


APPENDICES – SPECIAL VISIT REPORT SEPTEMBER 2014

1. Undergraduate Program Review Announcement & Guidelines	2
2. Program Reviews	
• Earth Sciences	5
• International Relations	44
• Language Center	75
3. Viterbi School of Engineering Capstone Syllabi	
• Aerospace & Mechanical Engineering – AME 441	145
• Biomedical Engineering – BME 405	159
• Civil Engineering – CE 480	173
• Industrial Systems Engineering – ISE 495	178
4. Milestones of USC Distance Learning	183
5. USC Online Learning Readiness Template	186
6. Online Program Proposals, Learning Objectives & Assessment Plans	
• Master of Arts in Teaching (MAT)	193
• Master of Social Work (MSW)	240
• Geographic Information Sciences and Technologies (GIST)	282
• Master of Communication Management (MCM)	326
7. Integrated Postsecondary Education Data System (IPEDS) report	356
8. Freshman Profile and Admission Information – 2009-201	364
9. Student Experience in the Research University (SERU) survey results	369



MEMORANDUM

To: Academic Deans

From: Jean Morrison 
Vice Provost for Academic Affairs and Graduate Programs

Date: March 22, 2010

Subject: Guidelines for Undergraduate Program Review at USC

Office of the Provost

Jean Morrison
Vice Provost for
Academic Affairs and
Graduate Programs

Professor of
Earth Sciences

Ongoing assessment of the quality and effectiveness of our undergraduate academic programs to ensure that they are outstanding is a critically important process to which we are all committed. In addition, the way in which we assess the effectiveness of our undergraduate academic programs is an important issue in the university's accreditation under WASC (Western Association of Schools and Colleges). The existing system of academic program review overseen by the University Committee on Academic Review (UCAR) focuses attention primarily on the research enterprise and graduate programs. Thus, we have developed guidelines for undergraduate program review at USC which articulate a core set of goals and expectations, but which also provide the academic units appropriate flexibility to develop review processes that best suit their academic circumstances and continuing efforts.

These guidelines have been approved by the Provost and were developed in consultation with the Academic Senate Executive Board, the Committee on Academic Procedures and Policies (CAPP), and the University Accreditation Committee.

The guidelines for undergraduate program review are attached for your review. We expect implementation of this process to begin in Fall 2010, so schools should commence development of internal systems that are responsive to the goals and expectations set forth in the guidelines in anticipation of this start date.

cc: C. L. Max Nikias
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Guidelines for Undergraduate Program Review (UPR) at USC

March 2010

The University of Southern California is committed to high-quality, ongoing review of all undergraduate degree programs. The guidelines described in this document grow from the USC faculty's longstanding and deeply held commitment to academic quality and learning. The primary purpose of undergraduate program review is to ensure academic excellence and improve quality at the program level. Additional goals are to further raise the quality of teaching and learning; improve co-curricular programs and offerings; and, provide guidance for administrative decisions to ensure educational effectiveness.

USC uses a decentralized model of undergraduate program review that is consistent with its institutional context – i.e., its broad range of academic offerings and faculty governance based in separate academic units. The review process combines a set of university-wide guidelines with academic unit-level implementation and oversight of all reviews. This ensures consistency in the standards for review across the university while allowing academic units latitude to structure the process in ways that are responsive to their particular circumstances. (The sole exception is review of General Education which, as a university-wide curricular program, is reviewed separately.) The aim of this model is to produce reports and findings that have maximum relevance to the undergraduate programs under review. Academic units will develop implementation plans that make the most sense for their academic contexts.

All programs should be reviewed at least once every eight to ten years. The reviews conducted by all USC academic units offering undergraduate instruction should follow the core guidelines outlined in this document, which has been developed by the Office of the Provost and has included consultation with the Academic Senate Executive Board and the Committee on Academic Policies and Procedures.

UNIVERSITY-WIDE CORE GUIDELINES FOR UNDERGRADUATE PROGRAM REVIEW

A. PRINCIPAL CHARACTERISTICS OF UNDERGRADUATE PROGRAM REVIEW:

1. Provides a concise, honest appraisal of a unit's strengths and weaknesses.
2. Incorporates assessment of student learning using quantitative and qualitative evidence.
3. Is evaluative, not just descriptive.
4. Is forward-looking and provides recommendations for improvement.

While undergraduate program reviews should be independent of any other type of review, units that are separately accredited may request that the UPR occur at a time most convenient to the accreditation cycle and/or Academic Program Review.

B. COMPONENTS OF THE REVIEW PROCESS:

1. A self-assessment (typically 8-10 pages) of the strengths and weaknesses of the program(s) under review. Wherever possible and appropriate, the process should provide students with opportunities to participate in the review process. When completed, the self-assessment should be transmitted to the dean of the relevant academic unit and to the Vice Provost for Undergraduate Programs.
2. The Dean and the Vice Provost for Undergraduate Programs will share with each other their responses to this report and deliver them to the chair of the program under review.
3. The chair will share the self-assessment and responses with the faculty who teach in the program so they may discuss the findings and adjust their teaching objectives and practices as appropriate.

C. CORE AREAS FOR REVIEW: Reviews must include evaluation of the following areas.

1. Quality of curricular offerings.
2. Quality of teaching.
3. Evidence of student learning.

Where appropriate, reviews may also include the quality and effectiveness of co-curricular offerings and student services. Academic units may add to these areas for review upon the recommendation of their faculty and approval of their deans.

D. PROTOCOL FOR ASSESSMENT OF STUDENT LEARNING: Reviews will ensure that all programs satisfy the following requirements.

1. Departments and programs have established 4-7 programmatic learning objectives for each of their degree programs.
2. Learning objectives are made available to students, preferably on department and/or academic unit websites.
3. Departments have developed a plan to gather qualitative and quantitative evidence of student learning.
4. Evidence gathered is compiled and shared with the faculty.

In addition to formal UPRs, departments and programs should hold periodic faculty meetings to discuss the state of their degree programs, during which they should regularly evaluate evidence of student learning.

E. RECOMMENDED SOURCES OF EVIDENCE: Reviews should include evidence drawn from multiple sources such as those outlined below. Wherever possible, evidence should be supplied by the academic unit with the cooperation of central University offices. In addition to data provided centrally, departments and programs will need to develop some evidence of teaching effectiveness and student work (see 4 & 5 below).

1. Student quality data. (Office of Admission)
2. Student performance data. (Office of the Registrar)
3. Data on persistence and graduation. (Office of the Registrar)
4. Evidence of teaching effectiveness drawn principally from student evaluations. The latter should not include names of individual instructors. (Department/program)
5. Direct evidence of student work. (Department/program)
6. Surveys of USC freshmen, continuing students, and graduating seniors reporting measures of student engagement, satisfaction, perceived gains, and future plans. (Student Affairs)
7. Surveys of alumni reporting measures of satisfaction, preparedness, and achievements. (Academic Information Officer)

F. PROGRAM-SPECIFIC OPERATIONAL DOCUMENTS: All other features of program reviews not enumerated here will be determined by the academic units and set forth in operational documents shared in advance with the Vice Provost for Undergraduate Programs.

University of Southern California
Dana and David Dornsife College of Letters, Arts, and Sciences
Department of Earth Sciences

Undergraduate Program Review: Self-Assessment Report
June 29, 2011

Report

Executive Summary	2
Introduction	3
Academic Vision for the Degree Program	6
Curriculum	9
Teaching	11
Learning	13
Academic Advising	16
Enhanced Learning Opportunities	16
Program Outcomes	17
Plan for the Future	18

Appendices

1:	Tenured and Tenure-Track Faculty
2:	Courses and Enrollments 2007-2011
3:	Upper-Division Course Grade Distribution 2007-2010
4:	Syllabi for Earth Sciences Degrees
5:	Summary of Earth Sciences Faculty and Course Evaluations
6:	Earth Sciences Faculty Teaching Awards
7:	Student Evaluations of Teaching Assistants
8:	Proposal for the Interdisciplinary Honors Capstone in Climate, Energy, and Water (CLEW)

Executive Summary

Our goal through this review is to evaluate the status of our programs, with the objective of increasing the number of majors that we have in Earth Sciences, while preserving or advancing the quality of this program.

As we look towards increasing size and quality of our undergraduate major program, we recognize that this process is impacted by the great success of our undergraduate GE teaching program. Over time, with the growth of our GE program, the needs for GE teaching have overwhelmed the undergraduate major program. With increased demand for GE courses, an increasing number of our faculty do their undergraduate teaching by teaching a GE course. With the current number of majors we have found that we can teach most of our upper division courses for majors every other year, thus freeing faculty to teach GE courses.

We view as a realistic goal a five year plan that will bring our total number of undergraduate majors to 45, as well as working with the Environmental Studies program (ENST) to facilitate growth of their BS program by an additional 20 students. We are also in the process of developing an undergraduate honors program with ENST on "Climate, Energy and Water" (CLEW) that will further increase enrollments in our upper division major courses. Enrollment of more than 15-20 in our courses for majors would require substantial additional instructional microscopes, analytical equipment, teaching specimens, and additional vehicles for field trips. Furthermore, the one room that we have had as a laboratory for undergraduate major courses is currently also used for general education labs, as we have burst the seams on GE lab space. Currently, the average enrollment in our upper division major courses is 11-12, up from 4-7 per class in the 2000-2006 period. With the existing format, growth of 50-70% could be easily accommodated. Beyond this, we would need to teach many of our upper division courses every year, impacting faculty teaching loads and the availability of facilities.

Thus, we see two directions that we can go to increase our undergraduate major program. One would be to increase resources for this program, while holding steady with our GE program. With increased numbers of majors, necessitating the teaching of many of our upper division classes every year, instead of every other year, this would require an increase of as many as five tenure-track faculty. With increased teaching of upper division courses we would also need at least 1 additional room to teach the laboratories for these courses, and the resources noted above to conduct first class labs. The other direction would be to decrease the number of GE courses that we teach, to free up faculty to teach upper division major courses at a greater frequency. This would free up our undergraduate major laboratory for sole use of major classes, although we probably also would require an additional lab room to accommodate growth of this program.

Earth Sciences enjoys a prominent position in Dornsife, and we are proud of our contributions to Dornsife's undergraduate teaching efforts. Thus we as a Department prefer the first direction, with growth of a diverse faculty and additional space resources, to enable us to successfully develop a significantly larger undergraduate major program.

Introduction

Instruction and research in the Earth Sciences at the University of Southern California are as diversified and distinguished as the University itself. Courses in geology were a part of the curriculum when USC first opened in 1880. Among the geology professors at that time was M. M. Bovard, first president of USC. One hundred years later, the University was led by still another geologist, James H. Zumberge.

The Department of Geology enjoyed its first real surge in support and popularity following the Second World War, when enrollments in the department blossomed as veterans returned to academic studies under the G.I. Bill. Still, in 1961, the Geology faculty numbered only six and the department was known only for its programs in marine geology and invertebrate paleontology.

As the American reaction to the launching of the Russian satellite Sputnik in the late 1960s, the department—among hundreds of science departments in U.S. universities—received NSF funding for a rapid expansion of both faculty and scientific breadth. Programs in geochemistry, petrology, and geophysics (especially seismology) were added to the curriculum, as well as the continued building of marine sciences, paleontology, and paleoecology. By 1971, the department, now the Department of Geological Sciences, had a tenure-track faculty of 12, which grew to 16 a decade or so later. The establishment of the Southern California Earthquake Center in 1991 was a major boon to the department's interests and its international reputation in seismology and tectonics.

By the late 1990s and early 2000s the department, now Earth Sciences, had expanded its interdisciplinary interests greatly in addition to its strengths in geophysics. Perhaps chief among them was the founding of a geobiology program that now, less than a decade later, ranks among the top in the world. Along with these various strengths, the department is currently building strength in climate and paleoclimate studies. We are addressing problems of increasing social relevance, from development of bio fuel cell technology and modeling of El Nino effects to geoinformatics and seismic hazard analysis.

We are presently home to nearly 40 faculty whose collaborative and interdisciplinary research efforts cover a broad range of the geosciences and explore fundamental problems at the interfaces between disciplines. USC

geoscientists study basic questions on the operation of the Earth system, from understanding convection in the mantle to the evolution of life. We include 19 active full-time tenured and tenure-track faculty, including 1 faculty member with a primary appointment in Earth Sciences but a 50% appointment in Biological Sciences and 3 faculty with a primary appointment in Biological Sciences but a 25% appointment in Earth Sciences (Appendix 1). In addition, we include 6 emeriti faculty, 5 adjunct faculty, and 6 research faculty. This external review of our undergraduate program coincides with the loss of two senior faculty members who taught our mineralogy and petrology courses and constituted the core of our Geology program, Lawford Anderson and Jean Morrison. This has led to a lively and productive discussion in our Department on future plans for Earth Sciences. Currently we have a search in progress to hire a tenure-track junior faculty member in climate modeling.

With this broad array of faculty interests we are home to a variety of laboratories. This includes several geochemistry facilities, a paleomagnetism and rock magnetism laboratory, a geophysics instrument pool, a mineral separation lab, a paleobiology laboratory and a climatology laboratory. Rock preparation and petrographic microscope facilities are also available as well as an EBSD and EDS facility. The department provides a wide range of computational resources to meet the requirements of all of our diverse research groups.

Earth Sciences at the graduate level has a group of 50-60 Ph.D. students who are primarily interested in academic careers. Our Ph.D. program has excellent students (e.g., in the past five years recent graduates have obtained tenure-track positions at UC Santa Cruz, Georgia Tech, Smith College, University of Kansas, Bryn Mawr College, University of Minnesota, and University of Texas, Austin). Our graduate programs are very highly ranked (e.g., Geophysics, 2010 US News & World Report, #9; Paleontology, 2006 US News & World Report, #11). We have also been very successful with external funded research, ranking for many years in the top five institutions in funding received from the NSF Earth Sciences Directorate.

USC Earth Sciences does an extensive amount of undergraduate teaching in the form of teaching general education (GE) classes. We teach 7-8 GE classes (including one or two sections of the Thematic Option Honors Program CORE) to over eleven hundred USC students per semester. More than 50% of the GE science units taught by Dornsife are from Earth Sciences offerings. And, Earth Sciences does this job well, with high faculty and teaching assistant ratings and classes that fill quickly.

During the past five years, we have typically had 25 majors in our Department, graduating about eight per year. Recently, we have added two minors in Geohazards and Geobiology, which have been completed by several students. We also contribute to teaching majors classes for the Environmental Studies

majors every other year, thus freeing faculty to teach GE courses. Enrollment of more than 15-20 in our courses for majors would seriously impact the current close contact of students and faculty, as well as requiring substantial additional vehicles for field trips, instructional microscopes, analytical equipment, and teaching specimens. Furthermore, the one room that we have had as a laboratory for undergraduate major courses is currently also used for general education labs, as we have burst the seams on GE lab space. A final constraint is the supervision of undergraduate senior thesis projects. This requires considerable individual faculty supervision for effective mentoring, which not all faculty can provide due to other commitments. Currently, the average enrollment in our upper division major courses is 11-12, up from 4-7 per class in the 2000-2006 period. With the existing format, growth of 50-70% could be easily accommodated. Beyond this, we would need to teach many of our upper division courses every year, impacting faculty teaching loads and the availability of facilities.

Academic Vision for the Degree Program

Earth scientists study the biology, chemistry and physics of the Earth within a fundamental geological context. We are different from other science departments in that we study global systems and routinely include in our analyses a fourth dimension, time. We call this Geosystems and this concept provides the foundation for our undergraduate major. Within a Geosystems framework the fundamental goals in our program are to:

1. train students to make good observations;
2. ensure that students have good backgrounds in basic sciences, including physics, chemistry, and biology;
3. ensure that students have good quantitative skills, allowing them to formulate predictive models and analyze data in a quantitative way; and
4. provide opportunities for students to develop good communication skills for making both oral and written presentations.

Earth Sciences students typically make their decision to become a major after they have taken a course in Earth Sciences at USC. In order to make this option as attractive as possible for current USC undergraduates, we have produced the following updated learning objectives that have been posted on our website:

Observations

Students will develop the basic observational skills needed to function as geoscientists.

Students will make quantitative measurements of various physical, chemical and biological properties of the Earth system.

Students will develop mapping skills and use such (topographic and geologic) maps to estimate distances, visualize landforms, and locate / identify geographic and geologic features.

Students will identify the common forms of igneous, metamorphic, and sedimentary rock in hand samples and in field exposures using observations of mineral composition and texture.

Students will be given the opportunity to acquire essential laboratory skills through internships in various research laboratories within the Department. Depending on their interest, these experiences will teach them the basic geological, geochemical, geophysical, analytical and modeling skills to function as professionals in the geosciences.

Scientific Method

Students will apply skills such as inductive, deductive, and mathematical reasoning to solve Earth science problems.

- Students will integrate data from field work, laboratory measurements, library research, and / or their coursework to formulate or evaluate a geoscientific hypothesis.
- Students will apply mathematical models and analysis to quantitatively describe and predict the behavior of Earth phenomena.
- Students will acquire a solid foundation in statistical analysis and learn how to apply probabilistic reasoning to the Earth system, learning to discriminate between competing hypotheses based on factual evidence.
- Students will learn how to critically evaluate scientific information in visual and written forms.

Scientific Communication

Students will demonstrate the ability to acquire and communicate scientific data, ideas, and interpretations through written, oral, visual, and digital means.

- Students will demonstrate the ability to accurately report on and draw conclusions from careful readings of works of scientific journalism and research literature.
- Students will use the USC library and online databases to locate and retrieve publications relevant to a research question or project.

- Students will produce written reports that clearly and accurately describe and illustrate the background, methods, data, and interpretations relevant to a particular project.
- Students will produce and present oral reports based on posters or digital media (e.g., Power Point, Keynote) that clearly and accurately describe and illustrate the background, methods, data, and interpretations relevant to a particular project.
- Students will demonstrate proficiency in the visual display of quantitative information and associated plotting and editing software.
- Students will demonstrate the ability to accurately and ethically incorporate and cite a variety of scholarly sources in their written reports and oral presentations, and will evaluate the relative reliability of sources of information and discriminate between peer-reviewed, edited, and "wiki" publishing.
- Students who have elected to participate in research will be given opportunities to communicate their results at regional, national and international research conferences.

Geosystems

Students will develop an understanding of the Earth through the study of complex geosystems that interact across a wide range of spatial and temporal scales.

1. Students will learn the essential properties of Earth's components, including its core, mantle, asthenosphere, lithosphere, cryosphere, hydrosphere, atmosphere and biosphere.
2. Earth processes operate over the broadest range of time scales, from billions of years to fractions of a second, and at rates ranging from gradual to sudden. Students will gain a unique understanding of Earth's place in space and time by studying the chemical, physical, and biological evolution of the Earth system.
3. Students will learn how interactions within and between geosystems give rise to emergent behaviors of the Earth system.
4. Students will formulate an understanding of the Earth based on exchanges of matter, momentum, and energy among different geosystems.
5. Students will recognize human civilization as a geosystem that interacts strongly with other global-scale geosystems.

Program goals

Our undergraduate program:

- contributes to the education of all USC undergraduates so as to promote understanding of the earth and environmental issues in society;
- helps students develop problem-solving and communication skills to address the earth and environmental challenges facing tomorrow's workforce;
- equips our majors with a diverse skill set developed through Earth Sciences that prepares them to become the future leaders of academia, government, and industry.

Within the context of our learning objectives our undergraduate major program is designed to require only a few specific courses along with a variety of electives. Because different undergraduates may favor a geological, geobiological, geochemical, or geophysical approach, this allows a student flexibility to choose different paths of knowledge in the Earth sciences while overall achieving our program goals. We view this flexibility as the greatest strength of our program, and rely primarily on teaching and course evaluations to assess the satisfaction of our students in terms of outcomes.

From our own surveys of our students done by our Director of Undergraduate Studies, Professor Doug Hammond, it is clear that most graduates we have produced have been of high quality. The recent alumni include one who was selected as a USC Renaissance Scholar, three who have been elected to Phi Beta Kappa, and five more who graduated with Honors (only available since 2006). We also take great pride in the success of our majors in undergraduate research, an opportunity facilitated by our high faculty/major ratio. For example, four projects involving groups of our undergraduate majors have been recognized with awards during the Provost's Undergraduate Symposium (2006 to present), and two other awards have gone to non-majors mentored by our faculty. A number of our graduates have matriculated in outstanding graduate programs. During the past five years, graduates have enrolled at Cal Tech, Yale, Columbia, University of Texas, and UC Davis, which are all highly regarded. Consequently, we feel the quality of those completing the program is high; there are just not as many as we would like.

Curriculum

The department offers two undergraduate major degrees, a BS in Geological Sciences and a BA in Earth Sciences. The BS degree requires a year of coursework in calculus, chemistry, physics or biology, and completion of a senior thesis. It has been designed for students who plan to pursue a career in the Earth Sciences. The BA degree is designed for students with interests in the Earth Sciences, but who may pursue a career in teaching, law, information

technology, or other areas. The BA does not require a senior thesis, and only a year of chemistry (or other science) and a semester of pre-calculus are required. Two of the major tracks in Environmental Studies (ENST) require several courses in Earth Sciences and considerable additional work in social sciences.

Geology BS Curriculum

1 year each: Calculus, Chemistry, Physics or Biology

Required (3): Intro GEOL course, GEOL 315 (Minerals and Earth Systems), GEOL 385 (Research Methods), GEOL 494 (Senior Thesis), and GEOL 465 (Intensive Study, Field or Research)

Upper Division Electives: 7 courses from - GEOL 460L (Geochemistry and Hydrogeology), GEOL 440L (Geophysics and Geoenvironment), GEOL 412 (Oceans, Climate, and the Environment), GEOL 320L (Surficial Processes and Stratigraphic Systems), GEOL 433L (Paleontology and Evolution in Deep Time), GEOL 316L (Petrologic Systems), GEOL 483 (Geobiology and Astrobiology), GEOL 470 (Environmental Hydrogeology), GEOL 450L (Geosystems), GEOL 474 (Ecosystem Function and Earth Systems), GEOL 425L (Data Analysis in the Earth and Environmental Sciences), GEOL 321L (Structural Geology and Tectonics) and others. Substitutions are possible to fit career objectives.

Units required for BS = 68 science + 44 units GE & others

Geology BA Curriculum

1 semester each: Precalculus or Calculus, Chemistry, 1 other science

Required (3): Intro GEOL course, GEOL 315 (Minerals and Earth Systems)

Upper Division Electives: any 7 upper division courses (see above) except GEOL 305 (Introduction to Engineering Geology).

Units required for BA = 48 science + 44 GE & others

The requirements for the BA and BS degrees underwent a major revision beginning with the 2006/07 academic year, allowing increased range of choice in upper division courses for the major. We now include as our introductory course any one of our general education courses. Our students come into the program with strong backgrounds and interests in geological, geobiological, geochemical, or geophysical aspects of the Earth sciences, so the flexibility of the 2006/07 curriculum revision has allowed us to address this variety in student interests.

better than the previous curriculum, which had more requirements and fewer electives. This change also has meant that most upper division courses were only offered in alternate years to keep reasonable enrollments. The alternate year scheduling poses some advisement problems and makes it difficult for the advanced courses to assume that all students have an identical background, but neither of these problems has posed serious difficulties to date.

The small classes that constitute our undergraduate major curriculum provide opportunities for students to achieve significant interaction with faculty and teaching assistants in the classroom, laboratory, and on field trips (Appendix 2). As indicated by course syllabi, our majors courses are intensive. By the time Earth Sciences majors are taking upper division courses the majority of the grades are A's and B's (Appendix 3). Syllabi for Earth Sciences courses taken by undergraduate majors are found in Appendix 4.

Teaching

Typically all of our undergraduate courses are taught by tenured and tenure-track faculty. For evaluation of the teaching performance of faculty and teaching assistants, we focus upon the student evaluations that are completed at the end of each course. In these evaluations we rely upon the instructor evaluation and the overall course evaluation, which are reported on a scale of 1-5, with 5 being highest. Our faculty typically have good teaching evaluations and several have received teaching awards (Appendices 5,6). However, arguably our most distinguished faculty teacher, Lawford Anderson, has recently departed with Jean Morrison for Boston University.

TA training, which for new graduate students takes place the week before the beginning of the fall semester, has two components. One is organized by Dornsife and the Center for Excellence in Teaching. This includes general discussions of responsibilities, material on harassment, a lecture on learning styles, panel discussions by faculty, experienced TAs and undergraduate students. The second component is organized by the department. It includes a faculty discussion outlining a more specific discussion of responsibilities, some of the challenges of graduate education, challenges of dealing with undergraduate students at USC, and a sample lecture about California Geology for students to critique. Graduate Student Mentors from the department describe their experiences as a TA, providing tips for success in teaching and as a graduate student. They also oversee sample presentations by each new TA, which is then critiqued by their peers.

During each semester, the TAs for general education courses will meet weekly with their faculty supervisor or with Barbara Grubb, our director of instructional laboratories, to plan the following week's exercise, and also to review any problems they may have encountered. If any TA receives a relatively low evaluation (below about 3.8 on a 5 point scale), they will be asked to meet more

frequently with a faculty mentor. From the metrics provided by these evaluations we present "Outstanding Teaching Assistant" awards each semester, which involve a cash prize. Most of our teaching assistants who are assigned to upper division undergraduate courses have previous extensive experience as teaching assistants in our general education courses. We believe that we have an outstanding teaching assistant program in the department, as reflected in the student evaluations of teaching assistants (Appendix 7).

Our emphasis on the Geosystems approach requires observation and training in the lab and the field. The need for viewing geologic processes in the field is one of the practical aspects that sets Earth Sciences apart from most other majors. In order to prepare the students for the field, rigorous laboratory exercises, involving specimen-based work, computer exercises, and hands-on geochemical experience, is also necessary. Earth Sciences currently has four laboratory rooms dedicated to undergraduate teaching. Initially, three of the four were designed for General Education courses, and the fourth for our upper division Earth Science courses. As our GE teaching has grown, the fourth room now hosts both GE and Earth Science major courses.

To adequately teach our current course offerings, we need at least three undergraduate lab rooms *dedicated* to upper division Earth sciences: a room outfitted like ZHS B65 with specimen storage and microscopes, a geochemistry lab, and a computer lab. Currently, B65 works well...when it is available versus GE usage. The geochemistry lab does not exist (see below), and the computer lab (ZHS 130) is at capacity.

Unfortunately, our upper division teaching facilities are barely adequate, or in some cases, inadequate from the standpoint of scheduling on the one hand, and facilities on the other:

1. **Scheduling Issues:** GEOL 315L and 316L are currently taught every year in alternate semesters, and have a 6 hour per week lab. Given that the lab room is shared with the GE courses, it is difficult to schedule the other upper division earth science courses, especially as our number of majors grows. For example, in spring of 2010, we needed to have two lab sections of Geol 320L (6 hours of lab time use per week). Couple this with the 316L (6 hours of lab time per week), and the fact that the room was shared with GE courses, room availability and access became a problem. As our major grows in numbers and we need to offer more sections, this problem will become untenable.

Furthermore, if our number of majors grows and we return to teaching 5 additional major courses every year (instead of every other year), we will experience a catastrophic failure in terms of scheduling.

2. **Inadequate Facilities:** Currently, the GEOL 460L Geochemistry labs have

been taught in the research lab of Doug Hammond because the department does not have a teaching lab with the appropriate facilities (e.g., fume hood). However, Dr. Hammond's lab is a shared facility. Josh West, our new assistant professor, now shares the facility with Dr. Hammond. To date, Dr. Hammond has been able to accommodate the undergraduate labs, essentially out of the goodness of his heart. As Dr. West's research ramps up and our number of majors grows, it will become impossible to teach the geochemistry labs in the shared research facility.

Currently taught every year:

GEOL 305L: Introduction to Engineering Geology (3 hours of lab/week)

GEOL 315L: Minerals and Earth Systems (6 hours of lab/week)

GEOL 316: Petrologic Systems (6 hours of lab/week)

GEOL 460L: Geochemistry and Hydrogeology (2 hours of lab/week)

Currently taught every other year:

GEOL 320L: Surficial Processes and Stratigraphic Systems (3 hours of lab/week)

GEOL 321L: Structural Geology and Tectonics (assume 3 hours of lab/week)

GEOL 425: Data Analysis in the Earth and Environmental Sciences (assume 3 hours of lab/week)

GEOL 433: Paleontology and Evolution in Deep Time (3 hours of lab/week)

GEOL 440L: Geophysics and Geoengineering (assume 3 hours of lab/week)

GEOL 450L: Geosystems (2 hours of lab/week)

Learning

Professor Douglas Hammond, our Director of Undergraduate Studies, has collected information on our undergraduate majors over the years, and much of what follows is based on his analyses of this information.

There are a variety of perceived reasons as to why our undergraduate major program has plateaued at 25. As a private research university with a large population of pre-health students in the Dornsife College undergraduate population, recruitment of students interested in Earth Sciences to the freshman class is typically minimal, and has averaged 1-2/year for the past decade. This is not aided by the typical lack of Earth Sciences instruction at California and US high schools. Earth Sciences at US universities is thus known as a "discovery major", in that new majors find Earth Sciences after they have been at the university. It appears that this situation is a common one among private research universities that are USC's peers which we have surveyed (Table 1). We currently have no international students as majors.

While our GE courses have been quite successful and play a large role in the USC program, our success in maintaining a vibrant undergraduate program for majors has been limited, based on the numbers we have graduated (Figure 1). These statistics include BS (65%), BA (25%) and ENST geotrack (10%) majors

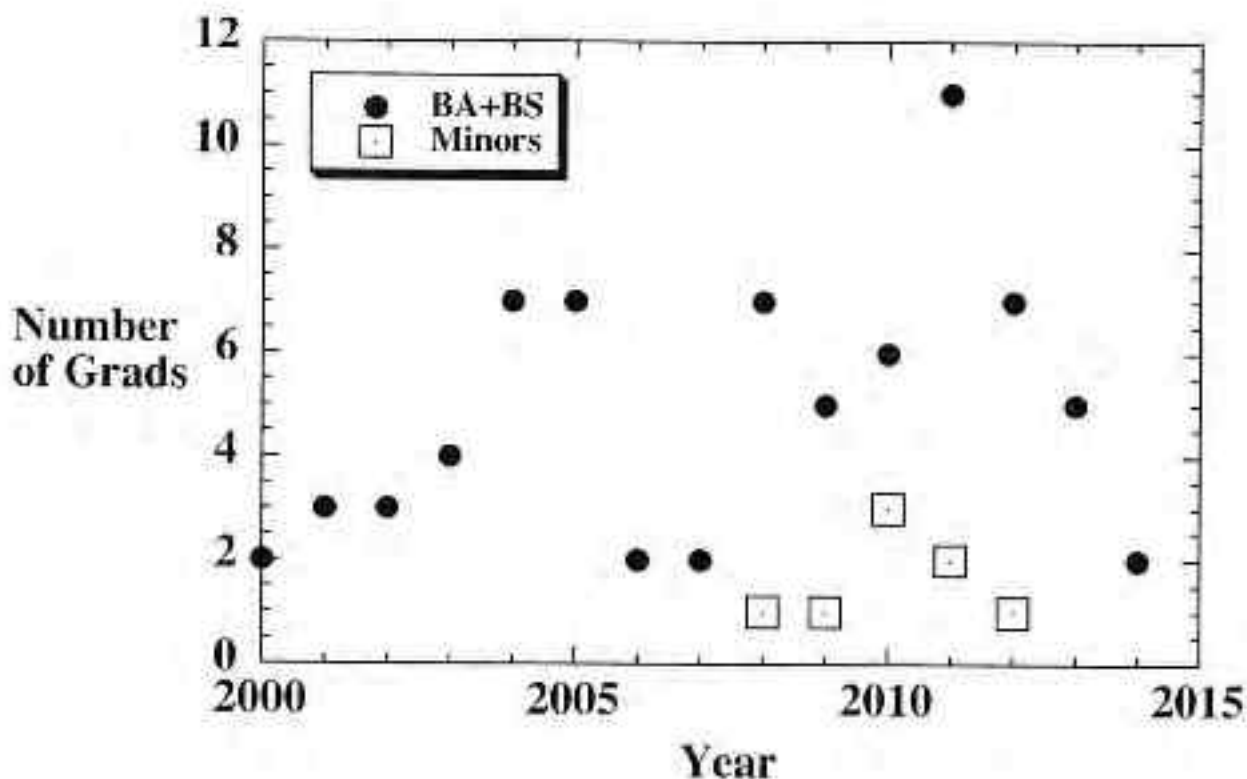


Figure 1. The number of majors actually graduating during the past 12 years. For classes up to 2007, the numbers include those in the ENST geotrack. This track has been changed, reducing the number of courses their students take that are offered by our Department. Note that for years 2011-2014, these are projected numbers, based on students who have declared the major. We expect to enroll additional students into the cohorts who will graduate in 2013 and 2014. Also shown are students completing one of our minors, Geohazards or Geobiology.

(percentages during the past decade). To some extent, this pattern follows national trends. A major curriculum revision in 2006/07 led to an upturn but we need to work to sustain this. Based on the frequent calls we get from potential employers looking for recent grads, the employment opportunities are quite good for our graduates.

A disappointingly small number of students choose to pursue a major in our Department, and the undergraduate population lies near or below what should be a critical mass. Paths our current cohort followed to the major are in Table 2.

Table 2: Origin of Current Majors

Freshman entry as declared GEOL major	3
Transfer entry as declared GEOL major	3
Took GE class and switched to GEOL	13
Switch to GEOL without GE class	4
Total	23

This indicates that small numbers of potential majors enroll at USC, and less than 0.2% of the students taking our GE classes each year are successfully enticed into the major. They have initially taken GEOL 105 (1), 107 (2), 125 (3), 150 (2), 160 (1), 240 (2), and CORE 103 (1). Others have switched to Earth Sciences after doing Earth Sciences Undergraduate Team Research (UTR) program (1) or GEOL 315 (1) as an ENST requirement. Two simply jumped into introductory courses and GEOL 315 simultaneously at the start of their sophomore year after hearing about the major from friends.

The low success in recruitment may reflect: 1) the lack of interest or preparation in science; 2) little exposure to Earth Science in high school; 3) a desire by strong students in GE classes to pursue careers in business, law, or medicine; 4) for students with interests in science, a late exposure to Earth Science at USC (they often take a GEOL course in the junior or senior year, or not at all). Once students commit to the GEOL major, our success in retention is about average for most disciplines. During the past five years, our undergraduate advisor Doug Hammond has programmed 32 students as majors. Of this group, 60% have remained in the major. Of the 13 who left the program, five did so because of academic difficulties at USC, four found the required chemistry class too difficult, and four found other majors more interesting.

Our undergraduate major is open to all USC students. Given the small number of students that we have, our current recruiting efforts involve inviting potential majors, largely from those registered for General Education courses, to attend a pizza lunch each semester where the vision for the major is presented. Because our upper division major courses are small, differences in student learning styles are addressed on a one-on-one basis with the faculty member teaching the course.

Academic Advising

Advising is done by the Director of Undergraduate Studies, Doug Hammond, and our Staff Academic Administrator, Cindy Waite. When a student expresses interest in the program, Professor Hammond outlines a four year plan for degree completion, including the selection of elective courses to be taken. If the student decides to pursue the program, Cindy Waite handles the sign-up details. Subsequently, each major is required to meet at least once per semester to discuss accomplishments to date, and future plans. This is particularly important for ensuring that students have joined a research program to complete the thesis required for the BS degree and for ensuring that they are actually on track to complete both the courses required for the major and the other Dornsife College degree requirements. In addition, students can come by for additional advisement or counseling as needed. This includes the particular needs of minority, first-generation and international students, which are addressed individually not only by the Director of Undergraduate Studies but by the faculty teaching specific courses and providing particular research opportunities in their laboratories.

Enhanced Learning Opportunities

For the past five years, we have run an Earth Sciences Undergraduate Team Research (UTR) program as an up to 8-unit, year-long, multidisciplinary, learner-centered, student research experience that always begins with summer field studies followed by lab research during the school year, culminating in professional publications and presentations during the spring semester (for examples of previous years' activities see <http://geology.usc.edu/esurp/estr.php>). It is open to all USC undergraduate students. To date 48 students have been in the program with 53% women, 17% minorities, and 40% non-science majors. The first and main component of past UTR programs has been our California based research program "Geologic Wonders of Yosemite at Two Miles High", although we now offer similar research options in Inner Mongolia, Cascades, Washington, and Joshua Tree National Park. The UTR program has built in flexibility that can easily allow student research groups to work anywhere in the world. To date students in past UTR programs have published 28 abstracts in professional meetings, are working on 4 separate papers for peer-reviewed publications, have presented posters of their results at numerous meetings, and have completed 5 senior theses with another 4 presently underway.

A proposal is presently under consideration by Dornsife to change this program into a 6-unit, three-semester sequence (GEOL 387a, b, c) that will introduce students to research methods (387a), involve them in summer field research (387b), followed by lab research in the fall (387c), and culminating with presentation of research in the spring. Completion of the entire program can be used towards 4 units GE category 3 credit, part of an Earth Sciences minor, or as electives and fulfillment of summer field camp for majors.

The program has been incredibly successful in many regards including exposing non-Earth Science majors to geology and field research, retention of majors, getting undergraduates involved in research projects resulting in publications, and the development of learner-centered collaborations between students in different disciplines. It may have had an effect but to date has not had a huge impact on increasing Earth Sciences majors. There are some issues that need addressing by the Department and Dornsife to enhance and stabilize the program if it is to continue. We also should explore the separate question of expansion of the program to enhance the Earth Sciences major and to help increase the number of undergraduate Earth Sciences majors.

Recently, an increasing fraction of our students have chosen to take advantage of study abroad programs. Those who have done so have returned enthusiastic about the experience. Of our current students, about one per year has chosen to do this. In addition, many students have the opportunity to do directed research with a faculty mentor, as well as the opportunity to write a senior thesis (required for BS, but sometimes done by BA students as well). For those in the BS program, a summer field course or a directed research project is required. This period of intense study is welcomed by the students, and has led to networking opportunities, as well as providing an opportunity to work on an open-ended problem.

The department does not have a specific formal evaluation system in place for capturing student experience of these enhanced learning opportunities.

Program Outcomes

From data collected by Doug Hammond during his many years as Director of Undergraduate Studies we have summarized the career paths of our graduates who finished 1999-Spring 2010 (Table 3). Principal paths have been to pursue graduate degrees (both MS and Ph.D.), or work in the environmental field. However, some have also pursued careers in other fields that may have used their geological training in some way.

Table 3. Origin of Current Majors

	#	% of known*
Total grads	48	
Unknown paths	8	
Grad School in geo	16	40
Environmental firms	10	25
Oil and Minerals Industry	3	12
Other (geo)	2	5
Military	3	12
Teaching (K-12)	3	12
Other (non-geo)	8	20
(IT, gemology, real estate, Red Cross, medicine?, retired)		
Unemployed	1	3

*some are counted in more than one category

Our department is primarily a place where basic research is done, so these outcomes reflect well the nature of our goals, as most of our undergraduate majors go on to graduate school. Our goals, too, are inclusive of those of our students who plan to pursue careers in the environmental, oil and mineral industries, and these outcomes are the second most common among our undergraduate majors.

Plan for the Future

We view as a realistic goal a five-year plan that will bring our total number of undergraduate majors to 45, as well as working with ENST to facilitate growth of their BS majors by 20 students. Further growth in our upper division course enrollments is also envisaged with development of the CLEW honors program that we are developing with ENST (Appendix 8). We anticipate these programs will foster interdisciplinary growth. Students with more interests in social sciences should be encouraged to pursue the ENST program, while those with more interest in basic science should major in Earth Sciences. We anticipate that students might move laterally between these programs as their interests become more apparent during their undergraduate careers.

To attract new students to our major we propose the following approaches.

- 1) We propose to work with Dornsife College to recruit increasing numbers of freshman whose aim it is to be Earth Science majors. One aspect of this would be, with Dornsife College funding, to take the Dornsife undergraduate recruiters on a field trip, perhaps yearly, so that they attain an in-depth understanding of what an Earth Sciences major entails.
- 2) As Earth Sciences is a "discovery major", the more important efforts will be to recruit USC students already in attendance. Our efforts in this regard will focus on increasing visibility to undergraduates at USC. With Dornsife College funding we propose to replace the signage on Zumberge Hall from "Geological Sciences" to "Earth Sciences" and to place large and attractive banners on our building (as are on many other USC academic buildings). This would make our presence more apparent to undergraduates and particularly to those leading campus tours for prospective students that go by our building. With Dornsife College funding we also propose to increase the visibility of undergraduate activities in the Department through development of various displays in our hallways.
- 3) To directly attract USC students to the Earth Sciences major we propose instituting a formal course for freshmen and sophomores for 1 credit that would be a 3-4 day field trip on an Earth Science theme, with one or two shorter meetings before and after the trip.
- 4) To increase the attractiveness of our major to USC students we propose to continue to enhance field opportunities for our majors through participation in the Problems Without Passports (PWP) program, such as a proposed future PWP course to Spain organized by John Platt. We also will work with Dornsife College to find ways to give our UTR program a stable source of support from Dornsife.
- 5) We have a new professor in our Department, Jan Amend, who is coming to us from Washington University. There he taught a highly regarded scientific writing course for undergraduate majors, and we propose that as a new feature of our major he replicate that course here.

With Dornsife's help, and within various constraints, we believe that our goal of increasing to 45 majors is obtainable either (1) through a reallocation of existing resources, or (2) through the addition of new resources. The rationale for both plans is outlined below.

The Earth Sciences Department at USC currently offers a flexible undergraduate major program with only a few required courses. The flexibility is attained through intensive advising where the undergraduate director individually plans each student's program. This approach allows the Department to offer upper

division classes typically on an every other year basis. This scheduling format serves another purpose, in that with only 25 majors, classes scheduled every other year have enrollments ranging from 10 to 20, a suitably large number for these classes with intensive science labs. While growth to 30 could be accommodated under our present mode of operation (assuming enrollments from the ENST program remain at the present level), additional enrollments would require changes.

Earth Sciences upper division major labs require field trips commonly to destinations at the end of dirt roads. Thus, we are fortunate to have three Suburbans for these trips, and the maximum that could go on any one trip would be 21 individuals, or 18 students plus the faculty member and two teaching assistants to help with the driving. We also currently have only one lab room in which to conduct the laboratory sessions for our upper division major courses, and this facility is limited by space and lab resources to typically 10 students for each lab section.

To increase the undergraduate majors number to 45, we would need to be mindful of these constraints. With three Suburbans for field trips, our upper division classes are limited to enrollments of around 20 students. Our upper division course lab room could accommodate the additional lab sections required by additional students. In order to increase the number of majors to 45, however, we would need to teach most if not all of our upper division major classes every year, rather than the current every other year scheduling.

With our current GE teaching program, which utilizes a great amount of our faculty teaching resource, we are not currently able to teach most of our upper division major classes each year. To obtain the increased number of majors through reallocation of existing resources we would then need to assign faculty currently teaching GE courses to teach the upper division major courses. This reduced commitment to GE would result in fewer GE labs being taught each semester, and would then open up time in our upper division major lab room, which currently is also being used for GE labs.

This outcome, however, is not satisfactory to the Department of Earth Sciences. Rather, we would propose addition of as many as five tenure-track or tenured faculty to the Department whose teaching contribution would allow us to teach our upper division major courses every year as well as continue at our current level with GE teaching and teaching ENST courses. This would require the space and resources for these additional faculty, which do not currently exist in Zumberge Hall. We would also require an additional laboratory room for upper division labs, which is outfitted suitably to run geochemistry lab sections, which are currently done in faculty research labs.

A five-year plan achievable without allocation of existing resources would be:

1) Years one through three. A strenuous program of recruitment to the major is implemented, to achieve the goal of increasing the number of students enrolled in each upper division major class

2) Years four and five. With the success of recruiting efforts, and as our upper division major enrollments rise, we begin to offer these classes on a yearly basis. Concurrently, we cut back by one or two the number of GE classes that we teach each semester, to free up faculty to teach the upper division major classes. With this reduced GE teaching load time is freed up in our upper division major lab room so that we can teach more lab sections for these upper division courses.

A five-year plan achievable with additional resources, which is preferable to us, would begin with (1) above. However, we would then plan:

2) Years four and five. With the success of recruiting efforts, and as our upper division major enrollments rise, we begin to offer these classes on a yearly basis. Because the College has built a new building adjacent to the current Stauffer/Ahmanson complex, we are able to hire as many as five new faculty who have state-of-the-art labs. This building also houses a new lab room for Earth Sciences that has appropriate teaching geochemistry facilities. With these new faculty we are able to continue our current GE teaching commitment and also to teach our upper division major classes on a yearly basis.

Earth Sciences views itself as a ready and willing partner with Dornsife College, and is ambitious about its future and its ability to contribute to the overall goals of the College. We are confident that with additional resources to implement this program of increased number of undergraduate majors we will produce a stronger Department and a stronger Dornsife College.

