effort, the portfolio process and the moral dimension of our lives that we discuss in IS 304 will become seamless or nearly seamless for the students. This will require ongoing relationship building and team effort on the part of interdisciplinary studies. We know that a few of the writing and ethics instructors feel that the stand-alone value of their classes provides more than enough learning without needing to encompass the work in an Ignatian Humanities framework. While the IHP is right and good, we need to have more detailed examples of the integration and a little ongoing mentoring/handholding to help instructors see the power of the IHP. In my opinion, this will require a concerted effort on the part of our department.

Bonnie Howe's evaluation of IS 304 and its role in the IHP will further help our curriculum development. She understands the potential but she can help us effectuate the outcomes we are working towards. In fact, the surveying/classroom visits done by David Robinson, SJ and Carol Miller, SND have substantiated the students' awareness that ethics has an essential role in their professional studies and more importantly their lives. One instructor's comment: "We need greater extrapolation from the portfolio process for the ethics instruction." Here lies the future of IS.

Our annual meetings with IS 304 social ethics teachers have helped us develop stronger relationships, permitted an exchange of teaching practices, and raised up some next steps. Michael O'Neill, at the most recent meeting, pointed out that we need to have the IS 304 syllabi on line. Carol Miller has these syllabi and we will have them up for our faculty in a short time. It was a general consensus that the IS 304 and IS 603 faculty want a larger selection of texts for their classes. Just two years ago we stopped using a student handbook for IS 603, the last iteration of the handbook, which I wrote, and the faculty and students have not missed it. The selection of texts, however, has remained the same. Again, given the professional studies nature of our curriculum, I see the selection of texts as one means to insure that our adjunct faculty are covering essential elements of ethics and not building their classes around their own perspectives.

The Human Resources and Organization Development Program's decision to drop IS 603 from its master's degree curriculum was not discussed with Interdisciplinary Studies faculty or staff. This was obviously a mistake, and the HROD full-time faculty realizes that no communication occurred. We are in the process of developing a consultancy role for IS 603 faculty that will integrate ethics into several of the OD courses. Blackboard will be an important tool for this integration although we do anticipate ethics instructors visiting the OD cohorts one or more times. George Schultze, SJ is working with Mark Lusnar from the OD faculty to develop this integration of ethics into all of the OD classes.

Mark Lusnar believes that we need an ethics text that will move from course to course with their graduate students. He also sees our ethics instructors as a resources for their students and faculty. This might happen in the classroom or online. My fear is that if we don't press to make this relationship happen, they will only rely on the text and the initiative of instructors who are not ethics academics. Ethics will become less a part of the Organization Development program.

Finally, all the IS instructors are now using Blackboard in their classes. This is a major achievement for us, and bodes well for future use of the Internet in our ethics classes.

Programmatic Reflections--Extended Education

Kimberly Connor, Ph.D.

Background:

When I joined the CPS faculty in the fall of 2001, Extended Education was a loosely administered program with little or no faculty oversight. The Deans of CPS charged me, at the time of my hire, to conduct a review of the program and to make recommendations. To this end I began collecting information by several methods: sending out a student questionnaire (to over 1,000 current and former students), researching other adult education programs in the area, and holding discussions with staff, administration, and faculty who directly interact with the Extended Education program. These initiatives led to the development of priorities and issues that have been addressed during my tenure as coordinator, including

- Curriculum design should take scheduling issues into account by providing a balance of course offerings by content (GEC distribution), location, and time (i.e. time period offered and time of day)
- Curriculum design should insure consistency in content per credit and establish standards per unit.
- Curriculum design should establish a solid GEC foundation, fulfill the goals of the Ignatian Humanities Program, and promote the University's mission statement.
- Curriculum design should take into account similar programs in the Bay Area to avoid redundancy and improve quality.
- Curriculum design should promote high academic standards by insuring that content and assignments are college-level work; providing a GEC distribution of content offerings; recruiting faculty who meet appropriate criteria and whose courses have passed curricular review by CPS faculty.
- Curriculum design can serve a variety of institutional needs if scheduling is expanded to include: more on-line courses, more summer courses, and nightly, 7 week courses in addition to weekend offerings. Directed studies course could also be encouraged.
- Curriculum design should improve adjunct morale by direct contact with more than one administrator, check-ins during first term teaching, and overall mentoring.
- Curriculum design should promote service and/or experiential learning initiatives as important ways to reinforce the USF mission and the Ignatian Humanities Program.
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Development:

I am pleased to say that with the cooperation of Chelsea Wind, Extended Education Program Assistant, we have met all of these above stated priorities. Furthermore, I re-evaluated all faculty for their teaching effectiveness, willingness to participate in course development, including offering courses online, and educational preparation in given area of instruction. I standardized the hiring, appointment, and course

preparation process. Chelsea developed an Extended Education Faculty Handbook. We also met several new challenges, not apparent in our initial review of the program:

- To adapt to the new Core Curriculum which CPS recently adopted and to create courses that satisfied learning outcomes for both the GEC and the Core Curriculum
- To adapt to developing student demographics by offering more online courses in all GEC/Core areas
- To recruit and train instructors for online instruction
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Vision:

Our vision for the future of Extended Education includes refining our online and web-based operations, such as scheduling, registration, and other administrative duties. We also hope to become more sophisticated in our understanding of online pedagogy and to improve the quality and variety of instruction we provide online. We anticipate playing an active role in assisting new program development in other units of the college, including a day OB program and an American Studies program.

**Programmatic Reflections--IS Associate Program Director
Carol Miller, SND**

As Associate Director of the Interdisciplinary Studies Program, I serve the CPS Deans and the IS Program Director in facilitating the development of IS curricula, faculty, and adult students at six regions in northern California.

This facilitation consists of three processes that are interdependent and integral to the academic integrity of the IS program. The major processes, requiring 50% of my time, involve recruiting, mentoring, and monitoring Social Ethics adjunct faculty in the regions. These processes are implemented each semester through phone calls, emails, meetings, and visits to cohort groups. They are necessary to insure the quality of instruction in a time of new adjunct recruits, due to calendar changes in 2003. In addition to this facilitation, I participate monthly in training sessions sponsored by the USF Arete Program and the Technology Program. These training sessions develop skills in relationships, university administration, and course implementation through Blackboard technology.

Finally, as Associate Program Director, I devote approximately 30% of my time working with colleagues and adult students. This year, two articles were written and published with Rev. George Schultze S.J.: "The Search For Meaning In Career Development" for the INTERNATIONAL JOURNAL OF CAREER DEVELOPMENT and "Dostoyevsky, Socrates and Frankl: Of What Do You Speak From A Prison Cell?" for the INTERNATIONAL JOURNAL OF LOGOTHERAPY. Time is also devoted each semester to guiding a few students in Directed Studies, recruiting evaluators, responding to student questions, and supporting the tenure application process of colleagues. I also work daily with the Operations Team, the Advising Team, and the Evaluation Team to implement IS communications successfully and succinctly.

As we plan and budget for the future of IS in CPS at USF, how might there be more interactions and integration among people and programs? Given the current economic and employment recessions, what programs ought we to design and develop that will promote the spirituality of adult learners in the workplace, using technology and service-learning for social justice? Given these questions, the leadership of the IS Program Director, and the expertise of the IS full-time faculty, it is critical that the Associate Program Director continue to serve the Jesuit USF Vision and Mission as an administrator with effectiveness and efficiency.

Part 2

Program Review
College of Professional Studies
University of San Francisco
May 13-15, 2004
Susan Mancuso and John Strange

Reviewers

Susan Mancuso is Associate Professor and Chair of the Department of Educational Leadership at Western Washington University. For over twenty years Susan has been active in CAEL (the Council for Adult and Experiential Learning) and in teaching in and administering extension and nontraditional learning programs for adults. Susan was a college vice-president for ten years. Susan has served as a team member on several WASC visits throughout California; has conducted numerous training sessions on portfolio evaluation, adult learning and other adult higher education topics; and recently participated with John as one of three subject matter experts in a major study sponsored by CAEL of quality benchmarks for adult programs throughout the United States and Canada which involved detailed program reviews of six unique adult-centered colleges.

John Strange is Professor of Behavioral Studies and Educational Technology at the University of South Alabama. He was the founding Dean (and served as dean for seven years) of the College of Public and Community Service (CPCS) at the University of Massachusetts at Boston. CPCS was one of the first undergraduate (and later graduate degree) programs to be almost exclusively tailored to the needs of adult learners and to be delivered in an entirely competency based program that emphasized the evaluation of prior learning. John later served as Vice President of CAEL where one of his responsibilities was to work closely with regional accrediting bodies. He has served as a reviewer in most of the regions and has conducted countless reviews of experiential programs. John believes this to be his seventh review of the CPS program in some capacity or another. John has also specialized in matters relating to experiential learning. He has conducted numerous workshops and training sessions to assist schools and colleges to meet the highest standards in evaluating prior learning. John also is known widely for his expertise in the issue of using technology to address learning opportunities.

Review Activities

This review of CPS was at the request of Dean Larry Brewster. It was conducted through the professional efforts of David Robinson, S.J., and Sister Carol Miller, SND. It focused primarily on the Interdisciplinary Studies Program, the newly instituted Ignatian Humanities Program including the writing courses and portfolio assessment, extended education courses, organizational issues, and other related matters. This review was based on the following input and evidence:

- Meetings with full-time Interdisciplinary Studies faculty coordinators

- Meetings with adjunct faculty in Interdisciplinary Studies, Extended Education and portfolio evaluators
- An informal session with some Organizational Behavior faculty and the review team
- Meetings with portfolio assessment staff
- Visit and discussion with two classes at the San Ramon satellite campus
- Meeting with the director and advisors at the San Ramon satellite campus
- Meetings with the Dean and Associate Dean of the College of Professional Studies
- Meetings with the Director of Institutional Assessment and Dean of Academic Services
- Written overviews of the Interdisciplinary Studies program prepared by the director, associate director, and faculty coordinators
- Adjunct Faculty Handbook
- Review of three portfolio assessment guides: Instructors' Guide, Portfolio Handbook, and Sample Essays
- Enrollment report
- Marketing materials, catalog, and schedule of classes
- A recent curriculum assessment of the Social Ethics component of CPS
- Faculty vitae and sample syllabi
- Outcomes assessment reports from the Institutional Assessment Office
- Summary of student evaluations of Interdisciplinary Studies faculty
- Extensive discussions with the Director and Associate Director of the Interdisciplinary Studies program
- Other documents relevant to the review

Findings

These findings are often stated in changes from previous visits. The previous visits were made by John Strange and not Susan Mancuso. Throughout, however, Susan agrees with the assessments of the current status of the program and, having been briefed thoroughly by John Strange prior to the visit about the status and operation of the program in previous years, has an understanding of, and is in agreement with, the changes noted.