Report of the Undergraduate Program Review: Department of Earth Sciences

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Executive Summary: The Department of Earth Sciences is exemplary in its research productivity and extensive General Education teaching. However, the number of undergraduate majors is not coincident with the vibrancy of the department, and the department's goal of increasing the number of majors is both needed and attainable. To reach its objective, the potential pool of majors must be assessed, diverse barriers ranging in scale from national K-12 education policies to departmental requirements must be overcome, and students creatively lured into this intellectually challenging and socially relevant field. As the undergraduate program grows additional teaching lab space is needed; more faculty probably will be advisable to accommodate more undergraduate students while maintaining and building the strong graduate and research programs as well as supporting general education teaching endeavors.

I. Earth Sciences at the University of Southern California

The Department of Earth Sciences contributes significantly to USC's academic stature and educational mission. Several of the graduate programs in Earth Sciences commonly are ranked in the top 10 to 15 nationally (*U.S. News and World Report*), and for many years it has been a leading recipient of funding from the National Science Foundation, Earth Science Division. A conservative estimate of the research funding that the Earth Science faculty brought in as overhead during the last five years is \$23 M, coming from a total research funding of about \$60 M. Astoundingly, during the same period the tenure track faculty taught ~11,000 students in introductory courses that fulfill the general education science "General Education" (GE) lab science requirement. At the prevailing tuition rate, this corresponds to an income of about \$55 M. In addition, Earth Sciences faculty currently teach a key course in the Environmental Studies major and will add another in the spring.

Given the large number of GE students taught, one might predict that the faculty would consider teaching GE courses to be a chore to be completed with minimal effort. However, in conversation with the review committee (see Appendix 1), instructors of these courses were passionate about communicating the importance of their subjects to USC undergraduates: the Earth Science faculty is highly engaged in teaching GE students, most of whom are non-scientists. Students resonate with the faculty's enthusiasm, as evidenced by the high rankings on course evaluations.

Because of the department's obvious success in both introductory and graduate-level education, the review committee's attention was directed to the undergraduate major program; the issue it was asked to address is the small number of students in the program (about 25 majors at any time) and how the number of majors could be increased. Note that the quality of the undergraduate program is very high, as evidenced by the fact that a high proportion of students enroll in high-quality graduate programs including in the last five years (Yale, Caltech, UC Davis, Columbia, Vanderbilt, and University of Texas). We also considered the cost to the department of the growth in the major, and the implications for resources that we be needed to accommodate this growth.

II. Goals for the Undergraduate Major in the Earth Sciences

The Department of Earth Sciences would like to double its current number of majors to about 45.

In light of the faculty's success in graduate level and GE teaching and funded research, an important and obvious question is whether or not it is worthwhile for the department to focus limited faculty resources on the undergraduate major. Do the benefits of a larger major program outweigh the costs? Although there were differing levels of commitment to attaining this goal, the sense of the faculty, and of this review committee, is that building the undergraduate majors program is imperative for the several reasons:

- there is a critical need for Earth scientists to solve Earth and environmental problems of the 21st century; training them is a national imperative (<http://www.agiwcb.org/workforce/reports.html>)
- more majors would increase class size and insure that classes are not cancelled and are taught each year.
- more students would improve instructional environment: a class with 10 students is more engaging than a class with 5.
- a larger cohort of majors would insure a critical mass for a cohesive geo-student community, a factor reported by students to be critical in their satisfaction with the Department of Earth Sciences.
- larger enrollments in majors courses would justify TAs for labs in these courses and free faculty for creative course development.

III. Achieving the Goal

The review committee concurred that attaining the Earth Sciences objective of increasing number of majors will involve three steps: 1) identifying potential majors; 2) identifying and breaking down (or lowering) barriers to students majoring in Earth Sciences; and 3) "hooking" students into Earth sciences as a compellingly interesting, socially relevant, crucially important field of study with diverse career opportunities. Each of these steps is discussed below.

The review committee is focused on the Department of Earth Sciences. However, it is very aware of the department's contributions to and connection to related programs such as Environmental Studies. These connections are at the heart of a forward-looking College that actively embraces emerging interdisciplinary endeavors. We applaud and encourage the participation of the Department of Earth Sciences in collaborative interdisciplinary programs like Environmental Studies. These contributions should continue to be recognized by the administration as they now are, while concurrently the department builds its own majors program that is fundamentally inter-disciplinarily focused on the Earth.

IV. Identifying Potential Majors.

Non-Science General-Education (GE) Students: Earth Sciences teaches an astonishing number of GE students: in a typical Academic Year (e.g., 2011), this number exceeds 2000. In contrast to other disciplines, such as Physics, where students can use a discipline course to satisfy their Category III (Science) GE requirement, Earth Sciences students take their Department's GE courses as part of their core curriculum. Of course, they constitute only a small fraction among all students in the Earth-Sciences GE classes, the vast majority of them being non-science majors. While most of the latter have made up their minds, it happens every year that a few (say, three) Earth-Sciences majors are recruited from this pool of formerly non-science GE students. This is by itself a rather unusual phenomenon, with little analog in the other Science disciplines.

It is not completely obvious what defines the quantitative value of this small recruitment rate, but it appears quite stable over the years, showing that there is an objective mechanism at work. If it could be more precisely understood and then fine tuned, the department ought to attract a considerably higher number of Earth-Sciences majors out of this pool.

Engineering Students: Similar to the Non-Science GE students, a small but significant number of Engineering Students is also attracted to the Earth Sciences Program. This is quite natural, given the many engineering themes in Earth Sciences. Not only in earthquake studies and the challenges for civil engineering and constructions arising from earthquakes, but also from a fundamental point of view there is an obvious overlap. The basic movement of fluids, from magma to ordinary water concerns mechanical engineering. Putting it as a slogan, one can also talk of "engineering a planet". Local and global monitoring the Earth, ground, oceans and atmosphere, involves sophisticated remote sensing, extensively from space. Engineering is responsible for these high-tech tools. This brings in natural partnerships with regional institutions such as the Jet Propulsion Laboratory (JPL). But an institution such as JPL does not only look downward to Earth; its remote missions to planets and other objects in the solar system are world famous. Importantly, studying planetary "geology" and atmospheres is a crucial discipline of Earth Sciences. It is no wonder therefore that the Department of Earth Sciences at USC has started a closer partnership with JPL, following a call from that institution to associate more closely with universities in the area, in order to strengthen JPL's educational mission.

Quite generally, it ought to be possible to increase the flow of engineering students to the Earth-Sciences major by more systematically targeted education efforts that would illuminate these excellent opportunities for synergy between the two fields. As with the GE students, it is a small number that is being converted, but if this small number can be increased, it will result in a significant increase of Earth-Sciences majors.

Pre-med Students: A further pool of candidates for Earth Sciences majors is the large body of pre-med students (every year about 800). While they all aspire to go to medical or dental school, actually only a minority fraction of about 40% achieves that goal. Those who realize that they likely will not get into medical school will be looking for another home. While some of the social sciences are probably their first choices, Earth Sciences is a real possibility. Pre-meds are highly motivated to work for the common good; Earth Sciences have many areas where this is addressed (Environment, Climate, earthquake prevention).

Again, as with the GE and Engineering students, we deal with a small number of potential students that are being converted, but again, if this small number can be increased, even if it still remains small, it can result in a significant increase of Earth-Sciences majors.

Environmental Studies Students: Jim Haw has been spectacularly successful in attracting a soaring number of students to the Environmental Studies Program at USC. He says that he can always identify a small but significant number of students in the program whose interest lies more in Earth Sciences. Since the Environmental Studies Program is still in its growth phase, it is likely that the absolute number of Earth-Sciences majors coming from the program will also increase in the near future.

V. Breaking down the Barriers that Block Students from Majoring in Earth Sciences

The barriers that keep students from majoring in Earth Sciences at USC occur at three scales, all of which affect decision making by USC undergraduates, including the national level, the USC institutional level, and the departmental (Earth Sciences) level.

National level: In high schools in the United States, Earth Science is rarely taught, and where it is, academically talented students are encouraged to take multiple years of Biology, Chemistry, and Physics rather than Earth Science. The result is that most Americans know little about how the Earth works and are unable to appreciate the myriad of products and awe-inspiring Earth processes that they encounter in everyday life. Unfortunately, because people tend to ignore what they do not understand, Earth-illiterate USC students enter college with little interest in Earth Science; it is off their radar screens (and those of their parents).

Second, even those who are familiar with geology (or the more comprehensive “geoscience” or “Earth science”) view it as intellectually second (or third or fourth) tier, as evidenced by the persistence of the label “rocks for jocks” for introductory geoscience courses since the 1940’s. In spite of the documented need for well-trained Earth scientists to solve the complex Earth-related environmental problems of the 21st century, few parents dream of their children becoming Earth scientists vs. entrepreneurs, physicians, etc.

Thirdly, most Americans do not see Earth science as having viable career opportunities. This is an outgrowth of the widespread “Earth ignorance” and perception of “Earth for dummies” discussed above. The diversity of exciting opportunities is not widely known (<http://www.agiweb.org/workforce/reports.html>).

Suggested response: Acknowledge barriers, and within USC work to educate students and parents.

Barriers at USC: Although students nationwide enter college with the prevailing national attitudes described above, the review committee has learned of several characteristics of USC that subtly serve to build rather than break down barriers.

The first is the pre-professional orientation of incoming students. Whether they focus on business, law, medicine, or film, as the committee heard repeatedly, USC students and their parents value the professional or pre-professional credential earned at USC more than they value the learning that students will do in response to academically rigorous challenges.

The pre-professional orientation of students is a reality and presents a challenge to the Dornsife College in diverse arenas. The Department of Earth Sciences is dependent on College leadership to build the visibility and importance of humanities, social sciences, and sciences as viable fields of concentration for students entering USC. An area identified as of key importance by the faculty is admissions: are students with demonstrated talent and curiosity with undefined career pathways given entrance ranking equivalent to those with well defined professional goals? The department needs to be involved in targeted initiatives to increase the proportion of incoming USC students who are seriously interested in the humanities, social sciences, and natural sciences.

A second significant barrier is one that makes it difficult for science (e.g., pre-med) and (especially) engineering students to major or double major in Earth Sciences. Components of the barrier are reported to include highly prescribed curricula (engineering) and advising that does not present Earth Science as a viable alternative major (pre-med).

To break down this barrier, the department needs to be proactive in discussing Earth science options with the pre-med advisers, explaining the connections between medicine and the environment, and describing how an Earth science major would benefit some pre-med students. The support, advice and participation of Dean Manahan will be crucial in this area.

The barriers with engineering seem more impenetrable, but the natural connections between engineering, particularly civil and petroleum, and the Earth Sciences are very strong. We suggest that the Dean of the College and the Dean of Engineering meet to discuss building bridges between engineering and Earth Sciences.

Departmental barriers: Departmental barriers are more difficult to identify than larger scale barriers, largely because the students who currently are majors are remarkably satisfied with their academic experience in Earth Sciences at USC and offer few suggestions as to what could be changed to increase number of majors. The review committee is not certain about what the barriers are or how they might be lowered, but will offer thoughts and suggestions in several areas.

First, the communication of departmental expectations is not clear. Students are required to take a few common courses, and then chose 7 additional courses as well as courses in physics, chemistry, and mathematics (different for B.S. and B.A.). Scheduling is difficult; the committee investigated whether or not a student entering as a sophomore (second semester) would be able to complete the major in four years and determined that it is not possible. However, by all reports Professor Hammond is diligent and artful in making schedules work for students; students who try to figure it out on their own may get discouraged and reject the possibility of majoring without talking to Dr. Hammond.

Second, the first required course in the major is broadly applicable, but somewhat reductionist unless taught in a very creative way; this seems contrary to the global systems message that is at the core of the departmental vision for the curriculum. Practically, it appears unrealistic to ask students to take a six hour lab for this single course, but the review committee was surprised to hear students describe it as a valuable bonding experience. Here we are surprised by the student reaction, and only suggest that it might be a significant "turn-off" to other students.

Third, the departmental emphasis is on preparing students for graduate school. Students articulate that graduate school is all important, and those looking for other career options seem to be finding their own way, with little encouragement.

The advising system seems to work, although the emphasis must be on figuring out how to help students get courses so they can graduate. With changes in Dornsife advising, and with clarification of the course requirements and stabilization of the course offerings (hopefully every year) the advising could be restructured to provide more time for faculty advisers to concentrate more on career counseling and helping students find out of the classroom experiences. All faculty supervising senior research projects should be proactive in helping students identify graduate schools, and the related science courses that are needed for their sub-disciplines.

VI. Creatively Convincing Students that Earth Science is for Them

The challenges faced by the Department of Earth Sciences at USC are the same challenges faced by geoscience departments across the country, including USC's peer institutions. There are no silver bullets, no universal solutions.

The review committee presents possible approaches, some of which may be applicable in the USC environment. We underscore the need for time efficiency, as the faculty all have active research programs that must be maintained and built while the department is increasing the number of majors. However, as discussed below there are resources that can be time-efficiently used to make Earth Sciences sufficiently compelling to students that they decide to major in the field.

1) *The Earth Itself*: Students are surrounded by the Earth, their lives depend on it, and its operating systems are both complex and not well understood. There are products of Earth processes all around, free for the recognition, and the challenges presented by humans' interactions with the Earth are unsurpassed. Students in all Earth Sciences courses need to be reminded of this constantly.

- all majors could be given a subscription to *Earth* magazine; it should be distributed by the department. The breadth of topics covered is astounding. Faculty and graduate students would also benefit.

- faculty should highlight earthquakes, volcanoes, hurricanes, droughts, etc. and the people affected when these events occur. This can be done in 2 minutes at the beginning of class.

- in classes at all levels, students should be challenged to solve diverse Earth-related problems, or make predictions about "what happens next". In GE classes, these challenges can involve qualitative analysis only, whereas in many upper level courses quantitative skills may be required. These problems/challenges can be presented in "think, pair, share" format (students think on their own, share ideas with a person nearby and ultimately with the rest of the class). This type of activity can be time efficient (~ 5 minutes), provide a change of pace, engage students, raise expectations, and, importantly, build student self-confidence as scientists.

- in GE classes, the connection between everyday life and geoscience should be demonstrated constantly in small ways (e.g., slip in photos of kitchens with "granite" countertops; talk about the Mountain Pass Rare Earth deposit in California and the need for rare-earth elements for computers, etc.)

- appeal to students' idealism or challenge them to confront Earth-related moral issues (e.g., mine safety, hazardous waste disposal, environmental justice).

- ensure that in all classes, students really understand what they are learning within the context of large scale Earth system processes – it builds interest and excitement for all!

2) *Graduate students*: Undergraduate students told the review committee that their TA's are fantastic and crucial in building their interest in Earth Sciences. The review committee recommends that the department build upon the graduate student as mentor and teacher theme in ways that benefit both graduate students and undergraduates.

- Graduate students who do field work in an exotic area, or who make an exciting discover should make cameo appearances in GE classes to briefly explain their work.

- These students also should be connected to the student newspaper and campus communication outlets. Their achievements should be trumpeted, and they need practice in communicating their work to a broader audience.

- Graduate students could be encouraged to include qualified undergraduates in their field work, and possibly lab work as well.

-- On a larger scale, USC Earth Sciences could develop a formal program in "Preparing for a Career" that would enable graduate students to grapple with issues such as how to motivate students to become majors, how to mentor students, etc. and develop individual creative approaches to these issues that affect all academics. Such a program would benefit both the undergraduate and graduate students; in fact, it would be a recruiting tool for graduate students, and a key weapon in their job-searching arsenal.

3) *Existing undergraduate majors:* The review committee was impressed with the enthusiasm and loyalty of the majors with whom we talked. They are effective advocates for the department, and it is excellent experience for them to talk about their research and their interests. They should be deployed as a "enthusiasm building force".

-- in GE classes undergraduates could regularly give 2 minute presentations on their senior research projects or research trips/experiences

-- undergraduates could be employed as TA assistants in GE course labs. This builds their confidence as scientists, and provides GE students with happy and engaged undergraduate major role models.

-- undergraduates could be empowered by soliciting their input regarding hiring decisions. They commonly have useful insights, and the process draws them into the department, making them more dedicated advocates.

-- undergraduates could meet with admissions officers and staff from campus communications to explain their interests and experiences in Earth Sciences

4) *Field opportunities:* On a national basis, probably more students are drawn to the Earth Sciences because of field opportunities than through any other avenue. However, providing field opportunities is time and effort intensive, and cannot be done on a large scale while maintaining and building research programs (unless the research is done in a logistically simple field area). However, even without massive time commitments, field experiences can be encouraged, with significant payback in terms of student engagement.

-- promote sharing of information about existing summer field opportunities elsewhere, including diverse styles (e.g., field camps, marine biology programs, Sea Semester, coastal processes field courses, etc.). If students could receive financial support for these programs, they would return as effective advocates.

-- encourage the Earth-Sciences student honorary society in its efforts to organize hikes and field trips.

-- encourage graduate students to include undergraduates in their field work (see above).

-- consult with Professor Haw (Environmental Studies) about time-efficient, feasible approaches and possible collaborative activities.

5) *Academically gifted students*: USC students are a select group of good students, almost all of whom have the intellectual capacity to be excellent Earth Scientists. However, most do not perceive themselves as scientists. With some sensitive and creative planning Earth Sciences can devise methods of nurturing smart students who label themselves as “nonscientists” so that they develop self confidence and morph into sophisticated science students, similar to some in the small group of existing Earth-Sciences majors. Key to this effort is removing or lowering barriers (six hours of lab for one course?) and such steps as perhaps providing Earth-Sciences graduate student tutors in mathematics and chemistry. Equally important is spontaneous celebration of student successes, no matter how small.

6) *Engineering, pre-medical students and Environmental Studies majors*: These students potentially could easily become majors or double majors and would not require the nurturing needed by non-science students. However, barriers need to be crossed for these students to become Earth-Science majors.

— the department should work closely with the Vice Dean for Students, Donal Manahan, on means of introducing these students to Earth Sciences and facilitating their increased involvement in the department.

7) *Diverse Career Opportunities*: Earth Sciences links to diverse career opportunities – so many that most Earth-Sciences faculty members are only aware of a small fraction. The challenge is to become informed about these opportunities and publicize them to undergraduate majors, GE students, and the Admissions Office.

— a staff person, perhaps Cindy Waite, could undertake a survey of diverse career options and the pathways toward entry into these careers.

— the non academic opportunities should be publicized widely.

VII. Implications for Resource Allocations

Current facilities for teaching undergraduate majors classes are barely adequate to inadequate for the current number of students. Upper level course teaching lab space has been converted to GE lab space. The most immediate problem is that currently Doug Hammond’s research lab is used by students in the Geochemistry and Hydrogeology course. Although Professor Hammond’s altruism is laudable, this impinges on his research activities and is unwise and unsustainable; course lab space is needed.

A serious problem noted by both faculty and students is that courses for the major can not be taught yearly, due to high demand for GE courses. As the goal of 45 majors is approached, staffing needs will need to be assessed; our prediction is that faculty additions will be needed as the major grows if the current high levels of GE teaching and research productivity are to be maintained and expanded.

September 5, 2011

Dr. David Bottjer, Chair
Department of Earth Sciences
University of Southern California
Los Angeles, CA

Dear Dave,

Upon further reflection and with consideration of student comments that I did not assimilate during the brief visit, I have additional observations and suggestions regarding the undergraduate curriculum. These are not included in the report because they post-date the visit and have not been sharpened and modified through discussion with Werner.

First, as I thought more about it on the trip home, it became increasingly clear that the GE courses may not provide a compelling entre into the major for potentially interested students. We did not have enough information to assess the cause of this with certainty, but my hunch is that the students do not catch the "exciting big picture" and that the GE courses do not prepare students for the challenges of the required courses.

Second, reconsidering "Minerals and Earth Systems" as one of the few and, commonly, the first taken of the required courses would be beneficial. Although the students that we talked to seem to think that it provided sufficient context for the material presented, other students, whose comments I became aware of later, viewed the course as full of facts of little value to students with their interests rather than as a springboard into the earth sciences. These comments are consistent with the course as a "holdover from times past".

I suggest some version of a curriculum such as outlined below that is systems oriented, underscores the importance of interdisciplinary approaches, links the past, present and future, and simultaneously stresses concepts that provide a context for learning about the earth. This model of a curriculum is not meant to be prescriptive. It is meant to be one of many examples of a curriculum that probably is in tune with large scale objectives of most of the faculty; it provides a broad outline that certainly needs to be modified for the USC Department of Earth Sciences. My reason for being so bold to present it is to stimulate a conversation about change.

I. GE courses: Agree on basic concepts that are common to all aspects of earth science and make sure that they are stressed in every class. If there is no agreement, then develop a course that is a bridge to the major. The department may stress skill development in the major, but that is done through teaching content, and it is counterproductive to have students struggling to build context on their own.

II. Require five courses that would provide an overview of earth sciences and context for later courses and inform students about earth science disciplines. These courses would give needed background for making informed decisions about their interests. After Course "A", courses could be taken in any order. Content between courses would be overlapping and linkages clearly demonstrated.

A. Required course: "Earth Systems through Time";

- a. How the earth works: Cycling of materials through lithosphere, hydrosphere, biosphere, atmosphere and products and feedbacks of this cycling.
- b. Moments in deep time when the processes were "messed up" or operated at different rates or scales, with feedbacks, consequences for living things.

B. Required course or sequence: "Earth Materials in Motion:"

This would be a one or two semester (or three) investigation of how the original elements of the earth recombine and morph into different materials under the influence of biological, physical and chemical processes, then change again conditions change. (Integrates "mineralogy", petrology, geochemistry).

C. Required course: "Processes near the Earth's Surface, their Records and Implications:" Would include rock/atmosphere/ water interactions and impact on climate (note linkage to A, B, above and D below).

D. Required course: "Interpreting Lithospheric Processes and Interactions: Implications for Earth History, Society, and Earth Cycling"

E. Required course: "Life through Time: Past, Present and Future": Would emphasize interactions between living and nonliving components of the earth at all scales, how this has changed in past, and will be different in future.

III. Field experience of some kind

IV. Related sciences: Require different amounts for B.S. vs. B.A. as at present, and counsel students who are headed for graduate programs about their specific needs. Communicating to students (no matter how subtly) that without a year each of math, physics, and chemistry they are not prepared for earth sciences classes would be counterproductive to attracting majors. At the same time, all students need to be fully aware that solid backgrounds in mathematics and other physical and biological sciences are critically needed by earth scientists.

Best wishes and thank you for the opportunity to observe and comment on your remarkable program!

Molly Miller

Department of Earth and Environmental Sciences
Vanderbilt University

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USC Earth Sciences Undergraduate Program Review

Plan for the Future

Draft, 11/01/11

We view as a realistic goal a five-year plan that will bring our total number of undergraduate majors to 45, as well as working with ENST to facilitate growth of their BS majors by 20 students. As we hire additional climate faculty further growth in our upper division course enrollments is also envisaged with development of the CLEW honors program. We anticipate these programs will foster interdisciplinary growth. Students with more interests in social sciences should be encouraged to pursue the ENST program, while those with more interest in basic science should major in Earth Sciences. We anticipate that students might move laterally between these programs as their interests become more apparent during their undergraduate careers.

To attract new students to our major and upper division courses we propose the following approaches.

- 1) We propose to work with Dornsife College to recruit increasing numbers of freshman whose aim it is to be Earth Science majors. This means that our faculty need to have significant planned interactions with the Dornsife recruiters, to educate them on what our department has to offer. Since *admissions* most USC undergraduates will be taking a GE course through our department, this kind of information for recruiters will be of benefit to all prospective students. One example of such interaction would be to send Dornsife undergraduate recruiters on an Earth Sciences GE field trip, perhaps yearly, so that they attain an in-depth understanding of what an Earth Sciences major entails.

- 2) As Earth Sciences currently is a "discovery major", significant efforts will be made to recruit USC students already in attendance. We propose to have annual planned interactions with Dornsife undergraduate advisors, so that they are fully versed in what it means to be an Earth Sciences major, and how students may become Earth Sciences majors. In particular, we propose making a plan with the advisors so that pre-med students can more easily decide to become Earth Sciences majors.

- 3) We will increase as much as possible the number of freshmen in our GE classes, so that new students are exposed to earth sciences early in their college career, and have the time to switch to an Earth Sciences major if they so choose. To help with this it might be advantageous for the College to decree that all GE classes be completed by the junior year.

handout?

*review Comm:
eng students? <
pre-med?*

research
fair like
1/25/2?

- 4) To demonstrate the vibrancy of the earth sciences to potential majors who are students in our GE classes, we will feature undergraduate majors and graduate students and their current research activities in selected GE lecture sessions.

faculty &
recurrent
events

- 5) Our efforts in this regard will also focus on broadly increasing visibility to undergraduates at USC. With Dornsife College funding we propose to replace the signage on Zumberge Hall from "Geological Sciences" to "Earth Sciences" and to place large and attractive banners on our building (as are on many other USC academic buildings). This would make our presence more apparent to undergraduates and particularly to those leading campus tours for prospective students that go by our building. With Dornsife College funding we also propose to increase the visibility of undergraduate activities in the Department through development of various displays in our hallways.

- 6) To increase the attractiveness of our major to USC students we propose to continue to enhance field opportunities for our majors through participation in the Problems Without Passports (PWP) program, such as a proposed future PWP course to Spain organized by John Platt.

showcase
of
US field
experiences?

- 7) We have a new professor in our Department, Jan Amend, who is coming to us from Washington University. There he taught a highly regarded scientific writing course for undergraduate majors, and we propose that as a new feature of our major he replicate that course here.

- 8) Our departmental curriculum committee will be tasked to continue discussions on how our major courses and course selection can be improved to ensure continued growth in our number of majors.

clear articulation
of expectations
monitoring
for non-grad-
school-bound
students

- 9) We will continue to develop plans for the Climate, Energy and Water (CLEW) interdisciplinary honors program that would be jointly administered with ENST.

With Dornsife's help, and within various constraints, we believe that our goal of increasing to 45 majors is obtainable either (1) through a reallocation of existing resources, or (2) through the addition of new resources. The rationale for both plans is outlined below.

The Earth Sciences Department at USC currently offers a flexible undergraduate major program with only a few required courses. The flexibility is attained through intensive advising where the undergraduate director individually plans each student's program. This approach allows the Department to offer upper division classes typically on an every other year basis. This scheduling format serves another purpose, in that with only 25 majors, classes scheduled every

grad
student
mentoring
if US?

Tandy Waite: increase career info

other year have enrollments ranging from 10 to 20, a suitably large number for these classes with intensive science labs. While growth to 30 could be accommodated under our present mode of operation (assuming enrollments from the ENST program remain at the present level), additional enrollments would require changes.

Earth Sciences upper division major labs require field trips commonly to destinations at the end of unpaved roads. Thus, we are fortunate to have three four-wheel-drive Suburbans for these trips, and the maximum that could go on any one trip would be 21 individuals, or 18 students plus the faculty member and two teaching assistants to help with the driving. We also currently have only one lab room in which to conduct the laboratory sessions for our upper division major courses, and this facility is limited by space and lab resources to typically 10 students for each lab section.

To increase the undergraduate majors number to 45, we would need to be mindful of these constraints. With three Suburbans for field trips, our upper division classes are limited to enrollments of around 20 students. Our upper division course lab room could accommodate the additional lab sections required by additional students. In order to increase the number of majors to 45, however, we would need to teach most if not all of our upper division major classes every year, rather than the current every other year scheduling.

With our current GE teaching program, which utilizes a great amount of our faculty teaching resource, we are not currently able to teach most of our upper division major classes each year. To obtain the increased number of majors through reallocation of existing resources we would then need to assign faculty currently teaching GE courses to teach the upper division major courses. This reduced commitment to GE would result in fewer GE labs being taught each semester, and would then open up time in our upper division major lab room, which currently is also being used for GE labs.

This outcome, however, is not satisfactory to the Department of Earth Sciences. Rather, we would propose addition of as many as five tenure-track or tenured faculty to the Department whose teaching contribution would allow us to teach our upper division major courses every year as well as continue at our current level with GE teaching and teaching ENST courses. This would require the space and resources for these additional faculty, which do not currently exist in Zumberge Hall. We would also require an additional laboratory room for upper division labs, which is outfitted suitably to run geochemistry lab sections, which are currently done in faculty research labs.

A five-year plan achievable without allocation of existing resources would be:

- 1) Years one through three. A strenuous program of recruitment to the major is implemented, to achieve the goal of increasing the number of students enrolled in each upper division major class

2) Years four and five. With the success of recruiting efforts, and as our upper division major enrollments rise, we begin to offer these classes on a yearly basis. Concurrently, we cut back by one or two the number of GE classes that we teach each semester, to free up faculty to teach the upper division major classes. With this reduced GE teaching load time is freed up in our upper division major lab room so that we can teach more lab sections for these upper division courses.

A five-year plan achievable with additional resources, which is preferable to us, would begin with (1) above. However, we would then plan:

2) Years four and five. With the success of recruiting efforts, and as our upper division major enrollments rise, we begin to offer these classes on a yearly basis. Because the College has built a new building adjacent to the current Stauffer/Ahmanson complex, we are able to hire as many as five new faculty who have state-of-the-art labs. This building also houses a new lab room for Earth Sciences that has appropriate teaching geochemistry facilities. With these new faculty we are able to continue our current GE teaching commitment and also to teach our upper division major classes on a yearly basis.

Earth Sciences views itself as a ready and willing partner with Dornsife College, and is ambitious about its future and its ability to contribute to the overall goals of the College. We are confident that with additional resources to implement this program of increased number of undergraduate majors we will produce a stronger Department and a stronger Dornsife College.

Final 11/28/11
November 28, 2011

IMPLEMENTATION (INCLUDING TIMELINE)
OF THE REVIEW COMMITTEE RECOMMENDATIONS
FOR THE DEPARTMENT OF EARTH SCIENCES

Goal: Double the current number of majors to about 45

1. Critically review the curriculum to ensure academic expectations for vision of the major are clearly articulated and are achievable.

- a. Consider systems approach throughout the curriculum.
- b. Consider using the Environmental Studies chemistry course instead of the current requirement.
- c. Revise the GEOL 315 gateway course to make the field attractive, not to filter out students, e.g., to reduce time from 6-hour lab and revise to adopt a systems approach.
- d. Review the unit requirements, taking into consideration the core courses and their interrelationship with electives, field experience, and different goals of students after graduation.
- e. Revise course titles and descriptions to increase relevance to high school and incoming freshman audience.
- f. Develop a two-unit scientific writing course.
- g. Develop clear outcomes on all course syllabi.
- h. Develop sample curricular paths to help students and advisors see the different possibilities with the course work, and add these curricular samples to the program website and in recruitment materials.
- i. Develop a Problems Without Passports course and other ways to expand and enhance field opportunities.

START: 11/14/11

FINISH: 5/1/12

2. Develop strategies with the Environmental Studies Program to identify students who are more interested in Earth Sciences or who could add a second major.

- a. Meet with Dr. Jim Haw and produce a plan.

START: 12/1/11

FINISH: 5/1/12

3. Develop interdisciplinary honors programs.

- a. Work with Environmental Studies Program to develop the Climate, Energy and Water (CLEW) that would be jointly administered with ENST.

START: 12/1/11

FINISH: 5/1/12

MEET STEVE LAMY 11/23/11

4. Have faculty brainstorm other possible interdisciplinary honors program ideas and consult with Steve Lamy to develop them.

START: 12/1/11 ■
FINISH: 5/1/12

5. Increase communication to prospective students, potential majors, and current majors about the quality of student experience the Earth Sciences Program has to offer.
- Hold an outdoor showcase at noontime for majors to present their summer and other field experiences, or
 - Install semi-permanent exhibits of undergraduate research in high traffic areas of ZHS (see #19)

START: 12/1/11
FINISH: 5/1/12

6. Have faculty hold a research fair at which students can hear about faculty members' research and learn about research opportunities with them, or have faculty present examples of their research in the GE classes they teach.

START: 12/1/11
FINISH: 5/1/12

7. Increase the visibility of activities organized by the honorary student society such as their hikes and field trips, through campus communications, the program website, and social networking.

START: 11/14/11
FINISH: ongoing

8. Develop more co-curricular activities such as faculty-led hikes and events offered through Dornisfe Commons and publicize them broadly, or develop a field trip course as part of the Freshman Seminar program

START: 12/1/11
FINISH: 5/1/12

9. Further develop the internship program.

- Work with JPL and oil companies. ■

START: 12/1/11
FINISH: ongoing

10. Appoint an internship coordinator.

START: 12/1/11
FINISH: 5/1/12

11. Increase publicity on availability of internship opportunities on the program website, through social networking, etc.

START: 12/1/11
FINISH: 5/1/11

12. Develop recruitment strategies to attract students in GE courses.

- a. Feature majors and graduate students discussing their current research activities in selected GE lecture sessions.

START: 12/1/11

FINISH: ongoing

13. Have faculty include examples from current events and every-day objects with relevance of earth sciences in GE lecture sessions.

START: 11/14/11

FINISH: ongoing

14. Increase visibility of the Earth Sciences major in the admissions process.

- a. Recruit faculty to give 20-minute presentations in the Admissions "Meet USC" events and work with Steve Lamy to get them included in the program.

START: 12/1/11

FINISH: 5/1/12

ROAD TALK FOR KAREN T. GROW OF LEEC

15. Produce a handout for admissions staff to distribute.

START: 12/1/11

FINISH: 5/1/12

16. Schedule and hold ongoing faculty interaction with Dornsife admissions staff to educate them on the experiences students can have as an Earth Sciences major.

START: 11/14/11

FINISH: 5/1/12

17. Include admissions staff on an Earth Sciences GE field trip.

START: 3/1/12

FINISH: 5/1/12

18. Increase on-campus visibility of Earth Sciences Program.

- a. Discuss with Jim McElwain the replacement of "Geological Sciences" signage on Zumberge Hall to "Earth Sciences."

START: 11/17/11

FINISH: 3/1/12

19. Develop and install new displays of undergraduate work in Zumberge Hall hallways.

START: 12/1/11

FINISH: ongoing

20. Investigate current banner policies.

START: 12/1/11

FINISH: 5/1/12

21. Work actively with Environmental Studies Program to develop the Environment and Health major that will be attractive to pre-health students.

- a. Meet with Dr. Jim Haw and produce a plan.

START: 12/1/11/11

FINISH: 5/1/12

22. Develop recruitment strategies to convert engineering students to major or to add a second major, focusing on civil engineering and petroleum.

START: 12/1/11

FINISH: 5/1/12

**University of Southern California
School of International Relations**

Self-Assessment Report for 2010-11 Undergraduate Program Review

Overview The School of International Relations (SIR) is a diverse and dynamic unit in USC's College of Letters, Arts and Sciences. This 87-year-old institution—the third oldest school of international relations in the world—fulfills its distinctive charter by concentrating multiple perspectives (political, economic, historical, area studies) on the contemporary international system under one roof. An accomplished, interdisciplinary faculty noted for excellent research, teaching and mentoring offers diverse theoretical and methodological approaches on issues from China, Latin America, Europe and the Middle East to democratization, migration, political economy, proliferation and global governance. Along with its respected and rapidly rising doctoral program in Politics and International Relations (POIR, administered jointly with the Department of Political Science), SIR also manages the Center for International Studies (the primary locus of international studies at USC, offering regular seminars, special symposia, research fellowships). Yet its primary and arguably most successful mission remains undergraduate education, and SIR graduates the largest number of majors of any department in its College.

Offering BA degrees in both IR and IR-Global Business (as well as BA/MA degrees in IR and IR-Public Diplomacy, along with various interdisciplinary minors), that popularity—it currently has 856 majors—is one measure of the undergraduate program's success. Others detailed below include: an impressive record of prestigious awards, fellowships, graduate and professional school placements; a growing range of study-abroad, internship, and co-curricular pursuits; and a vigorous SIR alumni network that enriches our undergraduates' experience through various academic, policy, and career-development options. At the same time, the SIR undergraduate program suffers from several problems—in particular, a curriculum that is insufficiently coherent, rigorous, and lacking in quantitative-economic content—leading to a level of graduate/alumni dissatisfaction that we find unacceptably high. While we offer a series of specific recommendations to address these issues—curricular reform, as well as advising and hiring initiatives—we nevertheless emphasize at the outset that our overall assessment of SIR's undergraduate program is positive.

This assessment is based on an extensive self-study which began in spring 2010 with the formation of a review committee consisting of Professors Robert English (chair) and Dan Lynch, Associate SIR Director Linda Cole, and Undergraduate Advisers Elisa Chavarria and Katrina Miranda, with SIR Director John Odell as ex officio adviser. They conducted student and faculty surveys, group and individual faculty and student interviews, and gathered data from various departmental, College, and University sources. The process is slated to continue with the assessments and advice of three examiners, culminating in a final report and recommendations.

Academic Vision SIR's overarching goal, as stated in its strategic plans and other program documents, "is to illuminate the international sphere by concentrating knowledge from several disciplines in one place" (see *2010 School of International Relations Strategic Plan* at Appendix A). Put differently, it is to help realize USC's longstanding global ambitions and globalization initiatives, which have been summarized as follows:

USC is a global university, and America's leader in international education. It has the largest number of international students of any U.S. university and a worldwide alumni network. With programs of research, study and service that span countries and continents, USC prepares students to thrive in the global marketplace (<http://globalization.usc.edu>).

As regards undergraduate education, SIR has identified the following learning objectives as specific criteria toward those larger goals:

1. Development of critical thinking through study of the basic workings of the international system—how power is organized, who the key players are and what role they play—while specializing in one of the following sub-fields of IR: security studies; international political economy; foreign policy analysis; and culture, gender and global society;
2. Understanding the development of the interdisciplinary field of international relations including the major theoretical approaches;
3. Ability to apply theories of international relations to current events and policy concerns in the context of an appreciation of the diversity of worldviews held by various stakeholders;
4. Appreciation of politics and society outside the U.S. through concentration in a major world region and/or a study or internship experience abroad;
5. Ability to identify opportunities for civic engagement and participation in the policy processes at local and global levels;
6. Four-semester competence in a foreign language;
7. Basic competence in qualitative or quantitative research methods, including an understanding of issues of ethics, objectivity, and contending research perspectives;
8. Ability to conceive, research and write a major research paper (or policy task force memo) through a 400-level course.¹

SIR Students These learning objectives are established for an undergraduate student body that closely resembles that of the College, and USC as a whole, in most dimensions. Ethnic-minority representation is generally within one or two percent of College, and overall USC, averages, e.g.: Latino/Hispanic – USC 13.5, College 16.7, SIR 14.3; Black/African-American – USC 4.5, College 5.8, SIR 4.5; Asian – USC 21.9, College 17.3, SIR 18.7. The percentage of majors who are first-generation college students is USC – 15.1, College 17.8, SIR 15.3. Over 25 percent of our majors are transfer students. SIR also has a large number of international (non-U.S. citizen) students, 93 at present, over 10 percent of our undergraduate student body. SIR does not

¹ See detail on SIR website at: http://college.usc.edu/sir/undergraduate/IR_major_requirements.cfm

have special programs or policies targeting the needs of these groups. However, the multi-ethnic character of our undergraduate advisers, and the cross-cultural, multi-lingual talents of our faculty (Spanish, Chinese, Japanese, Russian, Italian, Arabic, etc.) not infrequently come into play to help in counseling students in the difficult transition to college life and demanding academic requirements. SIR graduation rates have recently exceeded the College six-year average (87.6 percent for the six-year cohort ending in 2010, while SIR's rate was 90 percent). For the cohort ending in 2011 SIR is on track to match or slightly exceed this 90 percent rate, and we believe the curricular reforms outlined below—by discouraging less-serious students, those seeking an “easy” major or using IR as a “waiting room” for other majors such as the Marshall School of Business—will raise our graduation rates even higher (See Appendix B for demographic-ethnic and graduation-retention data).

Curriculum: BA in International Relations SIR seeks to help its students attain the above-stated learning objectives through an undergraduate curriculum that encourages substantive and methodological diversity while requiring a minimum of core knowledge. IR majors must take IR 210—*Introductory Analysis*, which teaches the foundations of IR theory and their applications to contemporary issues. Majors must also take *at least one more* from among three additional core options. These are: IR 211—*Approaches to Research*; IR 212—*Historical Approaches to International Relations*; and IR 213—*The Global Economy* (see latest syllabi for these core courses at Appendix C).

Beyond their minimum two core courses, IR majors must also take at least eight upper-division (300-level or higher) courses. This upper-division coursework must be structured so as to meet the requirements of two concentrations chosen from among five options: International Politics and Security, International Political Economy, Foreign Policy Analysis, Regional Studies,² and Culture, Gender and Global Society. Each concentration requires a gateway course as well as at least two other classes in that concentration. No matter their two fields of concentration, all IR majors must take at least one regional studies course. They must also take at least one 400-level class, a more demanding seminar whose requirements include a major research paper. IR majors must also take four semesters of a single foreign language, which does not count toward the minimum total of 40 units required for the major.³

This curriculum has evolved from multiple, and sometimes competing, goals: to require at least a minimum of core theoretical-analytical skills; to offer exposure to the diversity of contemporary political, economic, and cultural issues in global affairs; and to permit breadth while encouraging a degree of specialization in at least two substantive or regional areas. We feel these—while cultivating critical thinking, writing, and research skills along the way—are the goals that best prepare students for citizenship and careers in the emerging global marketplace. But the trade-offs have not been easy, particularly as students often struggle to complete their four-semester language requirement and respond to our encouragement to spend another

² Regional Studies is not a single concentration per se, but requires focus on a region from among The European Union, Post-Soviet and Eastern Europe, the Pacific Rim, Latin America, the Middle East, and Africa.

³ The IR major requirements include other restrictions, such as a limit of two IR 499 (“directed research” or “special topics”) courses and a limit of two classes taken for IR credit from other departments (quite a few Political Science, History, and other departments’ courses are eligible for partial or full IR credit, but this requirement restricts such substitutions to a total of two). See Appendix D for a full explanation/summary.

semester studying abroad. One complaint from students is that they see little analytical linkage and almost no building on previously learned concepts, in many of their IR courses. Some have said: “The approaches we studied were ignored” or “IR classes have no connection.”

Curriculum: BA in IR-Global Business Such opinion is at least partly informed by the success of SIR’s “second major,” IRGB. Of SIR’s 856 total majors in 2010, 586 are IR and 270 are IRGB. Moreover, while SIR’s total undergraduate majors grew nearly 20 percent over the past three years, the IRGB major grew by 110 percent over the same period.

IRGB’s curriculum is more quantitatively demanding. Jointly administered by SIR and the Marshall School of Business, and admitting students only after two years of preparatory work (including not only the IR 210 core but also required courses in micro and macroeconomics, as well as in quantitative analysis and calculus) the seven total required IR courses are matched by a similar number, depending on concentration, of business, finance, economics, and management courses (see IRGB curriculum at Appendix E). Some SIR faculty admire the economic-quantitative skills of IRGB majors, and some IR students regret their decision not to pursue IRGB, or at least wish there were greater emphasis in the IR major on economics, opinions that—like the rapid growth of IRGB itself—are strongly driven by employment concerns (detailed in the “Learning-Program Outcomes” section below).

Curriculum: IR-Middle East Studies; BA/MA Programs; IR Minors SIR administers an interdepartmental-interdisciplinary major that offers the BA in Middle East Studies. SIR also offers its most outstanding IR and IRGB majors the opportunity to apply for a five-year “progressive” BA/MA degree. Together these two programs attract a dozen or so enrollments each year. Jointly with the Annenberg School, SIR also offers a BA/MA degree in IR-Public Diplomacy as well as a minor in Global Communications. SIR also offers undergraduate minors in IR, Middle East Studies, and Peace and Conflict Studies that together enroll approximately 100 students per year (95 in 2010).

Curriculum: Foreign Language and Study Abroad Though a source of frequent student complaints and scheduling woes, many IR majors and nearly all SIR faculty support continuing the four-semester foreign language requirement.⁴ We also encourage our majors to fit a semester abroad into their curriculum, and nearly half are doing so (see Appendix F). Some (c.10 students) do a full-year program such as that of the London School of Economics while others (a dozen or more) enroll in SIR’s new summer study-internship programs in Geneva or Brussels that combine rigorous coursework on European and international security, economic and integration issues with internships in international organizations and NGOs (see Appendix G). As well, already two to three dozen students annually participate in new SIR “Problems Without Passports” programs abroad or in Washington, DC (see detail below under “Teaching–Innovation”). The SIR advisory staff put an enormous amount of effort into publicizing, encouraging, and processing study abroad programs for IR majors, and have also played a key role in establishing new options either through SIR (e.g., King’s College London—School of War Studies, and Trinity College Belfast—Northern Ireland Conflict Studies, beginning in 2011)

⁴ The interdisciplinary IR major at Stanford also requires four-semester competence in a foreign language, as do other top-ranked IR/Political Science undergrad programs (though it is often a college- or university-wide, not just departmental, requirement) such as those of Georgetown, Duke, and Princeton Universities.

or via other USC departments (such as the Spanish and Portuguese Department's new Valencia program).