The standards being set for instruction, program planning, course organization, and the hiring of faculty reflect high expectations for academic excellence.

This is a significant change from previous visits. Conversations with numerous current students, permanent and adjunct faculty, graduates from previous years, and administrators all conclusively point to an increased emphasis on academic quality in all phases of the program. This is bolstered by a review of the vitae of current members of the permanent staff and faculty and extensive interviews and conversations with them. The new faculty teaching in the Ignatian Humanities Program have clearly brought a

depth of expertise in their field as well as a strong commitment to high quality program standards. Implementation of the new faculty coordinator structure seems to have brought needed academic development and oversight to the Interdisciplinary Studies program.

Clear evidence of quality outcomes was provided by the recent outcomes assessment process of CPS programs administered by Susan Prion. An impressive 67% percent of graduates of the Organizational Behavior CPS program rated their ability to write effectively at the level of excellent as compared to 14% of an entering group of OB students. Similarly, 48% of graduates rated their “understanding of the Jesuit tradition of ethics, being of service to others, and influencing a more just society” at the level of excellent as compared to 36% of entering students. Equally impressive were students’ assessments of their ability to “critically analyze written information” - 52% of OB graduates rated their skill as excellent as compared to 14% of students entering the OB program. These competency areas represent a major part of the core curriculum in the Ignatian Humanities Program, and the assessment data indicate that students perceive a high level of attainment from their program.

Even the new CPS physical space reflected a professional, high quality environment for faculty, staff, and students.

The addition to the Interdisciplinary Studies Program of an emphasis on an Ignatian Humanities Program is an exciting development, is being well received by students (and most adjunct faculty), and is directly affecting the lives of students in meaningful ways.

Conversation with two classes of students at the San Ramon site indicated a real excitement about what they learned from Ignatian Humanities, and they reported direct connections with their personal and professional lives. The reviewers also are delighted with the program, John so much so that he is going to take that part of the CPS curriculum on his own this summer, including the autobiographical essay on the self and the spiritual essay focusing on the self in society. He would like to take the course on global citizenship. Maybe electronically!

In addition to this program being well received by students, we believe it makes the CPS program especially strong because now the Jesuit mission of USF is being directly addressed. Students reported to us with enthusiasm that they value this effort! We also believe the addition of the IHP makes the entire Interdisciplinary Program extremely coherent, an attribute that John would not apply to previous versions of the program found in years past. Critical to the integration of the Ignatian view into courses has been the work of David Robinson, S.J., and Sr. Carole Miller, SND, who have worked directly and diligently with faculty and students – their roles in the success and depth of the Ignatian Humanities program are central and indispensable. It is advised that they continue these individual efforts so that the Jesuit tradition is increasingly embedded in all courses, in particular in the major, thereby fulfilling the Jesuit mission of the University.

Given the innovative Ignatian Humanities program and its personal impact reported by students, we suggest you consider a process that would lead to publication of student work in some form. Involve students and faculty in the process! Student involvement, of course, would be necessary to protect the confidentiality of students where they want it protected. There is a huge quantity of stories that are important to share with others and that would positively affect the lives of many. Think about how. Then do it!

An important recommendation regards course syllabi. We urge that the Interdisciplinary Studies program consider adopting a course syllabus template for formatting syllabi. An analysis of syllabi revealed that there is a need to have common expectations for syllabi, such as course learning objectives, course assignments, grading standards, etc. Since syllabi are a public record of what constitutes CPS courses, immediate attention to this is needed in order to communicate standards and content of educational offerings.

The quality of the writing program is evident.

Students, faculty within the Interdisciplinary Studies program, other CPS faculty, external faculty, portfolio evaluators and students themselves all report considerable satisfaction with the standards being attained in writing. There seems to be considerable attention directed toward improving student writing, and the new talented faculty coordinators have been a significant factor in this effort. These efforts are having clear results; as mentioned earlier, student learning outcomes data report that students perceive important improvements in their writing skills.

Integrating writing instruction, Ignatian Humanities content, and portfolio development in specific IS courses is an innovative approach to develop writing skills in a way that is very meaningful and motivating to students. Certain areas, such as students whose primary language is not English, continue to pose a challenge, but that is the case everywhere. CPS is certainly aware of this issue and making a concerted effort to address it in a reasonable way. Of particular note is the hiring of a permanent tutor for IS 307 and 308 to assist students in improving their writing.

John adds that improvement in the writing program is a significant change from previous visits when there was considerable unhappiness about the quality of the writing by students who had been through the writing program.

CPS alignment with University systems has improved structures and relationships.