Curriculum: Honors Program, Student Research Each year roughly a half dozen select undergraduates apply and are admitted to the SIR Honors Program, a year-long, in-depth study of a special topic under the supervision of a faculty adviser (and Honors Program director Prof. Odell—see Appendix H). Students develop a formal research design, conduct a literature review, and then tackle their subjects (with most of the research conducted the summer before their senior year), applying the methods and testing the theories outlined in their research design. If their project involves travel, copying, or other expenses, SIR or CIS can award grants for undergraduate research expenses. Such grants are not limited to Honors Program students, but have been awarded for projects in independent study courses as well. And they are in addition to the monies the College offers under the Summer Undergraduate Research Fund (SURF) and the Student Opportunities for Academic Research (SOAR) program for collaborative work with their professors, which have supported a number of SIR faculty-student research pairings. SIR also supports travel to various student internships or conferences, and also annually sends a half-dozen or more students to international-affairs conferences at West Point, the Air Force Academy, the US Naval Academy, and the Global Forum by ATHGO at UCLA.

Co-Curricular Support One of the most notable aspects of undergraduate education in SIR is a highly diverse, stimulating, and well-enrolled range of co-curricular programs. The Teaching International Relations Program (TIRP) which guides students in teaching international issues in local area high schools, and the Center for Active Learning in International Studies (CALIS) which runs an annual High School Leadership Conference focused on global issues, are two prominent examples. The "Peace Games" of the Joint Educational Project (JEP) similarly fosters USC students' management of teaching/simulation exercises in which conflict resolution lessons drawn from contemporary global issues are applied to urban/domestic problems in local communities.

Nearly 60 percent of IR majors participate in one or more of these activities, often earning a modest increment of academic credit (which varies by instructor) for their efforts. Dozens more are involved in other co-curricular pursuits. The recently revived International Relations Undergraduate Association (IRUA) has taken a leadership role on a broad range of issues: alumni-student videoconferences, faculty-staff internship panels, mobilizing to support the VKC Library (which houses the main IR collection), and publishing a journal of student research. The Peace and Conflict Studies (P&CS) program, beyond the academic minor it manages, also enriches global awareness by sponsoring speakers, films, and discussions open to all students. SIR faculty overseeing P&CS also foster the on-campus presence of the Red Cross International Institute and through it various volunteer/internship opportunities. The USC Development Club, led by students from SIR and the Marshall School of Business, encourages participation on global development projects during school breaks and summer. SIR faculty regularly arrange such undergraduate-centered extracurricular events as U.S.-Russia or U.S.-China student videoconferences, economic research/development study trips to Latin America, and a major national intelligence simulation and role-playing exercise. And SIR faculty have recently taken on advising a revived USC Model United Nations Club and aiding in its preparations for regional and national competitions (for detail on these and other SIR co-curricular activities see the *SIR Alumni Newsletter* at Appendix I).

Well over half of IR and IRGB majors work at an internship during their undergraduate years at USC. In addition to the global development and conflict-resolution volunteer programs noted above, many others work in local and national Congressional offices, for the U.S. Department of State either in Washington, DC or in U.S. embassies abroad, and for many other state and federal agencies, non-governmental organizations, as well as numerous private-sector positions ranging from telecommunications and trade to law and media. SIR students overwhelmingly—some 89 percent—judge their internships as valuable professional and career-building experiences (for detail here see the spring 2010 *SIR Graduating Senior Survey* at Appendix J).

Advising SIR undergraduate advising has maintained strong performance while grappling with a uniquely complex set of tasks serving a huge student population (see undergrad advisers' CVs, evaluations at Appendix K). Some numbers help to place this in context: SIR's two dedicated undergraduate advisers, Elisa Chavarría and Katrina Miranda, managing 856 majors, serve 428 students each. This is the largest undergrad-advising load of all social sciences in the College. In Political Science the ratio is 260 majors per adviser, History 166, Economic 335.5, Psychology 371.5, and Sociology 236. Yet SIR's advisers hold more office hours and walk-in appointments than these other departments. But this is still only part of the picture, because with the number and diversity of SIR's undergraduate programs—multiple majors and minors, interdepartmental programs, extra- and co-extracurricular pursuits, internship, and career-building programs—the workload per student advised is considerably greater. Half of our majors study abroad and even more do at least one internship while at USC, and this usually means working with each student to select a program, arrange course credits and update their curricular progress—all quite apart from managing group meetings/presentations on both internship and study-abroad options that serve majors in other departments as well. Our undergrad advisers publicize job opportunities and hold resume-writing sessions. They also serve on various SIR committees, work with faculty on academic integrity and other issues, and represent SIR in planning College commencement exercises.

No departmental advisers work as frequently or closely with the Office of Overseas Studies as SIR's, not just in day-to-day or semester-to-semester tasks, but also in setting up new study-abroad and exchange programs (King's College-London, Trinity College-Belfast, as well as SIR's own Geneva and Brussels summer programs). These require extensive documentation, accreditation, and other tasks (working with Overseas Studies, the Curriculum Committee and College Deans) for options that, again, are open to all College undergraduates. Each of the above-noted programs, it should be emphasized, was established over the past six years. Most recently, SIR's undergraduate advisers together with Associate SIR Director Linda Cole provided vital assistance to the Department of Spanish and Portuguese in setting up a new Valencia summer program. It is high praise that, in a number of such instances, they have become the "go-to" people for other departments seeking the benefit of SIR energy/experience.

Associate Director Cole plays a vital advising role through her wide-ranging management of SIR alumni relations (her 10-hour days are legendary, and she was honored with a 2009 USC Staff Achievement Award—see Appendix L). That is a separate function, but for our undergraduates it means operating an IR listserv, sending notice of fellowship and internship opportunities, managing applications for student conferences and travel (such as the ATHGO and Service Academy conferences noted above), and maintaining ties with key alumni that regularly produce student internships and jobs. Examples of the academic as well as employment benefits of this vital network range from internship opportunities for students in our Geneva and Brussels

summer programs (via Europe-based SIR alumni) to a U.S. Air Force international affairs conference to be held at USC this Spring (the current Secretary of the Air Force is Michael Donley, SIR class of 1977).

All this is not to say that SIR undergraduate advising is problem-free. While our 2010 student survey elicited mostly positive comments about “regular” advising on course-selection and curricular-planning matters, the picture is more problematic when it comes to career and graduate-school advising (39 percent “very” or “reasonably satisfied,” 34 percent “unsatisfied,” and 25 percent “did not use” – see *Senior Survey* at Appendix J). In our survey and separate interviews, some students lamented that they had not heard about the IR listserv or various career-building meetings or presentations (suggesting a need for better efforts to publicize these). It must be noted that career advising is not supposed to be a SIR staff function, but is something that our undergrad advisers have taken on (helping organize guest speakers and IRUA career-related events, in one-on-one meetings and via referrals to faculty) because the USC Office of Career Services has little to offer IR majors (a source of many student complaints). All told, SIR undergrad advising does a consistently excellent job with a very heavy and ever-increasing burden.

Teaching: Overview By various measures SIR faculty are rated quite positively as teachers. Over the past four years, graded on a five-point scale (five being highest), SIR’s overall instructor average has ranged between 4.34 and 4.49 in student evaluations (see Appendix M). Our 2010 survey of graduating seniors showed that 89 percent judged the “expertise and professionalism” of SIR faculty as either outstanding (37 percent) or very good (52 percent) while just satisfactory (8 percent) or unsatisfactory (3 percent) together totaled only 11 percent. Further, 83 percent judged the “availability and willingness of faculty to consult outside of class” as outstanding or very good. One-on-one meetings with faculty were the most often-cited source of career and grad school advising (77 percent, followed by 56 percent for formal SIR staff advisement and 38 percent for informal contacts with guest speakers). Overall, SIR faculty support for graduate or professional school applications was rated as very helpful or somewhat helpful by 58 percent (while 35 percent said it was “difficult knowing when or how to approach faculty”—see these and other details in the 2010 Graduating *Senior Survey* at Appendix J).

While we lack the data to compare SIR teaching evaluations with those of other USC departments, or to track them more than a few years back (i.e., earlier than 2007), recent efforts to improve teaching have clearly contributed to strong and improving performance. These include some visits to junior faculty classrooms by senior colleagues (heretofore rare), detailed evaluation of performance, materials and methods in junior faculty reviews, and a stronger practice of senior-junior faculty mentoring. While all faculty enjoy broad autonomy in the classroom, this oversight aims to share ideas, encourage innovation, and ensure coherence across the IR curriculum (both in content and methods, i.e. issues covered, approaches discussed, and workload expected—size of reading assignments, depth of research projects, etc.) in a more helpful and systematic fashion.

SIR faculty stand out as some of the most frequent recipients of USC teaching and mentoring awards (two or three annually in recent years). Such recognition regularly comes from the USC Center for Excellence in Teaching, the USC Parents Association Teaching and Mentoring Awards, the Mortar Board Honor Society, the Mellon Mentoring Awards, and others.

Teaching: Innovation Such recognition not only reflects SIR faculty's generally high level of classroom skill and dedication to undergraduate education but also a notable commitment to innovation. SIR faculty have been teaching pioneers in numerous respects: through creation of a rigorous case-based core IR theory course that is admired and emulated by other IR programs nationwide (Prof. Lamy); by creating an advanced policy task force modeled on Princeton's (Profs. Lowenthal, Wise); by arranging USC-Russia and USC-China live student videoconferences (Profs. English, Glass, Lynch); through a new team-taught course with the History Department on U.S.-Japan relations (Katada); via incorporation of multi-media tools and techniques into class lectures (Profs. Sarotte, Rathbun); by integrating extra-curricular political and cultural events into their courses (Wise, Manning, Starr, Becker); and through the creation of nearly a dozen new courses over the past several years on topics from diplomacy, migration, religion and ethics (Profs. Brand, Cross, English, Rathbun) to "The International Relations of Middle Earth" (Prof. James, whose originality in tapping popular culture to analyze IR theory was recognized with the 2010 Innovative Teaching Award of the International Studies Association).

As College Vice Dean, SIR Professor and former Director Steven Lamy recently introduced the "Problems Without Passports" (PWP) program, which provides financial support to students for five-week summer courses that focus on a single international issue. After intensive preparation at USC, faculty take students off-campus (usually abroad) for fieldwork/research/interviews toward preparation of a comprehensive final paper. SIR faculty have led the College in the number and diversity of PWP courses, e.g.: Prof. Path's on conflict resolution and the Cambodian genocide (IR 318); Prof. Starr's on Mexico and the impact of foreign remittances on development (IR 337); Prof. Boyd-Judson's on sustainable tourism and development in Egypt (IR 382); and Prof. Glass' Washington, DC seminar on U.S. foreign policy and nuclear proliferation (IR 445) (for detail see *SIR Alumni Newsletter* at Appendix I). Further, Prof. Hymans will shortly be teaching our first "Maymester" course—under another College program introduced just this year—taking students to work in the Nixon Presidential Library with newly declassified documents on U.S. foreign policy. PWP and Maymester courses offer students a unique, firsthand perspective on vital international issues by capitalizing on the diversity and entrepreneurship of SIR faculty fieldwork.

Teaching: Imbalanced Structure. One of the most fundamental and long-lasting problems in this undergraduate program, however, is the large and increasing number of majors relative to the tenure track faculty. Currently the ratio is 856:18 or 48 to 1. And 18 overstates the number teaching undergraduates in any semester. USC's identity is a selective research university. USC advertises this identity and research opportunities vigorously as key reasons to choose USC over competing colleges. In IR the research faculty is the tenured and tenure track faculty with few exceptions. Yet the vigorous expansion in student numbers has not been matched by expansion of the tenure track faculty. The remarkable result is that only a minority of IR students at this research university sit in classrooms taught by tenure track faculty. In 2009-2010, non-tenure track faculty taught 63 percent of our 64 undergraduate courses. Adjusted for the number of students in each course, NTTs taught 59 percent of all undergraduates in IR classes. And this includes two semesters of IR 210, our large introductory course for majors taught by TT professors. Subtract this one course, and NTTs taught 69 percent of IR enrollments. As a result, we necessarily graduate quite a few majors each year, even honors students, who have had only one or two courses with TT faculty. Some students, after studying mostly with NTTs, are dismayed to discover that their professional or graduate-school advice—and their letters of

recommendation—do not carry quite the same weight as those of TT faculty.⁵ USC College policy is that the NTT faculty should constitute no more than 15 percent of the total, and in SIR the proportion in 2009-2010 was 33 percent—i.e., twice the maximum.

Teaching: Non-Tenure Track Faculty. This third of the faculty, and especially those on multi-year contracts, have been making important contributions to the program that have been recognized in their merit evaluations. For example, Professors of the Practice of IR Glass and Wiseman bring years of foreign policy experience in Congressional/Pentagon and diplomatic/UN service to the classroom, and they inform and inspire career choices that a purely academic background cannot. Prof. Bozovic has been a mainstay in teaching core courses on the global economy and quantitative methods, Prof. Starr applies advanced risk-analysis techniques in her new course on Economics and Security (IR 427), and Prof. Nina Rathbun recently developed student-alumni professional ties via a “Learning Community” initiative while helping reestablish a dynamic International Relations Undergraduate Association (IRUA). CIA officers-in-residence have taught courses from espionage to terrorism while arranging outside lectures and intelligence role-playing exercises that have been highly successful (see *SIR Alumni Newsletter* at Appendix I). Students have actually rated NTT teaching as a whole slightly higher than that of TT faculty (4.5 versus 4.4 during the past three years).

At the same time, some NTT faculty—chiefly, one-year NTT instructors—have scored far lower in teaching evaluations. Some NTT courses have had significant problems concerning rigor, depth, and currency with the latest research, methods, and literature. We have recently used the merit review process to encourage some NTT faculty to strengthen their courses. We are also recruiting NTTs more widely and interviewing more intensively than in the past, including remote videoconference job talks and interviews for the first time.

Learning: Program Outcomes Our undergraduates do not take a standard exit exam or complete a required senior project that would give us a highly systematic way of assessing how well we reach our stated learning objectives (options here are under consideration in response to our WASC accreditation mandate). But neither do we lack for information and insight on how much/how well our students are learning. Course grades in general, and performance on core requirements and upper-division (400-level) research papers in particular, are an obviously important measure—and these show steadily strong, slowly improving performance.

By another measure—senior-year honors and awards—our majors have certainly risen very rapidly. Whether judged by admissions to top graduate and professional schools, prestigious fellowships and internships, or various other prizes and achievements, the number of first-rate SIR graduates—who rival those of the Ivy league and a few other top U.S. colleges and universities—has grown over the past decade from a mere handful to dozens. In the past six years, for example, IR majors have won six Fulbright awards, two Carnegie Endowment Junior Fellowships, two Rotary Ambassadorial Scholarships, five Thomas R. Pickering Foreign Affairs Fellowships, four Boren NSEP Scholarships, and roughly a dozen other top awards: a Lucie Scholarship, the Congress-Bundestag Exchange Fellowship, a European Union Traineeship, the Konrad Adenauer Stiftung Fellowship, a UN Internship, and so on. We also have recent graduates in top law, business, public-policy and PhD programs at Harvard, Yale, Princeton,

⁵ When asked if they'd studied more with TT or NTT faculty, SIR seniors replied “All or mostly TT” – 40%, “Mostly NTT” – 28 %, and “Don't know” – 32 %. See *2010 Senior Survey* at Appendix J).

Columbia, Georgetown, and the like. Many others are offered substantive positions in the U.S. Departments of State, Defense, or other Federal Agencies and even more work in the NGO or private sector (for detail see *SIR Alumni Newsletter* at Appendix I).

Admittedly, such honors and awards reflect the outstanding achievements of only our top 15-20 percent of graduates. How well are the other 80-85 percent doing, how successfully are they attaining our learning objectives in preparation for their post-graduation careers? Here both student and faculty surveys suggest a somewhat more mixed picture. While most seniors (78 percent) say they are very or reasonably satisfied with the IR major overall (another 17 percent are “somewhat” satisfied, and five percent “unsatisfied”), follow-up comments and suggestions show strong concern that a lack of required economic and quantitative analysis in the IR core leaves many short of important job/career skills (*Appendix J, 2010 Senior Survey*). As previously noted, this is also reflected in the rapid growth of the more quantitatively demanding IRGB major (75 percent over the past three years, as opposed to 15 percent growth in the regular IR major). SIR’s detailed *Faculty Survey* (*Appendix N*) shows surprisingly consistent concerns. While 73 percent feel that we are “very” or “largely successful” in ensuring that our graduates have attained our learning objectives overall (another 27 percent say only “moderately successful”), questions on specific criteria among those objectives reveal key differences and concerns.

For example, while assessments of our students’ general international-affairs knowledge and insight into particular issues or regions are quite positive, their “understanding of IR theory and ability to think conceptually about issues” is rated “just satisfactory” by 45 percent of faculty. Worse, students’ possession of “the essential historical background to IR” is rated “just satisfactory” or “poor” by 54 percent, their research-analytical skills are judged “just satisfactory” or “poor” by 64 percent, and their “mastery of basic economics relevant to IR” is rated “just satisfactory” or “poor” by 63 percent of IR faculty.

Recall that the IR core requires only one specific course (*Introductory Theory-Analysis*) and one more chosen from among three options (*Research Methods in IR*, *Historical Methods in IR*, and *The Global Economy*).⁶ Is the IR major simply not rigorous enough? Several faculty report a general perception among students—reflected in many comments in the 2010 *Senior Survey*—that IR courses are often too easy or that the major is not seen as particularly demanding.⁷ By contrast, SIR’s undergraduate advisers, who encounter student opinions of IR relative to other

⁶ Our peer institutions (e.g., IR or Political Science undergraduate majors at Stanford, Georgetown, Duke, Princeton, Northwestern) all require in addition to an introductory theory course at least one other course in research methods, and usually one or more in quantitative analysis or economics. Thus SIR’s core sequence is comparatively less rigorous/quantitative.

⁷ As a way of assessing course difficulty, the College has calculated the ratio of grades received by students in a given IR class to the overall GPA of those same students, in all their College courses, at the time they took that IR course (*Appendix O*). For courses of 20 or more students (to put aside small-course anomalies) these data show considerable variety—from a low of .84 (a course significantly harder than the College average) to a high of 1.17 (significantly easier). We, in turn, have calculated the same ratio for all SIR classes, weighted for size of enrollment, over four semesters between 2007 and 2010. What this reveals is an overall SIR/College GPA ratio of 1.03. What this means, for a typical course of 50 students, is a grade one-tenth higher than that those students’ overall GPA (for example, a 3.5 instead of 3.4). By this admittedly blunt instrument we see modest support for the perception that SIR courses are at least marginally easier than the College average.

majors on a near-daily basis, report a majority view that the IR major is in fact seen as quite demanding at least in comparison with those majors (i.e., Political Science, History) that are the most common alternatives. At the same time, however, they also note that a significant minority of students elect to major in IR because they can thereby avoid the quantitative requirements of IRGB, Economics, and other majors. We would not support curricular change simply to make the major more difficult. However, we do support changes that require skills and knowledge that are necessary for understanding contemporary global affairs and better prepare students for careers.⁸

Learning: Post-Graduation Progress and Challenges These tentative conclusions find additional support in new data on SIR graduates relative to other USC College graduates in the early stages of their careers. *The 2010 USC Baccalaureate Alumni Survey* (Appendix P) of USC College alumni from the social sciences one, five, and ten years after graduation reveals the following:

Twice as many SIR graduates are still seeking employment as the average for graduates of other College social sciences one year (27 percent vs. 11 percent) and five years (20 percent vs. 10 percent) after leaving USC.

A far smaller percentage of employed SIR graduates report that their position is in the same field, or closely related to, their undergraduate major (29 percent) than do graduates of other College majors (57 percent).

Of those working in fields unrelated to their undergraduate majors, more IR graduates (77 percent) say this was not by their choice than do graduates of other College majors (69 percent).

When graduates are divided into regular IR and IRGB, the differences grow wider. That is, whether the issue concerns simply percent employed, or employed in one's preferred field, or job satisfaction, etc., IRGB majors generally score somewhat higher than the College social sciences average while subtraction of IRGB from SIR totals leaves regular IR graduates scores even lower. Similar trends are seen on a wide range of other issues. For example, IR majors report their college internships led to a job offer less frequently (18 percent of the time) than the average of other College social science graduates (30 percent) while for IRGB graduates it was more frequent (57 percent).

Some 71 percent of regular IR majors strongly agree/agree with the statement that "The benefits of attending USC were worth the cost," while 75 percent of IRGB majors and 74 of other College social science majors concur. To the question "If you could start over, would you attend USC again?" the answer is definitely or probably from 84 percent of IR majors, 84 percent of IRGB, and 89 percent other College social sciences.

Several factors qualify these results: the respondents totaled a tiny fraction of the universe, fewer than 400 total College respondents from ten years of alumni, and only about 80 total IR

⁸ We know of several IR majors over the past few years who, despite superior GPAs, GRE scores, and excellent co-curricular experience, were rejected from top public/international affairs MA programs because they lacked basic economics training.

and IRGB respondents. The one-year and five-years-after-graduation differences between IR and other College majors narrow considerably after 10 years. We cannot know to what extent they reflect an unusually poor economic climate and abnormally difficult job market at the time of the survey's administration in 2009. Further, in response to more specific questions about the skills honed through their undergraduate studies (effective writing, communications, adapting to technology), IR majors' responses are considerably more positive. Yet we cannot help but be at least somewhat concerned by responses to the "Understand and apply quantitative principles and methods" question: Social Sciences overall – 58 percent said "very well" or well," IRGB – 50 percent said the same, IR – 38 percent.

Key Findings and Recommended Plan The strengths of SIR's undergraduate programs are many. International Relations at USC is a subject that fascinates and attracts a huge number of students, including many preparing for law, business, and careers in both the public, private, and non-governmental or advocacy sectors. SIR offers an exciting and diverse curriculum, a large number of excellent, innovative, and challenging courses on multiple issues and perspectives in contemporary global affairs. This curriculum, and the dedicated faculty who deliver it, cultivate strong critical thinking, writing, and research skills in some students. The faculty are also committed mentors who draw on a unique range of academic, analytical, regional, diplomatic and governmental experience for their students' benefit. Depending on students' interests and career goals, multiple majors and minors permit specialization in fields from business or regional-area studies to peace and conflict resolution. These many courses of study are enhanced by a vast range of co-curricular activities, internships, research and study abroad options supported by a superb, dedicated advising staff. The graduation rate is high. Another indicator of success is the rapidly growing number of award-winning graduates who compete with those of the very best colleges and universities nationwide. The even more swiftly growing popularity of the IR and IRGB majors might also be considered a measure of success.

Yet this assessment of our program and its recent expansion also raises three concerns. One is that the major has simply become too large for the research faculty and advisers to serve well. Its greater flexibility compared with adjacent programs is attracting not only well-focused majors fascinated by the subject but also some who lack clear justification for choosing it or strong commitment. Some of them have problems and remain dissatisfied after graduation. A second problem concerns the coherence of the curriculum. Students are permitted to declare the major without taking IR 210 and to delay taking core requirements until late in their studies, and too many do so, to the detriment of their upper-division work. Many upper-division courses are not sufficiently integrated with the theoretical and analytical concepts taught in the core courses. Third is the curriculum's rigor. Since the program requires only two out of four core offerings, we find that we lag behind our peer institutions in imparting economic knowledge and research skills, to the detriment of our students' development and their employment prospects. We believe many of our graduates also need to develop stronger critical writing and speaking skills. These concerns resonate in student, faculty, and alumni surveys.

To address them, we plan to make three main improvements.

- 1. Improve Curricular Coherence and Strengthen Critical Writing and Research Skills.** We can accomplish these without additional resources.

First, a SIR faculty retreat on curricular coherence will review our syllabi of core (200-level) and upper-division (300- and 400-level) courses, and consider how the latter can better build on the former. Students have sometimes complained (see *Senior Survey* at Appendix I) that concepts and analytical methods introduced in the core are ignored in some upper-division courses; now, especially with our proposal to expand the core significantly (see recommendation 2 below), we will work to ensure that the knowledge introduced in the former is better integrated/built upon in the latter. Second, a faculty workshop will review the type and amount of writing in our upper-division courses. It will analyze the recent success of some courses' use of policy-memo and action-oriented types of assignments. These have proven both popular and pedagogically useful, and emphasize the sort of concise, focused analysis that is universally valued in the professional marketplace. The workshop will also review the use of oral presentations and research assignments, since speaking as well as research, library and database skills are identified as areas of some weakness.

In this connection, we will also consider increasing the number of required 400-level seminars from one to two. These seminars are limited to 19 students and concentrate most intensively on research and writing skills. With our large major and high enrollments, the 400-level course is sometimes the only one where students regularly interact closely with the instructor with fewer than 30 or more classmates. The staffing implications will be analyzed: College policy is that 400-level courses be taught only by TT faculty, yet at present we already rely on NTT faculty to teach four of our nine 400-level seminars.

2. Revise and Expand Core Curriculum. We can accomplish this if additional resources are allocated.

The preceding initiatives to improve the quality of our upper-division courses can only succeed in tandem with an overhaul of the core curriculum that they build upon. There is an urgent need to increase the analytical and quantitative rigor of the IR major. The plan would revise the core curriculum as follows.

- We would preserve the four core courses we teach at present (IR 210, 211, 212 and 213), but instead of requiring only 210 (*Introductory Theory-Analysis*) and one other, we would require all four.
- IR 210 would be completed during the first year. Students would no longer be permitted to declare the IR major without first taking IR 210, and no longer permitted to take more than 12 IR units without declaring the major. No other courses—USC or non-USC—will substitute for IR 210.
- IR 211 (*Approaches to Research*), which roughly a third of IR majors take at present, will be required of all within the first two years. It will also incorporate some additional statistical-quantitative analysis. Substitute methods courses from other departments will be considered only in exceptional situations, since this course is designed specifically to prepare students for IR upper division courses.

- IR 212 (*Historical Approaches to IR*) will be required of all during the first year. Substitute courses from other departments will be considered only in exceptional situations.
- IR 213 (*The Global Economy*) will be required of all during the first two years. Introduction to microeconomics will be required as a prerequisite, as is common for international economics courses. Currently, without this prerequisite, the instructor must devote a third of the course to fundamentals at the expense of greater depth on the trade, development and transition issues that prepare students for SIR upper-division courses. This prerequisite can be satisfied by AP credit, Economics 203 at USC, or its equivalent at another college. Students applying to USC/SIR will be advised to complete it during the summer if appropriate. Substitutions for IR 213 such as Economics 350 will be considered only in exceptional situations.

Impact of Revised-Expanded Core Curriculum Two main effects are foreseen as a result of this curricular revision, one concerning scheduling-advising and the other involving staffing-hiring. Our best analysis of the former suggests significant but hardly overwhelming advising difficulties, particularly during the transition to the new requirements. Obviously with the increase from two to four required core classes, students will have two fewer electives within the 10-course minimum of the IR major. This will complicate planning for some students, though proactive steps in the advising process can minimize these. More importantly, it should be noted most College majors require more total courses, so in this sense IR will move toward the middle, not the extreme, in rigor.⁹ Currently about a quarter of our majors are transfer students, who therefore must complete their IR major as well as other College requirements within two years. Yet many manage to do so even while doing a semester abroad. Given our experience, guiding the majority of regular, four-year IR students through the major under a revised core is not expected to present overwhelming problems. Students, if they plan ahead and heed the advice of their advisers, should have little trouble fitting all they want into their schedules. Those who are most likely to encounter difficulties will be the same ones that do so at present—not because of curricular demands per se, but because they neglect to plan carefully, follow advice, and ensure that their requirements are completed in a timely fashion.

More serious will be the increased demand for teachers. As we increase the requirement from two to four core courses for each major, IR 211, 212 and 213 each would need to be offered each semester, not just each year as at present, and would need to accommodate far more students than the current 40 to 60 each. We do expect that the increased demands of the new core will deter some weaker students—particularly those who choose IR to avoid the quantitative-economic requirements of other majors—who would otherwise declare. Our undergraduate advisers' best estimate is this plan would reduce the major by 100 to 200 students. Thus, while we do not expect IR 211, 212 and 213 to swell to fully 210-sized enrollments (an average of 200 students each semester), they will certainly more than double. And we cannot meet these expanded core-instruction needs

⁹ The same is true in comparison with peer institutions' IR or IR-focused political science undergraduate majors.

with additional NTTs. Even were we not already more than twice as dependent on NTT instructors as College policy allows, we would not want the new core courses to be regularly taught by part-time, non-research faculty; this would contradict the entire purpose of introducing greater coherence, rigor, and regularity into our new core.

Thus we can accomplish these improvements if the research faculty expands by three positions net of departures. To divert present faculty to teach the additional core sections would reduce upper-division offerings, which are also needed for students to complete their requirements. Many classes are already large. This unit already relies much too heavily on NTT faculty.

If the College makes these investments to improve this already strong, thriving program even further, the great benefits will be that this unit will better redeem its promise to offer the experience of a research university. IR graduates will be better educated to understand the world of the 21st century, and better prepared to compete in their careers with graduates of our best peer institutions. They will look back on their USC experience with even greater satisfaction.

3. Co-curricular, Internship and Career Advising. We can accomplish our recommendations here with existing resources, provided the major population becomes somewhat smaller.

While our overall assessment of SIR advising is strongly positive, we also note the significant number of students who say that they “never heard,” or “wish they’d known” about internship and scholarship opportunities, information sessions, and deadlines. Though all our advisers do splendid work here, it is evident that more effort in publicizing and communication would help. The directors and advisory staff, with input from student focus group meetings to supplement the surveys we have already cited, will search for ways to better inform and communicate such opportunities and deadlines to students in a timely fashion.

Conclusion After long study, supported by extensive data and student and faculty reflection, this is the School of International Relations’ best plan for improvements to a strong undergraduate program. We look forward very much to discussions with our internal and external reviewers and our Dean toward improving our plans and implementing them in the near future.

TO: School of International Relations, University of Southern California
FROM: David Andrews, Ole Holsti, and Edwin McCann
RE: External Review of Undergraduate Program, January 26-28, 2011

Executive summary:

The external review committee received the self-assessment provided by the School of International Relations (SIR) together with its associated appendices. The self-assessment included an ambitious plan for reform of the School's curriculum and a related proposal for the addition of three tenure-track faculty positions. We were able to discuss these proposals with a substantial number of the continuing members of the faculty (both tenure-track and non-tenure-track). We were also able to meet with some teachers on short-term contracts, most of the graduate teaching assistants, both of SIR's undergraduate advisers, a small number of undergraduate students, and a representative of the Office of Overseas Study. In addition to discussing these two proposals, we solicited the general views of each of these groups while raising a number of concerns of our own. As part of our investigation we occasionally requested additional data from the School, all of which were provided in a timely manner. The quality of these materials was uniformly high.

We were impressed by the collegiality and professionalism of the School. This is a congenial body that governs itself well. The overall spirit of high professional achievement is reflected in SIR's undergraduate teaching. Indeed, the dedication of its faculty to the teaching enterprise is a significant reason that International Relations has become the College of Letters, Arts, and Sciences' most popular major.

Notwithstanding the School's many strengths, there are also some major problems faced by SIR. Chief among these are the stresses caused by sustained growth in the number of students pursuing a degree in IR. The enormous number of majors, which has not been accompanied by a corresponding increase in the number of teaching faculty, means that the School is seriously overstretched. Despite heroic efforts by both faculty and staff, there are clear signs that the quality of undergraduate education (while still generally high) risks being compromised.

We find SIR's proposal for three additional tenure-track faculty to be exceedingly well founded. Doing so will relieve pressure on overcrowded classrooms while allowing the School to address important gaps in the curriculum. We also believe that SIR ought to pursue opportunities to hire additional locally-based senior professors of practice. Doing so will

expand the variety of students' positive classroom learning experiences while magnifying the School's ability to mentor students who are headed for careers in government, the private sector, and elsewhere.

We also find the overall direction suggested by the curricular reforms outlined in the self-study to be sensible and well-thought through. There are nevertheless certain refinements to this proposal that we would like to suggest. We also provide a number of additional suggestions that, in conjunction with the expansion of the faculty and adoption of the proposed curricular reforms, ought to improve the overall quality of undergraduate instruction, mentoring, and supervision of research in the School of International Relations.

1. Background:

The School of International Relations has contributed significantly to the emergence of the University of Southern California as a major research university. Our mandate is to focus on the state of undergraduate education at the SIR. Several measures provide strong evidence of success. The SIR currently has 856 majors, by a wide margin the most popular major in the College. The SIR majors include students who are enrolled in the International Relations-Global Business program. Although IR-GB has a more demanding set of requirements, including microeconomics and calculus, it has grown from 128 to 270 students during the past three years. SIR also attracts students from other departments who enroll in one or more of its courses. The quality of SIR undergraduates is very high: in 2010 majors from the School had an average SAT score of 2,125, slightly higher than the USC average of 2,040. It is worth noting that whereas USC requires three semesters of a foreign language for graduation, SIR majors must complete four semesters of such courses.

SIR currently includes 19 tenure-track faculty and 7 non-tenure track (NTT) faculty. The School relies very heavily on its NTT faculty to meet its teaching obligations. For example, during the 2009-2010 academic year NTT faculty taught 63 percent of the 64 undergraduate courses, and 59 percent of all students in SIR classes.

Most of the NTT faculty with whom we met were on multi-year renewable contracts. We found these continuing faculty in the School, together with their tenure-track counterparts, to be highly professional and collegial. Although student evaluations of the NTT faculty revealed somewhat greater variability than those of the tenure track faculty, their overall average rating was slightly higher. Moreover, senior members of the NTT faculty make an important contribution to the mentoring of undergraduate students in SIR, including providing professional networking opportunities for them following graduation.

The undergraduate program at SIR is also marked by the availability of diverse and innovative opportunities. For example, SIR offers an Honors Program that typically attracts a small contingent of students committed to a year-long research undertaking. The Teaching International Relations Program (TIRP) permits students to teach international relations at local high schools. A recent program—"Problems without Passports"—allows students to join with a faculty member to engage in research abroad on important international issues such as genocide in Cambodia. Still another project will take a group of undergraduate students to the Nixon Library where they will engage in archival research on American policy in the Indo-Pak War of 1971.

In addition to these and other opportunities organized by SIR itself, the School's undergraduate majors take good advantage of several programs organized by the University. Approximately half of undergraduate students take part in study abroad programs at universities on five continents. Others take advantage of two funds—Student Opportunities for Academic Research (SOAR) and Summer Undergraduate Research Fund (SURF)—intended to provide students with support for research undertakings.

In short, SIR undergraduates have at their disposal a wide range of educational opportunities that would be hard for most other institutions to match, much less surpass.

2. Problems

Notwithstanding its many strengths, SIR also faces major problems. Most of these problems can be traced to the sustained growth in the number of students pursuing a degree in IR without a corresponding increase in the number of continuing faculty. The School is at present a victim of its own success: the enormous expansion of the number of majors means that SIR has been seriously overstretched.

We noted problems in the areas of undergraduate instruction, undergraduate mentoring, and supervision of undergraduate research. In addition to these difficulties, there are an additional set of problems that are purely curricular in nature. The following sections of our report briefly attend to each of these matters.

Overcrowded classrooms

Whether inside or outside the School of International Relations, student or faculty member, almost the first thing anyone mentions concerning undergraduate education at SIR is the dramatic imbalance between the number of majors and the size of the tenure-track faculty.

This has resulted in serious impediments to realizing the genuine desire of the faculty to provide top-notch instruction to its students. 300-level classes are at present very large, and even 400-level classes are often too large to permit close supervision of written work. This has serious negative consequences for both student and faculty morale within the School. It also adversely affects the quality of an undergraduate education in IR at USC.

This is particularly true given the nature of the SIR undergraduate curriculum. We are struck that, even with the proposed reforms of this curriculum, with the exception of the IR/GB track, IR majors will still not have a particularly strong background in quantitative analysis. This is justifiable, but it suggests that the distinctive feature of graduates of the IR program ought to be the quality of their written and oral expository skills. At present, however, too many IR majors complete the program without ever having been held to account in a small, writing-intensive class where they received extensive criticisms from a continuing member of the faculty on multiple drafts of a research paper. This is a serious flaw in the present program, and ought to be addressed as a component of the larger curricular reforms contemplated by the School.

Beyond the tenure track

The extensive reliance of the School on NTT faculty to teach undergraduates raises issues of a different sort. Here we distinguish between continuing members of the NTT faculty—Professors of Learning and Professors of Practice—and recent Ph.D.'s (generally from USC's own graduate program) who have been hired on one- or two-year contracts to teach additional courses. We recognize that, particularly in the current job market, it is advantageous for USC's recently-minted Ph.D.'s to have the opportunity to gain teaching experience while getting publications into the pipeline. But this objective, while beneficial for those young professionals and possibly for the placement record of SIR's Ph.D. program, is very often directly at odds with the objective of providing a high-quality education for the School's undergraduates.

We note in this regard that SIR is at present a serial violator of the policies of the University and the College with respect to the proportion of teaching that is undertaken by NTT faculty. The best way to address both the letter and the spirit of these policies is for the School to reduce its reliance on courses taught by its own Ph.D. graduates.

Fortunately, there are other ways in which the undergraduate teaching and graduate training mission of SIR are not so directly at odds with one another. An important such instance concerns closer supervision of the classroom performance of graduate-student teaching assistants. We were informed by the teaching assistants that there is at present no tradition of

classroom visits by instructors of record in order to observe and critique TA direction of discussion sections. Making this a departmental expectation would at once improve the professional development of TAs and the quality of the undergraduate experience within SIR.

Undergraduate mentoring

The imbalance between students and continuing faculty is paralleled in the task of advising undergraduates. The two undergraduate advisers on staff do a terrific job advising an inordinate number of students on how best to complete their programs on time. But even if their present advising loads were to be reduced, there are other aspects of “advising”—hereafter referred to as “mentoring”—that cannot responsibly be delegated to staff.

A critical example is mentoring students with respect to professional opportunities after graduation. This is an area where the senior members of the continuing faculty (whether tenure-track or non-tenure track) need to take a leading role. Staff can assist by helping to organize panel discussions or information sessions, but these and other activities (including making oneself available during office hours) are properly the domain of the continuing faculty.

As the School contemplates these issues, it might consider tracking more closely the placement record of its undergraduates. Faculty might receive recognition for their successful efforts in placing undergraduates either in jobs, fellowships, or graduate programs. This would help SIR to identify strengths as well as weaknesses in its current performance, which (as the self-study noted) is currently well below the average for the other social sciences in the College.

Supervision of undergraduate research

We are impressed that IR majors at USC have at their disposal almost unparalleled opportunities for pursuing research while still undergraduates. The SURF and SOAR programs, together with specialized programs developed by SIR itself, are remarkable. But while SIR undergraduates avail themselves of certain educational opportunities at rates well above the rest of the University (for example, participation in study abroad) or at least comparable to the rest of the University (for example, internships), the number of SIR undergraduates currently participating in research projects is less distinctive.

We likewise note that SIR is currently being outperformed by peer institutions of comparable size with respect to attracting (for example) Fulbright scholarships. At present the School relies on the individual initiative of students to apply for these awards, but this might be reconsidered. SIR students are ideal candidates for Fulbrights (and other, similar fellowships):

they are bright, motivated, interested in international affairs, and most of them will graduate with overseas experience. If these attributes were combined with greater utilization of existing University-funded research opportunities, coupled with increased support and direction from members of the faculty, SIR could become a powerhouse in placing students in Fulbrights (and, for example, Watson Fellowships). Indeed, a collective record of success might eventually become one of the hallmarks of an undergraduate degree in International Relations from USC.

Curriculum

The School's self-study notes several problems in the existing curriculum. These include insufficient rigor (a problem noted especially by the faculty during our interviews) and insufficient coherence (a problem noted especially by the students in our interviews).

The curricular reforms proposed in the self-study aim to address these problems. We believe that they will substantially succeed. The School has done a good job of integrating the various elements of its proposal, and we note at the outset that each element in the revision has to be evaluated and implemented as part of a comprehensive package.

Central to this package is the expansion of 200-level requirements from two courses as at present to four under the proposed reforms. Doing so will add considerable rigor to the major. In addition, the insistence that students take IR 210 before they can declare the major will introduce at least a measure of coherence. These will be positive developments.

As the self-study notes, these changes will also change the characteristics of the population of SIR majors. Some students who are seeking a less rigorous experience will become discouraged and look elsewhere. Others, like those pursuing the IR-Global Business track through the major, will be unaffected by these changes and their numbers will likely continue to grow. As IR-GB continues to expand (at least for a time: its current trajectory is still quite steep), and as the number of IR students not pursuing IR-GB declines (at least as a once-off phenomenon, although likely experienced over a four-year transition period), the present imbalance between these two populations will erode. At present there are 270 IR-GB majors and 586 other IR majors. Our own back-of-the-envelope calculations suggest that the two groups may approach parity by the time the four-year transition period for the proposed reforms is completed.

These changes in the student population, and in their training, will significantly change the context in which upper-division courses in International Relations can be taught at USC. Greater rigor will be possible in these courses—at least to the extent that enrollment is limited to IR majors. On the other hand, whether in fact this potential for greater rigor in upper-

division courses will be fully exploited will depend in part on whether these classes (or at least some of them) begin to employ more prerequisites.

The School does not appear to have come to a firm conclusion about this question, nor about certain other important matters. These include whether the total number of courses required for completing the major will be expanded (from 10 as at present to 12 or possibly 13), whether the number of 400-level courses required will be expanded (from 1 as at present to 2), and how the exact content of newly-required IR 211, 212, and 213 will be defined. We return to these questions in the next section of our report.

3. Recommendations

Our recommendations are predicated on our judgment that SIR's undergraduate programs of instruction are generally of high quality. This is not a program that is in need of dramatic reform, or repair; it is a basically sound program that can be made even better.

The faculty and leadership of SIR, in their Self-Assessment Report, the wealth of supporting documents provided, and in the extensive interviews of small groups of faculty that we conducted over the course of two days, show keen awareness of the obstacles to moving the undergraduate program to the next level of excellence. Together they have produced several well-conceived proposals for change in the program that can reasonably be expected to result in significant strengthening of the effectiveness and excellence of undergraduate instruction and mentoring. Here we comment on those proposals and introduce a small number of our own.

Recommendation 1: Faculty expansion and recruitment

1a. We support the School's request for three new tenure-track professors. Any significant improvement in the undergraduate program requires more tenure-track faculty; that fact is obvious given the dramatic imbalance between the current number of tenure-track faculty and the huge (and still growing) number of majors. The School's request for three additional slots, net of expected retirements and unforeseen but normal attrition, is essential to maintaining and improving the quality of SIR's teaching program.

1b. Apart from ongoing recruitment efforts to fill named chairs, we recommend that hiring efforts focus on junior-level faculty. There is currently a buyer's market at the junior level; and the current demographic profile of the School, taken together with the invigorating benefits of having a strong group of junior faculty, make this the obvious way to go.

1c. SIR should likewise be encouraged to explore hiring additional Professors of the Practice, as there are doubtless many candidates in the Los Angeles area whose talents and professional experience could be utilized by the School. Professors of the Practice have a distinctive contribution to make both to the curriculum and to the mentoring of undergraduate students.

Recommendation 2: Curriculum revision

2a. We endorse the proposal to make all of IR 210, 211, 212, and 213 required core courses, rather than just 210 and one of the others as the requirement now stands. This requires that each of the four courses be given in each of the two semesters. The School has a good rationale for this change, as it would standardize the preparation of IR majors.

2b. We encourage the School to discuss further which upper-division courses ought to have prerequisites, and especially which courses ought to have IR 210 as a prerequisite. We recognize that there are tradeoffs to be considered: the widespread adoption of prerequisites will limit the ability of the School to offer courses available to non-majors, whereas the adoption of prerequisites would reduce the present need to review basic concepts in the first weeks of 300- and 400-level courses. We recommend considering this question on a case-by-case basis.

2b. We encourage the School to continue its exploration of requiring two 400-level courses of IR majors, rather than one as at present. Here again there is a good rationale, including providing students with more opportunities to work closely with continuing members of the faculty. That said, we feel that it would be better for students to take one 400-level class that is small (ideally around 10-12 students) than to take two 400-level classes that are relatively large (around 19 students). We invite the School to consider these different options, and how to staff them.

2d. We encourage the SIR faculty to explore in more detail the appropriate total number of courses to be required for the revised major. We especially encourage close examination of the implications of different proposals for course enrollment in 300-level classes. While these courses are currently overenrolled, we do not wish to see the School undertake a set of reforms whose net consequence is to reduce enrollment levels in upper-division courses at a precipitous rate.

2e. In the course of its curricular reform efforts, we encourage the School to reflect upon developing robust methods for assessing the educational effectiveness of its programs of instruction. There will be increasing attention paid in the University and the College to the latter issue as a result of the WASC accreditation process, and the significant curricular change

envisioned in the SIR program provides an opportunity to take a leading role on the assessment question.