It is evident that CPS has made concerted efforts to align its administrative systems and academic courses with those in the rest of the University. For example, the course term is now seven weeks, the new university-wide Core Curriculum requirement has been adopted by CPS, and Extended Education course offerings are now in the

University Catalog and Course Schedule. The new calendar is coherent - the new approach is well conceived and executed.

Relationships with USF in general were quite positive and much improved. Numerous conversations with representatives of the main campus revealed a new respect for and enthusiasm about CPS. CPS faculty and staff reported many anecdotes revealing an appreciation for the outreach and mission efforts of the College, as well as a recognition of, and respect for, mature students in this area. There are many explanations for these attitudes which are addressed throughout this study, yet one reason may be attributed to the CPS decision to be unique when necessary to serve an adult and extension student population, but also to align with University systems so CPS is more integrated into the fabric of USF. As well, the mission of CPS is better aligned with the overall USF mission, particularly with the addition of the Ignatian Humanities Program.

Extended Education is professional in its curriculum and structure.

The Extended Education program is tightly organized, and its courses are now primarily designed to meet Core Curriculum requirements. Extended Education faculty are now consistently qualified with a master's degree or doctorate in the discipline being taught, and many are regular campus faculty. We were also delighted to find that new Extended Education courses are being developed in a format with established learning outcomes that will result in their regular course review through the existing CPS college curriculum review process. Several individuals noted the excellent faculty development and support provided to Extended Education faculty that undoubtedly enhances the ability of faculty to do their jobs well.

The Extended Education faculty pool is extensive, stable, effective and supervised and evaluated at a high level of quality. We had conversations with several Extended Education faculty, and they are clearly thoughtful, intelligent, and deeply committed. This is supported by the evidence gleaned from the well-conceived and administered faculty evaluations that CPS conducts, which reveal a very high (in general) evaluation of faculty by students. Some faculty received evaluations that were "off the chart!" Congratulations to them. Given the evidence of quality courses, we recommend that Extended Education courses be considered an option for all USF students and not just those in CPS programs.

Program planning is being attended to with considerable effectiveness and enthusiasm, especially with regard to a transition that is underway which will soon result in all courses being offered in an electronic format. We applaud these efforts and urge their continuance, but we do have some comments below regarding electronic courses.

The advising of students appears to be effective and without any reported problems.

We cannot say that we made a thorough review of the advising program, but John remembers the number and intensity of complaints from all quarters about the advising program in previous visits. Students, when directly asked about advising, reported no problems and only a sense that all was working well. Faculty and administrators expressed pleasure with the current situation, and it was reported that the volume of telephone calls regarding advising and problems has been radically reduced. Some of this improvement might be explained by the new scheduling process, the improved calendar, the radically improved student support materials, the ready availability of electronic transcripts, and the very effective recruiting brochure that incorporates a calendar and color coded information about courses and their sequencing.

Research studies just beginning to be conducted by the Assessment Office are exciting and offer great opportunities to better understand the effectiveness of the CPS program.

We are extremely impressed by the initial student outcomes research efforts, especially the Internet based surveys conducted by Susan Prion. The reports she already has received indicate that the university and college will have a much improved understanding of the effectiveness of CPS in affecting the learning, lives and careers of its students, as well as areas for further improvement. We believe that the results might also lead to a new enthusiasm for reaching out to the adult learner with quality programs - this is a most exciting development!

We recommend that CPS continue to build a culture of evidence regarding the quality of CPS, and areas for improvement.

We applaud the interest in the development of an American Studies program within Interdisciplinary Studies and in conjunction with the College of Arts and Sciences.

Properly conceived and executed, this program could attract new students with new perspectives, could forge new working relationships with traditional USF faculty, could enhance the working experience of Interdisciplinary Faculty, and could provide the setting for a truly unique way of addressing the mission of the University of San Francisco. Think of it - students doing oral interviews throughout the San Francisco cultural communities; students engaged in historical projects in unison with the rich array of current and historical, cultural, civic, and political organizations that seem to have flourished in the San Francisco/ Berkeley/ Oakland areas; and more. We encourage deliberate and extensive attention to this possibility and urge you to move forward in your explorations with enthusiasm and vigor.

CPS is now effectively making use of technology.

Technology is being used more extensively in two ways, and one additional way is anticipated. First, record keeping and record availability (for example transcripts) are

no longer paper based but are electronic. This makes a big difference when advising students.

Second, internet-based delivery of Extended Education courses is extensive, and some thoughts and advice are warranted:

1. Faculty training must be provided which not only addresses the technological use of the Blackboard course management system but also the educational how and why. The pedagogy of on-line teaching and learning must come first, and then the technological aspects. We did not examine the current training in place, but it was indicated that it has more of a technological focus. We strongly advise that the pedagogical aspects be emphasized in order to maximize student engagement and learning in the on-line environment. Faculty must see the educational relevance of using technology before they will engage effectively in its use.