Recommendation 3: Improving the instruction and professional development of undergraduates

3a. We recommend that the School consider requiring all majors to take a small, 400-level capstone course emphasizing research and writing. These courses should be taught exclusively by continuing members of the faculty. The current honors seminar and Policy Task Force classes could serve as models for these classes, although other templates should be permitted as well. The small size (approximately 10-12 students) of these classes would allow faculty to comment closely on multiple drafts of a research paper, thus honing students' research and writing skills. The adoption of such a capstone requirement could become a signature feature of the School and the focal point of efforts to "rebrand" IR as an elite major providing students with critical analytical skills.

3b. We recommend that the faculty as a whole take greater responsibility for promoting and mentoring undergraduate research, and that a senior faculty member be designated to spearhead such efforts. New or existing institutional resources should be identified to support this mission, which would include serving as a focal point for information, recruitment, and training of undergraduates for fellowships (including, for example, Fulbright scholarships).

3c. We recommend that it become a departmental expectation for instructors of record to sit in on discussion sections run by their graduate student TAs and to offer constructive criticisms of their performance. This will improve both the professional development of graduate students and the learning experience of undergraduates.

3d. We commend the School for identifying in its self-study certain problems in the dissemination of information. Likewise during our interviews we became aware that both students and faculty lacked key information about (for example) the availability of funds to support undergraduate research. We encourage the School to address this issue.

Recommendation 4: Addressing controversies

4. Over the course of our visit we became aware of certain controversies within the School. Among these are the future of certain field groups, the appropriate role of NTT faculty (both in SIR's curriculum and in the mentoring of students), and the content of revised 200-level courses to be required as part of the curricular reform (in particular the degree to which IR 211 should have a quantitative component). It is not our place to make suggestions about how to resolve

any of these issues, several of which are longstanding. Nevertheless, we encourage the School to undertake open and inclusive discussion of these matters as part of the process of reaching collective decisions.

...

In conclusion, we wish to thank the SIR faculty and staff for providing us with a rich body of material about the undergraduate program and proposed curricular revisions, for their enthusiastic participation in our discussions with varying groups, and for their warm hospitality during our visit.

IMPLEMENTATION (INCLUDING TIMELINE)
OF THE REVIEW COMMITTEE RECOMMENDATIONS
FOR THE SCHOOL OF INTERNATIONAL RELATIONS

Review January 26-28, 2011

1. Curriculum

- a. Rewrite catalogue copy (p. 373 of 2011-2012 catalogue, ¶ 1 of Major Requirements) to identify IR 210 (Introductory Analysis), IR 2011 (Approaches to Research), IR 2012 (Historical Approaches), and IR 213 (The Global Economy) as the required core for the major.

START:

FINISH:

- b. Offer IR 210, 211, 212, and 213 each semester, or often enough, so that students can take IR 210 before taking more than two other IR courses and declaring the major, and so the 200 series can be foundational to upper-division courses.

** In Fall 2011, SIR offered all four courses; limited availability remained in enrollment. SIR has scheduled 210, 212, and 213 for Spring 2012.*

START:

FINISH:

- c. Review the curriculum of IR 211 to determine whether to include statistics.

START:

FINISH:

- d. Correlate the curriculum in the core courses with the upper-division courses so that the core courses have provided a substantive foundation upon which the upper-division course can build, identifying prerequisites for the upper-division courses as appropriate.

START:

FINISH:

- e. Consider a requirement that all 400-level courses be taught by tenure-track or tenured professors.

** For Fall 2011, NTTs are teaching 5 of 12 400-level courses. For Spring 2012, NTTs are scheduled to teach 7 of 13 400-level courses.*

START:
FINISH:

- f. Explore the possibility of offering one capstone seminar for each of its concentration areas.

**For Fall 2011, the 400-level class size was under 30; vast majority was under 20.*

START:
FINISH:

- g. Evaluate the appropriate total number of courses to be required for the revised major.

START:
FINISH:

2. Outcomes of mid-March faculty workshop on writing assignments and pedagogy?

START:
FINISH:

3. Develop and incorporate robust methods for assessing educational effectiveness (beyond grades).

**Could SIR set up an electronic portfolio of core course work?*

START:
FINISH:

4. Explore the idea of using CIS resources to promote external funding of both graduate and undergraduate students.

START:
FINISH:

5. Identify a senior faculty member to spearhead the promotion and mentoring of undergraduate research and the opportunities for students for fellowships, awards, and scholarships. Set numerical goals for the number of successful applicants to Fulbright Fellowships and other awards.

**Could SIR set up an orientation program?*

START:

FINISH:

6. Identify a group of senior faculty members to lead professionalization and career advisement initiatives in SIR, e.g., to provide direction to staff in organizing panel discussions and information sessions, to track undergraduate placement, and to develop alumni relations.

START:

FINISH:

7. Clarify a SIR policy on NTT teaching and hiring to expand recruitment practices in compliance with USC Dornsife policy of "hiring the best," and especially to hire locally-based senior professors of the practice, while preserving some short-term opportunities for IR Ph.D. students.

START:

FINISH:

8. Create an expectation in SIR that instructors of record sit in on discussion sections run by their graduate student TAs and provide mentoring feedback to them on their performance.
** Dornsife Dean's office distributed faculty TA mentor forms to SIR in 8/11 for this purpose.*

START:

FINISH:

9. Conduct a self-study to assess co-curricular advising by faculty and staff, and implement changes to improve this.

START:

FINISH:

10. Conduct a self-study on the efficacy of its internal communications, and implement changes to improve the consistency and the effectiveness in the dissemination of information to faculty and students.

START:

FINISH:

To: Howard Gillman, Steve Lamy, Jane Cody, Susan Kamei
From: SIR Faculty
Re: UPR, Response to Outside Reviewers' Report
Date: 11 March, 2011

Summary: We are gratified that our external reviewers, after close examination of our undergraduate program, strongly agree with the main conclusions of our own self-study report and strongly endorse our principal recommendations for reform. We are already moving to implement those that can be accomplished with existing resources, but the most important and ambitious of them—chiefly, an expanded core curriculum—can only be achieved with the hire of new TT faculty. Our reviewers emphasize both the necessity and timeliness of such hires, given today's "buyer's market" in academia, and we hope that the College will enable us to proceed with these reforms by authorizing the requisite searches.

Overstretch, TT and NTT Teaching, New Hires: The reviewers' report found that SIR is "seriously overstretched" owing to the rapid growth of our majors (now over 800 students) serviced by a faculty whose size has remained essentially constant (19 full-time TT instructors). They noted that SIR is a "serial violator" of College policy on the proportion of NTT instructors (currently over twice the approved maximum) and cautioned that "despite heroic efforts by faculty and staff, the quality of undergraduate education risks being compromised." We quite agree, and only add that this is as regards *current* programs. Future plans—our proposal for a more rigorous core curriculum, which the reviewers strongly endorse, as well as the expanded research and writing programs that they also recommend—cannot even begin to be implemented without significant additional faculty. Our reviewers praise the contributions of "continuing NTT faculty" to teaching and advising, and recommend hiring locally based additional Professors of the Practice (for mentoring as well as teaching). The reviewers also urged better training and supervision of Ph.D. student-TAs (to prepare them for the academic market as well as to improve their teaching of undergraduates). But they emphasize that, particularly with the move to an expanded IR core curriculum, SIR must improve its compliance "with both the letter and the spirit" of College policy concerning primary reliance in teaching on TT research faculty.

Revised Core Curriculum: Our reviewers judge that SIR's proposed reforms "will add considerable rigor to the curriculum," that they "improve curricular coherence," and that they "will substantially succeed." Yet the planned move from two to four required core (200-level) courses—adding research methods, historical methods, and global economy to the already-mandatory introductory theory—would alone necessitate the proposed three additional TT hires quite apart from the other areas of expansion that our reviewers recommend. For obvious reasons, particularly the curricular coherence that our reviewers also stress, it is vital that core courses be taught by "core faculty." Yet the proposed doubling of core 200-level offerings cannot be achieved with existing faculty resources except through an unacceptable reduction in the number—and increase in the size—of upper division courses. Other of our reviewers' recommendations require still greater faculty resources (see the expanded research, writing, and pre-professional advising proposals detailed below). But we stress that, in both our and our reviewers' judgment, the heart of the matter is the expansion of core curriculum which cannot be implemented without additional TT hires. As the reviewers put it, at least three additional TT faculty "are essential to maintaining and improving the quality of SIR's teaching program."

Research, Writing, Pre-Professional Advising: Our reviewers praised as “remarkable” the research opportunities available to undergraduates (through SURF and SOAR, PWP, and the SIR Honors Program as well as certain upper-division courses such as the Policy Task Force) but also lamented the relatively small number of SIR students who take advantage of such opportunities as well as those of outside programs such as Fulbright Fellowships. They recommend that a *senior* member of the SIR faculty be designated to “spearhead” efforts to better publicize, advise, and mentor our undergraduates in exploring, applying, and carrying out such research. This is something with which we concur, but also note that—like the expanded core curriculum—it would add another burden to overstretched TT faculty that we cannot undertake without additional hiring.

The reviewers also put great emphasis on changes to improve the writing skills of SIR undergraduates—from a broad review of writing-centered pedagogy, to reducing the size of upper-division (especially 400-level) classes to permit closer faculty supervision of the conception and drafting of major research assignments. They also recommend that our reform of the IR major consider requiring a second 400-level course—as something of a “capstone” experience—whose enrollment would be limited to 10-12 students and whose assignments would focus on research and writing (drawing on the Honors and Policy Task Force models). We are intrigued with this suggestion, and will explore it in a SIR faculty workshop that we have already scheduled to evaluate and improve writing (especially policy-oriented assignments) in all SIR courses. However, simple calculation of available faculty vs. number of majors and enrollments make it clear that, again, this is something we cannot undertake without additional TT faculty.

Our reviewers saluted the “heroic” efforts of SIR staff and especially its undergraduate advisers in servicing the academic needs (scheduling classes and completing requirements, incorporating overseas study, etc.) of a huge student body. However, they also noted some room for improvement in co-curricular advisement: getting the word out on internship and pre-professional panels, publicizing opportunities and deadlines, and so on. They also praised the contributions of some NTT faculty to pre-professional advising, and essentially recommend “more and better” efforts in all these areas. Some are achievable with better and more frequent communication, others—in particular, increased numbers of faculty-led pre-professional or graduate-school information sessions—will again require more faculty.

SIR’s Steps in Response to UPR and Outside Reviewers’ Report: As noted, we have already scheduled a mid-March faculty workshop on writing assignments and pedagogy to address ways of improving these vital expository skills. This workshop will include presentations of successful models that focus on action-memo and policy-oriented analysis.

The SIR UPR committee is preparing other measures aimed at the problem of “curricular coherence,” i.e. strengthening the links between core and upper-division courses and improving the substantive building in the latter on concepts/issues taught in the former. One step here is requiring that IR 210 (introductory theory) be taken during the first year wherever possible; others include prerequisites in upper-division courses, and await not only a second faculty workshop on curricular coherence but also clarification of what changes to the core curriculum will eventually be implemented. And this, in turn, depends on decisions about NTT and especially TT hires that await College-level authorization.

We are also beginning—or, in some cases, are well engaged—in deliberations to clarify a SIR policy on NTT teaching and hiring (to comply with College policy of “hiring the best” while preserving some short-term opportunities for our Ph.D. students). At the same time, we have greatly expanded our NTT recruiting and evaluation practices—at, it should be noted, much additional cost in staff time and resources—in the current academic year. In a year with two enormously time-consuming chair searches underway, we now devote the equivalent of yet another TT search to the effort to find the additional three or four new NTTs whom we cannot do without. Again, while we are encouraged with the higher quality of many applicants, the underlying issue is reducing our dependence on NTTs through expansion of TT faculty.

Conclusion: Beyond the above, we are unable to take further practical steps toward the recommended reforms without clarity about—if not actual authorization for—the required minimum of three new junior TT hires. We will implement the steps we can, from requiring IR 210 in the first year of the major to a program for better preparation and in-class observation of graduate TAs. We are already proceeding with a SIR writing workshop, and will follow this with a similar review and recommendations for changes to enhance curricular coherence. We will strive to improve co-curricular advising. Moreover, we will study the process of adopting the expanded core IR curriculum in preparation for the time when we have the faculty to implement it, as well as studying ways to incorporate additional recommendations such as a requirement of two instead of one 400-level courses. And we will also examine the possibilities of such a second 400-level “capstone course” of limited enrollment serving as the centerpiece of the WASC-mandated evaluation of learning objectives/achievement. Still, all but the most modest of these steps depend on a significant enlargement of our TT faculty, the most critical of our and our reviewers’ recommendations.

usc College

OF LETTERS, ARTS & SCIENCES

UNDERGRADUATE PROGRAM REVIEW

SELF-ASSESSMENT



Prepared by Dan Bayer
Executive Director, Language Center
December 8, 2010

TABLE OF CONTENTS

	<i>page</i>
I. Mission Statement	
A. Copy of Mission Statement	3
B. Peer Assessment	3
C. Role in globalization	4
D. Academic success	5
E. Outcomes assessment	5
F. Assessment of programs	5
II. Programs	
A. Department programs served	5
B. Outcomes assessment for each program served	7
C. Assessment of Center's programs	7
III. Student Input	
A. Language history of students	8
B. Timing of language study	8
C. Student performance	8
IV. Co-Curricular Activities	
A. Enrolled students	8
B. Attendance and participation	9
C. Assessment of programs	9
V. Administrative and Other Staff	9
VI. Facilities	
A. Description	10
B. Usage details	10
C. Assessment of usage outcomes	11
D. Response to assessment	11
VII. Recommendations	11
Appendix A. 1994 Linguistics and Language Learning Committee Report	15
Appendix B. Disposition of Ling-Lang recommendations and update of data	46
Appendix C. CVs of Language Center exempt staff	48
Appendix D. Summary of study on oral proficiency of third semester Spanish students	51
Appendix E. Ten year enrollments in basic language programs	56
Appendix F. Course Evaluation Supplemental Question Data 2007-2010	57
Appendix G. Proposal for creation of a "Basic Languages Program"	61

I. Mission Statement

A. The mission of the USC College Language Center is to help USC students learn modern languages and understand cultures from around the world. This mission is carried out in a variety of ways, including the Fletcher Jones Language Commons computer facility, the Language Center's most publicly recognizable asset. Other facets of this mission appear throughout this document.

The Language Center was established in response to a university-wide, comprehensive assessment of USC's capacities in languages and linguistics, which took place during the 1992-1994 academic years. The task force on languages and linguistics submitted its final report in February 1994. The "Ling-Lang" report was accepted by the deans of the college and served as a plan for improving USC's capacities and effectiveness in languages and linguistics. Please see Appendix A for the Ling-Lang narrative and Appendix B for "Ling-Lang" recommendations, their dispositions, and tuition revenue data updates.

B. Role and purpose of the USC Language Center compared to similar centers in our peer assessment group (Duke, Johns Hopkins, New York, Northwestern, Stanford and Vanderbilt Universities and the University of Pennsylvania).

The roles and purposes of Language Centers (LCs) in our peer assessment group vary from institution to institution. These can be categorized into three basic categories:

1. Language Center as "Building Identity"

a. *Duke*. The Duke "Language Center" is shorthand for the building that houses foreign language and literature departments. There is no "language center" *per se* at Duke. The Duke Center for Instructional Technology operates two language labs, which offer language learning software and audio and video resources, as well as classrooms for language instructors to use.

b. *NYU*. NYU does not have a language center. For technological resources, language students use "learning centers."

2. Language Center as "Language Lab"

a. *Northwestern*. The Northwestern LC is a language lab in the sense that its role is a modern incarnation of past labs where students went to listen to audiotapes and watched videos, but with computers and software, as well as specially equipped rooms for learning and instruction. From their website (Fall 2010), the Multimedia Learning Center's mission is "to support and facilitate the teaching by [College of Arts and Sciences] faculty in all academic areas by raising awareness of and assisting in the effective implementation of emerging technologies and innovative pedagogical methods. Beyond its role within [the College of Arts and Sciences] and Northwestern, the MMLC maintains a leadership role among humanities computing and language teaching centers nationwide."

b. *Vanderbilt*. The Vanderbilt LC is a traditional language lab whose "purpose is to provide a space for the use of technology in the teaching and learning of second languages."

3. Language Center as "Academic Department/Unit"

a. *Johns Hopkins*. The Center for Language Education at JHU is an academic unit. It offers courses in languages that are not taught in the language and literature departments, including (Fall 2010) Arabic, Chinese, English for International Teaching Assistants, Hebrew, Hindi, Japanese, Kiswahili, Korean, Persian/Farsi, Russian, and Sanskrit. The LC is also responsible for the language lab, which serves all language programs.

b. *Penn*. The Penn Language Center is an academic unit. It offers languages (e.g., Bengali, Hungarian, Farsi-Persian, etc.) not taught in traditional language and literature departments, as well as service language programs for professional students, e.g., Medical Spanish, Business Chinese. It coordinates professional development in language pedagogy for language instructors at the university. It offers competency testing in languages not

taught at Penn. There are five FTE staff members and approximately fifty FTE language instructors at the Penn LC.

c. *Stanford*. The Stanford LC is an academic unit; all language programs are housed in the Stanford LC. It regularly offers courses in fourteen languages and thirty or so Less Commonly Taught Languages (LCTL), depending on demand. At present (Fall 2010), there are sixty full-time lecturers, thirty part-time lecturers, and a small cadre of graduate students who teach each quarter. The Language Center has a quarterly enrollment of more than 2500 students.

The Language Center has no direct analogue among the peer assessment group. Clearly there is no comparable department at Duke, NYU, Northwestern and Vanderbilt, since the USC Language Center has responsibilities far beyond a "language lab." The USC Language Center is responsible for a language lab, which houses a computer commons, several small group study rooms, and two classrooms, and it streams audio and video programs through its website. This is the extent to the similarities with Duke, NYU, Northwestern and Vandy.

The Stanford, Penn, and JHU LCs are academic units, unlike the USC LC. Initial founding documents for the USC LC (Ling-Lang 1994) called for the USC LC to offer languages not taught by the language and literature departments, including intensive summer programs. However, this recommendation has not been enacted. There have been several attempts by the deans of USC College to relocate Arabic and Hindi instruction from the Linguistics department to the USC LC, but for various reasons it has not happened. The initial plan for German, when the department of German was closed in 2008, was to shift German language instruction to the USC LC. It ended up in Slavic Languages and Literatures.

C. Role of the Center in the university's commitment to globalization, both in terms of international and domestic students.

The strategic plan of the university outlines USC's commitment to globalization in terms of its global presence and recognition so as to attract the best students in the world to its campuses in Los Angeles, but also to its internationally sited centers; its leadership in global studies, in terms of research as well as career opportunities for its graduates.

Foreign languages are not explicitly mentioned in the core documents, but their importance is implied. If our mission is to educate global citizens, learning languages other than English is a critical component to understanding foreign cultures and traditions and communicating with speakers of languages other than English.

Though the USC LC is not an academic unit, it offers opportunities to foster intercultural interactions among domestic and international students through its hosting of the undergraduate Student Consultants (uSC) program housed in the American Language Institute; its sponsorship and hosting of various language film clubs and receptions for advanced language learners and students from countries where their language of study is spoken to mix with learners of these languages, as well as numerous language teaching workshops co-sponsored with campus affiliates such as the East Asian languages and cultures department, the East Asian Studies Center, the Francophone Research and Resource Center, etc.

The LC staff are "gate keepers" of the foreign language requirement. The LC is responsible for competency exams in languages not taught at USC for students who wish to fulfill their foreign language requirement in those languages. It is also responsible for determining eligibility of students with learning disabilities to substitute courses in place of foreign language courses, and working with these students in selection of approved substitution courses.

The USC LC collects and analyzes enrollment data in all language programs and makes recommendations to the deans regarding scheduling and staffing. It is also responsible for vetting students who want to enroll in all beginning language courses.

The USC LC has worked with faculty in the various departments in development of dozens of courses in applied foreign languages, e.g., Spanish for Business Communication, Beginning Russian for Business Students, etc. and courses about foreign cultures taught in English.

D. Responsibilities of Center in promoting academic success of undergraduates

The mission of the LC intrinsically is linked to undergraduates' success in foreign language learning. The LC staff have participated in the selection of textbook programs for basic language programs; we host online all audio and video components of the programs, and we house a computer commons whose primary constituents are basic language learners.

For the Registrar and degree progress, the LC interprets syllabi of language courses at other institutions for transfer credit to USC when the language in question is not taught at USC.

E. Outline of outcomes assessment procedure

There is no systematic outcomes assessment procedure for basic language programs, aside from departmental assessment instruments that figure into students' grades. Activity in this area has always been at the discretion of the individual language program directors. Please see Section VII for recommendations for the future.

Some of the basic language courses allow the LC to survey their students through questions on the general course evaluations, which ask students to rate the different elements of their language course, e.g., textbook, lab manuals, online components, and so on. The LC collects such data for informational purposes; we can only recommend the language program directors adjust curricular and co-curricular components based on these data, which can be found in Appendix F.

F. Account of how outcomes assessment is incorporated into ongoing programs

Basic language programs, except for Arabic and Hindi, are housed in language and literature departments. Each program has a director, who reports to his/her chair. In previous College administrations, the dean expressly directed the program directors to work with the LC, which resulted in some successes in standardized assessment. However, during the past several years, language and literature department chairs, and the tenured faculty in the departments, have exhibited resistance to their language program directors' working closely with the LC. See section VII for recommendations in this matter.

Despite efforts over the last ten years, implementation of standardized testing of language learners has not been successful. Some language program directors have welcomed independent assessment of their students' outcomes, others flatly refuse. For example, the Spanish language program director embraced the randomized testing of its exiting third-semester (end of language requirement) students by certified testers from the American Council on the Teaching of Foreign Languages (ACTFL) for oral proficiency in a study we completed in 2002. It showed that these students in fact performed in speaking and listening skills in the ACTFL Intermediate range on average. Other language program directors have balked at doing this type of independent assessment. Please see Appendix D for a brief write-up of this study.

II. Programs

A. Department programs served with details of activities for each for the past eight years

The LC serves all department-based basic language programs in the following ways:

Teacher Training and Professional Development

- Coordinates and funds the training of new foreign language graduate assistants each year, through a two-week pre-service program required by the Provost and deans. Over the years, several speakers and professional development workshops and have been offered by the USC LC for instructional staff (1996-present)

Grant funded activities

- Wrote, won, and administered a grant from the Mellon Foundation to help to integrate technologies into basic language classes and establish baseline benchmarks for effectiveness (1998-2003)

Disclaimances

- Screen students wishing to enroll in beginning language classes

Facilities and Resource Utilization

- Provide rooms for conversation labs, grammar tutorials, and studio computer classrooms for use by any foreign language instructor (1996-present)
- Procure, process, and deliver audio and video components of the textbook programs used in basic language courses (1998-present)

The LC serves individual language programs in the following, additional ways:

Chinese

- Sponsor and host conferences and workshops for Chinese language teachers, K-16 (Approx. every 2-3 years)

French

- Managed all Blackboard learning management system content for French I-III (2003-2010)
- Provide funding for program director to participate in ACTFL Full Oral Proficiency Interview (OPI) Assessment workshop (2007); Offered funding for certification as Tester or Tester/Trainer (2008)
- Provide funding for program director to attend professional development workshops and conferences (1998-present)

German

- Managed all Blackboard learning management system content for German I-III (2003-2008)

Italian

- Manage all Blackboard learning management system content for Italian I-II (2008-present)
- Provide funding for program director to participate in ACTFL Full Oral Proficiency Interview (OPI) Assessment workshop (2007); Offered funding for certification as Tester or Tester/Trainer (2008)
- Provide funding for program director to attend professional development workshops and conferences (1998-present)
- Wrote, won, and administered a two-year grant from the National Endowment for the Humanities to create a virtual learning experience for beginning Italian language and culture (2006-2008)
- Collaborate in creation of applied language courses, courses on basic language and culture taught in English

- Funded program director's summer 2010 participation in workshop for Italian language teachers; Rome, July 2010.

Japanese

- Manage online learning activities content for Japanese I-III (2001-present)
- Sponsor and host occasional Japanese language teacher (K-16) workshops (1996-present)

Korean

- Manage online learning activities content for Korean I-III (2001-present)
- Sponsor and host occasional Korean language teacher (K-16) workshops (1996-present)

Russian

- Manage Blackboard learning management system content for Russian I-II (2008-present)
- Provide funding for program director to participate in ACTFL Full Oral Proficiency Interview (OPI) Assessment workshop (2007); Offered funding for certification as Tester or Tester/Trainer (ongoing)
- Provide funding for program director to attend professional development workshops and conferences (1998-present)
- Write grant proposals for technology in Russian language learning and Russian through Popular Culture
- Collaborate in creation of applied language courses, courses on basic language and culture taught in English

Spanish

- Developed and hosted the university's first exclusively online, self-correcting workbook and lab manual; configured and maintained the server on which the learning management system resided (Mallard, 1998-2003)
- Provide funding for program director to participate in ACTFL Full Oral Proficiency Interview (OPI) Assessment workshop (2007); Offered funding for certification as Tester or Tester/Trainer (ongoing)
- Provide funding for program director to attend professional development workshops and conferences (1998-present)
- Collaborate in creation of applied language courses, courses on basic language and culture taught in English
- Funded and coordinated the testing of Spanish III students by certified ACTFL OPI testers (2003) (Please see Appendix D)

B. Outcomes assessment for each program served

Basic language programs served by the Language Center are housed in other, academic departments. Their assessment, therefore, is outside the authority of the Language Center.

Programs offered by the LC are not academic, so there are no academic outcomes to assess. The LC is responsible for ten questions on basic language course general evaluations in most language programs. Periodically the LC analyzes these data to assist in the preparation of recommended action items for language program directors, but as mentioned elsewhere in this report, the program directors are under no obligation to follow through on any recommendations. As mentioned above in Section I.E, these data are in Appendix F.

C. Explanation of how assessment has been incorporated into the ongoing programs of the Center

The sole assessment the LC directly performs is periodic, voluntary surveys of student users of the LC computer labs and facilities. In these surveys, students who pay the basic language course lab fee, which offsets operational costs of the LC, have historically expressed great satisfaction with the LC computer labs and facilities. The only on-going complaint is that we are not open on weekends.

Students who do not pay the lab fee, and therefore do not enjoy full privileges at the LC computer labs, regularly express disappointment that they occasionally cannot be accommodated in the LC lab. We use results of these surveys to improve policies and procedures (check-in, reservation of rooms) as well as interactions by our (student) employees with clients. The last such survey was conducted in 2007 and the quantitative data is missing.

III. Student Input

A. Language history of students served before coming to USC

The vast majority of freshmen fall-admits study three or more years of foreign language in secondary school prior to matriculation at USC. Analysis of comprehensive data in Spring 2008 indicates that, of students who studied Spanish in high school and were admitted for Fall 2007, 61% tested out of the third semester, either on the USC placement exam or via valid AP scores. 33% placed into Level III. Only 4% placed into Level II and just 1.6% placed into Level I. (N=1236) Students in other languages have similar placements, but for many languages, the N is too low to draw meaningful conclusions.

B. Timing of language study in the overall study of USC Undergraduates

Fall-admit, first-year students tend to enroll in the language they studied in high school at the level into which they place during their first year. I.e., they finish their foreign language requirement quickly.

An area of concern is with the hundreds of transfer students USC accepts each year. These students normally present with one or two semesters of language (usually Spanish) study at a community college, which are given course equivalence on their academic record at USC.

Unfortunately, though they have credit for lower levels of language study, the majority is unprepared to pass Level III at USC. Those who enroll in Level III courses at USC withdraw at rates well beyond the norm. They also tend to delay their third semester of language until it is the only graduation requirement left to complete. By this time, whatever foundation they had in foreign language is seriously eroded and the foreign language requirement has become high-stakes and is regarded as an obstacle to graduation.

The LC has worked with the vice provost for undergraduate studies and the College deans to formulate a plan to address this problem through advising and registration holds. This procedure was first implemented in Fall 2010.

C. Student performance in language classes served by the Center

Course grades are the only constant measure of student performance in courses served by the Language Center. Meaningful learning objectives of basic language courses exist for only a small number of classes, and they are largely copied from tables of contents of textbooks. There is no independent assessment of student performance in language classes, e.g., ACTFL OPIs or SOPIs, Writing Proficiency Tests, etc. Please see recommendations in Section VII of this report for more.

IV. Co-Curricular Activities

A. Describe the co-curricular activities the Center provides for students enrolled in courses served by the Center

- Host receptions, mixers and film clubs for language students and other interested people
- Host language exchange programs, wherein students who are native speakers of languages studied by USC students meet and "exchange" language by alternating languages
- Host conversation labs and grammar tutorials for various language programs
- Host southern California Olympiads for high school Russian students

- Sponsor and coordinate Foreign Language Week activities on campus
- Host undergraduate Student Consultants program: Mentorship by domestic undergraduate students for international graduate assistants in how to understand undergraduate student behaviors

The LC serves USC College administration in the following ways related to language courses:

- Provide data and analysis of language enrollments, graduation and retention data related to language study, or postponing thereof
- Screen student petitioners who request substitution plans for foreign language courses based on learning disabilities
- Offer competency exams in languages not taught at USC to fulfill foreign language requirement
- Host Web Registration for incoming first-year and transfer students throughout the summer and winter breaks
- Participate in screening Trustee and Presidential scholarship candidates during admissions cycles
- Represent USC College on various university committees

B. How many students attend each of these activities?

Depending on publicity, activity, time of year, guest speakers, rewards by language instructors (extra credit, reports, etc.) and many other factors, attendance ranges from a few students at a German film club screening to several hundred at the Olympiada

C. Assessment of these programs

Systematic assessment does not occur with regard to co-curricular events. "Assessment" comes in the form of anecdotal feedback from students, faculty, and attendees. Occasionally we receive letters of appreciation from participants.

V. Administrative and Other Staff

A. Describe the structure and duties of all staff of the Center and states how each serves the mission of the Center as stated above

Three full-time employees form the staff of the Language Center.

1. Executive Director (USC Job Code 133019: Program Director)

The most basic description of this job is articulated in a series of memos from the deans of USC College to language department faculty members: "Daniel Bayer is responsible for support and supervision of basic language programs in all languages taught at USC." At various times, through memos from the deans, the position has been modified, always retaining this basic description.

Other university-wide descriptors of Program Directors:

Designs, develops and operates the Language Center, a comprehensive academic/administrative program of the University. Has direct responsibility for program design, policy development, personnel administration, budget, marketing and public relations, fundraising and teaching or research directly related to program specialization.

The Executive Director reports to the Vice Dean, Academic Programs in the USC College. He advises on matters related to language programs, overseas studies, the foreign language requirement, and other matters as needed. He is the point person for languages at the university. He serves or has served on various university committees: University

Committee on Curriculum (Overseas Studies Panel), Center for International Business Education and Research Advisory Council, College Technology Services Committee, NCATE Accreditation Panel for the Rossier School of Education, Orientation Advisory Panel, Oversight Committee on Athletic Academic Affairs, WASC Reaccreditation Panel (undergraduate studies), among others.

The Language Center Executive Director is a voting member of the Basic Language Programs Advisory Committee, a member of the Vice Dean, Academic Programs cabinet, interviews Trustee and Presidential Scholarship candidates for College Admissions, and serves as principal contact for undergraduate advising in foreign languages.

2. Assistant Director for Administration (USC Job Code: 111033: Administrative Services Manager)

Manages the administrative and financial operations of the Language Center, including planning and scheduling; developing and monitoring electronic information systems; developing, implementing, monitoring and evaluating department administrative systems and procedures, personnel administration; payroll and budget development and administration. Reports directly to the executive director and acts as principal senior staff advisor to the director concerning administrative and financial matters.

3. Program Assistant (USC Job Code: 133007: Program Assistant)

Coordinates Language Center services and activities. Schedules classes, meetings and events. Arranges with vendors for services. Ensures satisfactory follow through on assigned areas of responsibility. Assists in planning and implementation of service and activities.

4. Student Staff

The Language Center enjoys the services of a graduate research assistant and 10-15 part-time student employees.

VI. Facilities

A. Describe the facilities and technological support assigned to the Center

The Language Center consists of the *Fletcher Jones Language Commons* (4035 sq. ft.); six small group study rooms and a lounge (1680 sq. ft.); two studio computer classrooms (1711 sq. ft.); three offices (402 sq. ft.); a studio production room (508 sq. ft.); and storage areas (420 sq. ft.) for a total space of 8756 sq. ft. in Mark Taper Hall of Humanities, a central classroom and office buildings in the north academic quad of campus.

The LC contracts with USC Information Technology Services for software licensure for computers in its lab and classrooms. Hardware maintenance and repair is handled by College Technology Services. Other equipment (satellite dishes, receivers and repeaters, projection devices, and so on) is under maintenance contracts with university vendors.

B. Explain in detail how the facilities and other technological support serve the mission of the Center. Include detailed statistics on usage

From 1997 to approximately 2001, the Language Center purchased dozens of computer-based software applications, upon recommendations of language program directors and instructors. By 2001, we realized that no language program used any of the software programs for curricular purposes. At that point, we decided that we should refocus our efforts on web-served technologies and we let lapse licenses on stand-alone language learning software.

In response to an RFP from the Andrew W. Mellon Foundation, in 1998 the Language Center won a three-year grant to implement and assess technologies in language teaching and learning. The guiding principle of this grant project was to examine closely classroom

instruction and to remove from the classroom activities that did not require face-to-face interaction. We learned that much classroom time was devoted to grammar exercises, watching video, and teacher-led questions and answer exchanges. We systematically created online, web-served activities and machine-scored exercises out of this type of activity.

We recognized that publishers of textbooks, activity and lab manuals, audio files, and videos might be able to furnish the raw materials to use such that we might deliver them in a learning management system. At that time USC did not have a learning management system and language textbook publishers had not begun offering content for them. We identified a learning management system (Mallard) and created thousands of machine-scored exercises, based on textbook, activity manuals and lab manuals. For five years, the Language Center managed the “electronic workbook” for the Spanish language program.

By 2003, USC adopted Blackboard as the university’s learning management system and publishers began offering content for Blackboard for some of its textbook programs. These first-generation course cartridges required significant redaction, which the Language Center did for to make usable e-workbooks for French and German. By 2005, the Spanish, French and German language programs, which accounted for 75% of language students at USC, were using Blackboard for virtually all homework.

In 2005, the Language Center received a grant from the National Endowment for the Humanities to create an online learning experience for first-year Italian language and culture. The grant ran through 2008 and produced many innovative online learning modules, but ultimately the engineering required to develop a comprehensive experience as proposed proved to be beyond the funding of the grant. Completed elements of the NEH grant were then rolled into a new Blackboard cartridge for Italian. With Spanish, French, German and Italian using online workbooks by 2008, some 80% of language students were using Blackboard for their homework, lab exercises, and video lab.

Simultaneously to the Language Center’s NEH grant for Italian, the Chinese language program’s faculty, funded in part by grants from the USC Marshall School of Business CIBEAR and the USC College Fund for Innovative Technologies, developed a stand-alone, comprehensive electronic workbook for beginning Chinese. The Language Center’s role in the development of the Chinese software was not as direct as the development of Blackboard content for the European languages. However, we played an advisory role and supplied hardware for implementation of the software. In all, 90% of USC language students used e-workbooks by 2008.

C. How do you assess outcomes on the use of the facilities and technology?

Several supplemental questions on general course evaluations aim to gather information about students’ use of computers in language learning. However, they are not expressly designed to solicit feedback about the Language Center. We ask students about their previous use of computers in language learning and about their comfort in using computer-mediated language learning, but not where they engage in the activity. These data appear in Appendix F.

D. How have you adjusted usage in response to this outcomes assessment?

We have asked that each semester, each instructor bring his/her class to the LC to provide an orientation to our facilities, opportunities available here for students, and to have a hands-on introduction to Blackboard and other digital resources. This has greatly reduced the amount of confusion among students regarding what they are supposed to do while in the LC.

VII. How do you envision a top-25 research university’s Language Center in the year 2020? Provide a vision for the Center going forward into the next decade a) with the same resources now allocated to it and b) with additional resources.

As previously stated, the "Ling-Lang" report served as a guiding document for the nascent years of the Language Center. Several grant projects completed, we now find ourselves actively searching for opportunities to help make language learning more effective. Now that almost all the objectives set forth in it have been met, it is time for an action plan for the next decade. Frankly, we hope that this program review will result in a clear plan for the Language Center going forward.

Despite the success of the Language Center in meeting all the objectives initially set forth for it, and its success over the years in winning competitive grant competitions that directly benefit language learning and teaching, we note that several areas in language teaching and learning at USC need attention. These are our **recommendations**:

A. The Language Center director, in consultation with the deans and language department chairs, articulates learning outcomes and assesses them.

We need to be clear about the learning objectives for our students at all levels of language study. It is no longer sufficient to give, as the goal of basic language courses, the ability to advance to literary works taught in the target language. The vast majority of our students stop enrolling in language classes once they have satisfied their foreign language requirement. We need to lead the way to redefine what students learn in basic language as usable, salient skills. This can be achieved by articulation of clear learning objectives that focus on practical usage of the linguistic skills and cultural understanding they acquire in their language studies.

Furthermore, we need to implement a rigorous assessment program to ensure that we meet these learning objectives. The expectations of students in our language courses must be markedly higher than those of students at community colleges. Faculty and students must understand that there is greater value in studying foreign language at USC than elsewhere. As it stands, no language program articulates clear, measurable learning outcomes of its courses to students and faculty nor do they test to validate their achievement.

To achieve learning goals, language programs need to be restructured so that there is unambiguous responsibility to adopt necessary changes and see them through to their successful implementation.

B. The Language Center director, in consultation with the deans and language department chairs, articulates the structure of responsibilities for language programs.

In order to ensure that responsibilities of LC staff, language program directors, instructors (faculty and graduate assistants) who teach basic language classes, and department chairs are carried out in such a way to advantage students and to capacitate them to achieve learning outcomes in a measurable manner, it seems that at times our overriding goal of ensuring success of our students is lost among disagreements over who reports to whom and, candidly, who is in charge of language programs. Over the past 15 years, the LC staff has reported directly to the dean of academic programs, at times through the associate dean of academic programs. During this period, language program directors also had a direct reporting line to the same deans. Graduate assistants are, by definition, novice instructors and have always been supervised by language program directors.

For a few years (1997-2000), when non-tenure-track lectureships were new to language programs, NTTs reported to the language program directors, who were directly responsible for their recruitment, screening, and recommendation to the deans for contracting. During the past several years, department chairs have asserted their authority in screening and hiring NTTs in language programs and their authority in supervision of the NTTs and language program directors. This shift has resulted in the formation of countless committees and subcommittees to guide language program policies and procedures, screen and hire new NTTs, assess faculty performance, etc. The result is a hodgepodge of different persons and groups of people who believe that they are in charge of basic language programs. It simply

highlights the caste system of haves (literature tenure faculty) and have-nots (language non-tenure faculty and staff).

It is a historic artifact that any basic language programs are housed in the linguistics department. When Arabic was added to the USC curriculum in the 1970's, the Linguistics Department had an Applied Linguistics program. It housed the English as a Second Language Program, which was directed by an applied linguist in the department. At that time, it made sense academically and administratively for basic languages to be in the Linguistics Department. In 1979, the Applied Linguistics program was discontinued; the faculty were assigned to other academic units and the ESL program was spun off into an independent academic unit – the American Language Institute, which remains today the academic home to ESL at USC. It has been the case for several decades since that courses in Arabic and Hindi are outside the mission of the department. In order to provide adequate support and supervision of these language programs, it is imperative that they be relocated to an academic program where the contributions of their instructors are valued and their professional development as language instructors is nurtured.

Language and literature departments, in which most basic language programs are housed, focus on preparation of students who major and minor in their disciplines. As researchers and creators of new knowledge, tenured faculty in language and literature departments are divorced intellectually and pedagogically from the basic language programs that they oversee.

The Language Center was instrumental in defining and launching non-tenure track teaching positions in basic language programs. At the founding of the LC in 1996, most basic language courses were taught by graduate assistants, language program directors ("faculty/staff splits"), and part-time lecturers (freeway fliers). In anticipation of the downsizing of graduate programs in linguistics, languages and literatures, and the moratoria on graduate admissions in some departments (German and Spanish), we faced an acute need for qualified language instructors.

The Language Center worked with the incumbent deans to write job descriptions for lecturers in basic languages, advertise the positions, interview candidates, and recommend hiring. As conceived, these lecturers would spend 1-3 years honing their teaching skills before moving on to careers elsewhere. In fact, the vast majority of basic language NTTs earned their PhDs in literature from USC or UCLA and have been teaching basic language at USC for years. We need a fresh start.

Reorganizing basic languages into one program, perhaps into the Language Center, would allow us to start anew – create new, clear structures, higher, measurable expectations, and follow through on them.

C. The Language Center director, in consultation with the deans and language department chairs, facilitates the professionalization of basic language instructional staff.

Graduate assistants are by definition novice teachers. Their professionalization as language instructors is the responsibility of all of us. As of Fall 2010, there are 19 graduate assistant lecturers and 49 full-time NTT language faculty. Many of the 49 full-time NTTs earned their MAs or PhDs at USC. Many others earned their graduate degrees at UCLA. None has graduate credentials in second language acquisition, foreign language pedagogy, teaching methodology, applied linguistics, etc.

Some instructors are excellent, to be sure. But we owe it to our students and our institution to ensure that each language instructor be as effective as possible. One way to nurture this is through professional development.

We would like to have each NTT complete slate of ACTFL sanctioned workshops about standards, assessment, skills-specific teaching and testing. This will catalyze thoughtful

teaching from those who complete such training, and can allow us all, as a group, to rise to higher levels of teaching effectiveness.

D. The Language Center director, in consultation with the deans and basic language faculty members, creates and offers innovative, engaging courses.

Language and literature departments nationwide are loathe to admit that, in many institutions, they are service departments providing instruction in languages for students to fulfill a general education or other foreign language requirement.

On current USC departmental websites, French and Italian does not mention their basic language programs. East Asian, Slavic and Spanish mention their basic language programs, but one gets the clear sense that they are not central to the mission of the departments.

Students have a variety of objectives in studying a foreign language. Some undoubtedly want to pursue graduate work in a foreign language and literature, and this is what the undergraduate major prepares students to do. Unfortunately, the vast majority of students never matriculate to major/minor classes. We need to offer interesting courses to capture some of these students without trying to fatten enrollments in other major courses. To wit, if a student wants to take Business French, she has to complete Writing for Literature as a prerequisite.

Students, staff, parents and faculty have called for applied language classes for students who want to continue to their study of foreign language, but who do not express any interest in literary studies. USC has a dearth of such courses. Courses in English about foreign cultures are also scarce; only East Asian and Slavic have courses about their cultures taught in English.

We need to help students globalize themselves through the offering of innovative foreign language courses in applied areas they find engaging. Further, we need to make studying a foreign culture accessible to those who are not advanced level language students or cannot afford study abroad.

LINGUISTICS AND LANGUAGE LEARNING COMMITTEE REPORT

Final Report, 28th January 1994

OUTLINE	Page
Introduction	3
Part 1: Assessment of the Current Situation: Strengths and Weaknesses	5
1.1 Basic Language Teaching	5
1.1.1 Positive Features	5
1.1.2 Negative Features	10
1.2 Linguistics Programs	15
1.2.1 Positive Features	15
1.2.2 Negative Features	18
Part 2: Administrative Options for the Future	20
2.1 Basic Language Teaching	20
2.2 Linguistics Programs	25
Part 3: Recommendations	29
3.1 Basic Language Teaching	29
3.2 Linguistics Programs	30
Appendix I The Cultural Component of Basic Language Offerings in the Foreign Language Departments	
Appendix II Assistant Lecturer Numbers by Department and Allocations to Graduate Students from Different Units	
Appendix IIIa Problems Involving the Faculty-Staff Status of Basic Language Directors	
Appendix IIIb Problems Involving Professors as Basic Language Directors	

Appendix IV	Training, Supervision and Evaluation of Assistant Lecturers by Department
Appendix V	Requirements for All Ph.D. Degrees Involving Linguistics in the Division of Humanities
Appendix VI	Proposed Interdepartmental Program in Romance Linguistics

10/14/20
10/15/20

INTRODUCTION

The Committee consisted of the following members (listed alphabetically together with their affiliations):

Joseph Aoun, Professor of Linguistics (starting Fall 1993)
 Gerhard Clausing, Professor & Chair of German
 Bernard Comrie, Professor & Chair of Linguistics (Spring 1993 only)
 David Eskey, Associate Professor of Education and Director of the
 American Language Institute
 Donald Freeman, Professor of English and of Law
 Jack Hawkins, Chair, Professor of Linguistics and Interim Chair of
 Spanish & Portuguese
 Carol Hoffman, Basic Language Director for French, Department of
 French & Italian
 Audrey Li, Associate Professor of East Asian Languages & Cultures
 and of Linguistics
 Sarah Pratt, Associate Professor of Slavic Languages & Literatures
 Mario Saltarelli, Professor of Spanish & Portuguese
 Roger Woodard, Assistant Professor of Classics and of Linguistics

The Committee held an initial meeting in April 1993 and then met on a weekly basis during the Fall semester 1993 to produce the report. There was one additional meeting held with members of the LAS Dean's Student Advisory Board, in order to hear their feedback on basic language teaching at USC. This report is a collectively written document. Its writing was co-ordinated by the Committee chair and was modified on an ongoing basis in response to feedback received by Committee members to successive drafts, and in response to the evolving discussions at meetings.

The original charge to the Committee was to contribute to the Provost's strategic planning process by providing a Division-wide perspective on basic language teaching and linguistics programs. Basic language teaching takes place in many departments and units of the Division, namely: the American Language Institute (ALI); East Asian Languages & Cultures (Chinese, Japanese and Korean); Classics; French & Italian; German; Linguistics (Arabic); Spanish & Portuguese; and Slavic Languages & Literatures (Russian). There are graduate linguistics programs or linguistics-related programs in five other departments apart from Linguistics itself: East Asian Languages & Cultures; English; German; Slavic Languages & Literatures; and Spanish & Portuguese. In addition to the strategic planning documents prepared by each of these departments, it was deemed advisable to set up a divisional overview

committee in language teaching and linguistics, paralleling the similar overview committee on literature and cultural studies chaired by Peggy Kamuf.

After the initial meeting in April 1993, the Chair of the "Ling-Lang Committee" met with Dean Cohen (then dean of Humanities, now interim dean of LAS) and agreed on a more specific agenda. The Committee would first attempt to assess what was going well and what was not going so well, academically and pedagogically, in basic language and linguistics. Second, the Committee would lay out a number of reasonable and possible administrative options for the future, that would preserve our strengths while addressing some of the problems that had been identified. Third, if the Committee could agree on a set of recommendations from among the set of options listed, these also should be listed. These goals were discussed with Interim Dean Ide in the early Fall 1993, and he reiterated Dean Cohen's approval of them.

This report accordingly consists of three parts, an assessment of the current situation (Part 1), a discussion of administrative options for the future (Part 2), and recommendations (Part 3).

PART 1: ASSESSMENT OF THE CURRENT SITUATION: STRENGTHS AND WEAKNESSES

1.1 Basic Language Teaching

The Committee began by surveying the basic language teaching situation throughout the Division, and heard assessments from all the divisional units responsible for basic language, each of which was represented by at least one Committee member. The current administrative structure has many positive features, but also some negative ones. The first goal was to try to identify these respective features as precisely as possible, so that any changes in the arrangements for the future build on our current strengths, and improve the areas in which we are weak.

1.1.1 Positive Features

The following strengths were identified:

(a) The Committee was impressed by many features of the administrative structure in the American Language Institute (ALI), which teaches English to international students. The ALI is well staffed with a director, an assistant director, a full-time advisor to students, and five special faculty or advanced language teachers responsible for supervising the (currently 22) Assistant Lecturers (ALs), training them, and developing curricula and tests. All the ALs teaching in the ALI have had previous teaching experience, all have a strong commitment to, and interest in, language teaching, and there is a strong feeling of pride and professionalism within the whole group. The ALI is successful financially, and has been developing and extending its range of special programs to various professional groups. Questions were raised, however, about the academic links between the ALI and the other departments and faculty within the Division that supply assistant lecturers to it. Are these links adequate? What purpose do they serve? What additional purposes might they serve?

(b) With regard to the teaching of foreign languages, the Committee members from the language departments feel that their departments are doing a good job, despite receiving much less staff support than the ALI (cf. section 1.1.2a below). The current structure, which houses language instruction in departments of language and literature, has clear academic advantages, and can contribute to a real understanding of cultural diversity, since each language is taught within its cultural context. Under this system, students are brought under the department's wing.

Reinforcement of language skills can go hand in hand with exposure to culture, in the classroom, in the department office, and at departmental events. The undergraduates become acquainted with more advanced undergraduates and graduate students, and with major scholars in the field, and they have a sense of belonging to a field that draws some of them into the major or minor, thereby enhancing LAS enrollments. The kinds of activities that comprise the cultural component of basic language teaching are summarized for each of the relevant departments in Appendix I. There are a number of useful ideas here that could profitably be shared across the different departments.

A high level of faculty support is evident in a number of departments. In the Department of Slavic Languages and Literatures, for example, professors Bowlt, Levitt, Polinsky and Pratt regularly teach basic language courses and are, along with department chair Thomas Seifrid, seriously involved in the basic language program. As a result, students have competed successfully in recent years for slots on the two most competitive programs for study in Russia, slots that are allocated on the basis of both linguistic mastery and cultural knowledge. In Classics, most of the basic language courses are taught by faculty. In Spanish & Portuguese, the department with the largest enrollments, basic language is under the supervision of a faculty committee (the Basic Language Committee), consisting of the department Chair, the director of undergraduate studies and the basic language director.

Obviously the general level of faculty interest in basic language programs is not equally high across all departments. The very relevance of a literary and cultural environment to basic language teaching is also considered by some linguistics faculty to be less significant than the task of acquiring the system of rules and conventions that make up a language, for any communicative purposes and degree objectives. Nonetheless, the Committee agreed that there are clear academic and practical advantages to housing basic language programs in the corresponding language departments, and that these programs are generally going well.

This assessment is supported by the Foreign Language Instruction Committee's surveys of national comparability in representative basic languages taught at USC. The evaluations of USC's programs in Chinese, French and Spanish conducted in 1991 by faculty specialists at other peer institutions were very positive indeed. The specialists were selected from three very respectable universities, of the caliber of NYU, UCLA, Minnesota, etc, and a least one of them had to have higher SAT scores than USC. The evaluators were given course syllabi (levels I-III), final exam

questions (levels I-III), and the statistics on grade distributions (level III only). They were also given two examples of students' final exams for each grade level in Chinese III, French III and Spanish III for comparison with comparable courses and grades at their own institutions. Based on these evaluations, USC appears to be very comparable nationally to other major institutions.

(c) Most of the basic language teaching at USC is done by assistant lecturers (ALs). These ALs are graduate students who are themselves completing degree requirements within the Division or occasionally outside it. For a great many of these students, basic language teaching is an important part of their professional training, for example if their career goal is a professorial position in the literature or linguistics of a particular language. But for some it is simply a means of financial support that makes it possible for them to come to USC. An important question therefore becomes: how effective are these ALs in the classroom?

In order to determine this, the Committee examined the student teaching evaluations from all basic language courses and instructors during the last three semesters (Spring 1992, Fall 1992, Spring 1993). Two categories of scores were considered most relevant: the Overall Instructor category; and the Overall Course category. The mean for each instructor and each course was first recorded for all the courses taught during this time frame, and these means were then averaged to give a mean of means for all the instructors and courses taught in each language. The results were as follows:

Key to the scores:

- 5 = Very Good
- 4 = Good
- 3 = Moderate or Average
- 2 = Poor
- 1 = Very Poor

	<u>Overall Instructor Mean</u>	<u>Overall Course Mean</u>
ALI	4.38	3.73
French	4.29	3.88
Italian	4.30	3.97
German	4.13	3.73
Spanish	4.18	3.64
Portuguese	4.75	4.50
Russian	4.42	3.81
Chinese	4.60	4.43
Korean	4.33	4.07
Japanese	4.38	4.09
Latin and Greek	4.83	4.63
Arabic	4.63	4.24

Note: The means for Latin and Greek are based on the scores for just two ALs; most basic language courses in Classics are taught by regular faculty, and their means were 4.49 in the Overall Instructor category and 4.35 in the Overall Course category.

It should be clear that these Overall Instructor scores quite systematically place our ALs in the good to very good range. The Overall Course scores are regularly lower than the Overall Instructor scores, but course design is not the responsibility of the ALs, and the majority of these course scores are also rated as good. The lowest overall course mean is 3.64 for Spanish. What is particularly interesting is that where we have comparative data for basic language teaching by ALs and by faculty, the Overall Instructor scores for ALs are slightly higher! This is true for Classics: compare 4.83 for ALs with 4.49 for faculty. It is also true for Russian: the AL sections averaged 4.42; the faculty sections 4.12. These AL figures should give pause to anyone who maintains that our undergraduates would be better served by having regular faculty teach the basic language courses instead of graduate students. A similar conclusion comes from Spanish, in which faculty do not teach basic language. The Overall Instructor aggregate for all the other courses that the faculty

taught to undergraduates in Spanish during the same time frame is 3.94, which is slightly lower than the 4.18 for ALs teaching basic language.

(d) Basic language teaching at USC is successful financially. Figures released recently by the College of Letters Arts and Sciences provide details about the budgets of the various units responsible for basic English and foreign language instruction during the fiscal year 1992-93. These figures do not separate tuition income received through basic language teaching from income received from majors and minors and from other GE courses. In the case of Classics and Linguistics, tuition from basic language teaching accounts for a relatively small proportion of the department's overall tuition revenue. But for East Asian Languages & Cultures, French & Italian, German, Slavic Languages & Literatures, and Spanish & Portuguese, basic language instruction accounts for the great majority of the undergraduate tuition revenue, and for the ALI it accounts for all of it. By adding up the total undergraduate income earned by these six units, therefore, and by ignoring Classics and Linguistics, we can gain a close approximation to the financial contribution made by basic language instruction to the Division's budget. The figures are set out below:

<u>Department</u>	<u>UG Tuition Revenue 1992-93</u>
ALI	834,638
EALC	2,488,370
French & Italian	2,757,046
German	843,391
Slavic	695,803
Spanish & Portuguese	5,568,658
TOTAL = \$13,187,906	

This total of over 13 million dollars amounts to a full 36% of the Humanities Division's overall undergraduate tuition revenue of \$36,551,221 for 1992-93. Since basic language teaching accounts for most of these tuition dollars, it is clear that basic language is making a vital and successful contribution to the College budget. This income is earned directly by graduate students taking graduate degrees either in one of these foreign language departments or in Linguistics. Linguistics is not listed here (or in the College's financial reports) as a department that makes any significant contribution to language teaching, but in fact there were 23 assistant lecturers from this department teaching basic English or a foreign language during 1992-93, most of them (18) in the ALI or EALC. These graduate students, who come to USC to study with professors

of Linguistics, earn a vast amount of income for the Division, as do their counterparts in the foreign language departments. Detailed information on the assistant lecturer numbers in all language teaching units and on the departments or schools in which they are completing their graduate degrees are given in Appendix II for the last two academic years (1991-92 and 1992-93).

1.1.2 Negative Features

The Committee identified some administrative arrangements within the Division that are causing problems for many departments, for the individuals who run the basic language programs, and for the effectiveness and smooth running of these programs. They include the following:

(a) There is an inequitable distribution of administrative resources between the ALI and the basic language teaching components of the foreign language departments. These latter have nothing like the level of staff support in the ALI for supervising and training ALs, for curriculum development and for testing. For example, whereas 22 ALs in the ALI are supported by an administrative staff of a director, assistant director, and advisor, plus 5 language-teaching supervisors, the 42 ALs in Spanish & Portuguese are supported only by one full-time director plus a half-time assistant (a specialist in testing). One of the 42 ALships is also assigned to administration. The contrast between these two language-teaching units is quite striking. It makes the day-to-day running of the Spanish program difficult and stressful for the director, and forces the chair of the Department to spend most of his or her time dealing with problems, many of which could have been avoided. The other foreign language teaching units are also understaffed by comparison with the ALI.

English language units are understaffed in relation to ALI

(b) The position of "basic language director" requires urgent review. There are currently two such models for these positions in the Division, and each is problematic in terms of status, definition, evaluation, and reward. In the first (exemplified by French, Italian, Spanish, and Russian) the position is filled by an individual with "faculty-staff" status. There are a number of inequities and unclarity associated with this title, involving faculty benefits and responsibilities, status and recognition. The problems are summarized in Appendix IIIa. In the second (exemplified

by Chinese, Japanese and German), a tenure-track professor has responsibility for the basic language program, in exchange for one course of teaching release. This is widely considered to be an unsatisfactory arrangement. The constant attention that basic language supervision requires exceeds the release time from one course, and this kind of administrative work is given insufficient recognition in merit and promotion reviews. These problems are summarized in Appendix IIIb. Neither of these models can therefore be said to provide a satisfactory position for the well-qualified and dedicated individuals who fill them, and each is leading to frustration and resentment, compounding a job that is already difficult on account of the understaffing referred to in section 1.1.2a. This is not the way to recruit and maintain good basic language directors.

(c) While the academic advantages of housing basic language programs within language departments are advocated by most Committee members, it has led to some administrative disadvantages. Having numerous autonomous and separate centers for basic language teaching means that there is no formalized collaboration and co-ordination across departments. A testing expert hired in Spanish, for example, in order to monitor the compatibility between placements tests and course exams is not automatically available to French & Italian, German and East Asian Languages & Cultures. A student misconduct workshop held in one department is not attended by ALs from another. Methods for evaluating ALs, and the criteria for hiring and firing them, can be different in different departments. There is no structured forum for basic language directors to get together and share experiences, ideas, new methods, common problems, etc, outside their departments. Some members of the Committee pointed out that these interactions do take place on a limited scale between departments. On the other hand, it is also the case that languages are not identical in terms of structure, difficulty, and appropriate methodology, so that some variation between the language programs is going to be necessary. It was also pointed out that the smaller programs are generally able to identify and correct problems early and can often handle through individual interaction many of the issues that require a more structured response in the larger programs.

(d) The quality and management of the central divisional resources for language teaching also leaves much to be desired. Major improvements are needed in the technical equipment and language laboratory facilities currently used by the foreign language departments. In addition, equipment and technically proficient personnel within the ALI are not being made available outside of this unit. It is not that there is

resistance within the ALI to personnel- and resource-sharing. It is the current structure of the Division that discourages sharing. It has also proved impossible within this structure to exploit a very obvious opportunity for a university such as USC, with one of the largest international student bodies in the United States, namely putting American students and international students together, in formal and informal settings, to teach each other their respective languages. Many American students choose, for example, Japanese for their foreign language requirement, and there are many Japanese students studying English in the ALI. The potential for mutual instruction, and for enriching the normal classroom environment is enormous, yet nothing along these lines has been attempted.

Another central resource that should be playing a greater role both in basic language instruction and in undergraduate degrees is the Overseas Studies Office. It is vital that students be given as much opportunity as possible to learn their foreign languages within the countries in which they are spoken. Yet there is inadequate co-ordination between this Office and the language departments, and in the case of Spanish & Portuguese, these two units are almost not on speaking terms, after several years of strained relations. The result is that many students are now being discouraged, and in some cases even prevented, from embarking on language study abroad.

Clearly, the central resources and functions that are supposed to be supporting the foreign language departments are not working well.

(e) The Committee met with representatives from the LAS Dean's Student Advisory Board, in order to get feedback from some of our brightest students about the basic language offerings at USC. The students made both positive and negative comments, and they offered a number of useful suggestions for improvement.

Positive comments made by the students included "good classes", "very happy", and "great experience". They also agreed that although students were aware of the cost difference between USC and community college language classes, they were just as aware of the difference in their other required courses. The majority opinion was that USC language classes were generally better than those at community colleges. They stated that the general opinion on campus is that students should learn foreign languages because we live in a multicultural world. There was very positive feeling about the cultural component of language classes, as

as about the benefit of meeting and talking in the foreign language in a context outside the classroom.

The most general complaints were:

- (1) class sizes are too large (currently the maximum is 24);
- (2) too much English is used in some classes;
- (3) there needs to be more consistency in teaching methods across different language programs and across different sections of the same course;
- (4) language labs and conversation labs are not working well.

The following suggestions were made:

- (5) maintain a maximum of 15 students per section;
- (6) offer intensive "fast-track" classes for more motivated students, perhaps combined with an overseas semester, and/or honors classes;
- (7) separate those students with some previous language background, e.g. second generation Hispanic Americans, from those with none;
- (8) more challenging activities for practicing the foreign language in lieu of mechanical language lab drills, repetitive audio tapes and ineffective conversation labs;
- (9) offer more immersion opportunities with native speakers, including international students at USC;
- (10) institute language floors in residence halls;
- (11) publicize overseas programs more;
- (12) have both communication-oriented and grammar-oriented third level language courses;
- (13) introduce more intermediate-level language classes between Spanish III and the literature courses;
- (14) more flexible scheduling of third-level language courses was advocated, e.g. twice a week instead of four times a week.

(f) The training, supervision and evaluation of assistant lecturers in the foreign language departments are generally less extensive than in the ALI, in large part because of fewer administrative resources. This raises the question of the adequacy of training and supervision programs across the Division. In fact, practices vary widely between different departments, and are summarized in Appendix IV for each department. Despite these differences, most departments appear to be taking their training, supervision and evaluation responsibilities seriously, within the administrative constraints.

max
possible
training
and
supervision
1.1.19.70

(g) Many members of the Committee expressed concern about the heavy workload that is required of assistant lecturers. Graduate students at USC have to teach a total of three courses each year, plus office hours and conversation labs, etc. This is asking a lot of people who have their own course requirements, papers and theses to complete. It is also a heavier workload than is required at other major institutions such as Yale and UCLA. This makes it more difficult to recruit high-quality graduate students to USC. And having graduate students under severe pressure on a daily basis is detrimental both to their teaching and to their own studies. ALs in overload

(h) Another problem involving assistant lecturers concerns the allocation of assistant lecturer slots to the different departments of the Division. The language departments administer the allocation and selection of ALs, and in the process most give priority to their own students over those from other departments. Spanish & Portuguese, for example, assigns the vast majority of its ALships to students of Spanish literature and Spanish linguistics, but has traditionally reserved two slots each for Linguistics and COLT, and none for Philosophy, Religion, etc, unless numbers were short. French looks after its own graduate students first, assigning slots that remain to students from other departments. Slavic and German rarely have enough ALships for their own students, and so take outside graduate students only infrequently. The new Ph.D. programs in EALC will soon put pressure on this Department to assign all its ALships to its own students. The precise figures for AL allocations by foreign language departments were given in Appendix II. This situation creates three related problems.

First, there is an administrative unclarity over who has the final say over which students are awarded ALships. According to the Dean's official position, the foreign language departments administer the assignment of ALships allocated to them, and undertake to do so in the interests of the best possible undergraduate teaching and the highest quality graduate student recruitment across the Division. This position obliges them to select the most academically deserving and pedagogically appropriate candidates from the Division as a whole. As a practical matter, however, the foreign language departments control the ALships allocated to them, and most give priority to their own students.

Second, a foreign language department's reluctance to award ALships to students from other programs varies inversely with its size. In a smaller language department, a reduction of even a single ALship can be threatening to the critical mass of the graduate program. Thus small

departments are correspondingly reluctant to award ALships to candidates from other units without some guarantee of equivalent student support.

Third, the custom according to which foreign language departments have final say over their ALships is perceived by Linguistics, Comparative Literature and some other departments to be unfair and detrimental to their programs. Many graduate student applicants to these programs who are qualified to receive a foreign language ALship cannot receive one, and it is difficult for outside departments to make any planned recruitments, or to develop certain graduate programs whose applicants would be able to teach basic language, in the absence of the kind of guaranteed support that is available for applicants to graduate programs within the foreign language departments.

1.2 Linguistics Programs

1.2.1 Positive Features

The following strengths were identified:

(a) The Linguistics Department at USC is a very strong department, with an excellent graduate training and graduate placement record. In its areas of specialization, formal grammar, comparative grammar and language universals, and psycholinguistics, the Department is widely considered to be among the very best departments nationally in each category.

Many of the current faculty in Linguistics have joint appointments with another department. The combinations are: Linguistics & Classics (Roger Woodard); Linguistics & EALC (Hajime Hoji and Audrey Li); Linguistics & Slavic (Maria Polinsky); and Linguistics & Psychology (Maryellen MacDonald and Mark Seidenberg). These joint appointments are universally agreed to have been very successful, and to have benefited both sides equally. The Linguistics & Classics and Linguistics & Slavic positions were initially funded by a grant from the Mellon Foundation, in recognition of USC's strength in, and commitment to, the integrated study of linguistics and foreign languages. Such joint appointments enrich the foreign language department, by providing faculty specialists in language and linguistics who can interact with colleagues in literature and culture.

They also enrich the Linguistics Department by providing research specializations that that department would not otherwise have. These joint appointments contribute equally to undergraduate and to graduate teaching. At the graduate level many of the Ph.D.s from the Linguistics Department take up faculty positions in foreign language departments (in Japanese, Arabic and Spanish, for example) in addition to linguistics departments.

A number of Linguistics faculty without joint appointments also contribute on a regular basis to the Ph.D. programs of the language departments. Bernard Comrie teaches every other year in the Department of French & Italian, Jack Hawkins has taught in the German Department, Maria-Luisa Zubizarreta regularly offers a course on Romance linguistics (Spanish, French, Italian and Portuguese) which is widely attended by students from the language departments. Every Fall Linguistics faculty teach Linguistics 500, which is a graduate-level introduction to syntax and semantics intended primarily for students from the language departments and from English. Many students from the language departments also attend graduate courses in Linguistics, such as the syntax course Linguistics 530, and these course offerings make it possible for these students to complete their degree requirements within their own departments. Linguistics faculty also serve regularly on guidance and Ph.D. committees in Spanish & Portuguese, for example.

(b) The language departments also have many strong faculty appointments in linguistics, in addition to the faculty that hold joint appointments with Linguistics. Mario Saltarelli, for example, has a courtesy appointment in Linguistics, but teaches full-time in Spanish & Portuguese. He has expertise in all the Romance languages, and also in Basque. Carmen Silva, a specialist in Spanish linguistics and in sociolinguistics, also teaches full-time in Spanish & Portuguese, as does Ramon Araluce, a philologist by training with expertise in the history of the Spanish language. Moshe Lazar, a professor of Comparative Literature, is a specialist in Judeo-Spanish and Romance philology, who has taught courses in Old Spanish in the Department of Spanish & Portuguese. Nam-Kil Kim is a specialist in Korean linguistics and in syntax and teaches full-time in East Asian Languages and Cultures, as does Mieko Han, a specialist in Japanese linguistics. Gerhard Clausen is an applied linguist with expertise in language pedagogy who holds a full-time position in the German Department. In the English Department, Don Freeman is a specialist in stylistics and composition (especially legal writing) who founded the very successful Department of Linguistics at the University of Massachusetts, Amherst. Some of the basic language directors with

faculty-staff positions also have Ph.D.s in applied linguistics, language pedagogy, or literature, including Carol Hoffman in French & Italian, and Cynthia Ramsey in Spanish & Portuguese.

(c) In addition to the linguistics Ph.D. program offered in the Linguistics Department, the following four programs are offered within the foreign language departments: East Asian Linguistics (EALC); German Linguistics and Literature (German); Spanish Linguistics (Spanish & Portuguese); and a Slavic specialization for the Ph.D. program offered in Linguistics (Slavic Languages & Literatures). The English Department also offers a Rhetoric, Linguistics and Literature (RLL) track in its Ph.D. program. The requirements for all of these degree schemes are listed in Appendix V. The EALC Ph.D. is a new degree that is just getting underway. The German linguistics degree is small and comprises currently just four students. There are no students currently enrolled in the Slavic linguistics specialization. The really large program is Spanish Linguistics. Almost half the graduate students enrolled in the Department of Spanish & Portuguese are in Spanish Linguistics. The RLL program, which was formerly a very vigorous program, now appears to be in decline.

The size and the success of the Spanish linguistics program are remarkable, considering that there are only 2.5 faculty in the Department (Professors Araluce, Saltarelli and Silva) who specialize in this area. It competes well for students, even though it is in competition with similar programs at such highly-ranked universities as UCLA, Austin-Texas, Georgetown and Illinois at Urbana-Champaign. Recent Ph.D.s in Spanish Linguistics have also been very successful in the job market in the USA and abroad.

1.2.2 Negative Features

(a) The successes of the Spanish linguistics program have imposed a strain on faculty resources within the Department of Spanish & Portuguese. The number of courses that have to be offered at the graduate level are now such that Professors Saltarelli and Silva have been unavailable for undergraduate teaching for several years, and repeated requests for a third full-time faculty position in Spanish linguistics, in order to alleviate the situation, have been denied.

The successes of Spanish linguistics, and the development of a new graduate program in East Asian linguistics, also create a strain on the Linguistics Department. These programs would be impossible without the breadth of course offerings and the faculty resources of Linguistics.

Yet, while Linguistics welcomes the addition of new linguistics faculty into the language departments, with or without joint appointments, it now finds itself acting increasingly as a service department to graduate students from other units, that it had no part in selecting and admitting. At the same time, the available ALships for graduate students admitted into Linguistics are reduced. Many Linguistics graduate students currently teach Chinese, Korean or Japanese in EALC, and these ALships are threatened by the new East Asian linguistics Ph.D.. Similarly, while students of Spanish linguistics in Spanish & Portuguese comprise half the ALships in that department, students of Spanish or Romance linguistics in the Linguistics Department are limited to just two AL slots, which is insufficient for its applicant pool and its needs.

(b) There is a more general administrative problem here. There is ^{no} structured program co-ordination between the major departments of ^{the} Division that offer graduate linguistics degrees. EALC and Linguistics do have two joint appointments (Professors Hoji and Li), and there are cross-listed courses, such as 557 Structure of the Chinese Language, and 580 Issues in East Asian Linguistics. But there is no joint program committee between the two departments overseeing program requirements, class scheduling and admissions, and the existence of two departmental infrastructures will inevitably encourage rivalry rather than competition. The same is true to an even greater extent between Spanish & Portuguese and Linguistics. These two programs operate quite independently of one another at an administrative level. There are no joint appointments, and there is no formal structure for co-ordinating faculty-sharing, class scheduling, cross-listed courses and course design, and other forms of consultation and co-operation, e.g. over Ph.D. committees and student examinations. ^{with?}

Linguistics and English did enjoy fruitful collaboration in the past, albeit informally, in the running of the RLL program. This program appears to be no longer viable in its present form, however. Both contributing departments have changed their focus substantially: Linguistics has become a more theoretically oriented department, with fewer faculty involved in applied linguistics; English, following a national trend, has moved away from subjects crucial to the RLL program. The quality and quantity of applicants have declined, and many of the RLL faculty have left the university. ^{fewer in RLL}

(c) Another area that requires attention concerns the teaching of linguistics to undergraduates. The Linguistics Department has expanded its undergraduate offerings in recent years, adding a minor in addition to

the major, three joint majors (with Psychology, Sociology and Anthropology), and numerous additional GE courses (in the Empirical Approaches and Non-Western Cultures categories). Linguistics faculty have also taught on a regular basis in the Thematic Option Program. There are many Linguistics faculty who consistently receive excellent undergraduate teaching evaluations. Yet because of the nature of the subject, it is not going to attract large numbers of majors and minors. It can, however, make a greater contribution to GE. The current GE courses attract reasonable enrollments and the faculty receive good reviews. But these courses compete with many others in their categories, and the Department has suffered from a decision by the University to exclude a Formal Reasoning requirement from the GE curriculum. Departments such as Linguistics and Philosophy would have benefited from this requirement. Universities that have large linguistics enrollments, such as UCLA, have linguistics built in as a prerequisite for numerous degree schemes in the social sciences and humanities. Linguistics at USC has the capacity to serve many more undergraduates than it currently reaches, and to offer them a very appropriate general education subject that is both interdisciplinary and that focuses on our most uniquely human attribute, language. If the GE structure can be modified to make greater use of this department, this would also make more TAships available, and make Linguistics graduate students less dependent on foreign language teaching within the language departments.

add a
GE requirement
to help a
dept?

PART 2: ADMINISTRATIVE OPTIONS FOR THE FUTURE

After many committee meetings devoted to an assessment of the current situation in basic language teaching and linguistics, during which committee members exchanged a considerable amount of information and acquainted each other with their respective aspirations and concerns for the future, the task of outlining administrative options was begun. This task was made easier by the fact that there was now a large body of shared information and mutual awareness that led naturally to the formulation of a set of options that were considered reasonable and worth discussing in the USC context. These options were first analyzed without any implied commitment on the part of the Committee, i.e. they were simply discussed as options first of all. In the process, the options became sufficiently fine-tuned through discussion that almost all of them were eventually endorsed by the Committee as a whole (cf. Part 3).

2.1 Basic Language Teaching

As a strategy for enumerating the language teaching options most worthy of consideration, the Committee focused on those features of the basic language teaching programs that were identified as requiring attention in points (a)-(h) of section 1.1.2 above.

(1) One obvious way to remedy the lack of administrative resources in some of the language departments compared with the ALI (cf. point (a) in 1.1.2) is to give additional support to the basic language directors most in need. Spanish is a prime candidate for more staff support, as is perhaps French. Departments in which tenure-track faculty act as basic language directors should also be given additional assistance, for the reasons given in point (b) and in Appendix IIIb. These faculty will also be helped by an improvement in the central resources and functions, and by more collaboration across departments, as discussed in points (3) and (4) below.

(2) Point (b) and Appendix IIIb drew attention to the problems of basic language directors with faculty-staff positions. The Committee was provided (by Academic Senate President Joseph Aoun) with some new draft proposals for special faculty that are currently being considered by the Provost's Working Group on Special Faculty. Of particular relevance are the categories of "Lecturer" and "Senior Lecturer (Special Skills)". These categories would be applicable to foreign language teaching and would be extended to the individuals who currently hold faculty-staff positions in these departments. The Committee expressed the hope that

the existence of such categories will remove much of the uncertainty and ambiguity currently associated with faculty-staff status, as outlined in Appendix IIIa, and will lead to a clearer definition of the duties and benefits of these positions. Members of the Committee also stressed the desirability of giving appropriate release time to lecturers and senior lecturers for the development of new teaching programs and new degree schemes involving basic language, and for research. In addition, some appropriate paid leave for professional development, comparable to the sabbatical system for faculty, was also considered desirable.

(3) Point (c) in section 1.1.2 raised the possibility of more collaboration across departments. Some examples of possible collaboration that were discussed were the following:

(i) Some of the training of ALs could be shared. For example, a portion of the training session during Fall orientation could be done collaboratively, covering common issues and problems that arise in all language departments and involving: University rules and regulations; student misconduct; grade change procedures; general pedagogical guidelines; the use of equipment and media; etc. The remaining portion would cover points and procedures unique to each language department. In this way the ALs would start from a common basis, there would be greater assurance of comprehensive attention to relevant issues across all programs, and departments would not duplicate each others' efforts while retaining an individual approach necessary to a given program.

(ii) Semester-long training courses like Linguistics 504 (for ALs in the ALI) or Spanish 511 (for ALs in Spanish & Portuguese) could be made available, perhaps with some modifications, to ALs from other departments.

(iii) An expert in testing of the kind that Spanish has in Gayle Vierma (who currently holds a non-permanent half-time position) could be made available to the other departments and could be regularized into a more permanent position, with primary responsibilities in Spanish (where the need is greatest) but with Division-wide availability as well.

(iv) The Committee felt strongly that there should be a Council of Basic Language Directors that would meet once a month or more, as needed, to discuss common issues and arrange the sharing of resources ranging from pedagogical materials to the skills of the testing expert. Some partial staff support would be needed to set up these meetings and follow through on the decisions that were taken. The existence of such a Council would mean that a lot of details about resource-sharing and co-operation could be discussed on an ongoing basis, and each language department could constantly assess its needs and make use of (and offer)

central resources as it saw fit. The Council of Basic Language Directors would need to have a chair. The chair might be elected by the members of the Council. Another option would be to give this responsibility to the director of the ALI. *100*

(4) There is a more general administrative option for the University to consider involving the ALI, one that would also address the inadequacies involving central resources and functions discussed in point (d) in section 1.1.2. The ALI is an already existing unit that is specifically devoted to language teaching and that has a lot of professional experience and a lot of resources that could be shared much more broadly with the Division as a whole. It regularly teaches hundreds of international students who speak natively many of the languages that we teach as foreign languages at USC. These students, and the language-teaching expertise of the ALI, could become more integrated into the teaching of foreign languages and could provide a useful service to the language departments. The ALI would continue to teach English to international students, but it could also provide the necessary structure for the co-ordination of resource-sharing with the foreign language departments. *most all through ALI*
The common training sessions and workshops referred to in (3i) above could be conducted there. The extensive audio, TV and computer equipment owned by the ALI could be merged with the HAVIC holdings and administered through the ALI. *lang. inst.* The meetings of the Council of Basic Language Directors could be scheduled by (additional) ALI staff, and the budgetary implications of their resolutions could be relayed to the Dean by the ALI Director. The immersion opportunities for domestic USC students with international students could be co-ordinated through the ALI, as could other activities requested by the students on the LAS Dean's Student Advisory Board (cf. section 1.1.2f above and option (7) below). The ALI could serve as a site for lectures, demonstrations, meetings, etc, related to second language teaching. Obviously, if the Division decided to pursue this option of extending the functions of the ALI by making it the locus of central resource-sharing and assistance for the foreign language departments, there would need to be an appropriate name change, since the "American" in "American Language Institute" would no longer be appropriate. One option would be "Language Institute", simply. Another might be "Language Teaching Institute". There might also need to be some additional foreign language teaching faculty hired into one of the Division's departments who could be assigned to the (A)LI to supplement the current English-only specialists there.

Alternatively, a new entity might be created, a Foreign Language Institute, separate from the ALI, which would provide these co-ordination *Foreign Language Inst.*

and resource-sharing functions for the foreign language departments and with which the ALI could be affiliated, while maintaining its autonomy. The Foreign Language Institute would speak for basic language teaching in the Division and would be under the administrative and academic control of the Council of Basic Language Directors. With either arrangement, individual departments would retain full control of their own basic language programs. The purpose of affiliation with the ALI or with the Foreign Language Institute would be to serve the departments, rather than the other way around. Further details will need to be negotiated by all relevant parties with the Dean. The crucial point is that many exciting and important opportunities for improving the attractiveness of USC to undergraduates and the effectiveness of language teaching, and for helping the foreign language departments in their basic language teaching activities, are currently being missed for lack of central resources and collaboration. Each of the language departments, even Spanish & Portuguese, is too small to buy equipment and to hire all the personnel that are needed for all the activities relating to the teaching and proper administration of Spanish. Somebody needs to represent basic language teaching throughout the Division, have a budget, argue with the Dean, and work closely with the Council of Basic Language Directors in providing useful central services.

Some additional functions for the new Language Institute (LI), whatever its precise relationship to the ALI, could be the following:

(i) The Overseas Studies Office could be assigned to it. This Office would in any case need to be represented on the Council of Basic Language Directors, so that there is better co-ordination between overseas studies and the language departments. If fast-track language courses are to be offered, with more students taking a third semester abroad, this option becomes all the more urgent. *no/ not alt lang teaching*

(ii) Another language-related activity without a natural administrative home is the testing of non-USC taught languages. There have been numerous problems and abuses with this means of satisfying the foreign language GE requirement, which the FLIC Committee has addressed over the years. This too might be an administrative function for the LI.

(iii) Occasionally there are requests for languages to be taught in addition to those now covered by the foreign language departments. Assuming adequate enrollment, such courses might be administered through the LI. The teaching of Arabic might also be assigned to the LI. *yes*

(iv) Hand-in-hand with the resource-sharing between the LI and the foreign language departments, there needs to be major improvement in the

technical equipment and language laboratory facilities currently used by the language departments.

(v) The LI might provide some additional space to departments such as Spanish & Portuguese that are currently physically overcrowded on account of the huge numbers of undergraduates served. For example, ALs might hold their office hours in the LI.

(vi) The School of Education could be more involved in the administration of basic language teaching than it has been in the past. There are language teaching and applied linguistics specialists in both Education and LAS, both among the faculty and among the graduate students. Graduate students from Education already fill most of the assistant lecturer slots in the ALI.

(5) In response to the comments made by the students on the LAS Dean's Student Advisory Board, cf. point (e) in Section 1.1.2, the Committee discussed the following desirable options for departments and deans to consider:

- (i) reduce class size to a maximum of 15;
- (ii) introduce fast-track basic language courses, to allow completion of the language requirement in one academic year, with more contact hours per week and/or intensive summer courses of the kind that already exist in some departments; the fast track would be made available to certain groups of students, such as honors students, or those who are second-generation Spanish or Russian speakers, or those who want to spend a (third) semester abroad;
- (iii) more flexible scheduling for certain courses;
- (iv) language floors on residence halls;
- (v) more immersion activities such as visits to communities in LA in which Korean, Chinese, etc., are spoken;
- (vi) shared conversation partners, using international students at USC, whereby the Japanese teach the Americans Japanese, and the Americans teach the Japanese English, via Japanese days and English days, etc., in structured and less structured settings;
- (vii) upgrading the language lab and instituting further training for conversation lab leaders to make work in these labs more challenging;
- (viii) co-ordination with the resources of the new Leavey Library.

(6) Point (f) in section 1.1.2 discussed AL training, supervision and evaluation in the different language departments. There are a number of significant differences between different language departments, which

make it difficult, and perhaps inappropriate, to standardize a lot of the procedures. Procedures that are appropriate for a small department may not be appropriate for a large department. It is not desirable, however, to permit different practices across the Division over issues such as contracts and dismissal procedures, i.e. issues with legal consequences. There should be standardization of contracts and of the system for initiating and implementing the dismissal of an assistant lecturer.

(7) With regard to the heavy workload of assistant lecturers, cf. point (g), it would clearly be desirable to reduce teaching loads to one course per semester, to offer guaranteed support for five years rather than the maximum of four currently proposed by the Graduate School, and to have the first year free of teaching so that a graduate student can actually learn how to teach, by watching others while getting his or her graduate program on track. Arrangements such as these are made at other major universities, and graduate student recruitment and teaching quality will undoubtedly benefit if they are adopted at USC as well.

(8) Point (h) in section 1.1.2 drew attention to some problems and perceived unfairnesses in ALship allocation. It seems clear that a solution must be found that takes into account both the needs of the Division's various graduate programs and the special problems of the smaller foreign language departments. Department chairs and the Dean need to negotiate allocations and targets of recruitment, so that departments know where they stand and can plan their recruitment and admissions activities accordingly.

2.2 Linguistics Programs

In discussing the administrative options most worthy of consideration for linguistics programs in the Division, the Committee again focused on those features that were identified as requiring attention in points (a)-(c) in section 1.2.2.

(1) Points (a) and (b) enumerated some of the unsatisfactory consequences that currently result from the lack of administrative coordination between the Division's two largest graduate programs in linguistics. Faculty resources in Spanish & Portuguese are being strained to the breaking point, while Linguistics is increasingly acting as a service department to Spanish & Portuguese, but without having any input into curriculum planning, course scheduling, student selection and student

support in the department that it services. This situation cannot continue. One option is to set up a joint committee of faculty from the two departments. The Committee discussed at some length a particular version of this option which would capitalize on the very unique strengths that USC possesses in the area of Romance linguistics generally. The following faculty could contribute to a Romance linguistics program:

Joseph Aoun (Linguistics): French linguistics
 Ramon Araluce (Spanish & Portuguese): Spanish philology
 Bernard Comrie (Linguistics): French linguistics
 Moshe Lazar (COLT): Judeo-Spanish and Romance philology
 Mario Saltarelli (Spanish & Portuguese): Italian, Spanish and Romance linguistics
 Carmen Silva Corvalan (Spanish & Portuguese): Spanish sociolinguistics
 Roger Woodard (Classics and Linguistics): Latin and Indo-European linguistics
 Maria-Luisa Zubizarreta (Linguistics): Spanish, French and Romance linguistics
 Jean-Roger Vergnaud (Linguistics): French linguistics

This grouping of faculty would undoubtedly constitute an extremely strong Romance linguistics program. Some of them were even recruited during the nineteen eighties with this goal in mind. Student demand for such a program is very high, and Los Angeles is an attractive area in which to study, especially for those students whose Romance languages include Spanish. Yet the program has never been formally constituted, and the current lack of co-ordination between relevant departments is not good for student recruitment and is leading some outstanding applicants to choose UCLA or Texas whose applications reveal clearly that they would have preferred to work with faculty here.

Proposals for a Romance linguistics program have been drafted before, and members of the present committee returned to these earlier proposals and revised them in the light of current circumstances and in response to points raised within the committee as a whole. The revised proposal is outlined in Appendix VI. It is envisaged that there will be a Romance Linguistics Committee, and a Program Director. A number of details remain to be worked out by members of the Romance Linguistics Committee, and their proposals will need to be discussed by the faculties of the participating departments. But the existence of such a program at this point in time at USC is clearly an attractive and desirable option, and

should provide the necessary co-ordination between Linguistics and Spanish & Portuguese that has been lacking.

(2) Point (b) in section 1.2.2 discussed the relationship between EALC and Linguistics. These departments do share two joint appointments, and there has been good collaboration in the past over the use of Linguistics graduate students to teach basic language in EALC. Yet the new Ph.D. in East Asian Linguistics will lead to the same kinds of problems that have arisen between Linguistics and Spanish & Portuguese, unless members of both departments are actively involved in curriculum planning and student selection and support. A similar committee structure for East Asian Linguistics comparable to the one proposed for Romance linguistics appears to be a desirable option in this case as well.

(3) Point (b) also discussed the current decline in the RLL program. One possible option for reviving collaboration between English and Linguistics at the graduate level would be to involve these two departments, and also German, in a Ph.D. program in English and Germanic linguistics. The Ph.D.s produced by such a program would teach the kinds of coursework in the history and structure of English and related areas that are required in virtually every state for teachers seeking certification in secondary-school English. The students would also be equipped to teach German in an English-speaking country or English in a German-speaking country, and would have access to AL support both in German and in English (e.g. ALI or freshman composition). The program would focus on basic theoretical linguistics, discourse analysis, stylistics, and historical linguistics, including Germanic philology and modern English and German grammar, taking advantage of many courses that are now available. There are already sufficient faculty with relevant research interests in the departments of English, Linguistics and German, and this pooling of interdepartmental resources could both revive and reconstitute the study of the English language within a university that is a traditional and respected center of research in English studies, while at the same time giving a boost to the German department. For example, the possibility of attracting students from an English linguistics program might provide enough enrollments for German to offer more graduate philology and linguistics courses than it can at present. This kind of focus would also provide USC with the same kind of uniqueness in this area of inquiry once enjoyed by the RLL program, at a time when there is a renewed interest generally in the historical study of language and in the ancient Germanic languages and literatures.

(4) Point (c) in section 1.2.2 drew attention to the possibility and desirability of making greater use of Linguistics faculty in the undergraduate, particularly GE curriculum. Linguistics is a very appropriate GE subject on account of its interdisciplinarity and because of its focus on our most uniquely human attribute, language. The Department also has many faculty who receive consistently excellent undergraduate evaluations. The obvious option here is to structure the University's GE requirements, or the prerequisites for various related degree schemes (such as sociology, anthropology, neuroscience, etc), in such a way that they include some basic course(s) in linguistics, as is done at UCLA and at Austin-Texas. The result at these universities is a set of undergraduate enrollments in linguistics numbering in the thousands rather than the hundreds.

What this proposal
is to structure
G.E. so as to
center linguistics
rather than
vice versa.

PART 3: RECOMMENDATIONS

The Committee reached considerable consensus in the course of discussing the administrative options of Part 2. There was sufficient mutual information and agreement about the strengths and weaknesses presented in Part 1 that the most reasonable options for the future followed almost automatically from a clear overview of the current situation. The recommendations of Part 3 have accordingly been broadly anticipated in Part 2, and can be summarized very briefly at this point. Frequent reference will be made to details discussed in sections 2.1 and 2.2 and in the appendices.

3.1 Basic Language Teaching

The Committee recommends the following:

(1) Additional administrative support and assistance should be made available to basic language directors throughout the Division, cf. point (1) section 2.1. The precise needs vary in different departments, but the Division is currently understaffed in the basic language area, and both faculty-staff and faculty co-ordinators are overworked and require more assistance.

(2) The job descriptions and titles of faculty-staff co-ordinators should be changed in accordance with the new proposals for lecturers and senior lecturers (special skills), cf. point (2) section 2.1. There should be appropriate release time for these individuals to develop new programs and basic language components of new degree schemes, and also some sabbatical-type leave arrangements for professional development.

(3) Collaboration and resource-sharing between departments should be encouraged wherever possible and should be co-ordinated by a new Council of Basic Language Directors, cf. point (3) section 2.1. The Council will consist of basic language directors for each of the languages taught at USC and will meet once a month or more, as needed.

(4) A "Language Institute" (LI) should be set up to provide central resources and co-ordinate central functions that help the language departments, cf. point (4) section 2.1. This LI might be an extension of the current ALI, or a separate entity with which the ALI could be affiliated, preserving its autonomy. The LI will speak for basic language teaching in the Division. It will need a director, and both the director and the LI itself will be under the administrative and academic control of the

probably a good thing
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relevant depth & that more

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Council of Basic Language Directors. Foreign language departments will retain full control of their own basic language programs, and the purpose of the LI will be to serve the departments and be helpful to them. There are numerous possible functions for the LI, some quite ambitious such as taking over the Overseas Studies Office. At the very least it will house central laboratory and computer equipment, assist departments in AL training, provide a base for the Council of Basic Language Directors and arrange their meetings, offer lectures and demonstrations on second language teaching, and co-ordinate the various immersion opportunities for American students with international students. Above all, it will provide a forum for co-ordination, innovation, resource-sharing and assistance to the language departments that is currently lacking.