2. While we applaud the transition of Extended Education courses to the on-line environment in order to increase access of college courses for adult learners, the effort to migrate toward all courses being only web-based restricts the flexible use of this medium. We recognize that regional enrollments often dictate that a given course cannot be offered in the classroom. Students from several regions are needed to provide minimal enrollments. However, whenever possible, we advise that a variety of course arrangements be used to respond to varied student learning preferences and subject matter needs; in particular consider using hybrid courses which combine web-based learning with occasional classroom sessions. Some faculty may even feel more comfortable initially offering classroom courses with Blackboard serving as a supplemental instructional strategy and then eventually migrating to more fully on-line or hybrid courses.

3. Current techniques for conducting instruction electronically will change even more radically (for the better) in the next five years as they have in the past five years (when they were just starting). Therefore, CPS is advised to not lock itself into an electronic system that will be out of date before you know it.

The area targeted for technology development is a transition of portfolios from a paper format to an e-portfolio. We strongly urge you to move as rapidly as possible to accomplish this goal as a way to organize and present student learning effectively and to simplify the transmittal of portfolios to and from evaluators. Our personal belief is that Blackboard offers appropriate procedures and tools to accomplish this objective, but may be economically feasible only if done on an enterprise basis.

Recruitment and Marketing

Marketing materials prepared for students are well conceived and executed. From the CPS recruitment brochure through the Interdisciplinary Studies program materials developed for students, all are well designed, appropriate in size (bulk), and easily read and understood. John adds that this is a significant improvement from previous visits.

Yet, enrollments are down. We do not believe this is unusual given the current state of the economy, the changes in the corporate environment that significantly reduced corporate support for educational efforts, and the considerable financial burdens placed on adult students returning to college after some years away, especially for work-related learning. We have two suggestions. Consider a broad use of CPS resources, especially the Extended Education courses, to reach a broader net of adults than just those seeking degree completion in specific career related areas. Second, explore the possibility that the American Studies program could serve as an opening excursion into a new area of opportunity for recruitment.

One concern in the area of marketing has to do with the new structure in which the University has become responsible for the satellite campuses. CPS relies heavily on effective marketing and advising for its programs through the staff of the regional sites. It seems that a bureaucratic veil has been implemented that effectively removes these personnel from CPS's sphere of authority, thereby influencing program marketing and student advising. Consequently, it seems that CPS must be intimately involved with the hiring, supervision and training of satellite campus staff, especially advisors and directors. Further, it is recommended that an evaluation be conducted to assess the advantages and disadvantages of the prior arrangement in which CPS managed satellite campuses and the current arrangement for site management.

The Portfolio review process continues to be at a high level of quality.

In prior years interests of the external community moved the topic of portfolio assessment to high on its list of concerns, but the topic does not seem to be an issue anymore. Perhaps the increasing credibility of CPS faculty has helped to alleviate some concerns. The portfolio process continues to be well organized and properly administered, particularly the use of a database to track portfolio evaluations. Especially impressive is the recent and on-going updating of learning outcomes for portfolio credit being done by evaluators, many of whom are current or retired USF faculty who align the credit with regular University learning expectations.

In addition, John would add that it is clear that there appears to be a more stable team of evaluators, that there is more use of USF faculty (retired and active) than in previous years, that evaluators have taken the initiative to revise and improve the criteria used for making judgments, and that there is a greatly increased confidence among evaluators that they are doing effective assessments. In addition, the process for subsequent submissions of portfolios has been greatly improved through the addition of a specific Third Submission opportunity.

We recommend that CPS strengthen several areas of the portfolio process to assure accepted quality assessment practices.

- a. We recommend that CPS clearly state in materials distributed to students the criteria used in evaluating portfolios. Also, standards for portfolio assessment, such as those

advocated by CAEL (Council for the Assessment of Experiential Learning), should be discussed among faculty, evaluators, and staff so there is public assurance of quality in all aspects of the assessment process. These recommendations follow consistent expectations in North America in regard to portfolio assessment. The college-wide discussion of these standards and criteria can only further strengthen an already strong program.

- b. We recommend regular training for evaluators in the ways (and that is plural) available for evaluating portfolios. Training is especially helpful for new evaluators, but can be equally valuable for those whose quality can be improved with a new focus on use of assessment techniques and clear assessment criteria.
- c. We strongly encourage the move to e-portfolios to increase the efficiency of portfolio assessment.
- d. Continue to update learning outcomes for portfolio credit so such credit is aligned with regular USF courses and the core curriculum.
- e. In order to assure common use of criteria for assessment, we suggest that an annual sampling of a small number of portfolios be selected and read by other evaluators for comparative purposes. Such a process assures that evaluators are viewing and using common criteria. As well, it can serve as an excellent professional development experience as evaluators examine their assessment criteria and assessment techniques.
- f. We recommend that every five years or so an external evaluator be hired to do a larger reading of portfolios submitted during that time to assure high standards of portfolio assessment.