(5) Suggestions made by the students on the LAS Dean's Student Advisory Board and summarized in point (5) of section 2.1 should be accepted, i.e. a reduced class size, fast-track language courses, etc.

(6) Issues involving assistant lecturer supervision and evaluation that have legal consequences, e.g. dismissal procedures, should be standardized across the Division, cf. point (6) section 2.1.

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(7) The workload of assistant lecturers should be reduced to no more than one course semester, there should be five years of graduate support, and the first year should be free of teaching and limited to teacher-training activities only, cf. point (7) section 2.1.

(8) Department chairs and the Dean must negotiate ALship allocations and targets of recruitment in a way that takes into account the needs of the Division's various graduate programs and the special problems of the smaller foreign language departments, cf. point (8) section 2.1.

view that
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done
proposal

Linguistics
comp-lit.

humanities division has
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3.2 Linguistics Programs

The Committee recommends the following:

An interdepartmental Program in Romance Linguistics should be set up, co-ordinated by a Romance Linguistics Committee and a Program Director, as outlined in point (1) section 2.2 and Appendix VI. The Committee should be appointed immediately, so that recommendations can be drawn up without delay for participating departments and for the relevant university committees to consider. USC can be an international

Maria Estrella has co-chairing

Richard
Went
ahead

leader in this field, and the existence of an interdepartmental program in this area will both assure the pre-eminence of the University in this area and solve local co-ordination problems between Linguistics and Spanish & Portuguese that have been building over the years.

(2) A similar interdepartmental committee structure and program should be set up in East Asian Linguistics, cf. point (2) section 2.2. Again USC has the potential to be the international leader in this area, and an interdepartmental committee will be able to avoid co-ordination problems arising between Linguistics and EALC in the future. This committee should also be set up immediately. *has not given attention*

(3) A Ph.D. program in English and Germanic Linguistics should be seriously considered for the future, along the lines outlined in point (3) of section 2.2. While the urgency of interdepartmental co-ordination is not as great between English, Linguistics and German, as it is between Linguistics and Spanish & Portuguese, and Linguistics and EALC, nonetheless the key faculty and courses required for an English and Germanic Linguistics Ph.D. are already largely in place. At the very least, these three departments should start talking to each other about this exciting possibility. *not a lot of interest* *competition for AL ships / Korea may not be responsive* *has not given attention* *in Eng* *Germanic Linguistics* *Jack's field - not tomorrow*

(4) It is recommended that greater use be made of Linguistics faculty in the GE curriculum (which is currently being reviewed by a separate committee) and in the prerequisites for related disciplines, cf. point (4) section 2.2.

APPENDIX B

LING-LANG RECOMMENDATIONS AND DISPOSITIONS THEREOF

From 1992-94, the deans of the newly reorganized USC College commissioned a comprehensive review of language learning and linguistics at USC. This followed a separate, comprehensive review of comparative literature and the graduate programs in literature housed in the various departments of languages and literatures. The culmination of this study was the February 1994 *Linguistics and Language Learning Final Report*. The *Ling-Lang Report* advised eight steps to the deans to enhance basic language learning at USC College:

1. Provide additional administrative support for basic language program directors.
2. Reclassify basic language program directors from faculty-staff splits to faculty positions, i.e., Lecturer or Senior Lecturer.
3. Convene a Council of Language Directors to collaborate on pedagogy and coordinate resources.
4. Establish a "Language Institute" under the control of the Council of Language Directors (#3 above). This "Language Institute" would coordinate centralized resources to support basic language programs, house media resources, a language lab, and a computing facility whose primary clientele would be language students, coordinate training of language graduate assistants, develop language immersion programs, oversee Overseas Studies, provide professional development opportunities for language instructors, and oversee the American Language Institute (English as a Second Language Program).
5. Reduce class size and propose new, innovative language offerings.
6. Standardize language graduate assistant training and supervision across language departments.
7. Reduce standard course load of language graduate assistants from three courses per year to two courses per year (one each semester).
8. Distribute foreign language graduate assistantships to support financially a variety of the College's graduate programs, not just those in foreign language departments.

Deans Morty Schapiro and Nancy Vickers, and their successors, enacted all of the *Ling-Lang Report's* recommendations, although they modified some of them. Point by point:

1. The deans authorized the hiring of a full-time, administrative support position in Spanish, the largest basic language program. Other language program directors received course load reductions to compensate for administrative duties, effective fall 1995.
2. Upon recommendation of the deans, language program directors were reclassified as Senior Lecturers, except Spanish, whose director is full-time staff, effective fall 2000. Since 2008, language program directors have been promoted to new Professor (teaching) titles.
3. The deans established the "Council of Language Directors" advisory committee in fall 1994. It was decommissioned in 2008 by the dean in favor of the Basic Languages Programs Advisory Committee.
4. The deans established the Language Center in 1996. The Language Center, contrary to the *Ling-Lang Report's* recommendation, reports to Dean Lamy (formerly Nancy Vickers, Sally Pratt, Peter Starr, and Hilary Schor), instead of to the Council of Language Directors. When I was hired to head the Language Center in 1996, following a national search, Dean Vickers insisted that I have the title

of "executive director" instead of "director" to reflect that the position was supervisory vis-à-vis the language program directors and not subordinate to the language departments. All of the Language Center's recommended responsibilities in the *Ling-Lang Report* have been achieved (plus many more), except that the ALI and Overseas Studies Office remain distinct entities.

5. The deans reduced basic language class size to 20 from as high as 28 in 1996, and further to 19 per class, per provostial mandate, effective spring 2007.

6. The deans mandated the creation of a two-week, pre-service series of training workshops, required of all language graduate assistants before they begin teaching duties. Since 1997, the Language Center organizes and runs it every August prior to the start of fall semester classes. Some language programs directors actively participate and each year we revise the content and text selections to keep up with relevant developments in the field of foreign language pedagogy.

7. The deans reduced the graduate assistant teaching load in basic languages from three per years to one per semester, effective fall 1996.

8. To understand the recommendations about distribution of graduate assistantships, one must understand the context in the early 1990's. The language and literature departments had relatively large graduate student populations, as did the linguistics department. This resulted in there being many more students in need of funding than there were positions available. Tension mounted among the departments over which students would be funded through graduate assistantships. The linguistics department had relied on basic language assistantships dating to when it had an applied linguistics graduate program. The tradition of contracting linguistics graduate students to teach basic languages was continued throughout the 1980's. Today, however, given the moratoria on graduate programs in German (1994-2008) and Spanish (1997-present) and the relatively small incoming graduate student cohorts in French and East Asian, these departments have more classes to staff than there are College graduate assistants available to teach them. This issue is no longer relevant.

Data update

According to Ling-Lang, departments housing basic language instruction were financially successful. At that time, the ALI, East Asian Languages and Cultures, French & Italian, German, Slavic, and Spanish and Portuguese accounted for 36% of revenue of the Humanities Division. For FY2010, this ratio has risen to just over 50%.

Department	UG Tuition Revenue FY1993	UG Tuition Revenue FY2010
ALI	834,638	331,017
EALC	2,488,370	8,936,570
French & Italian	2,757,046	4,759,635
German	643,391	924,174
Slavic	695,903	1,139,856
Spanish & Portuguese	5,565,638	10,529,685
Total	13,187,638	26,620,936
Humanities*	36,551,221	52,890,074

*Includes AHIS, CLAS, COLT, EALC, ENGL, FREN, GERM, LING, REL, SLL, SPAN

Appendix C

DANIEL L. BAYER

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PROFESSIONAL EMPLOYMENT:

- EXECUTIVE DIRECTOR, LANGUAGE CENTER, 1996 – present
University of Southern California, College of Letters, Arts & Sciences, Los Angeles, California
- DIRECTOR, SUMMER INSTITUTE OF LANGUAGE & CULTURE (SILC), 1993 – 1996
Pitzer College, Claremont, California
- FOREIGN LANGUAGE COORDINATOR, 1993 – 1996
The Claremont Colleges, Claremont, California
- RESEARCH ASSOCIATE, 1992 – 93
Foreign Language Center, The Ohio State University
- RESIDENT DIRECTOR, 1990-91
Ohio State/Purdue/Emory/Vanderbilt/Illinois Program at Pushkin Institute, Moscow, Russia

TEACHING APPOINTMENTS:

- ADJUNCT ASSISTANT PROFESSOR, Slavic Languages & Literatures, 1996 – 2005
University of Southern California
- INSTRUCTOR IN LINGUISTICS and MODERN LANGUAGES, 1993 – 1996
Program in Linguistics, The Claremont Colleges
Field Group in Modern Languages, Literatures, and Cultures, Pitzer College

FELLOWSHIPS, AWARDS & GRANTS (selected):

- National Endowment for the Humanities. *Virtual Italian Experience*. 2005-2008.
\$150,000. Author/Principle Investigator
- Andrew W. Mellon Foundation. *Integrating Central Language Technologies*. 1999-2004.
\$500,000. Author/Principle Investigator
- Fletcher Jones Foundation. Multi-Media Language Laboratory Equipment Grant. 1996.
\$1.3M. Project Director
- Fletcher-Jones Foundation. Multi-Media Language Laboratory Equipment Grant. 1995.
\$100,000. Co-author
- National Endowment for the Humanities. *German-Across-the-Curriculum*. 1994-97.
\$230,000. Co-author
- Andrew W. Mellon Foundation. *Intercollegiate Coordinated Language Program*. 1993-96.
\$500,000. Principle Investigator
- Various US Department of Education Travel Grants, NDFL FLAS Fellowships

COURSES TAUGHT:

- Beginning, Intermediate, Advanced Russian language
- Russian Grammar for Reading
- Introduction to Russian Culture
- Learning and Teaching a Second Language
- Selected Topics in Second Language Teaching and Learning
- Introduction to Applied Linguistics
- Introduction to Language

EDUCATION:

THE OHIO STATE UNIVERSITY, Columbus
Ph.D. candidate, Slavic linguistics
Specialization: Russian and South Slavic linguistics

M.A., Russian language and literature

ИНСТИТУТ РУССКОГО ЯЗЫКА, МОСКВА
PUSHKIN RUSSIAN LANGUAGE INSTITUTE, Moscow, Russia
Diploma, with distinction (ОТЛИЧНО)

СОФИЙСКИ УНИВЕРСИТЕТ
KLIMENT OXRIDSKI UNIVERSITY OF SOFIA, Bulgaria
Summer Bulgarian Language and Culture Seminar
Diploma

MIAMI UNIVERSITY, Oxford, Ohio
B.A., Majors (3): Russian, Diplomacy & Foreign Affairs, Political Science

LANGUAGES:

- Russian, Swedish: superior proficiency
- Bulgarian: advanced proficiency
- Serbo-Croatian, Polish, Macedonian, Slovak, Old Church Slavonic, Lusatian, French, and German: research/reading in field

SERVICE (selected):

- Numerous USC committees, e.g., Curriculum Overseas, CIBEAR Advisory, Athletic Academic Affairs, and others, ongoing
- Reviewer, NEH Digital Humanities and US Ed Dept. Title VI and FIPSE grants, ongoing
- Reviewer, Pearson Prentice Hall and McGraw Hill Higher Education World Languages, ongoing

BRANDEE KAREN IRWIN-PIERCE
573 North Mar Vista Avenue #1, Pasadena, California 91106

PROFESSIONAL EMPLOYMENT:

USC College Language Center, Assistant Director for Administration 2007-present

- Oversee and supervise staff and coordinate workflow
- Create and enforce policies for operation and administration of the Language Center's facilities
- Consult, counsel, and advise Executive Director on administrative issues
- Coordinate with faculty and program directors to procure necessary resources and facilitate web-hosting
- Maintain and update Language Center web presence and content for media streaming and copyright compliance

Department of Political Science, Graduate Advisor

- Advise students on matters of curriculum, course and degree requirements, and transfer credit evaluation; monitor progress toward degree and assist in developing a plan to achieve academic, graduate assistant, research, and placement goals
- Facilitate communication between students and faculty on key issues or concerns; assist faculty in on-going evaluation student progress, standing, and needs; facilitate understanding of the policies and procedures as they affect students, faculty, and the department.

USC College Office of College Admission, Special Projects Coordinator

USC College Office of College Advising, Special Projects Coordinator

PROFESSIONAL CERTIFICATIONS:

Adobe Certified Expert CS5 Design Master	In Progress
Adobe Certified Expert CS5 Web Specialist	In Progress
IBM Certified Specialist - SPSS Statistics Level 1	In Progress

EDUCATION:

B.A., University of Southern California
Major: Philosophy: Ethics, Law, and Value Theory
Minor: Critical Approaches to Leadership

SPECIAL SKILLS:

- Microsoft Windows, Unix, Linux, OSX
- Strong proficiency in the following: Microsoft Office (including Access and PowerPoint), OpenOffice, Adobe Master Collection, ACT2000, HTML
- Working proficiency in the following: Networking & telecommunications software, CoolEdit Pro, CorelDraw, MGI Photosuite, Lotus 1-2-3, Java3D, VisualBasic

SERVICE:

USC Alumni Association Scion Scholarship Interviewer	Since 2008
USC Alumni Association Young Alumni Council Executive Board Member: Marketing	2008-2009
USC College Dean of Graduate Programs Committee on Graduate Affairs Member	2006-2008
The Graduate School Committee on Graduate Student Affairs Member	2006-2008

APPENDIX D

Oral Proficiency of Third Semester Spanish Students at the University of Southern California

Introduction:

University programs of foreign language instruction are frequently asked to describe what their exiting students are capable of doing with a foreign language after the completion of a foreign language requirement. This is a reasonable question and one that deserves a thoughtful answer. What can a student do in a foreign language after a mere 180 hours of instruction? While expository writing may be the best measure of the linguistic production of advanced language-learners, most students enrolled in language programs do not pursue advanced studies in a foreign language. For these learners, the speaking skill would be the best one to evaluate. This is usually the litmus test for learners. In the United States we have been famous for telling foreigners that we have studied foreign language for *years*, but that we don't really speak it. Is this still true in 2006?

What can students of Spanish enrolled in the Spanish Language Program at the University of Southern California do with their Spanish at the end of the three-semester requirement? Is the requirement a Spanish linguistics "light" that teaches them about the language without cultivating real language proficiency? Do they have any real world language competence? What kind? What level?

To answer this question, one might work backwards from Liskin-Gasparro's 1995 assertion that without an intensive linguistic experience (language institute or abroad), students graduating from foreign language bachelor's degrees rarely exceed the "Intermediate-High" rating in speaking on American Council on the Teaching of Foreign Languages' (ACTFL) Oral Proficiency Interview (OPI). This follows Carroll's 1967 assertion that graduating foreign language (literature and language) majors earned an average International Language Roundtable (ILR) rating (pre-OPI) of 2+. This is roughly equivalent to an ACTFL Advanced rating.

The experts at the Foreign Service Institute compute the time required to achieve levels of proficiency based on the difficulty of the language and the language aptitude of the learner. A learner of Spanish, a "Group 1" language, might be expected to achieve an ILR speaking rating of 1-1+ (ACTFL Intermediate) after 240 hours of intensive language training.

Students in three-semester language programs have only 180 hours of classroom contact, but when one adds on the expected outside contact through homework, conversation partners, and research, this figure doubles easily. Still, this experience would not qualify as "intensive" as described by the ILR. Nonetheless, university students in three-semester foreign language programs could be expected to achieve an ACTFL rating of Intermediate. In reality, one might find, conservatively, that they might be toward the lower bounds of the Intermediate range or possibly even lower.

While the ILR rating scale is the standard measure for government and military employees, the ACTFL OPI is the assessment used to measure university students' oral skills because it employs a scale that has an expanded lower end that describes the lower levels of proficiency typically found in foreign language learners who will not pursue advanced language study.

Purpose:

This study proposed to measure the oral proficiency of a sample of exiting third semester Spanish students in the spring semester of 2005 at USC. The oral proficiency of students was measured through individual face-to-face oral proficiency interviews with ACTFL certified interviewers.

Method:

The study drew a 17% random sample of third semester Spanish language students (N=100) with the hopes of netting a group of 50 students or a 10% sample of the level. When the sample roster was verified, the two students in the draw who were no longer registered in Span 220 were eliminated from the sample. The remainder of the sample was contacted via email to participate in the study with the attached letter. Not all students replied to the email solicitation to participate. Fifty-nine students

made appointments to take oral interviews. Two students failed to appear for their interviews, which resulted in a sample of 57 students or 11.4% of the third semester level.

The students who appeared for an interview filled out a biographical information sheet (attached) that described their previous experience with non-English languages and their own estimation of their proficiency in English and their other languages. All students who filled out this questionnaire were to receive 5% participation extra credit in their third semester Spanish course, regardless of whether or not they actually participated in the interview. In fact, all who appeared did participate in the interview.

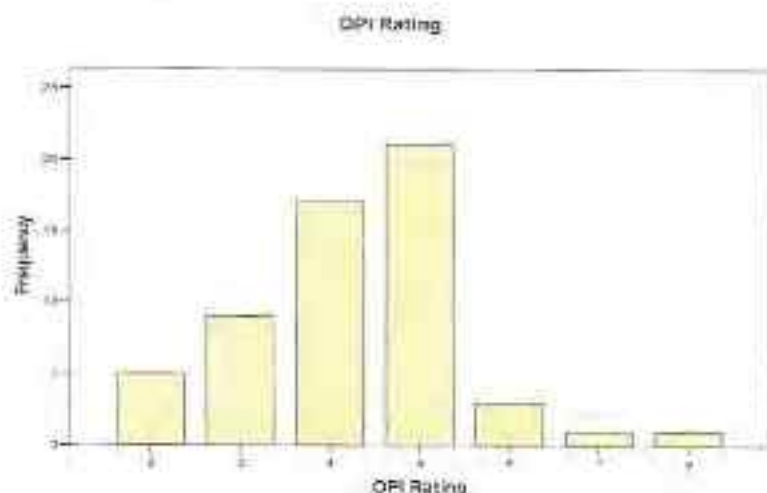
The OPIs lasted anywhere from 10 to 30 minutes, depending on the level of proficiency of the students. More proficient students required longer interviews because the interviewers needed more time to probe the level at which the students' proficiency began to diminish.

Results

Primary

As hypothesized, the majority of the student in the sample tested in the Intermediate range. The expectation that students would be in the ACTFL Intermediate range was met for 72% of the sample who ranged from Intermediate Low to Intermediate High. Two students were Advanced Low and Advanced Intermediate. Nine students (16%) were rated as Novice High. These students were in the range just below expectation. Five students (less than 1%) were determined to be at the Novice Mid level. While the Novice High students might be said to be approaching the expected Intermediate range, it is clear that those in the Novice Mid range have not achieved the expected exit criterion.

We were concerned that students' grading option (letter grade vs Pass/No Pass) might influence their learning motivation and subsequent oral proficiency. We hypothesized that the Novice-level students would be in the Pass/No Pass group. In fact, none of the five students performing below the expected level had elected the Pass/No Pass grading option, so motivation to succeed in the course was clearly not related to oral proficiency. These low performing students earned course grades ranging from mid-B (two students) to D+ (two students). Of the group of five, only two ultimately did not earn "Pass".



- 1 = Novice Low
- 2 = Novice Mid
- 3 = Novice High
- 4 = Intermediate Low
- 5 = Intermediate Mid
- 6 = Intermediate High
- 7 = Advanced Low
- 8 = Advanced Mid
- 9 = Advanced High
- 10 = Superior

At the other end of the performance continuum, were a pair of Advanced speakers. These two students in the Advanced range earned solid A's in their courses, were heritage language speakers and, thus, had a prior knowledge of Spanish that was unlike that of the others in the sample.

The Intermediate range (the expected criterion group) appears to be "normal" in all respects. The grades of the students in the Intermediate range vary from D+ (69% without the 5% extra credit, a P/NP student) to 95%, also without the extra credit. It appears that the Intermediate range contained normal distribution of students.

Secondary

In order to understand more completely the relationships between tested oral proficiency and the Spanish course grade, we examined the relationships among all of the course components. A third semester course grade is composed of the following categories:

- Class Oral Activities (COAs) (6): Brief, graded, in-class oral performances
- Pruebas (5): Chapter quizzes; In-class evaluations of studied chapter material (composed of multiple linguistic skills)
- Midterm and Final: Machine-scored, four-skills exams
- Oral Interviews (2): One-on-one graded oral interviews administered at midterm and before the final
- Composition Exams (2): In-class, timed writing tasks administered at midterm and before the final
- Cultural Diversity Project: A small research project that includes a brief summary paper and an oral presentation

In terms of course performance, we recognize that we have two exceptional groups of students in our study: the P/NP students and the heritage language students. To address and control for this, all subsequent analyses were carried out including and excluding these groups. The correlations resulting from a comparison of all course components were similar in both cases, but stronger when excluding the exceptional groups. All further discussion refers to the data set without P/NP and heritage speakers.

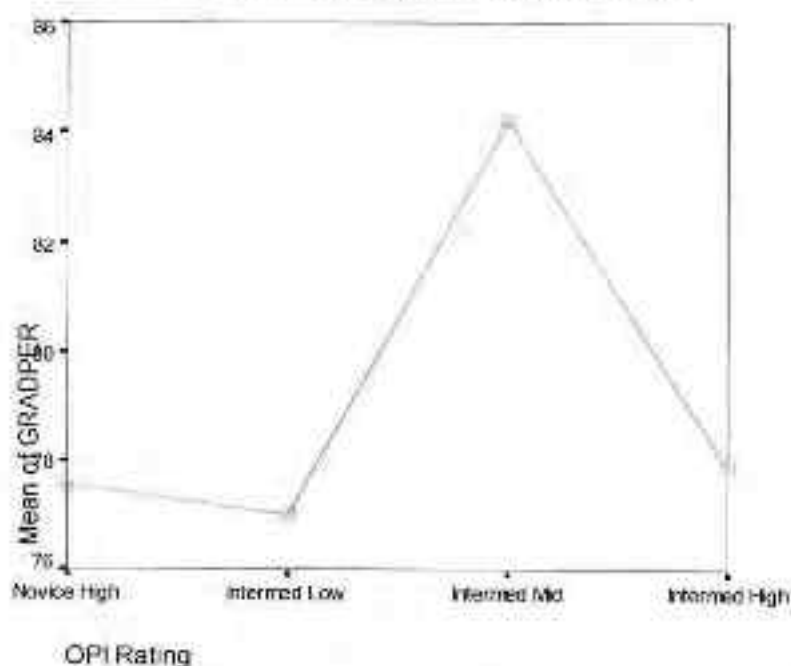
The first cross-correlation matrix we analyzed contained all of the individual course components. We found that the correlations across task-type or linguistic skill (eg. composition x oral exam) were lower than those within task-type or within linguistic skill (eg. COA x Oral Interview). This verifies that there is method variance and we conclude that the components are not measuring identical traits.

We also found that the correlations within skill and task increased over time. This demonstrates the acquisition of Spanish across time and the test measuring it more accurately. We measured an increase in cross-correlations over time, as well. For example, the correlation between COA5 and Quiz5 is greater than that between COA1 and Quiz1. This reflects the measurement of general Spanish language ability.

The correlation matrix clearly shows a relationship between the Spanish course grade and the OPI rating. This is highly desirable because in a communicative language course, the course grade should reflect real language proficiency as well as memorized material and/or elements necessary, but not sufficient for language proficiency. In terms of curriculum and methodology, are teaching what we testing and testing what we taught.

Note also that when we compare OPI rating levels with the course grade, we find that there is an appropriate variance. For example, Novice mid and Novice high students earned averages of 75.7% and 76.2%, respectively, while Intermediates earned from 89.7% to 92.5% in their courses. The faculty are rewarding the performance level appropriately with respect to proficiency.

Means of Course Final Grade (%) and OPI Rating



The foregoing correlations proved quite interesting and seemed to support the theory that the Spanish courses were composed of components that describe language proficiency. Still, we wanted to know if any of the components might prove to be predictive of performance on the OPI. Toward that end, we decided to pursue further analysis of the categories of the course, rather than the individual components. We took arithmetic averages of each category (COA, Quiz, etc.) and selected those with highest correlations with the OPI and ran regression analyses. Not surprisingly, the Oral Exams and the Final Exam correlated most highly with the OPI. The Oral Exam is trait-similar and the Final Exam is cumulative or summative performance. We entered these two elements into the regression equation twice, switching the order to look for unique variance, as a measure of incremental validity. In both cases, the Oral and Final Exams

added predictive value to the regression equation. However, the stronger regression enters Oral first, then Final. Clearly, the linguistic trait is a better predictor of a similar trait, than the four-skills (not oral) Final Exam.

As a final check on our study, we examined the rater reliability of the four OPI examiners. ACTFL regularly measures the inter-rater reliability of its interviewers and raters, but we chose to examine the reliability of the four on-site examiners ourselves. Much as one would expect, there were no differences across examiners. Their ratings correlate consistently and highly with both course grades and oral exams.

Conclusions

The original purpose of this study was to evaluate the speaking proficiency of third semester Spanish students with an eye toward establishing a baseline of proficiency at an ACTFL Intermediate rating. This study demonstrates that students in the USC Spanish Language Program do achieve the Intermediate level. Thus, exiting students possess sufficient Spanish language proficiency to make themselves understood to non-native and native speakers of Spanish and not only with highly sympathetic interlocutors. They distinguish themselves from Novice speakers in their ability to create novel utterances. They interact well on topics that are highly familiar, concrete, and contextualized. They struggle with unfamiliar or abstract topics. Their discourse is composed of longer utterances, strung together to simulate paragraph-level speech, but they will not function at full paragraph-level discourse until they achieve an Advanced rating. They are clearly learners, but they are capable of satisfying most basic communicative needs.

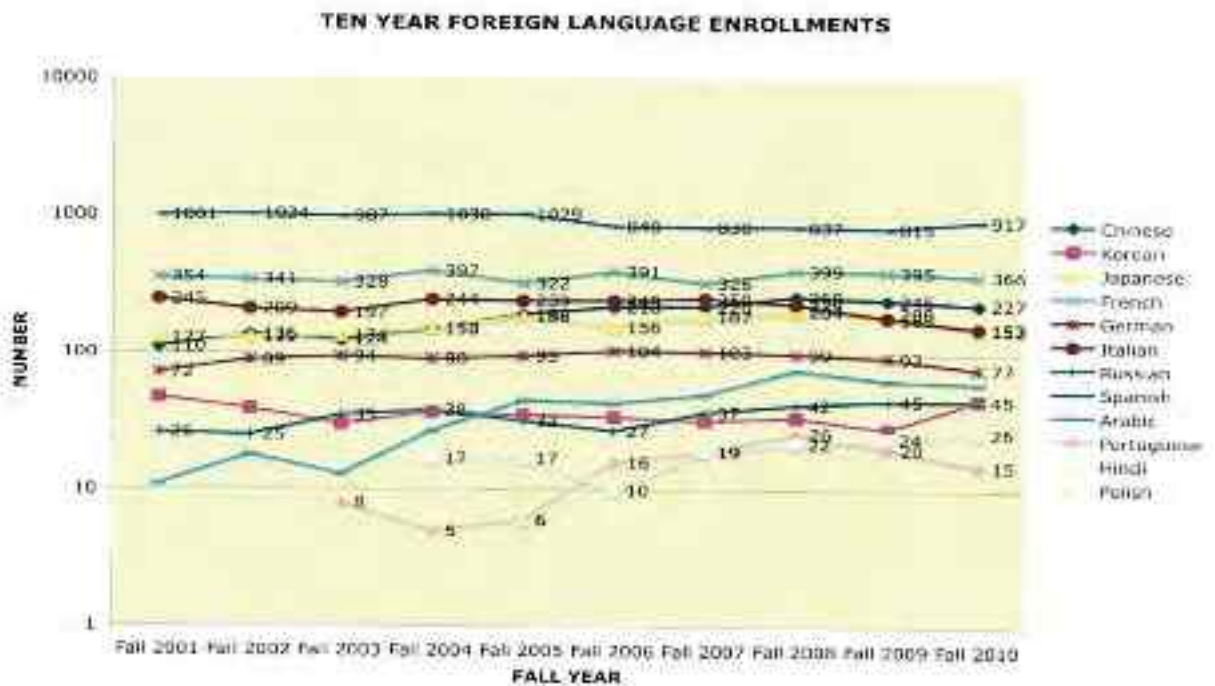
This study serves as solid confirmation of the utility of the communicative teaching methodology for performance on the OPI. The communicative curriculum weights all of the linguistic skills equally, thereby removing grammar from its previously central position. We can say, conservatively, that giving equal curricular weight to listening, reading, writing, grammar, and vocabulary promotes general language acquisition and yields oral proficiency at the ACTFL Intermediate level.

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APPENDIX E

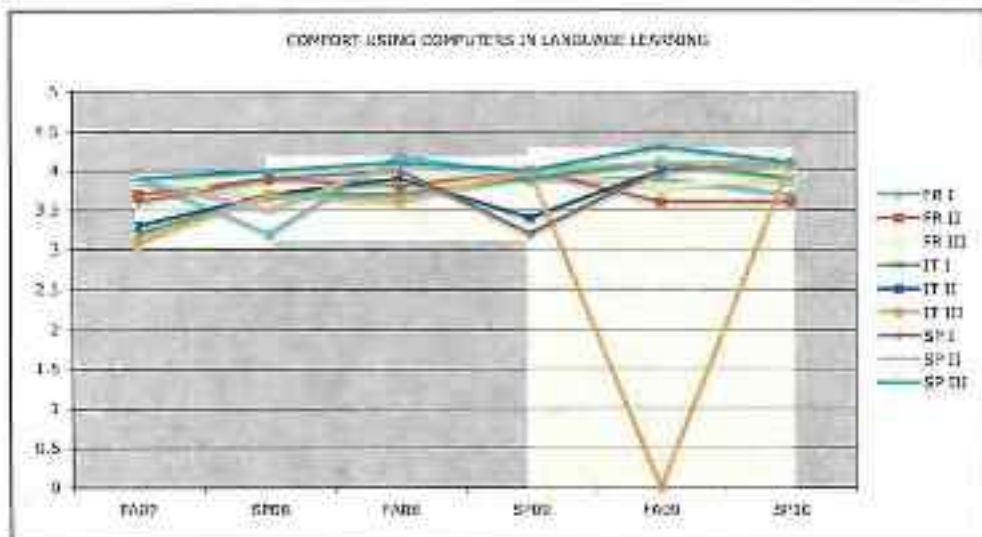
Ten Year Enrollments in Basic Language Programs



	CHIN	KORE	JAPA	FREN	GERM	ITAL	RUSS	SPAN	ARAB	PORT	HIND	POLJ
Fall 2001	5.6%	2.4%	6.4%	17.5%	3.0%	12.3%	1.3%	50.2%	0.6%	0.0%	0.0%	0.0%
Fall 2002	5.8%	1.9%	6.5%	16.5%	4.4%	10.4%	1.2%	50.9%	0.6%	0.0%	0.0%	0.0%
Fall 2003	5.4%	1.5%	6.0%	18.5%	4.8%	10.1%	1.3%	50.6%	0.7%	0.4%	0.0%	0.0%
Fall 2004	5.9%	1.7%	7.0%	18.2%	4.1%	11.2%	1.7%	47.1%	1.2%	0.2%	0.3%	0.0%
Fall 2005	5.7%	1.6%	5.4%	14.6%	4.3%	10.6%	1.5%	48.7%	2.0%	0.3%	0.6%	0.3%
Fall 2006	10.5%	1.6%	7.5%	18.5%	5.6%	11.5%	1.7%	40.4%	2.1%	0.6%	0.3%	0.0%
Fall 2007	10.9%	1.3%	9.0%	15.7%	5.8%	12.1%	1.8%	40.0%	2.4%	0.0%	0.9%	0.0%
Fall 2008	11.7%	1.5%	9.2%	17.9%	4.4%	10.3%	1.9%	37.5%	2.4%	1.2%	1.0%	0.0%
Fall 2009	11.8%	1.3%	6.5%	18.7%	4.4%	8.7%	2.1%	38.6%	3.0%	0.3%	1.1%	0.0%
Fall 2010	10.5%	2.2%	7.3%	17.6%	3.7%	7.3%	2.2%	44.0%	2.6%	0.7%	1.2%	0.0%

Appendix F

COMFORT	FA07	SP08	FA08	SP09	FA09	SP10
FR I	3.9	3.2	4.2	3.9	3.9	3.7
FR II	3.7	3.9	3.8	4	3.6	3.6
FR III	3.9	3.7	3.9	4	3.8	3.9
IT I	3.2	3.7	3.7	3.9	4.1	3.9
IT II	3.3	3.7	3.9	3.4	4	4.1
IT III	3.1	3.7	3.6	4	*	4.1
SP I	3.6	3.9	4	3.2	4	4.1
SP II	3.9	3.5	4.1	4	4.1	4.1
SP III	3.9	4	4.1	4	4.2	4.1

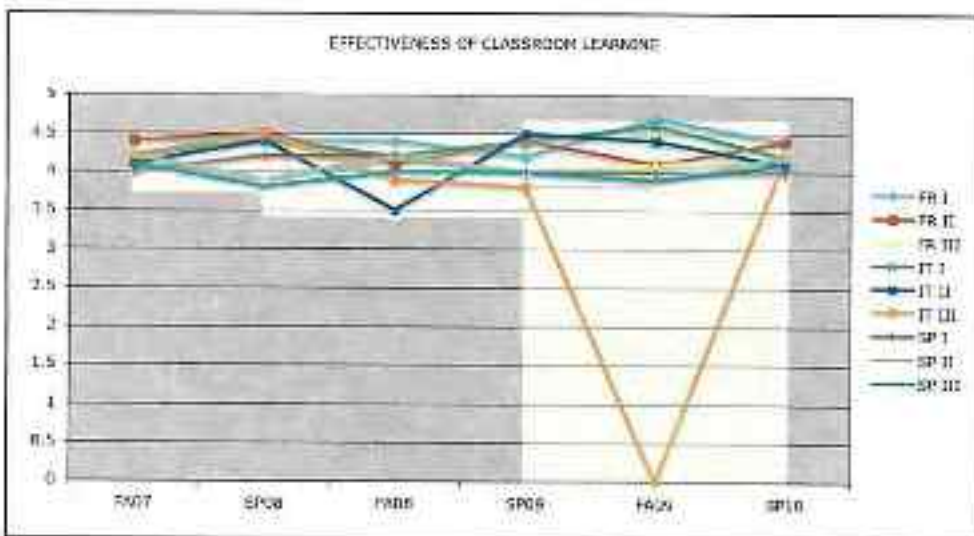


PREV EXP	FA07	SP08	FA08	SP09	FA09	SP10
FR I	2.6	2.4	3.1	3	2.6	2.8
FR II	3.1	3.5	2.8	3.5	3.1	3.4
FR III	3.7	3.4	3.7	3.5	3.4	3.3
IT I	2.7	2.7	2.4	2.7	2.7	2.7
IT II	2.8	3	3.6	3.7	3.8	3.9
IT III	2.8	3.3	3.1	3.6	*	4
SP I	2.3	2.6	2.6	2.4	2.8	2.5
SP II	2.7	3	3	3.3	3.2	3.4
SP III	3	3.4	3.1	3.3	4.2	3.4

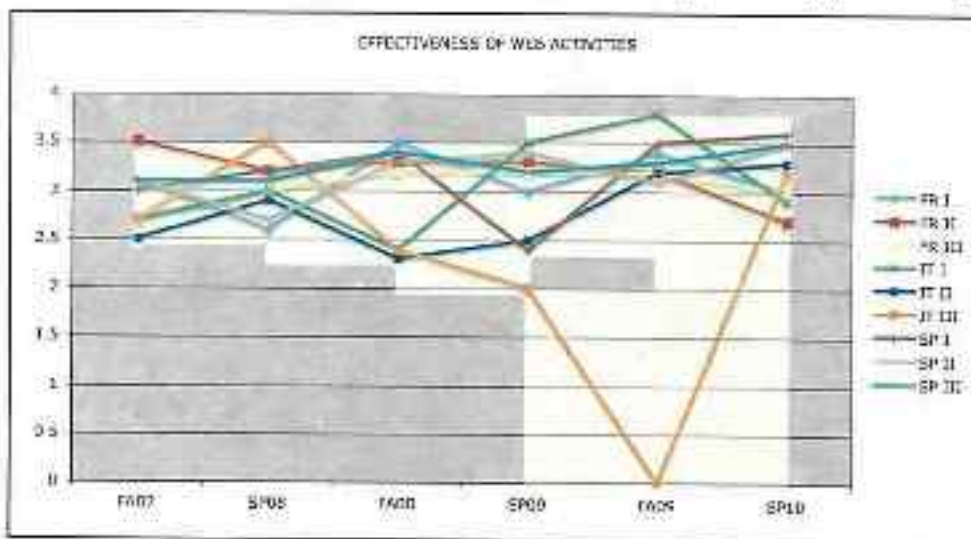


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CLASSROOM	FA07	SP08	FA08	SP09	FA09	SP10
FR I	4.4	4.4	4.4	4.2	4.7	4.4
FR II	4.4	4.5	4.1	4.4	4.1	4.4
FR III	4.2	3.9	4.2	4	4.1	4.2
IT I	4.2	4.4	4.2	4.4	4.6	4.2
IT II	4.1	4.4	3.5	4.5	4.4	4.1
IT III	4.2	4.5	3.9	3.8	*	4.2
SP I	4	4.2	4.2	4	4	4
SP II	4.2	3.9	4.2	4	3.9	4.2
SP III	4.1	3.8	4	4	3.9	4.1

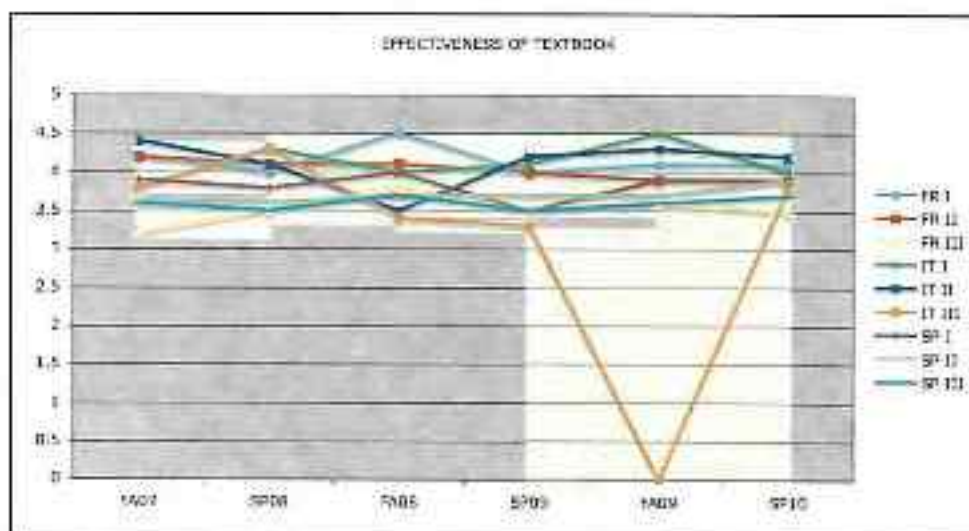


WEB	FA07	SP08	FA08	SP09	FA09	SP10
FR I	3.1	3.8	3.5	3	3.4	3
FR II	3.5	3.2	3.3	3.3	3.2	2.7
FR III	2.7	3	3.2	3.2	3.2	3
IT I	2.7	3	2.4	3.5	3.8	2.9
IT II	2.5	2.9	2.3	2.5	3.2	3.3
IT III	2.7	3.5	2.4	2	*	3.2
SP I	3	3.2	3.4	2.4	3.5	3.6
SP II	3.1	2.7	3.3	3.4	3.1	3.5
SP III	3.1	3.1	3.4	3.2	3.3	3.5

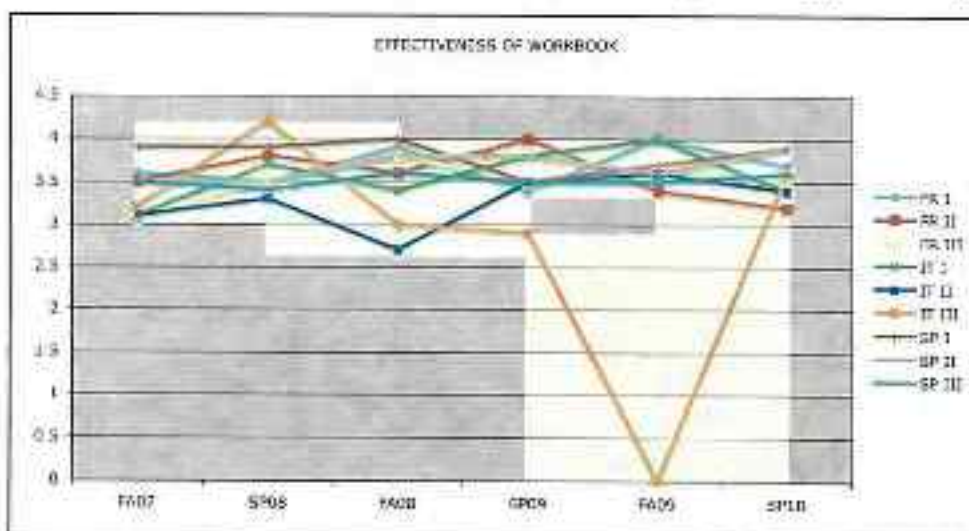


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TEXTBOOK	FA07	SP08	FA08	SP09	FA09	SP10
FR I	4.2	4	4.5	4	4.1	4.1
FR II	4.2	4.1	4.1	4	3.9	3.9
FR III	3.2	3.5	3.8	3.5	3.6	3.5
IT I	3.8	4.3	4	4.1	4.5	4
IT II	4.4	4.1	3.5	4.2	4.3	4.2
IT III	3.8	4.3	3.4	3.3	*	3.8
SP I	3.9	3.6	4	3.5	3.9	3.9
SP II	3.6	3.6	3.7	3.7	3.7	3.9
SP III	3.6	3.5	3.7	3.5	3.6	3.7

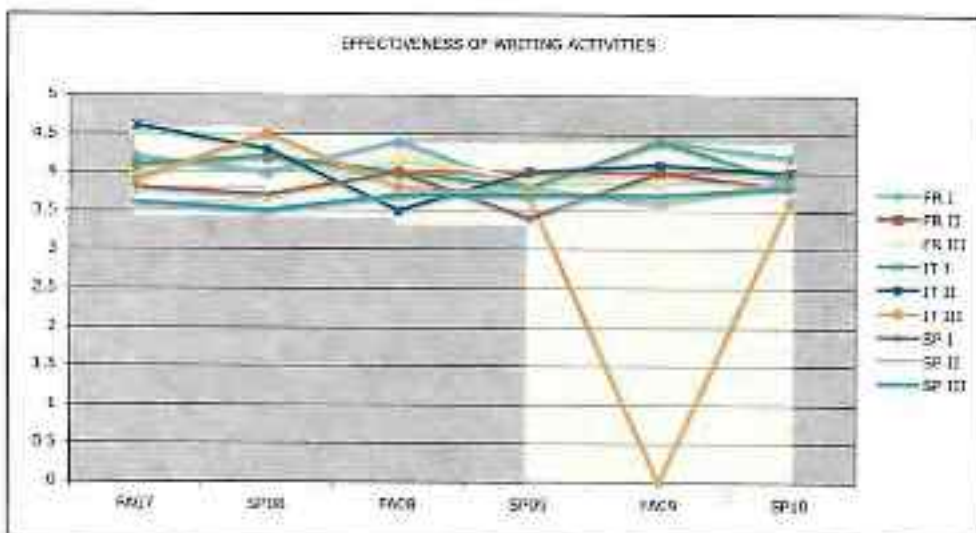


WORKBOOK	FA07	SP08	FA08	SP09	FA09	SP10
FR I	3.6	3.5	3.9	3.4	4	3.7
FR II	3.5	3.8	3.6	4	3.4	3.2
FR III	3.1	3.5	3.8	3.5	3.7	3.5
IT I	3.1	3.7	3.4	3.8	4	3.4
IT II	3.1	3.3	2.7	3.5	3.6	3.4
IT III	3.2	4.2	3	2.9	*	3.6
SP I	3.9	3.9	4	3.5	3.7	3.9
SP II	3.5	3.5	3.8	3.8	3.6	3.9
SP III	3.5	3.4	3.6	3.5	3.5	3.6

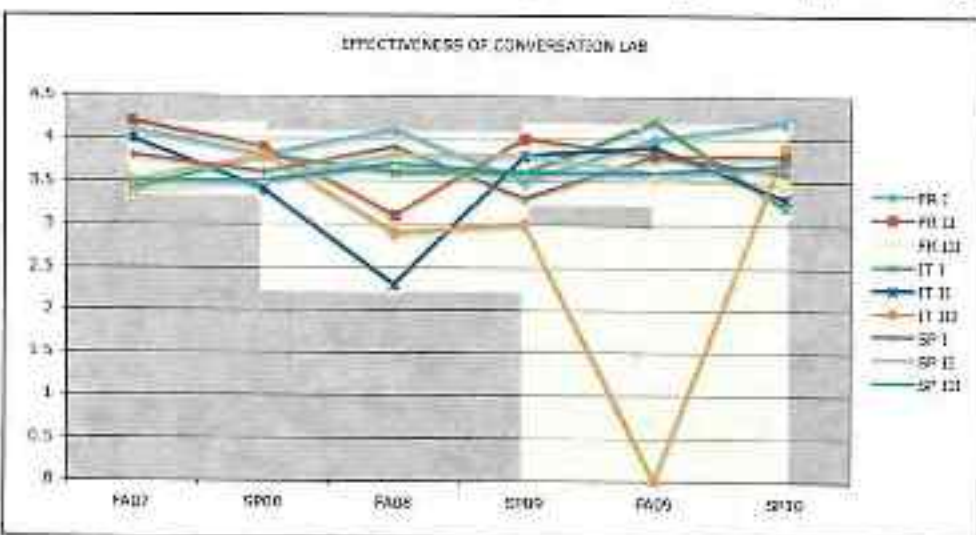


* NO DATA

WRITING	FA07	SP08	FA08	SP09	FA09	SP10
FR I	4.2	4	4.4	3.8	4.4	4.2
FR II	4.1	4.2	4	4	4	4
FR III	3.8	3.7	4.2	3.9	3.9	4
IT I	4.1	4.2	4	3.8	4.4	3.9
IT II	4.6	4.3	3.5	4	4.1	4
IT III	3.9	4.5	3.8	3.7	*	3.6
SP I	3.8	3.7	4	3.4	4	3.8
SP II	3.6	3.5	3.7	3.8	3.6	3.9
SP III	3.6	3.5	3.7	3.7	3.7	3.8



CONV LAB	FA07	SP08	FA08	SP09	FA09	SP10
FR I	4.1	3.8	4.1	3.5	4	4.2
FR II	4.2	3.9	3.1	4	3.8	3.9
FR III	3.4	3.5	3.7	3.6	3.6	3.5
IT I	3.4	3.8	3.6	3.6	4.2	3.2
IT II	4	3.4	2.3	3.8	3.9	3.3
IT III	3.5	3.8	2.9	3	*	3.9
SP I	3.8	3.6	3.9	3.3	3.8	3.6
SP II	3.5	3.5	3.8	3.8	3.6	3.7
SP III	3.5	3.5	3.7	3.6	3.6	3.7



* NO DATA

APPENDIX G

PROPOSAL FOR CREATION OF THE "BASIC LANGUAGES PROGRAM" OF THE USC COLLEGE LANGUAGE CENTER

*Dan Bayer, Executive Director, Language Center
February 9, 2009*

Basic language programs currently operate from five departments in the USC College of Letters, Arts and Sciences – East Asian Languages & Cultures, French & Italian, Linguistics, Slavic Languages & Literatures, and Spanish & Portuguese. Seven of the eleven BLPs are administered by program directors, three of which are tenured professors (Chinese, Japanese, Korean), three are non-tenure-track faculty (French, Italian, Russian), and one is a full-time staff member (Spanish). The diversity of status of BLP directors reflects historical developments in their respective departmental traditions. East Asian “linguists” are usually foreign language specialists tenured in East Asian departments. The East Asian linguists who direct BLPs at USC College, however, are theoretical linguistics whose primary research is theoretical linguistics, not foreign language pedagogy. At private, research universities, BLP directors in other languages are either full-time staff or NTT faculty, as is the case at USC College.