Tenure

Tenure has always been a question for non-traditional programs. We believe CPS would be better off not to have tenure in any segment of its programs, but we would be opposed to the elimination in only one sector of CPS. If this goal is either not attainable or not desired, we strongly believe that CPS and USF must recognize the peculiar demands and objectives they set for faculty in the Interdisciplinary Studies program and that this be communicated in writing as to the expectations for faculty in the process of attaining tenure. If you want *interdisciplinary* faculty, then your expectations for tenure must be interdisciplinary in nature and communicated to faculty when they are hired. Yes, it is quite appropriate to hire faculty who are clearly involved in academic work and show commitment to achieving tenure through dedication to research, publishing, teaching and service. But you should not force your faculty to be devoted to a particular discipline (such as English or Politics or Psychology) to achieve tenure. We believe it

incumbent upon the University and the College to make sure that you allow them to contribute to the research and literature that speaks to their mission at CPS, namely adult interdisciplinary education. They do not have to abandon their disciplinary focus. You should let them know, however, that you are not going to take the disciplinary tenure cookie cutter and apply it to their work. Instead you are taking the CPS interdisciplinary studies requirements and using that as a standard by which they will be evaluated.

We do not believe you have addressed the issue of what are the outcomes and the standards appropriate to Interdisciplinary Studies faculty. We believe that CPS hopes that it can hire faculty tenurable under standard disciplinary criteria and standards. We do not object to that. We do, however, strongly encourage CPS and the University of San Francisco to clearly articulate what you do expect from your faculty in interdisciplinary studies that speaks to their value as interdisciplinary faculty. Otherwise, you are very likely to undermine the interdisciplinary focus that is critical to the success of your program, especially given its current and anticipated size.

Budget constraints are evident.

While there have been tremendous program improvements, fiscal constraints may put some of these at risk. Additional funding is needed for outreach, recruitment, and marketing. The successful writing program needs year-round support. Given the student population of returning adults who have been out of school for a number of years, funding is needed to add skill enhancement (writing, research, technology) workshops, courses or other resources at satellite sites during the critical first fourteen weeks of transition into one's program.

Pay for CPS adjunct faculty is very low and unlikely to be competitive in the Bay Area. It is amazing that quality faculty can be found to work for such a low wage. Additional funding is needed to continue to attract highly qualified adjunct faculty who form the core of most CPS programs.

It appears that satellite sites are cost centers for expenditures, meaning costs are charged to CPS, yet revenue does not follow. Consideration should be given to the relationship between responsibilities for delivering educational programs at satellite sites and authority to manage expenses incurred at those sites.

Conclusion

Immersion into the Interdisciplinary Studies program at the College of Professional Studies for several days resulted in the findings we have reported. As we reflected on what we saw, heard, read and learned, one constant theme emerged – the Interdisciplinary Studies program is a special and innovative approach to meeting the mission of a Catholic Jesuit education. CPS is serving the life-long educational needs of adult learners, and it is doing so by educating individual minds and hearts to change the world.

Closing Remarks

John: Thanks for inviting me again as a reviewer. Things have never been better, more exciting, or more positive. You have really captured me with the Ignatian Humanities program. I am going to do it this summer! Thanks!

Susan: Thank you for opening every aspect of the Interdisciplinary Studies Program for our review – we were provided a tremendous amount of information and access to personnel that enabled us to confidently review the programs and prepare an informed report. Your gracious being and thoughtful commitment to learning will forever remain in my memory. It was an honor to work with all the individuals at CPS and the University of San Francisco.

Respectfully submitted,

Susan Mancuso

John Strange

Part 3

Response to the Evaluators' Recommendations
David C. Robinson, S.J., Program Director

Ignatian Humanities Program

Given the innovative Ignatian Humanities program and its personal impact reported by students, we suggest you consider a process that would lead to publication of student work in some form. Involve students and faculty in the process! Student involvement, of course, would be necessary to protect the confidentiality of students where they want it protected. There is a huge quantity of stories that are important to share with others and that would positively affect the lives of many. Think about how. Then do it!

In its various iterations, the writing/portfolio process in Interdisciplinary Studies has included student essays, both autobiographical and expository, in various handbooks, and even in online anthologies collected by individual instructors. All of these efforts were undertaken with the written permission of the students involved. The IS team will discuss the option of generating a more comprehensive anthology during the coming semester, and consider which print or media options might be most effective.

An important recommendation regards course syllabi. We urge that the Interdisciplinary Studies program consider adopting a course syllabus template for formatting syllabi. An analysis of syllabi revealed that there is a need to have common expectations for syllabi, such as course learning objectives, course assignments, grading standards, etc. Since syllabi are a public record of what constitutes CPS courses, immediate attention to this is needed in order to communicate standards and content of educational offerings.

During the program review process, the director engaged in dialogue with both John Strange and Susan Mancuso regarding the best way to establish a 'template' for IS courses. Many of our standards and objectives were established years ago during the tenure of 'course handbooks' at CPS. Faculty still largely teach to the same standards and outcomes. However, in the absence of an established, pre-packaged curriculum, they are implicit rather than explicit. The reviewers were quite right to request an articulated framework that would 'house' every course within IS, clarifying our learning process and objectives. The director will pursue the conversation with both John and Susan during the fall semester, as they have agreed to share materials that are recommended by CAEL among others.

Extended Education Courses

Given the evidence of quality courses, we recommend that Extended Education courses be considered an option for all USF students and not just those in CPS programs.

During the last half-dozen years or so, Extended Education courses were included in the general USF catalogue, then unilaterally removed, and, currently have been reinstated. The IS team is more than amenable to including students from across college boundaries within our Extended Education program. A shift in senior administrative perspective over the past year or two bodes well for the acceptance of CPS core courses into other undergraduate programs.

CPS Institutional Assessment

We recommend that CPS continue to build a culture of evidence regarding the quality of CPS, and areas for improvement.

Our work with the Summa evaluation form, a CPS-generated online curricular assessment instrument, and the emerging assessment processes being developed by Susan Prion's office all position us well as we move forward with a more comprehensive assessment model for all learning within the College. This is not an IS-specific initiative, but rather one currently shouldered by all the programs in CPS.

Technology in Extended Education

1. Faculty training must be provided which not only addresses the technological use of the Blackboard course management system but also the educational how and why. The pedagogy of on-line teaching and learning must come first, and then the technological aspects. We did not examine the current training in place, but it was indicated that it has more of a technological focus. We strongly advise that the pedagogical aspects be emphasized in order to maximize student engagement and learning in the on-line environment. Faculty must see the educational relevance of using technology before they will engage effectively in its use.

Although Ginny Wallace's work at CIT with our faculty has involved significant attention to the technological capacity of our faculty in a Blackboard context (especially the less than computer literate segment!), she is also specifically trained in curricular and pedagogical strategies as they are applied in an online environment. She and her colleagues provide personal tutorial assistance, and have also implemented some 'best-practices' workshops for faculty (which CPS

community members have attended). Both IS and other programs will continue to pursue both technical proficiency and pedagogical sophistication.

2. While we applaud the transition of Extended Education courses to the on-line environment in order to increase access of college courses for adult learners, the effort to migrate toward all courses being only web-based restricts the flexible use of this medium. We recognize that regional enrollments often dictate that a given course cannot be offered in the classroom. Students from several regions are needed to provide minimal enrollments. However, whenever possible, we advise that a variety of course arrangements be used to respond to varied student learning preferences and subject matter needs; in particular consider using hybrid courses which combine web-based learning with occasional classroom sessions. Some faculty may even feel more comfortable initially offering classroom courses with Blackboard serving as a supplemental instructional strategy and then eventually migrating to more fully on-line or hybrid courses.

The migration to an online environment for Extended Education courses was driven almost exclusively by student needs. Enrollments by region were often too low to allow most on-ground courses to proceed. That reality limited our ability to provide what students needed to successfully complete their Core requirements. As a result, we streamlined our catalog, and moved to online offerings, in order to provide what students needed, with sufficient quality and learning interaction to guarantee a fruitful educational experience.

e-Portfolio

The area targeted for technology development is a transition of portfolios from a paper format to an e-portfolio. We strongly urge you to move as rapidly as possible to accomplish this goal as a way to organize and present student learning effectively and to simplify the transmittal of portfolios to and from evaluators. Our personal belief is that Blackboard offers appropriate procedures and tools to accomplish this objective, but may be economically feasible only if done on an enterprise basis.

IS has been pursuing e-portfolio options for nearly three years. In July, Michael McCaffrey and David Robinson, S.J., attended the OSPI conference (open source portfolio initiative) to investigate possibilities outside the usual proprietary, commercial venues. The program director is scheduled to join the newly formed e-portfolio committee for the University. We face the common dilemma—USF has not yet migrated to Blackboard enterprise edition, and therefore we cannot implement Blackboard’s e-portfolio package. We have explored consortial initiatives (such as Denver University’s self-generated e-portfolio package), but found that they were not sufficiently robust enough to meet our needs for security, archival capacity, and multi-layered administrative access (for faculty, evaluators, etc.). We shall continue to investigate the most efficient, secure, and useful tool for our e-portfolio needs.

Recruitment and Marketing

We have two suggestions. Consider a broad use of CPS resources, especially the Extended Education courses, to reach a broader net of adults than just those seeking degree completion in specific career related areas. Second, explore the possibility that the American Studies program could serve as an opening excursion into a new area of opportunity for recruitment.

As CPS explores more creative options for reaching students beyond our traditional program platform, Extended Education will be part of that expansion. American Studies can/will incorporate a number of current and past offerings within Extended Education, and thus fold IS curriculum into an integrated programmatic structure.

One concern in the area of marketing has to do with the new structure in which the University has become responsible for the satellite campuses. CPS relies heavily on effective marketing and advising for its programs through the staff of the regional sites. It seems that a bureaucratic veil has been implemented that effectively removes these personnel from CPS's sphere of authority, thereby influencing program marketing and student advising. Consequently, it seems that CPS must be intimately involved with the hiring, supervision and training of satellite campus staff, especially advisors and directors. Further, it is recommended that an evaluation be conducted to assess the advantages and disadvantages of the prior arrangement in which CPS managed satellite campuses and the current arrangement for site management.

Although IS is clearly impacted by the marketing and recruiting strategies of the College and the University, neither responsibility nor authority resides with us to pursue changes in this arena. Such issues are negotiated with Academic Affairs, the Provost, and the CPS Dean's office.

Portfolio Assessment

We recommend that CPS strengthen several areas of the portfolio process to assure accepted quality assessment practices.