Research of tenure-track faculty of the five departments that house BLPs at USC College does not involve foreign language instruction, pedagogy, methodology, or learning, applied linguistics, or second language acquisition. Graduate programs in these departments likewise exclude theoretical framework, instruction, or specialization in these fields. It is clear that basic language instruction – and the BLPs themselves – are outside the central missions of the departments that house them. BLPs, their faculty, and staff are marginalized in their current home departments.

Marginalization of fields critical to liberal arts education is not unique. When composition was housed in English departments, it also was outside the central mission of literary criticism and creative writing, fields in which English departments hire tenure-track faculty and offer PhDs. As a chasm grew between the literature and creative writing tenured faculty on the one hand, and the composition staff and NTT faculty on the other, the College created a separate (Freshman) Writing Program. In the years since, improvements in both learning outcomes for writing and professional development of the Writing Program’s instructional staff have been dramatic. Few would argue that Writing’s divorce from English was detrimental to either group of faculty, or to our undergraduate students.

Twice during the last thirteen years – in 1996 and in 2003 – literature scholars in the languages and literature departments proposed consolidated programs in world literatures and cultures. Neither proposal was ultimately adopted. During fall 2008, the chairs of literature departments suggested reforms to how they hire faculty and admit and fund their PhD students in a coordinated effort across departments. Basic languages were not central to any of their proposals, except, perhaps, as financial aid for graduate students.

The Basic Language Programs Advisory Committee was formed in 2008 to recommend policies, procedures, and best practices in the wake of various decisions by the different home departments that would have fundamentally obstructed best practices in basic language teaching and learning. While this committee is a good start, it is nonetheless essentially an overlay of bureaucracy that still depends on various BLP directors, four individual department chairs, and some fifty NTT faculty members to agree to participate in the execution of policies, procedures, and best practices that are ultimately recommended and adopted. The mere fact that this committee exists suggests that a unified program for basic languages might be better suited to develop best practices to would elevate USC College’s foreign language programs to the highest levels of excellence. Streamlining the oversight of basic languages to one Basic Languages Program would simplify the lines of reporting and responsibility so that meaningful changes that result in more effective teaching and learning could be made.

The USC College Language Center, founded in 1996 with the express mission to support and supervise basic languages, is well positioned to administer a consolidated Basic Languages Program. Since 1997, the Language Center has coordinated the training of basic language assistant lecturers in the theory and practice of effective language teaching. It has hosted numerous workshops and guest lectures on topics related to basic language learning and instruction. From 1999-2004, the Language Center administered a foundation grant to establish benchmarks for technology-assisted language learning at American universities. The Language Center planned, coordinated, and, now, maintains the online language learning technologies in Spanish, French, German, Italian, and Russian, which have resulted in measurable improvements in students' acquisition and usage of linguistic skills.

The Language Center staff work with the USC Testing Bureau and the Office of Orientation Programs to deliver foreign language placement examinations. This includes selection or development, as well as occasional norming, of exams. For example, in 2006, Orientation eliminated on campus placement exams during summer orientations. This action required the Language Center to identify, procure, and norm a commercial exam for use at USC. In 2008, the Italian language program director developed a placement exam, currently scheduled to launch in 2010.

Administration of the foreign language requirement at the University is the responsibility of the Language Center staff. This includes providing waivers for eligible students, processing Advanced Placement credit, administering competency exams in languages not taught at USC, advising on substitution courses for eligible students, and articulation with other colleges and universities with regard to transfer credit.

It is clear that, except for its being the actual home department for basic language programs, the College Language Center already is the primary contact for, main support structure of, and de facto catalyst for improvements in the BLPs. Because it is not the home department, however, the Language Center is not empowered to effect necessary changes to improve the quality and efficacy of the programs. Some BLP directors balance their desire to experiment with new technologies, instructional materials, and practices encouraged by the Language Center with their home department chairs' resistance to change. Other BLP directors embrace the mediocrity. The result is, more often than not, continuation of the merely acceptable instead of the potentially exceptional.

Assessment of educational outcomes has been at the center of discourse for several years. Assessment of outcomes cannot take place unless they have been articulated in the first place. This is an example of a Language Center proposal for BLPs to move to the next level of effectiveness, heretofore stymied by the Language Center's inability to compel all BLP directors to work with it: clear articulation of learner outcomes in the various BLP courses. One needs only to skim the recent WASC team's capacity and preparatory review to understand that assessment of learner outcomes is a central concern to them. The university and the College, in particular, was tasked to develop learning outcomes for its undergraduate programs, and then to assess whether they are being met. For years, some BLP directors have shielded themselves behind their chairs and faculty in their home departments when asked to undertake this task, maintaining that the Language Center has no authority to mandate such an undertaking.

In the early fall 2007, Deans Lamy, Cody and Fliegel recommended a shift of the academic home of Arabic and Hindi to the Language Center from Linguistics, where it is unsupervised and completely outside the mission of that department. Planning had progressed until the closure of the German department, whose aftermath necessitated a postponement of any structural changes in languages for a time. Meanwhile, the Language Center's staffing plan to add a full-time program assistant, who would take on much of the administrative work associated with adding academic courses, went forward. As a result, the Language Center is prepared to become home to Arabic and Hindi immediately. With some shifting of staff, it can be ready for a Basic Languages Program with a semester's notice.

An opportunity has emerged to move structures of basic languages at USC College in a positive direction. Given recent changes recommended by literature department chairs with regard to faculty hiring and graduate students, the deliberations of the Basic Language Programs Advisory Committee, and the WASC accreditation team's desire for quantitatively and qualitatively accountable outcomes for

undergraduate programs, it seems to be a serendipitous moment to restructure basic language programs in a way that can result in curricular excellence and measurable improvements in learning effectiveness, akin to the result of the Writing Program's rescue from the English department.

If this proposal is met favorably by the deans, the Language Center is prepared to provide a draft of a departmental handbook, proposed guidelines for governance, and budget projections dependent (pending final decisions regarding structures) for further consideration.

Undergraduate Program Review: The Language Center
Submitted by
Lawrence D. Green, USC
Elizabeth Bernhardt, Stanford University
January 12, 2011
Responses by Dan Bayer, Executive Director, Language Center

Preface

We were welcomed enthusiastically by everyone we met. All individuals answered our questions and were eager to provide their input and experience regarding the USC Language Center. We met with members of the departments of Spanish and Portuguese, French and Italian, Slavic and German, and the Asian languages. We interacted with some graduate and undergraduate students. We are especially grateful to Susan Karnei for her scheduling assistance and who patiently led us throughout our meetings.

We are sensitive to the fact that we have attempted to review an academic support unit in advance of a review of the very academic units that are to be supported. We focused our review on four guiding questions:

- What areas should the committee know about?
- What expectations do staff and faculty have for the Language Center?
- What is the general view of technology and its role in language teaching?
- What role does the Center play in the university's focus on globalization?

We asked each group these questions, in various forms and orders, and tried to take careful note of the many responses we received. We then collated these responses. Using the guidance of these questions, we submit to you a report in three sections: Findings, Critical Tasks, and Recommendations.

Findings (areas of agreement)

1. There was universal praise for the work of the Language Center in developing and implementing summer workshops for graduate students as well as for in-service staff professional development opportunities and training.

The individuals we spoke with praised the organization and assistance in instructor training in the period before classes begin, indicating that the physical configuration of the Language Center is appropriate for large and small group work. Everyone noted that additional workshops organized and sponsored by the Language Center would be welcome.

Dan Bayer's Response: I have organized and offered several professional development workshops and "talks" over the years. For the most part, language program directors and graduate assistant lecturers attend, but the core instructional staff – NTT lecturers – do not. Many NTTs implied that they might attend if they were compensated for it; most simply ignored the invitations.

2. There was universal agreement on the positive qualities of the small group spaces that allow for individual tutoring as well as conversation practice and for meetings.

The spaces are perceived as incredibly useful and inviting. Individual language programs appreciate the extent to which each program has its own "room."

3. There was significant praise for the International Lounge.

Teaching staff and students noted the significance of the international lounge for "movie nights." They mentioned that the space provides a comfortable atmosphere and that movie nights are well attended.

4. Staff also lauded the film reserves of the Language Center.

The importance of the availability of films on DVD available to both teaching staff and students was underlined.

DB: I would gladly transfer the film reserves to Leavey, but I do not think that the faculty realize that they will then have to abide by the Libraries' rules regarding using them. As it stands, we allow instructors to check out movies for long periods of time and allow them to remove the films from the Center. This would not be possible if the titles are transferred to the Libraries.

5. There was significant praise for the nature of the space.

All persons we spoke with were clear in their support of a dedicated, community space for foreign languages and literatures.

6. In spite of the praise for the current physical space, all parties were clear also about the following:

- Technology has moved on and there is no longer any need for the computer banks currently populating the space;
- Individuals were also quick to add that, despite their praise of the film reserves, these services were also available in Leavey Library, which is open for longer hours;
- Even though students have class orientations to the space, they rarely use the space.

Further, many NTTs told us that they rarely enter the space since individual laptops are often more convenient and more up to date than the current equipment in the Language Center.

The general consensus is that the physical space currently configured for computers is out-of-date and has outlived its original conception.

DB: Most faculty that I know do not, in fact, have their own laptops. We actively discourage faculty from occupying computer stations in the Center, since there are just 58 workstations. In fact, we had problems giving students computers at which to work, since at any given time 20% or more were being used by faculty. Since on-line work is part of nearly all language curricula at USC, there must be a space where the hardware will always function for this work. Relying on unknown configurations of students' personal computers will result in students' claiming that they could not complete graded work because their computers did not work. When this happens now, students are told that they can always use the Language Center when their own machines do not work properly. Additionally, the College would have to discontinue language lab fees. The claim that students rarely use the space is flatly wrong.

7. All parties (chairs, TTs, and NTTs) were unclear about the duties and responsibilities of the Language Center Director.

Departmental members characterized the role of the Language Center Director as "support" and not as a position that carries authority over or supervision of language programs. Chairs especially noted that they had never seen a list of responsibilities and were often surprised and taken aback by duties undertaken in the Language Center.

DB: In 15 years as director of the Language Center, I have attended two language department faculty meetings – Slavic and Spanish, both in Fall 1996. My constituents are the language program directors,

which whom I have close professional relationships except for a few who actively reject any cooperation with the Language Center beyond that which is expressly mandated to them by the deans. The chairs are constituents to the extent that they want to be. Thus far, except for the term as chair of EALC that Audrey Li, who is also the Chinese language program director, held, I have never been invited to meet with language department chairs. When I was hired, I was expressly given the title of "executive director" and an adjunct faculty appointment so that, according to the deans that hired me, it was clear that my position was supervisory to the language program directors. For the first 10 years, there was a language department faculty member in the deans office, so this relationship vis-à-vis the language program directors was affirmed by him/her on an annual basis. In the past several years, language department chairs have reasserted their authority over language program directors and nobody in the deans office has clarified this, except for via a few memos over the years. That said, I agree that the deans should clarify my role – indeed that of all of us charged with responsibilities in basic language in the College – is for not only language department chairs, but their faculty.

8. All parties lamented a lack of communication about policies.

Chairs and NTTs noted that the Language Center does not communicate appropriately with them. NTTs mentioned that chairs do not inform them of policy changes. And so on and so forth. Most admitted that rather than inquiring about the source or authority for policy changes, they merely stew in their disgruntled states.

DB: I have been accused to making capricious policies many times, especially by the French language program director. In fact, I have no authority to make policy regarding academics in general, or language programs in particular. I am charged with the enforcement of policies as they arise and/or change. Any time there is a new policy adopted by the College or the University or a change in policy affecting basic languages, I notify the language program directors in writing. Whether they disseminate this information, or to whom, is up to them.

9. All students celebrated their NTT instructors.

Students underlined the importance of personal engagement with instructors who care about their students, about their language, and who are able to personalize the cultural experience for their students.

Findings (areas of disagreement)

10. There was disagreement about the role of basic language instruction in the university.

Those interviewed were unable to articulate what students were supposed to learn or why they were supposed to learn it, and how that learning would articulate either with upper-division courses within the language departments or with studies within the students' own majors and across the university.

DB: I have proposed the establishment and publication of clear, measurable course objectives and learning outcomes for language classes and programs repeatedly for years. This is the only way to establish, verify, and promote the role of basic languages in the university or in the intellectual development of students. Absent the authority to force faculty and language program directors to comply, I simply do not accept blame for this indefensible shortcoming. Status quo is a powerful magnet for some of my colleagues and current personnel will prevent the type of needed changes for occurring.

11. There was considerable disagreement about the role of Blackboard technology in assisting language

instruction.

Many staff praised the use of Blackboard, noting "no problems" in how it functions or in the role of the Language Center in assisting with uploading materials. Other staff noted that the Language Center staff either was not helpful (or was unable to help) in correcting mistakes in Blackboard.

DB: Beginning in 1997, USC was the first university in the US to abandon paper and pencil workbooks in a major basic language program in favor of an online, self-correcting workbook. Following careful study of its effects on language learning, especially on productive skills of language learners, I recommended to the deans that all language programs – to the extent that content was available from publishers – move toward the model of online homework. French and German content was provided to USC by McGraw Hill beginning in 2003, but it was flawed. Rather than abandon the proposal, the Language Center paid NTT faculty in each language to go through the content and tweak it so that it worked. I note here that the language program directors flatly refused to do any of this work. There persisted some problems, but they were particular to USC's Blackboard system at the time, not the content. But due to the Language Center's initial involvement in setting up the Bb workbooks for French and German, their language program directors and faculty never took ownership of this part of the curriculum and blames the Center, and me personally, for every glitch. In 2007, German abandoned online workbooks all together. In 2009, French abandoned Bb in favor of a course management system owned by the publisher. I note that Russian and Italian, whose Bb content I similarly facilitated to be used at USC, works flawlessly and it is managed, like Spanish's, by their language program director.

12. There was disagreement about whether the Language Center was a place of respectful and welcoming behavior toward the teaching staff and students.

Some individuals noted that they never had problems with the Language Center staff and that the staff were always accommodating and helpful. Others lamented that they feel so uncomfortable around Language Center staff that they do not wish to interact with them.

DB: This is a personnel issue on which I welcome advice from the deans.

13. Funding for professional development was also an arena in which there was disagreement.

Some individuals noted that the Language Center had been forthcoming in its financial assistance for professional development; others stated they were never informed that the Language Center might be helpful in supporting their professional development needs.

DB: This appears to be a communication problem between language program directors and their NTT faculty.

14. Formal training in Oral Proficiency Interviewing (OPI), Writing Proficiency Assessment, and in the *National Standards* provoked differing views.

Some staff eagerly embraced the notion of receiving training in these areas; others appeared to be disinterested or unaware of national professional trends.

DB: This is the direst component of the entire review. I would bet that only four of the eight language program directors are aware of OPI, WPA and the *National Standards*. Of the 50 or so NTT faculty, I suspect that less than half have ever heard of them and, of those who have heard of them, maybe a handful know what they mean. If we are ever to have language programs of the highest caliber, we must rid ourselves of the language program directors who have never developed professionally as language educators, replace them with people who have, and rethink our entire hiring protocols for instructional staff in basic languages. Basic language programs have historically been the dumping ground for literary

scholars and theoretical linguists who have no intellectual interest in language teaching, exemplified by the review committee's report. This is no way to build top quality language programs.

The stakes are high. According to the College Business Office, basic languages account for 50.3% of tuition revenues in the Humanities at USC College. We made positive gains in improvement of basic languages in the early years of the Language Center. Unfortunately I have witnessed the backsliding in quality and accountability during these past few years. There are many factors that have precipitated this slide, but the common thread is that people who have no professional experience in language learning, language pedagogy, language methodologies, second language acquisition research, etc. are in effect running the language programs. There are many recommendations at the end of this report, but in my professional opinion, addressing and correcting this item is the most exigent of them all.

15. The acceptance of courses for "heritage speakers" is uneven.

Some programs embrace the notion of developing such courses; others reject the necessity of them.

Critical Tasks

We heard about five areas – well beyond the scope of the Language Center – that need careful attention.

1. There needs to be a full understanding of placement testing.

We heard diverse stories. It is critical to investigate the role of the Testing Bureau and whether it has the appropriate tests and cutoff scores for each language. Further, the relationships involving courses taken at community colleges, "articulation," and the placement of transfer students into USC courses all need to be examined critically. We also heard mention of the use of the CAPE, which seems to confuse the issues of placement and communication with language instructors.

DB: This is indeed a big mess, and it is a politically charged mess. Essentially, we do not have problems with placement testing and our freshmen. Conversely, we have tremendous problems with placement testing and articulation of courses for transfer students. Now that Ken Servis has resigned, perhaps there will be a willingness of his successor to reopen discussion on these problems.

2. The phrase "D-clearance" came up over and over again.

The authority to issue departmental clearances was unclear and was a frustration to all parties involved. It is critical to clarify who makes policy regarding "D-clearance" and just what those policies are. These policies and procedures need to be discussed with the chairs and the language teaching staff.

3. Teaching staff, chairs, and students are unclear about the notion of "globalization."

While everyone acknowledged that language learning must have a key role in globalization and that the Language Center should play some role in USC's efforts at globalization, specific policies about globalization (and indeed its definition) are far above the pay grade of the Language Center, NTTs, and chairs.

4. The College needs a clear, broad, and consistent mission statement for the language programs concerning the role of language learning in the lives of USC undergraduates

5. The university needs to encourage a Culture of Languages.

Instructors struggle to convey some of the excitement about the role of language learning in student lives, but this cannot remain an individual effort. A Culture of Languages should begin with University Development and with the Admissions Office, be a part of Recruitment and campus tours, and be a central ongoing concern of undergraduate Advising. Language immersion residences would be desirable. Without such a culture, the language requirement will be a requirement merely. The committee notes, with some sadness, that it failed to hear the consistent note of professional pride in language learning that one could hope to hear in a major international university.

Recommendations

1. Codify the responsibilities of the Language Center Director and notify the chairs and teaching staff of these responsibilities.
2. Appoint a task force to develop ideas for the redesign of the current Language Center space. This task force must include some NTTs, chairs, and students – all of whom care about the common space for language and literature endeavors. We heard many ideas. Representation should include members from Overseas Studies and personnel who can speak to initiatives such as Problems Without Passports, SOAR, SURF, and others as they develop.

DB: This has been a constant during my 15 years at USC. In 1996, there were petitions to create a café on the third floor of THH. The compromise was the Lounge, where anybody is free to stop by, watch foreign language TV, relax and have a coffee or snack. The renovation of the southeast THH annex a few years ago included a "common space" that would have seating, big screen TVs, and appropriate lighting. This space sits unfinished and unutilized. There was much excitement about the internationally themed residential college, when it was in the planning stages, and many of us in languages participated in early design meetings with Student Affairs and architects. But its location in the engineering quad, and budget shortfalls, together with the eventual disinviting of foreign language people from planning meetings, resulted in the loss of traction for languages in the ITRC (now called Parkside ITRC). I am always willing to discuss more efficient uses of space in the Language Center, but I do not believe that faculty offices and a common area (which is what I suspect many ultimately want) is the best use of valuable student-oriented space in THH.

3. The upcoming review of each language department should include a separate review of the language program conducted by experts in the field. The language program review should include an analysis of the curricular objectives, course syllabi, assessment plans, and professional development programs of program directors and teaching staff.

DB: I agree wholeheartedly that language programs should be evaluated separately from a department's undergraduate programs; they have demonstrable different theoretical and practical underpinnings and bodies of research. That said, I do not believe that we have to wait for each language department's UPR to go ahead with comprehensive reviews of language programs that are currently in the language departments. Dean Cody and I began the planning for language program reviews in 2008, and both Deans Lamy and Gillman have separately sent memos to language department chairs that these would be happening. The new department UPR program need not prevent immediate basic language program reviews.

4. Place the Language Center in the role of facilitating the organization and orchestration of professional

development and social interactions in collaboration with NTTs and other teaching staff.

5. Establish consistent USC funding for professional development. To the extent that professional growth may become a criterion in retention and promotion, the university has a responsibility to encourage and enable professional development.

6. House languages pertaining to the study of the Middle East within the newly developed Middle East Studies program.

DB: This means removing Arabic from Linguistics. I completely support this move, but it should include Hindi. Since Hindi is not among Middle East languages and cultures, I continue to support the relocation of Hindi and other "homeless" language programs in a new language program in the Language Center.

AME 441aL SENIOR PROJECTS LABORATORY

FALL 2014

Lectures:	T 12:30 – 1:50 ZHS 159	T 9:30-11:50 GFS 116
Laboratories:	TTH 9:00 – 11:50 BHE 310	MW 9:30-12:20 BHE 310

Professors:	Dr. C. Radovich RRB 202 (213) 740-5359 radovich@usc.edu	Dr. Y. Staelens RRB 211 (213) 740-7754 staelens@usc.edu
Laboratory Managers:	Benjamin Bycroft BHE 317, (213) 740-4304 bycroft@usc.edu	Denise Galindo BHE 301, (213) 740-4304 dgalindo@usc.edu
Laboratory Technician:	Rodney Yates BHE 310, (213) 740-4304 rodneyya@usc.edu	
Teaching Assistants:	TBD	

Recommended Texts (not required):

Beckwith, T.G. & R.D. Marangoni. *Mechanical Measurements*, 6th ed., Addison Wesley.

Holman, J.P. *Experimental Methods for Engineers*, 7th ed., McGraw Hill.

Atchison, S. & B. Kennemer. *Using Microsoft Project 2010*, Que Publishing.

Important note to all students registered for AME 441aL:

This semester we have over 150 students registered for the course. The class is divided into two sections. One section meets in the lab on Tuesday and Thursday mornings with a lecture on Tuesday. The other section meets in the lab on Monday and Wednesday mornings with a lecture on Tuesday. **Note, you will be working in a group and all group members must be registered in the same lecture/lab section.** You should arrange your group before you register.

The lecture section will be used to discuss course material, introduce and review concepts, and for the oral presentations given by each group. You must attend the lecture section for which you are registered. You are also expected to be in the lab during your registered time slots, where weekly verbal reports and conversations will take place. Attendance during the oral presentations will be taken and points subtracted for each absence after the first; late arrivals are the same as a no show (1 μ s = late).

The semester will start with the submission of a proposal for your senior design project. **You will focus on your project for the entire semester.** Before writing the proposal, students must arrange themselves into a group of **three or four** students. Students will work together in lab for the entire semester and present their work together during the lecture section. Thus, **the members of each group must be enrolled in the same lecture and lab section** as stated above. No exceptions.

Senior Projects in Aerospace and Mechanical Engineering Fall 2014

I. Introduction

The aim of this course is to introduce the student to some of the basic ideas of experimental work. The emphasis is on project work where one's ingenuity and initiative are a major factor in success. It is as close as one can get, in a teaching situation, to the responsibilities of an industrial research project. It gives the student a taste of the type of problem(s) she/he is likely to encounter upon leaving school.

Students work in groups of **three or four** (3 - 4) on a project of their choice for the entire semester. Ideally, topics for these projects are provided by the students themselves. **Think about where you want to be next year and make this project the centerpiece of your academic and budding professional portfolio.** However, projects can be selected from a number of ideas suggested by the faculty and will be provided to you near the end of July. The extent of the subjects covered is quite broad. Project topics have ranged from such traditional areas as fluid dynamics, structural mechanics, heat transfer, and dynamic control, to rather obscure and arcane studies on fishing line motion, plant growth in varying pressure environments, anti-lock brakes and the like. The primary requirement in the selection of a topic is that the student must be interested in it. More pragmatically, design, construction and testing should be accomplished within one semester given the constraints of the lab facilities and a set financial budget.

We also encourage you to contact any of the faculty listed in Appendices F and G at the end of this handout directly for ideas in their respective fields of interest and expertise.

Before work can begin on any project a formal written proposal, including a timetable and budget, is required. The preliminary proposal is due **Friday, September 5th at 12 pm in RRB 101**; this will be returned promptly so that comments and required changes can be addressed. The final proposal is to be submitted by **Friday, September 12th at 12 pm in RRB 101**. The preliminary proposal might be approved as-is, in which case you could begin working immediately. In any case, work on the project cannot begin until approval has been given.

Starting Friday, October 3rd written group progress reports are due every 3 weeks at 12 pm in RRB 101. These will be graded not only on technical content and progress made, but also on quality, clarity and professional format. During each lab session, a few groups will be chosen to describe their progress orally to the instructors.

One **Final Report** of publishable quality will be required by each *group* at the end of the term on **Friday, Dec. 5th before 5pm in RRB 101**. Also, each group will give one formal presentation on their work to the rest of the class; presentations will take place during the lecture section. Students will be evaluated upon the quality and content of their reports and presentation as well as their performance in the laboratory; this includes cleanliness of work areas and attendance in the scheduled lecture/laboratory sessions.

II. AME Lab Procedures and Protocol

Safety and Space Management

- **CLOSED-TOE SHOES ARE REQUIRED IN THE LAB AT ALL TIMES.** Shoes need to provide protection; hence, slippers do not qualify.
- Long pants are **highly** recommended; at a minimum, knee-length shorts are required.
- Safety precautions (gloves, eye protection, hair ties, etc.) are mandatory. Ask a staff member if you are unsure of any safety precautions you should be taking when working in the lab.
- According to University rules, students are not allowed in the lab without supervision. Therefore, all experiments must be performed within the scheduled lab times.
- Store your personal belongings out of walking paths – under work tables for instance. It is important to keep a clear and safe walkway through the laboratory.
- Keep the lab clean. **No food or drinks** in the lab area. You are welcome to have food or drinks in the hallway, near the stairs, or in the BHE 301 presentation room (outside of AME 341 lab hours).
- **Return all lab equipment to its original location** after use (cables, beakers, drill bits, etc.).
- There is a small engineering library in the BHE 301 presentation room. These resources are to be shared and **are not to leave the BHE 301 presentation room.**

Supply Room and Device Access

- Access to the BHE 301a supply room is allowed only with approval of an AME 441 staff member.
- Any/all resources and devices that leave the Supply Room **must** be approved, checked out, and signed for by an AME 441 staff member.
- Please report any/all broken or non-functioning equipment and devices to the staff. This is *extremely* important, and will save everyone time and trouble in the future!
- When requesting equipment, students must be prepared to give all the pertinent characteristics they require so that the staff can act on the requisition effectively.
- On some occasions, it becomes necessary to share some equipment with other groups. Under these circumstances all parties involved are expected to be considerate and cooperative.
- **When requesting to have parts fabricated/machined, ensure that your designs are complete** – design by trial and error will not be allowed. Be prepared to thoroughly present and explain your design in order to facilitate the approval and scheduling of part fabrication/machining.

Computer/Printing Rules

- Do **not** customize any computer workstations. This includes modifying the desktop, any/all computer settings, installing any software without staff approval.
- Save files **only** in the following directory: **D:\home\JStude**. *Files in other locations will be deleted.*
- Remember to save your work to the computer's hard drive before moving it to a USB key or portable storage device. This serves as a backup.
- Printers are available only for printing of assignments, reports, and required materials for AME 441 **only**.
- When done with a computer workstation, log off and turn off the monitor.

III. Facilities

The AME Lab has a low-turbulence, open-circuit wind tunnel located in BHE 301. The test section measures 46 x 46 x 91 cm, and can provide freestream velocities from 3 m/s to 46 m/s with less than 1% variation from the mean. The turbulence level is less than 0.25%. It is equipped with two force balances, both 2 components: one is capable of measuring lift and drag forces of up to 67 N and 35 N, respectively, and the other to 12 N. Also, as part of a Senior Design Project, a new water channel was constructed in BHE 110. The test section of this water channel measures 18 cm x 20 cm x 91 cm, and has a test velocity range of 5 to 25 m/s. Force measurements (*e.g.*, lift, drag) can be made in this water channel, and flow visualizations can be performed through the transparent, acrylic test section walls.

Other facilities available for use are: a pipe flow apparatus to study convective heat transfer (in pipes); a cross-flow heat transfer apparatus to determine the properties of various heat transfer devices (heat exchangers) mounted in-line; a device for applying precise buckling and bending loads to rods and beams; instrumentation to determine the dynamic vibration of various beam configurations; and an oscillating pendulum apparatus for studying second order system dynamics, and for studying coupled modes of vibration of various compound pendulums.

Other small facilities like drop tanks, towing tanks, shock tubes, and vacuum chambers are also available. In the past, some students, working on certain projects, have been granted the use of some of the department's more advanced research facilities.

The AME Lab provides PC's for data acquisition and analysis. Instrumentation is available in the laboratory including low-power lasers, digital image and video recorders, high-speed cameras, hot-wire anemometers, various pressure transducers, etc. If the required instrumentation is not readily available in the lab, they can often be procured from other departments on a loan basis (*e.g.*, a micropipette could be borrowed from the Biology department).

IV. Budget

Each student is allotted approximately \$75 for the purchase of expendable materials. The total amount of funding for a project will be based on the budget submitted with the proposal and may exceed this amount if it is deemed necessary for the project's success. A wide selection of hardware, raw materials and tools such as screwdrivers, drills, circular saws, sanders, etc. are already available in the supply room. Should you need to make a purchase, follow the guidelines below:

Prior to making any purchase, approval is required by either Dr. Radovich or Dr. Staelens. Pre-approval is required if you want to be reimbursed. The detailed procedure for making purchases from online retailers will be discussed during the first week of class. In general, you will prepare an order, print the detailed summary but **do not** submit the order confirmation. Then, bring the printout to your instructor for a signature and give the order summary to the TA in charge of placing the orders.

Students may make smaller cash purchases and they will be reimbursed upon presentation of an original receipt; again, pre-approval is required for this from your instructor. Items from the Engineering Machine Shop (KAP Basement), Electronic Store (OHE 246), and Chemistry Store (SGM 105) can only be obtained on an Internal Requisition. Cash purchases from these places will not be reimbursed.

No reimbursements will be made if the above procedures are neglected. No exceptions!

V. Grading

Grades are based on both individual and group performance. Marks will be assigned to all written reports and the oral presentation. All these are expected to be of a quality that reflects the care and professionalism with which the student conducts her/his work. Requirements for all written reports and a sample grade sheet for the oral presentations are provided in Section V and Appendices A through D. The order of the oral presentations is to be determined by lottery.

Students will be graded on their performance in the laboratory. To facilitate this, as well as to help guide the direction of each group's research, conferences with one or more instructors will be held at regular intervals. During these conferences, current work and problems are to be discussed and evaluated. The instructors should be notified immediately of any difficulties in the research, as delayed notification may have an adverse effect on performance assessment. It is essential that these projects are worked on continuously; waiting until the last few weeks will surely be detrimental to your grade.

All students are required to attend the oral presentations during their registered lecture section. Attendance will be recorded and one absence will be permitted, use it wisely. A 10% penalty will be applied to your oral presentation score for each additional absence. Arriving late or leaving early counts as an absence.

Each student is required to keep a laboratory notebook as described in Section V. This is to be turned in with the final report at the end of the semester. This year we have put added emphasis on the maintenance of this laboratory notebook – incomplete and untidy entries will result in a 5% penalty, applied to your final grade. The notes, thoughts and sketches contained in the notebook should be informative and useful. Write in this as if you planned to give it to another group for the following year.

Each student must also complete the mandatory lab safety training and workshop within the first two weeks of labs. **Lab work on your project will NOT be permitted until this training has been completed.** Failure to complete the training within the announced time frame will result in a 5% penalty on your final grade.

The complete grade distribution is detailed in Table 1. This distribution is subject to change.

Table 1. Final Grade Weight Distribution (%)

Proposal	10
Progress Reports	10
Oral Presentation	20
Lab Performance	20
Final Report	40
TOTAL	100

VI. Deliverables

INCLUDE YOUR GROUP #, DATE, TITLE AND NAMES OF THE AUTHORS ON EVERYTHING

The first written requirement is the Project Proposal. At a minimum, the proposal should follow the guidelines provided in Appendix A. Only one per group is required. Preliminary proposals are due on **Friday, September 5th at 12 pm in RRB 101**. Early submission of the preliminary proposal is strongly encouraged, since major rewriting is often required for the final proposal to be approved. The deadline for submitting the final proposal is **Friday, September 12th at 12 pm in RRB 101**. It is also recommended that you discuss any ideas and/or approaches with your instructors, TA's and lab staff before and during this process.

It is not uncommon for proposals to be rejected. Students whose projects are not approved will be given an extra week to submit a new proposal but can no longer receive full credit. Work on the project can begin once the project is approved.

A progress report is due every three weeks before 12 pm, starting Friday, October 3rd. Only one per group is required and the contents should follow the suggested guidelines presented in Appendix B. A total of **three** progress reports will be handed in throughout the semester. These will be graded on the amount of progress achieved by the group, as well as clarity in technical communication.

Four Group Evaluation Forms will be submitted during the course of the semester to assess the involvement of each group member. The first three evaluations are due at the same time as the Progress Reports; the fourth evaluation is due with the Final Report. Although the progress reports and Final report are turned in as a group, **each student is required to submit the Group Evaluation Form found in Appendix E**. These forms will be kept confidential. There will be separate drop boxes for the group evaluation forms in RRB 101.

The Final Report is due Friday, December 5th by 5:00 pm in RRB 101. Each group is required to submit **one** final report. Late reports will be penalized (-10% per day, including the weekend). The *suggested* format for the final report can be found in Appendix C.

Each group is also required to maintain a laboratory notebook or binder. It should contain all possible methods of solving problems that arise, as well as the details of these problems. Raw data, calculations, construction and set-up drawings, uncertainty analysis, etc., should all be contained in this notebook. **It should be kept neat and legible so that an individual assigned to take over the project at a later time can easily continue the project**. In the back of the notebook, a log of hours spent on the project for each group member should be detailed. With each entry, a brief description of what was done at particular times should be listed as well. Noting the hours logged will help to create a plan of corrective action if/when it appears that time or effort is running short. **This notebook is to be submitted with the final report and will be graded.**

Oral presentations will be given by a few groups each week during the lecture section. The order will be determined by lottery. Presentations will be 20 minutes long, which includes time for questions. The standard visual aid to be used will be a computer with a projector. PowerPoint and Adobe Acrobat Reader will be provided. A sample grade sheet for the oral presentation can be found in Appendix D. On your presentation day, arrive at lecture 15 minutes prior to the start of class (*e.g.*, 9:15 am or 12:15 pm) and upload your file to the class computer.

All documents are to be typed, stapled or clipped, and a hard copy must be submitted. Do **NOT** email reports. The use of fat, three-holed binders is discouraged because, in large numbers, they are cumbersome for us to handle.

INCLUDE YOUR GROUP #, DATE, TITLE AND NAMES OF THE AUTHORS ON EVERYTHING

Appendix A: Suggested Format for Proposal

Section Title	No. of Pages
1. Introduction/Historical Background	1
2. Theory/Basic Equations	1-3
3. Experimental Setup/Procedure (including a sketch of the apparatus)	1-4
4. Cost Estimate	1
5. Timetable	1
6. Reference List	1/2

The objective of the proposal is to convince the reader that your project will provide useful information and can be done within the time, budget, and other constraints given. The knowledge that one stands to gain from it is, of course, not expected to be of the sweeping, general, great-benefit-to-mankind type, but rather to be specific and limited in scope. **The proposal should be no more than 10 pages of typed double spaced text.**

Although short in length, the proposal must be thorough. The reader should be convinced that you know what you are talking about in terms of information currently available on your topic and what you want to do to advance this knowledge. **Your goal must be explicitly stated.** Reference previous and current work and give legitimate reasons for conducting the experiment.

You should also have a clear picture of how you are going to conduct your experiment. Perform rough calculations to enable you to design your apparatus in a logical manner and to estimate, roughly, the magnitude of your expected results; *i.e.*, try to determine what you need by calculation rather than just guessing. What facilities and equipment will you be using? How large will the model be? What are the important parameters? What kind of data will be taken? **You should have researched your topic in enough detail and performed some initial calculations to be able to answer these types of questions. Include a sketch of the set-up as you imagine it will be as well as calculations, graphs and figures that will help explain what you will do.**

The cost estimate must provide an accurate account for the **total** cost of your project. It should include all equipment, devices, materials, etc. that are required to perform and complete your experiment. This should be presented in a tabular format. A clear distinction must be made between the devices and materials that are currently available in the AME Lab and what needs to be purchased using your allocated AME 441 budget.

The timetable should be presented as a Gantt chart, highlighting the project milestones required for completion, the resources available, and the course deliverables due throughout the semester. MS Project should be used to create this schedule; this program is available on the AME Lab computers as well as in all the USC student computer labs. Helpful how-to hints will be discussed during lecture and a tutorial will be available on Blackboard.

Remember to write your proposal in a manner that can be easily followed by a reasonably competent engineer who is not necessarily specialized in your project's field. A good rule is to define any terms or concepts that you were not familiar with before you started your literature search. As a test, have one of your classmates (not a group mate) read your proposal to see if she/he understands, and can picture what you want to do!

Appendix B: Format for Tri-Weekly Progress Report

Title of Project

Group # and Student Names

Progress Report for the Period Starting MM/DD/YY and Ending MM/DD/YY

Progress reports should be written in third person past tense, as all technical communications should be. The task of writing the progress report for the group should be distributed evenly between the group members. These reports will be graded partially on form but mostly on content and the amount of progress you have made in the lab. Note: preparing an oral presentation is not lab progress.

You will write three progress reports throughout the semester. **These are due by 12 pm in RRB 101 on the following Friday's: October 3rd, October 24th and November 14th.**

In general, progress reports should include the following:

- 1) A brief description of the project scope. This should be 1-2 sentences only and serves to remind the reader of the overall objective(s). This blurb will likely remain unchanged for the entire semester; *i.e.*, used in all progress reports.
- 2) The main contents of the progress report should detail specifically what was accomplished during the previous three weeks. This may include calculations, a description of designed components and an accompanying sketch – any useful information that will help the staff assess your progress. If data were acquired, a plot of the results should be presented and discussed. If any issues or problems were encountered, they should be addressed (what happened, plans for mitigation and effect on the timeline).
- 3) A concise explanation of the tasks to be performed during the upcoming weeks.
- 4) Each progress report should include an up-to-date timeline (Gantt chart).
- 5) Progress reports should be approximately one page of text excluding the brief description, any figures and the Gantt chart.
- 6) For each Progress Report, each group member is also required to submit a Group Evaluation Form.

Appendix C: Suggested Format for Final Report

Section Title	No. of Pages
Abstract (on title page)	1
Introduction	2-4
Experimental Technique	2-4
Results	3-6
Discussion	2-3
Conclusion	1
References	1
Appendices	No more than 5

Note: No more than 25 pages of typed double spaced text, including appendices.

Assume the reader knows nothing about your work! The final report should stand alone with no references to your proposal or progress reports. (You may of course reference other papers or books.) The introduction should state the goal/objective, give some historical background and/or the state of the art of the subject, and any theoretical derivations pertinent to the project.

The experiment technique section should give the important details of the set-up (**a schematic must be included**) as well as the procedure. Mention all the equipment used, type of data taken, how the data was processed, etc. When writing this section, keep in mind that you want to give the reader the impression that you were careful when you took your measurements and your data is reliable. Towards this end you can mention your estimates of uncertainty without going into excessive detail. (**Detailed uncertainty analysis could be placed into an Appendix and should definitely be in your lab notebook, but do not clutter the main body of your final report with lengthy uncertainty derivations.**) Also, do not go into a narration of all the trouble you went through to get to your final set-up!

Results and Discussion can be two separate sections or one. It can even be subdivided into the different aspects of the investigation. The only requirement is that you present your results and then discuss them in a manner that can be easily followed. This is by far the most important part of your report and should be worded carefully so as to enhance the virtues of your work.

In the Conclusion, assess whether you have achieved your goal/reached your objective as stated in the Introduction. You may restate your important findings briefly. Also, you could suggest an alternate approach to solving the same problem or, talk about improvements to the work and applications.

Appendix D

AME-441 Senior Projects Laboratory

Oral Presentation Grade Sheet

Group # _____

Date: _____

Title of Project: _____

Name(s) of Speakers: _____

Grade for each category is based on the scale shown below.

	Grade	Comments
1. <u>Organization and Delivery</u> (Was project clearly defined? Continuous thoughts? Speech easy to understand? Visual aids: timing, sufficient number of slides, neatness, clarity, etc.)	_____ (35)	_____ _____ _____ _____
2. <u>Technical Content</u> (Scientific merit appraised? Symbols and parameters defined? Technically sound arguments? Logical methods of experimentation and evaluation? Etc.)	_____ (50)	_____ _____ _____ _____
3. <u>Overall Performance</u> (Did presentation hold audience's attention? Questions answered, etc.)	_____ (15)	_____ _____ _____ _____
<u>Total Score</u>	_____ (100)	

Appendix E

AME-441 Senior Projects Laboratory

Group Evaluation Form

Although all Progress Reports and the Final Report are turned in as a group, each student is required to submit the following Group Evaluation Form with each of these assignments. Turn this form in on the same day **in RRB 101**. There will be a separate drop box for the Group Evaluation Forms.