- a. We recommend that CPS clearly state in materials distributed to students the criteria used in evaluating portfolios. Also, standards for portfolio assessment, such as those advocated by CAEL (Council for the Assessment of Experiential Learning), should be discussed among faculty, evaluators, and staff so there is public assurance of quality in all aspects of the assessment process. These recommendations follow consistent expectations in North America in regard to portfolio assessment. The college-wide discussion of these standards and criteria can only further strengthen an already strong program.

As noted previously, the director will continue conversations with both John and Susan in an effort to bring our structure more into line with CAEL guidelines, and other national recommendations for experiential learning assessment. An initial prospectus of materials could be provided at our next general IS faculty meeting, that will most likely be scheduled for spring, 2005.

b. We recommend regular training for evaluators in the ways (and that is plural) available for evaluating portfolios. Training is especially helpful for new evaluators, but can be equally valuable for those whose quality can be improved with a new focus on use of assessment techniques and clear assessment criteria.

The IS writing team will take up the evaluator issue this fall, in order to determine what training items we would want to include for our evaluators in our general meeting, and at subsequent community learning opportunities.

d. We strongly encourage the move to e-portfolios to increase the efficiency of portfolio assessment.

This item was discussed in detail in an entry above (p.27).

d. Continue to update learning outcomes for portfolio credit so such credit is aligned with regular USF courses and the core curriculum.

Phil Hanson, coordinator of writing and portfolio, has undertaken an extensive re-working of the portfolio handbook over the past year. An updating of both criteria and topics for experiential assessment has become a regular part of the portfolio process under his tutelage.

e. In order to assure common use of criteria for assessment, we suggest that an annual sampling of a small number of portfolios be selected and read by other evaluators for comparative purposes. Such a process assures that evaluators are viewing and using common criteria. As well, it can serve as an excellent professional development experience as evaluators examine their assessment criteria and assessment techniques.

The IS writing team will discuss this suggestion during the fall semester to ascertain how we might best establish a sampling procedure to be implemented in 2005.

e. We recommend that every five years or so an external evaluator be hired to do a larger reading of portfolios submitted during that time to assure high standards of portfolio assessment.

In consultation with the Dean's office, the program director will determine the most efficient and cost-effective way to maintain a more global programmatic assessment

process, that can be implemented as part of our preparation for wider evaluation purposes, such as a WASC visit.

Tenure

Tenure has always been a question for non-traditional programs. We believe CPS would be better off not to have tenure in any segment of its programs, but we would be opposed to the elimination in only one sector of CPS. If this goal is either not attainable or not desired, we strongly believe that CPS and USF must recognize the peculiar demands and objectives they set for faculty in the Interdisciplinary Studies program and that this be communicated in writing as to the expectations for faculty in the process of attaining tenure. If you want **interdisciplinary** faculty, then your expectations for tenure must be interdisciplinary in nature and communicated to faculty when they are hired.

We do not believe you have addressed the issue of what are the outcomes and the standards appropriate to Interdisciplinary Studies faculty. We believe that CPS hopes that it can hire faculty tenurable under standard disciplinary criteria and standards. We do not object to that. We do, however, strongly encourage CPS and the University of San Francisco to clearly articulate what you do expect from your faculty in interdisciplinary studies that speaks to their value as interdisciplinary faculty. Otherwise, you are very likely to undermine the interdisciplinary focus that is critical to the success of your program, especially given its current and anticipated size.

The roles, responsibilities, and evaluation of faculty within CPS have been a perennial focus of conversation and concern for a number of years. This is nowhere more evident than in Interdisciplinary Studies, since, by its very nature, the program requires a multiplicity of focus and efforts that carries faculty members far beyond the boundaries of traditional research and teaching agendas. The concerns raised by the evaluators are certainly a matter of urgency for senior academic administrators as the College continues to evolve.

Budget Constraints

While there have been tremendous program improvements, fiscal constraints may put some of these at risk. Additional funding is needed for outreach, recruitment, and marketing. The successful writing program needs year-round support. Given the student population of returning adults who have been out of school for a number of years, funding is needed to add skill enhancement (writing, research, technology) workshops, courses or other resources at satellite sites during the critical first fourteen weeks of transition into one's program.

As with all academic units within the University, CPS and IS must negotiate the delicate and complex world of resources and program development. The Dean's office has been open and generous in assisting the IS team to expand its program depth and academic oversight (creation of coordinators for the various segments of the program is a case in point). We shall continue to investigate options to expand service to students, and to increase academic depth and scope.

Pay for CPS adjunct faculty is very low and unlikely to be competitive in the Bay Area. It is amazing that quality faculty can be found to work for such a low wage. Additional funding is needed to continue to attract highly qualified adjunct faculty who form the core of most CPS programs.

Since John and Susan's visit, adjunct faculty rates for undergraduate courses have increased some 30%. This is an enormous step in the right direction as we attempt to recruit and retain dedicated and competent faculty!

It appears that satellite sites are cost centers for expenditures, meaning costs are charged to CPS, yet revenue does not follow. Consideration should be given to the relationship between responsibilities for delivering educational programs at satellite sites and authority to manage expenses incurred at those sites.

This fiscal issue also resides quite outside the jurisdiction of IS and its faculty. It is a matter for the Deans of CPS and Academic Affairs to discuss with the Provost and the financial officers of the University as a whole.