Use this form to evaluate the contributions made to your AME 441 Senior Project by **all members** of your group (**including yourself**) during the given period. In the table provided below, print the names of all group members and assign a score for each performance category. Rank each category on a scale of 0 to 4 (0 being the lowest; 4 being the highest); don't forget to rate *your* performance as well. You should provide specific comments for each team member in the space provided. The scoring guideline is as follows:

- 0 = Poor, would have been better without
- 1 = Below average, rarely met expectations
- 2 = Average, fulfilled expectations of the group
- 3 = Above average, occasionally exceeded expectations
- 4 = Outstanding! Often exceeded expectations

Group #	Project Title:				
Team Member NAME	Cooperation	Dependability	Participation	Quality of Work	Interest and Enthusiasm
<i>your name</i>					
	Comments:				
	Comments:				
	Comments:				
	Comments:				

Appendix F: Faculty List – AME Department

Name	Area of Interest	Office	Email
Prof. C. Campbell	Two-phase flow, flow of granular material, heat transfer, slurry flows, fluidized beds, comminution, particle fracture	OHE 400E	campbell@usc.edu
Prof. J. Domaradzki	Computational fluid mechanics, environmental and geophysical fluid mechanics, turbulence	RRB 203	jad@usc.edu
Prof. F. Egolfopoulos	Aerodynamic and Kinetic Processes in Flames, High-speed air-breathing propulsion, Microgravity Combustion, Mechanisms of Combustion-Generated Pollutants, Heterogeneous Reacting Flows, Conventional and Alternative Fuels, Detailed Modeling of Reacting Flows, Laser-Based Experimental Techniques	OHE 400B	egolfopo@usc.edu
Prof. V. Eliasson	Shock wave behavior in gases and liquids, shock wave focusing, shock wave-solid interactions	RRB 220	eliasson@usc.edu
Prof. A. Fincham	Experimental fluid mechanics, environmental and geophysical fluid mechanics, turbulence and waves, optical diagnostics		afincham@usc.edu
Prof. H. Flashner	Dynamics and control of systems, control of structurally flexible systems, analysis of nonlinear systems, biomechanics	OHE 430E	hflashne@usc.edu
Prof. R. Ghanem	Risk assessment and mitigation, computational mechanics and computational stochastic mechanics, dynamics and identification, inverse problems and optimization under uncertainty, multiscale modeling	KAP 254	rghanem@usc.edu
Prof. A. Hodge	Metallic materials, nanomechanics, nanocrystalline materials processing, high temperature mechanics, thin and thick film coatings, biomaterials mechanics, foam processing	RTH 503	ahodge@usc.edu
Prof. Y. Jin	Collaborative engineering, design theory and methods, knowledge-based design and manufacturing systems, intelligent agents for engineering support	OHE 400D	yjin@usc.edu
Prof. E. Kanso	Dynamical systems, animal hydrodynamic propulsion	RRB 214	kanso@usc.edu
Prof. M. Kassner	Metal plasticity theory, creep, fracture, phase diagrams, fatigue, and semi-solid forming	OHE 400C	kassner@usc.edu
Prof. T. Langdon	Mechanical properties of metals and ceramics, creep, superplasticity, processing and properties of ultrafine-grained materials, severe plastic deformation	OHE 430G	langdon@usc.edu
Prof. P. Newton	Nonlinear dynamical systems, fluid mechanics, vortex dynamics, probabilistic game theory, mathematical modeling of cancer metastasis	RRB 221	newton@usc.edu
Prof. L. Redekopp	Theoretical fluid mechanics, nonlinear waves and stability, geophysical fluid dynamics	RRB212	lg.redekopp@usc.edu
Prof. P. Ronney	Combustion, micro-scale power generation and propulsion, biophysics and biofilms, turbulence, low-gravity phenomena, internal combustion engines and control systems, radiative transfer	OHE 430I	ronney@usc.edu
Prof. S. Sadhal	Drops and bubbles in acoustic fields, heat conduction in composite solids, thermo-capillary flows with drops in low gravity	OHE 400G	sadhal@usc.edu
Prof. G. Shifflett	Kinematics and dynamics of mechanical systems, computer-aided design, optimal design techniques, micro-electromechanical systems	OHE 430F	shifflett@usc.edu
Prof. G. Spedding	Geophysical fluid dynamics, animal aero- and hydrodynamics, turbulence	OHE 430B	geoff@usc.edu
Prof. F. Udawadia	Dynamics and control, mechanics and mathematics, collaborative engineering, engineering management, structural dynamics, system identification	OHE 430K	fudwadia@usc.edu
Prof. B. Yang	Dynamics, vibration and control of mechanical systems, distributed-parameter systems, modeling and control of space structures, computational mechanics	OHE 400F	bingen@usc.edu

Appendix G: Faculty List – ASTE Department

Name	Area of Interest	Office	Email
Daniel Erwin	Spacecraft propulsion, optics and optical instruments, kinetics of gases and plasmas	RRB 222	erwin@usc.edu
Sergey Gimelshein	Computational fluid dynamics and hypersonic aerodynamics, spacecraft propulsion, laminar separated flows, plume flows, plume interactions and surface contamination, physics of molecular energy transfer, upper atmosphere radiation processes, chemical reactions in gas phase and on the surface.	RRB 201	gimelsch@usc.edu
Mike Gruntman	Spacecraft and space mission design, propulsion, space physics, space sensors and instrumentation, space plasmas.	RRB 224	mikeg@usc.edu
Darrell Judge	space science, spectroscopy, deep space and sounding rocket flight experiments	SHS 270	djudge@lism.usc.edu
Michael Kezirian	System Safety, Propulsion, Spacecraft Dynamics and Fuel Slosh, Composite Overwrapped Pressure Vessel Design and Analysis.		kezerian@usc.edu
Joseph Kunc	Nonlinear models of nonequilibrium plasmas, molecular dynamics, transport of particles and radiation in high-temperature gases, atomic and molecular interactions, statistical thermodynamic	RRB 230	kunc@usc.edu
Phillip Muntz	Hypersonics, gas kinetics and plasmas, high performance materials, micromechanical devices, space science	RRB 101	muntz@usc.edu
Herbert Schorr	Artificial intelligence, advanced computing systems, information technology		schorr@isi.edu
F. Stan Settles	Engineering management, integrated management and design, quality management, manufacturing for biomedical/biotechnical applications	GER 2126C	settles@usc.edu
Joseph Wang	Electric propulsion, space environment and spacecraft interactions, particle simulation algorithms for gases and plasmas, microfluidics	RRB 216	josephjw@usc.edu

Senior Projects: Measurement and Instrumentation - BME 405L

Syllabus – Fall 2014

1. Basic Information

<i>Course Name:</i>	Senior Projects: Measurement and Instrumentation
<i>Units:</i>	4
<i>Lectures:</i>	Denney Research Building (DRB), Room 351
<i>Time:</i>	Tuesday and Thursday: 11:00 am – 12:20 pm
<i>Laboratories:</i>	Denney Research Building (DRB), Room 351
<i>Time:</i>	Monday: 3:00 pm – 5:50 pm Tuesday: 2:00 pm – 4:50 pm
<i>Instructor:</i>	Jean-Michel I. Maarek, M.S. Ed., Dr. Eng.
<i>Office:</i>	Denney Research Building, room 150
<i>Telephone:</i>	740 0346
<i>Email:</i>	maarek@usc.edu
<i>Office Hours:</i>	Tue: 12:30 pm to 2:00 pm (DRB 150) or by appointment Email me to let me know you will be coming to the office
<i>Prerequisites:</i>	BME 210 and EE 202
<i>Class web page:</i>	https://blackboard.usc.edu (follow link to BME 405L)

2. Classroom policy

Attendance is mandatory for all lectures. We will take roll. After two missed lectures, one point will be lost from the total course score for each missed lecture. You will need to produce a medical certificate or other evidence if you are ill or miss class because of a job or school interview. If you leave or arrive half-way through a lecture, you will be counted as absent.

Put your phone away from your desk during class and during the labs.

If you use your own laptop for the class exercises, place the laptop on the backbench next to the monitor and instruments.

3. Course Goal, Learning Objectives and relation to Program Outcomes

3.1. Goal: The main goal of BME 405L is for students to learn signal transduction, data acquisition, and signal analysis for the design of medical and laboratory instrumentation. The software language LabVIEW has become a standard in industry for software prototyping, data acquisition, and instrumentation control. Students in BME 405L use LabVIEW as a tool for the design and prototype implementation of computer-based virtual medical instruments.

3.2 Learning objectives and relationship to BME program outcomesⁱ: After successfully completing this course, students should be able to:

- Develop LabVIEW programs called virtual instruments featuring numerical and string data

manipulation, program structures, data structures, file input-output, outside-world interfacing with analog systems, data analysis, and signal processing (outcomes c and k);

- Design software applications and graphical user interfaces in LabVIEW using good programming techniques, including documentation, validation, and an understanding of human-computer interfaces (outcomes c, e and k);
- Analyze a data acquisition system including transducers, signal conditioning elements, and plug-in DAQ computer boards (outcomes c and k);
- Design a data acquisition system understanding the trade-offs for different signal types, number of channels, sampling resolution, and sampling frequency (outcomes c, e, and k);
- Describe sensors using static and dynamic characteristics and select temperature, pressure and light transducers for applications in biology and medicine (outcome a);
- Analyze, and test laboratory prototype measurement systems for clinical and laboratory devices using plug-in DAQ or a digital interface, a computer, and benchtop instruments (outcome b);
- Integrate knowledge of human physiology and methods for data analysis and signal processing learned in previous courses in the development of prototypes for measurement and analysis of biomedical signals (outcomes a, e, k);
- Design a biomedical instrumentation system involving signal sensing and conditioning, data acquisition, data analysis, signal processing, and human computer interface (outcome c);
- Function effectively as part of a team of student engineers working on a semester-long design project (outcomes d, f);
- Document in writing and orally exercises and projects performed individually and as part of a team of student engineers (outcome g);
- Independently acquire through reading, practice exercises, and self-initiated research technical knowledge related to the course content and projects (outcome i).

BME 405L contributes strongly to BME Program Outcomes b, c, d, e, and k, and moderately to Program Outcomes a, g, and i.

4. Course Plan

The course plan below reflects the course goals and the learning objectives. “Lecture + activities” sessions emphasize the development of LabVIEW programming skills and virtual instrument design skills through practice. Different types of sensors are experimented with and used to design prototypes of virtual medical instruments. Techniques for data analysis and processing of physiologic signals are reviewed and integrated in LabVIEW applications. Homework assignments, laboratories, and a semester-long project prepare the students to the development of medical instrumentation systems. The class material is covered in the following tentative order:

Week 1:	Introduction to LabVIEW
Week 2:	Design Requirements. Loops, charts, arrays
Week 3:	Use cases. Graphs, case structures, and sequence structures
Week 4:	Front panel editing, formula node and expression nodes, clusters, strings

Week 5:	Booleans, files, express vis, waveforms
Week 6:	State machines
Week 7:	Design principles, basic architectures, part 1
Week 8:	Basic architectures, part 2
Week 9:	<u>Midterm</u>
Week 10:	Properties of signals, Data acquisition
Week 11:	Property nodes, time-related operations
Week 12:	Graphic user interfaces
Week 13:	Instrument control basics
Week 14:	Project work
Week 15:	Project work
Week 16:	Project work – Project presentations

5. Laboratories and project

During the first weeks of the semester, a weekly laboratory offers students the ability to work hands-on with the principles, the hardware and the software discussed in class. Students will work in groups of two. The first laboratory will be held on August 25th 2014 (Monday). There will be six laboratories this semester. During the laboratory times of the first week of class, you will use a tutorial (“Getting Started with LabVIEW”) for a first exposure to the LabVIEW environment.

The work on the project will begin in the 1st week of the semester. The project is assigned to you and your first order of business and to research and select the device or system you plan to design and build. This project work includes research and design assignments you will turn in class in the form of homework, and hands-on experimentation which you will perform in the laboratory room after the initial six laboratories. Students work on the project in teams of three or four. The teams are defined by the instructor at the start of the semester.

Attendance is mandatory to all laboratory sessions, formal labs as well as project work labs. The teaching assistant will note all absences and students will need to make up any lab time that is missed. Students who fail to attend a lab time in its entirety during the project weeks will receive a grade penalty unless arrangements are made with the instructor (send email to maarek@usc.edu) to replace the time.

6. Teaching Assistant

Yu-Hao Peng (yuhaopen@usc.edu) and Justin Abbott (jrabbott@usc.edu) will be your teaching assistants this semester. They will help you complete the laboratory assignments and will be available for questions related to the homework. Yu-Hao and Justin will have office hours in the DRB 351 lab room. We will also have a grader for the homework and exams. More specific information about the grader will be communicated in class.

7. Source Material

- Hands-on Introduction to LaBVIEW for Scientists and Engineers, 2nd edition. John Essick.

Oxford University Press. ISBN-10: 0199925151.

- NI LabVIEW Student Edition (Software Suite), National Instruments. Purchase online from Studica.com or Onthehub.com. The software you purchase should be equivalent to LabVIEW 2013. You may consider purchasing the Software Suite, if your project involves image acquisition and analysis, or other specialized functions. The vision software and other toolkits are only included in the software suite.

8. Assessment

Learners are assessed based on their grades in one midterm, one final exam, laboratories, homework and the final project. The following schedule and percentages are used:

Assessment Procedure	Date	Proportion
Midterm	Tue Oct 21 and Thu Oct 23	15%
In-class Final	Tue Dec 16 (8 am to 10 am) + other times TBD	20%
Project	Weekly	40%
Laboratory	Weekly	12%
Homework	Specified in class	13%

8.1. Examinations: The midterm and the final exam are closed book computer-based tests for which you develop and document short computer programs. The final covers the course material seen during the entire semester (that is, it is a cumulative test). Students who are not able to attend an examination (medical or other emergency) must notify the instructor before the test (email maarek@usc.edu).

8.2. Laboratory: Completion of all laboratories is required for completion of the course. Students who miss a laboratory must take the necessary steps to complete the laboratory work before the end of the semester. Each laboratory grade consists of 50% points for laboratory performance (team grade; students must demonstrate to the teaching assistant that all steps of the laboratory have been completed) and 50% for the laboratory report (individual grade). The laboratory report is submitted before the laboratory meeting that follows the lab experiment for which the report is written. Submit all lab reports electronically to the email address your lab TA will give you. No late lab report is accepted (students receive a 0 on that part of the lab mark).

You may need to reschedule a laboratory due to illness or an interview. All rescheduled labs must be completed before October 31, 2014.

8.3 Project: The class project is a means for you to synthesize material you learn in this class and previous classes into a tangible product. This product will be a system that involves measurement, instrumentation, signal processing and presentation of biological data. The text of the project is handed out at the start of the semester. There is no weekly laboratory performance grade for the project but you will need to hand-in several progress reports in the form of

assignments as part of the project. To complete your project, you will prepare an oral presentation, a demonstration, and a written report. Your project grade will be based on the progress reports, your product, and its operation, the oral presentation, and your final report.

Note that lab attendance for the complete lab period (2 h 50 min) is mandatory for all students during the project weeks. The teaching assistant will take attendance for your lab section. Students who attend their lab section for less than 2 h 30 min will be marked as absent for that day. Each absence after the first one will result in an automatic 5-point deduction of the grade received by that student from the team grade on the project. If you must miss a lab because of illness or an interview, you can replace the time by attending the lab time of the other section. Students should make sure they are recorded as present for each laboratory time they attend in full.

8.4. Homework: the homework consists of problems and exercises that test your understanding of the material and help you prepare for the in-class exams. You will be asked to submit your homework electronically with written instructions (MS Word file or equivalent) that explain how your computer exercises should be tested. The email address for submitting the homework assignments will be given to you in class. Homework is due on the day specified in class (i.e. by 11:59 pm, as recorded by the email service. Late homework is not accepted.

8.5. Course grade: The course grade is computed based on the individual assessment grades using the indicated percentages. The letter grade is assigned on a straight scale: 90% and above leading to A, 89% - 75% leading to B, etc. Pluses and minuses are assigned by dividing each range in corresponding halves (A, A-) or thirds (B+, B, B-, C+,...). I reserve some discretion to modify this formula based on the overall class performance.

Students should frequently check the grades posted on the Blackboard website and immediately notify the instructor by email about any error or missing grade. Any request for grade change that is made after the last day of class (Friday December 5, 2014) will not be considered.

Policy against Cheating

Cheating includes (and is not limited to): looking at a neighbor's work during an in-class exam, copying the solution to an assignment (especially a computer programming assignment), handing out your solution to a classmate, modifying a graded assignment before asking for re-grading, letting your lab partner or project team do all the work and expect a grade for their effort.

The policy regarding cheating for this class is the following: students found to be cheating on homework or a lab assignment will not receive a grade on that assignment. Instead, the points corresponding to the assignment will be reassigned to the final exam. Repeated homework/lab cheating and cheating on exams will result in the student being reported to the Office of Student Judicial Affairs and Community Standards where additional disciplinary measures could be taken. Review the policies and processes of that office at <http://www.usc.edu/student-affairs/SJACS/index.html>.

This policy does not apply to discussion, exchange of information, working together, etc. On the contrary, we encourage that you consult with classmates regarding learning material and

homework assignments. For individual marks, it is required that you prepare the final product by yourself and to the best of your possibilities; for group marks, it is required that you “bring” to the group as much as you “take” from the group, that is you must work with your partners and assist the partners as much as they assist you.

10. Resources

10.1. Web support: The class website is found on blackboard.usc.edu. The web environment will contain information about the course: syllabus, class notes, grades, miscellaneous information about weekly class activities, solution to the homework sets, an email directory of all people in the class and several communication tools. Use these tools as much as you find them useful. Questions regarding the course content or the homework should be sent by email to the whole class rather than only to the teaching team. This will give everyone in the class the opportunity to answer. The web address for the website stem is <https://blackboard.usc.edu/>.

10.2. Office Hours: The teaching assistant and I will hold office hours every week. This is for your benefit and you should feel welcome to the office hours as much as you need assistance. Time and location of my office hours are at the beginning of the syllabus. Those of the teaching assistant will be communicated in class. We are also available by email to help you as much as you need.

10.3. Disability Statement: Students requesting academic accommodations based on a disability are required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP when adequate documentation is filed. Please be sure the letter is delivered to me within the first few weeks of the semester. DSP is open Monday-Friday, 8:30-5:00 in Student Union, room 301. The phone number is (213) 740-0776.

11. Reading Assignments

The following readings in the class textbook correspond to the material that will be discussed in class. Please read the material before or within a week after the indicated week of class.

Week 1:	Chapter 1
Week 2:	Requirements handout - chapter 2 – chapter 6
Week 3:	Use case handout – chapter 7 – chapter 8
Week 4:	Chapter 5 – chapter 3 (all but Mathscript)
Week 5:	Chapter 5 (review)
Week 6:	Chapter 4
Week 7:	Chapter 9
Week 8:	Chapter 10
Week 9:	Midterm
Week 10:	Chapter 13
Week 11:	Chapter 11
Week 12:	Chapter 12

ⁱ Students completing the BME program should have

- (a) an ability to apply knowledge of mathematics, science, and engineering
- (b) an ability to design and conduct experiments, as well as to analyze and interpret data
- (c) an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability
- (d) an ability to function on multidisciplinary teams
- (e) an ability to identify, formulate, and solve engineering problems
- (f) an understanding of professional and ethical responsibility
- (g) an ability to communicate effectively
- (h) the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context
- (i) a recognition of the need for, and an ability to engage in life-long learning
- (j) a knowledge of contemporary issues
- (k) an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

Class Project - BME 405, Fall 2014

Final report due: December 5 2014

Submit final report, LabVIEW vis, and other required material through Blackboard file exchange
Presentation: last week of the semester December 1 (Monday lab) or December 2 (Tuesday lab)

A. Goal:

The goal of the project is for you to develop computerized laboratory instrument, which could be a multifunction medical or athletic monitor instrument or any other instrument geared toward monitoring signals from the body with a potential for commercialization. Your instrument should be capable of making several measurements using external hardware (sensors, including cameras), digitize the sensor signals, analyze the signals with LabVIEW, and present the results of the analysis to potential users. Your team will define a market area for the instrument (health centers, nursing homes, public areas, gyms, clinical laboratories, research laboratories), establish how the user will interact with the instrument, design the application and present your design to your lab section, and finally implement it in software and hardware. At the end, you will present your work to the instructors and demonstrate your instrument as it is being used.

B. Organization of the project:

For this project, you imagine that you are part of a team in a company who wants to develop a new multifunction monitor or sensing instrument.

Defining the market and requirements:

The first important question will be to decide what market needs your instrument will address. What is the clinical or measurement problem being addressed? What are the current standards? Who will want to buy this type of instrument and for what purpose? What are the needs of the user? Who will be the target customer (a health center, a nursing home, a public area, a gym, a practitioner's office, a clinical laboratory, a private user)?

You will need to do some research into existing measurement or monitoring instruments monitoring devices and examine what measurements they perform. This will help you define how your proposed system differs from existing systems.

You will also try to establish how big the market is for your new instrument, that is how many units you can expect to sell. Try to estimate a realistic sales price for the device and how much it would cost to develop the device. Remember that companies try to make money such that the real cost and the sales price are different. Also, unless your device is substantially better than the competition, it's sales price cannot be much higher. Last working engineers make more money than students and the cost of the design in terms of engineer time should be factored in! This will help you define the market size and the commercial feasibility of the project. Possibly, you will need to research the process through which devices like the one you are developing are approved for use on human beings or human products (or animals and animal products– you could select to develop an instrument for veterinary use!). You will need to identify what constraints are

placed by the regulatory agencies on your type of instrument. There may be constraints of accuracy, stability in time, usability, safety (especially electrical safety) that you need to research and describe.

You also need to research if there are patents for similar devices or applications.

As part of this research, you will identify features that your instrument will have and you will also define **requirements, specific statements characterizing the capabilities of your instrument.** Refer to the lecture on requirements for clarification on this part.

Functional requirements and use case:

The second important issue will be to define precisely how the user of the instrument will interact so that the user can achieve his or her goals. Often there are many steps required of the user and choices that the user does to derive benefits from using the device. We will discuss in class the use case method for extracting functional requirements. In general, there will be one use case for each type of measurement. The use cases will further help you define capabilities you need to incorporate in your instrument. Refer to the lecture on use cases for clarification on this part.

Design of the instrument and software:

The design is a detailed description of the instrument that must be produced before the instrument can be assembled and the software can be developed. As an analogy, you can think of the difference between the blueprint for a house which is produced by the architect and structural engineer, and the house itself which is built by construction workers supervised and directed by a contractor. Without blueprint (design), it is impossible to build the house (implementation).

You need to produce the “blueprint” design showing how the sensors are put together, summarize the algorithms for the software in words, graphs, flow charts, and similar means before you begin building the system and coding the software.

Each team will present its design to the lab group in a design review session. The lab group will critique and make suggestions to the presenting team. The input from all participants will help finalize the design document.

Implementation:

At this stage of the project, you use your design “blueprint” to guide you through the actual fabrication of the device, assembly of the sensors, and coding of the software. You will build the software in steps and identify any deviation from the design plan.

Note that if you need to build a physical prototype for your device, the USC woodshop is open to all students. The woodshop has a variety of tools to use and staff that can help you. The woodshop does not provide wood or fasteners. You need to purchase your supplies and you can be reimbursed. The woodshop is on Watt way, just North of the Exposition Boulevard entrance.

Verification:

Before your work is complete, your team needs to verify that what you built

- 1) is in agreement with the design plan
- 2) satisfies the functional requirements and the use case.
- 3) matches the requirements and meets the constraints you identified at the beginning of the project.

Discrepancies and differences must be clearly identified, described and explained.

Documentation:

At the end of the project, you will prepare a technical report that describes and explains how your instrument operates. You will detail the architecture of the software, explain all functional blocks (subroutines), and justify the design of the user interface. You will also comment on your project in the context of your BME studies.

C. Available sensing and measurement capabilities:

The multifunction instrument will measure signals from the living subject or the environment using a variety of sensors and the sensordaq hardware used in the first laboratory. We have available the following measurement capabilities:

- 1) Electrocardiogram and related signals
- 2) Temperature with infrared thermometer
- 3) Temperature with surface temperature sensor
- 4) Handgrip or chest-belt wireless heart rate monitor
- 5) Non-invasive blood pressure with pressure cuff
- 6) Gas pressure sensor
- 7) Air-filled belt to use with the gas pressure sensor to monitor breathing movements
- 8) Force plates
- 9) Hand-held dynamometer
- 10) 3-axis accelerometer (needs 1 sensordaq for 3 axes of measurement)
- 11) Force sensor
- 12) Spirometer (1 unit)
- 13) Rotary digital sensor (3 units)
- 14) Goniometer (1 unit)
- 15) Pulse oximeter
- 16) Electroencephalography device (1 unit)
- 17) Webcams
- 18) "Kinect" cameras (3 units)
- 19) Graphic tablet (1 unit)
- 20) Proximity sensors
- 21) SensorDAQ device
- 22) NI myRIO 1900 embedded data acquisition device with WIFI and FPGA capability

You can choose which measurements to implement. In most cases, your system should have 3 measurements processed by the instrument.

The first 14 types of sensors connect with the SensorDAQ system. You will use several of these sensors in the lab at the beginning of the semester. The sensorDAQ hardware is capable of performing measurements from 3 sensors at the same time. You can use more than one sensorDAQ if you need to measure more than three signals. The measured signals are analog signals and they are digitized with the software routines that are part of the SensorDAQ system.

If you would like to measure a different signal (see <http://www.vernier.com/probes/> for a list of available measurement sensors that connect to the SensorDAQ), you need to make a proposal request to me explaining why this measurement will add value to your instrument system. If the proposal is reasonable in terms of idea and cost, I will purchase the sensor for your team. There may be other sensors that you could consider integrating in your instrument and you would also need to make a proposal if you consider using one of those sensors. See for instance the sensors sold by Sparkfun (<https://www.sparkfun.com/>)

The pulse oximetry measurement is performed with a wireless pulse oximeter: Nonin model 4100, manufactured by Nonin Inc. The pulse oximeter communicates with the computer by digital serial communication. It interfaces to the computer through a Bluetooth wireless interface. We will use a Parani SD 100 serial-to-Bluetooth adapter to connect the pulse oximetry module to the computer.

The EEG unit, Kinect cameras/sensors, and graphic tablet require specialized software drivers which are available. The cameras require the image capture and image processing software included in the labview image toolkit.

D. Milestones and deliverables:

1: Defining the market and requirements. You will prepare a report to explain your idea of the product. In addition, the report should include your analysis of the issues discussed above in relation to defining a market and requirements. Deliverable # 1 is due on September 16, 2014.

2: Functional requirements and use cases. The use case is used to capture functional requirements for your system. The starting point for fleshing out these requirements are the desirable features your device, your understanding of the market segment it addresses etc. Then, you will place yourself in the position of the user working with your instrument and go step by step through the actions the user takes to obtain the desired result. A template for the writing a use case will be provided and we will discuss the topic and template in class. You will have one use case for each function of your instrument. Deliverable #2 is due on September 26, 2014.

#3: Design presentation and report. The report includes a detailed representation of how your system will be built and how the software will work. You need to explain the overall organization of the software and hardware. This organization should be consistent with the device requirements and use cases. You need to detail for each sensor the data acquisition rate,

duration, and consider if the signals are acquired at the same time or separately. You also need to explain how each signal is analyzed to produce the information desired by the user. You will present your design in lab in a design review session on October 13 and October 14, 2014. The comments and suggestions of all will help you finalize the design report which should be the basis for the development effort. The design report is due on October 21, 2014.

4 Sample code. For this deliverable, you will select from your code a vi that may include one or more subvis and you will email the vi(s), including instructions for running them and sample data. What you send should be self-contained and run on someone else's computer or a lab computer. The code should be commented and understandable. A team of students will be ask to test your code and give a mark to what you handed out based a grading rubric. The sample code is due on November 2, 2014. In turn, you will test and rate the work of another team. You can use part of the lab times on November 3 and 4 2014 to test the code with assistance from the rated teams (in terms of connecting the hardware) if necessary.

5: System prototype. This will be the result of your implementation, the complete hardware and software assembly. Deliverable #5 must be largely completed by November 17, 2014. You will present informally in lab your prototype on November 17 and 18, 2014. The presentation is the deliverable (there is no report due).

6 Validation results. For this deliverable, you will prepare a short report to present the tests you did to verify that your prototype meets the requirements (deliverable #1), is operated as presented in the use cases (deliverable #2), and is implemented as defined in the design documents (deliverable #3). The validation report is due on November 26, 2014. You will also include this report as part of the overall technical analysis report due at the end of the project.

#7 Presentation, demonstration and final report. You will present your project to the instructor and teaching assistant, and demonstrate its operation. This will be done in the last lab session of the semester. You will also turn in a final report to specify how your prototype works and indicate any discrepancy with the earlier documents identified when you did the validation. The presentations are done on December 1 and 2 2014 while the report is due on December 5, 2014.

E. Scheduling issues:

Note that while the various elements of the project are logically organized in time and must be produced according to a schedule, you cannot wait for deliverable 1 to be turned in to begin working on deliverable 2, then deliverable 2 to be turned in to begin working on deliverable 3, etc. You must begin working on the next step as soon as you think you have enough information to begin. You may see that when you work on the next step, you will have additional questions that will require you to dig deeper into one of the previous steps of the project.

F. Team work issues:

It is understood that this project is a team project. The teams are composed of three or four students from the same lab section. We only expect one report, one set of vis, one presentation,

etc... per team. Each deliverable you turn in should also include a note indicating “who did what” to complete the deliverable. In case of disagreement, students should email separate notes to me to explain the disagreement. On all documents and email communications, include your team number and the names of the team members.

If a team makes several documented attempts to involve one team member and that team member does not become involved in the project, the team should consult with me. If the matter cannot be resolved, the team may choose to dismiss the uncooperative team member. Dismissed team members can choose to develop their own project or receive a 0 on the project (and likely fail the course).

Attendance is mandatory to all laboratory sessions while you work on the project. As indicated in the course syllabus, students who attend their lab section for less than 2 h 30 min will be marked as absent for that day. The teaching assistant will note all absences and students will need to make up any lab time that is missed. Each absence after the first one that is not made up will result in an automatic 5-point deduction of the grade received by that student from the team grade on the project.

Every week, you should spent 15 min at the beginning of each lab for a brief team meeting, to review the accomplishments of the week and define a set of goals to complete for the following week. One team member (on a rotating basis) should take minutes of these meetings, type up the minutes, and email them to all members of the team. The minutes of these meetings will be included in an appendix in your final project report. When you begin the implementation phase of the project, you can split the teams into subteams or team members after your team meeting and use all the available computers and devices.

You should leave enough time toward the end of the implementation phase of the project to integrate your work into a single application that runs on a single computer. From past experience, this integration is one of the most difficult aspects of the project. If you casually split the work at the beginning of the implementation phase and “hope” that things will work fine at the end on their own, you will be disappointed. As you plan your design, consider how the different functions of the instrument implemented by different team members will be integrated. Consider the data format, the files, the sampling rates, and many other issues that must be planned in advance of the implementation to make the integration less complicated. Have fun!

G. Project Teams:

Teams 1 to 4 regroup students from the Monday lab while teams 5 to 8 are for the Tuesday lab. If you are wrongly listed, contact me immediately so I can reassign you to your own lab day.

Team 1		Team 2		Team 3		Team 4	
Evan	Amato	Kathryn	Fowler	Juliet	Matgen	Jacob	Flores
Thomas	Fanous	Johnathan	La	Tasha	Salisbury	Derek	Kono
Cameron	Gilbert	Derek	Sun	Julie	Strickland	David	Richards
Angela	Poje	Allison	Wilson	Jeffrey	Tran	Shrutee	Tandon
Jonathan	Wong						

Team 5		Team 6		Team 7		Team 8	
Ahmed	Abdelhalim	Seeba	Bhatia	Harrison	Lee	Katherine	Lee
Afek	Kodesh	Jessica	Brian	Zachary	Mank	Matthew	Lui
Young	Lee	Faraz	Jalil	Michael	Maylahn	Peter	Michels
Andrew	Ronald	Jason	Pang	Andrew	Reinhold	Nicholas	Pachon
Brian	Shaw	Rachel	Zhuang	Estefanie	Rodriguez		

CE480

“Structural Systems Design” Spring 2014

SYLLABUS

Text: None / Handouts

Location: KAP 163
Tuesday & Thursday 2:00-3:15

Professor: Gregg E. Brandow, PhD, SE 213-740-1040 tel
KAP 268C brandow@usc.edu
Office Hours: Tuesday 11:00-1:30, Thursday 11:00-1:30

TA: TBD

Structural Systems Design:

This course serves as the Capstone Design Course for Civil Engineering and gives the students their first experience being part of the design process that they will later find in the traditional design office. The course is not intended to teach structural design but rather to cover topics that will aid in the decisions that must be made in developing the design of a building project and implementing that design. The capstone project is intended to allow the student teams the opportunity make decisions regarding structural systems (steel, concrete, masonry, wood), structural configuration (size, shape, regularity, bay spacing) and lateral force resisting system (frames, bracing, walls). The site design is also included. The focus is on the decision process as well on the implementation of the design. The student teams are encouraged to be “green” and implement existing and new technologies, to be economical, and to be creative. As the course Professor, my role is to have limited lectures on design process found in a conventional design office, to serve as the client to whom the project is being designed, and to serve as a mentor to each team as they would have in a design office. The TA for the class also serves as a mentor, offering ideas, and overseeing the progress of the student teams.

The purpose of the lectures is to introduce students to “real world” situations from which they can learn about making decisions that will affect the design process. Realizing that the students have had only an introduction to structural design and they have not had the opportunity to develop the design of a building, this course attempts to teach both the process and some of the tools that are necessary to implement a new design. Individual team meetings are the heart of the discussions relating to each team's project, the decisions that are made, the suggestions of design adjustments, and the understanding of the choices made. Since all aspects of the design are “open”, except for the constraints, each step in developing the design is a new experience.

Week	Date	Class Subject Material and Test Schedule	Comments
1	1/14 1/16	Overview of the design process Building Framing Systems	
2	1/21 1/23	Building Framing Systems Capstone Project Kickoff	
3	1/28 1/30	Lateral Force Resisting Systems Seismic Calculations	
4	2/4 2/6	Ocean Engineering No Class – AGC Sparks Competition	
5	2/11 2/13	Site & Infrastructure Requirements Site & Infrastructure Requirements	Outside speaker
6	2/18 2/20	Working Class 30% Design Reviews	
7	2/25 2/27	Foundation Systems Coordination of Building Systems	
8	3/4 3/6	Working Class Working Class	
8	3/11 3/13	60% Design Reviews No Class -- Chi Epsilon Conclave	
9	3/18 3/20	Spring Recess	
10	3/25 3/27	Organization of Project Documents Working Class	
11	4/1 4/3	No Class – AGC Symposium No Class – ASCE PSWC	
12	4/8 4/10	Working Class 90% Design Reviews	
13	4/15 4/17	Working Class Working Class	
14	4/22 4/23	Final Presentations This Week	
15	4/29 5/1	KIUEL Senior Design Expo	

Policies

Grading/Values:

30% Design	10%
60% Design	10%
90% Design	10%
Project and Oral Presentations	70%

Course Content:

A. Objective

1. Fulfill degree requirements.

2. Become familiar with Building Design process.
3. Expand the breadth of engineering skills and knowledges.
4. Skill development for successful job performance.

B. Instructions

1. Includes reading assignments, lectures, team project development and design, design reviews, an oral presentation and project submission.
2. Intention in lecture is to: focuses on key ideas, work example problems, leave less important detail for reading and question asking.
3. Students will be expected to fully participate in classroom discussions and problem solving.
4. Tardiness will not be tolerated.
5. Absences are only excused with prior notification via e-mail and/or telephone.

C. Course Outline

The emphasis of the course is on the design process. The course includes aspects of structural design, structural analysis, infrastructure design and analysis, green technologies, organizational and research skills, and report preparation and presentation.

D. Statement for students with disabilities

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. Your letter must be specific as to the nature of any accommodations granted. DSP is located in STU 301 and is open 8:30 am to 5 pm, Monday through Friday. The telephone number for DSP is (213) 740-0776.

E. Academic Integrity

The University, as an instrument of learning, is predicted on the existence of an environment of integrity. As members of the academic community, faculty, students, and administrative officials share the responsibility for maintaining this environment. Faculties have the primary responsibility for establishing and maintaining an atmosphere and attitude of academic integrity such that the enterprise may flourish in an open and honest way. Students share this responsibility for maintaining standards of academic performance and classroom behavior conducive to learning process.

Administrative officials are responsible for the establishment and maintenance of procedures to support and enforce those academic standards. Thus, the entire University community bears the responsibility for maintaining an environment of integrity and for taking appropriate action to sanction individuals involved in any violation. When there is a clear indication that such individuals are unwilling or unable to support these standards, they should not be allowed to remain in the university.” (Faculty Handbook, 1994:20)

Academic dishonesty includes: (Faculty Handbook, 1994:21-22)

- Examination behavior – any use of external assistance during an examination shall be considered academically dishonest unless expressly permitted by the teacher.
- Fabrication – any intentional falsification or invention of data or citation in an academic exercise will be considered a violation of academic integrity.
- Plagiarism – the appropriation and subsequent passing off of another's ideas or words as one's own. If the words or ideas of another are used, acknowledgement of original source must be made through recognized referencing practices.
- Other Types of Academic Dishonesty – submitting a paper written by or obtained from another, using a paper or essay in more than one class without the teacher's express permission, obtaining a copy of an examination in advance without the knowledge and consent of the teacher, changing academic records outside of normal procedures and/or petitions, using another person to complete homework assignments or take-home exams without the knowledge or consent of the teacher.
- The use of unauthorized material, communication with fellow students for course assignments, or during a mid-term examination, attempting to benefit from work of another student, past or present and similar behavior that defeats the intent of an assignment or mid-term examination is unacceptable to the University. It is often difficult to distinguish between a culpable act and inadvertent behavior resulting from the nervous tensions accompanying examinations. Where a clear violation has occurred, however, the instructor may disqualify the student's work as unacceptable and assign a failing mark on the paper.

F. Statement for return of course assignments:

Returned paperwork, unclaimed by a student, will be discarded after 4 weeks and hence, will not be available should a grade appeal be pursued following receipt of his/her grade.

Daniel J. Epstein**Department of Industrial & Systems Engineering**USC Viterbi
School of Engineering**ISE495ab Senior Project Design (2 units) – KAP 160**

Spring 2014	8:00-9:20 am Monday 8:00-9:20 am Wednesday	Friday as assigned in class 8:00-9:20 am usually except as noted in the schedule.
Coaches	Ted Mayeshiba (mayeshib@usc.edu) Office hours: By appointment Raymond Rakhshani (rakhshan@usc.edu) Office hours: GER216c M, W, F at 11am Office phone: (213) 740 0867	

Prerequisite / Co-requisite

- Preparation and development of the senior project proposal.
- Not available for graduate credit.
- Senior standing in industrial and systems engineering.
- Open only to industrial and systems engineering students.
- Prerequisite: ISE-225 and ISE-310 and 1 from (ISE-382 or IOM-435)

Introduction and Purposes

This course serves as the experiential capstone in the undergraduate ISE curriculum -- to apply your classroom knowledge to a real project in a real work setting. In the past decade the U.S. manufacturing industries such as automotive and aerospace adopt, implement and evolve "Lean" approaches based upon the Toyota Production System, Six Sigma, and other enterprise change models. Lean has led to significant reductions in cost and time to produce products with superior quality and performance. It is from this framework and perspective, that the student will see how ISE tools can be used to analyze and frame problem statements in real life situations.

The students in this class will learn:

- To handle difficulties associated with defining and organizing a realistic problem statement
- To manage impediments in obtaining information and approval
- To present and sell ideas to higher-level management
- To convert a project's worth into financial indicators
- To understand the importance of the need for a continuous exchange between engineers, management and employees in solving an existing problem, given a set of constraints

- To gain experience in the organization and management of a technical project including application of industrial engineering tools and methods, time and cost estimates, communication techniques, and project monitoring and follow up
- To learn about the politics of a company and how it impacts a consultant team's progress
- To meet aggressive deadlines in a multidisciplinary team effort
- To improve project-based presentation skills, both in-class and in company settings
- To establish contacts with local industry
- Recognize the need for Lean and its value to an organization
- Describe opportunities for applying lean in their future work assignments

Course Text Requirements

Required Texts:

- *Fundamentals of Project Management, James P. Lewis, American Management Association, 2002*
- *Installing Efficiency Methods, C. E. Knoeppel, The Engineering Magazine Company, 1917 republished by Google Books. Available on Blackboard site under Course Documents.*

This course extensively uses the *BlackBoard* site. It is expected that the students are skilled in uploading and downloading files and other documents which are provided regularly through the class *BlackBoard* site.

Grading Breakdown

	495A	495B
Progress Update Reports (3 for 495a; 4 for 495b)	15%	20%
Peer Review (2) (ability to evaluate others) (see Assignment section of Blackboard for details)	10%	20%
1 st Midterm	15%	NA
2 nd Midterm	20%	NA
Final Sponsor Evaluation (Report/Presentation)	25%	30%
Instructors Evaluation <ul style="list-style-type: none">■ Peer review■ Interim feedback from sponsor and representatives■ WBS contribution for each progress report■ Interaction with team members■ Attendance	15%	30%
Total	100%	100%

- Punctuality will be considered in the evaluation of performance. This means for meetings of your team, punctual class attendance as well as scheduled meetings with the instructor(s). Absence or extreme tardiness of a chronic nature will be noted and result in a lower Instructors Evaluation grade.

Statement for Students with Disabilities

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to the professor(s) as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776.

Statement on Academic Integrity

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. *Scampus*, the Student Guidebook, contains the Student Conduct Code in Section 11.00, while the recommended sanctions are located in Appendix A: <http://www.usc.edu/dept/publications/SCAMPUS/gov/>. Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: <http://www.usc.edu/student-affairs/SJACS/>.

Emergency Preparedness/Course Continuity in a Crisis

In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies.

Schedule: See calendar on the following page.

(Timing is **approximate** and subject to **change**. This is a living document, and will be modified based on the course requirements.)

NOTES:

- 495B activities are highlighted in Turquoise for reference only
- Notation for classes on Fridays are listed below
- December shows available presentation times

Daniel J. Epstein

Department of Industrial & Systems Engineering



Week	Monday	Topic	Wednesday	Topic	HW/ Other
1	Jan 13 th	Orientation/ Ethics	Jan 15 th	Bio. Presentation	Prepare Bio on Self
2	Jan 20 th	MLK Holiday	Jan 22 nd	495b Presentation/ Progress Update 1 due	Read Knoeppel Ch. 1 thru 5
3	Jan 27 th	Introduction to Lean Thinking	Jan 29 th	Deliverables/ DMAIC	495a Project Selection
4	Feb 3 rd	VSM	Feb 5 th	VSM	495a Project Selection
5	Feb 10 th	Variability	Feb 12 th	Quality	495b Progress Update 2 due
6	Feb 17 th	President's Day Holiday	Feb 20 th	Meet Your Sponsor Company / Progress Update 1 due	Simulation on Friday 9am to 3pm (2/21)
7	Feb 24 th	People	Feb 26 th	Lean Engineering	
8	Mar 3 rd	495a Presentation	Mar 5 th	TOC	495a Midterm Papers Due (3/3)
9	Mar 10 th	TPM	Mar 11 th	5S/ Progress Update 2 due	
10	Mar 17 th	SPRING BREAK			
11	Mar 24 th	495b Presentation	Mar 26 th	495b Presentation	495b Presentation and Progress Update 3 due
12	Mar 31 st	Project Management	Apr 2 nd	Meet Your Sponsor	Fri. 11/8 – Presentation lecture
13	Apr 7 th	495a Midterm 2	Apr 9 th	Meet Your Sponsor	
14	Apr 14 th	Meet Your Sponsor	Apr 16 th	495b Meeting Dr. Higle	Progress Update 3 due
15	Apr 21 st	495a Dress Rehearsal	Apr 23 rd	495b Dress Rehearsal	495b Progress Update 4 due
16	Apr. 28	495b Dress Rehearsal	Apr 30 th	495b Dress Rehearsal	495b Dress Rehearsal if needed (5/2)

Milestones in Distance Learning at USC

1930s

The educational radio program entitled “University of the Air” was launched.

1950s

“*Shakespeare on TV*” with USC English Professor Frank Baxter airs. The program wins 7 Emmy’s earns Baxter a star on the Hollywood Walk of Fame.

1970s

The USC School of Engineering launched its interactive, one-way video, two-way audio Instructional TV Network (ITVN) to reach inside Los Angeles County companies who were sponsoring students in graduate degrees earned from the School.

Information Systems Institute was founded through the School of Engineering. This became one of the nation’s leading university-based information processing research centers and had a vital role in developing components of the Internet

1980s

ITVN expanded its cable and satellite delivery to Orange County and Ventura County

1990s

The Annenberg Center was founded with a \$120 million gift from the Annenberg Foundation. The research center focuses on the issues of convergence of digital technology and content.

EC-2, a non-profit project that incubated start-ups and research in the field of communication, media and digital technologies, was launched.

The Marshall School of Business offered four certificate programs through EXEN, an interactive satellite delivery system. They also were contracted by Daimler-Benz to deliver a 42-week management program to students in Germany via video conferencing. A few years later they partnered with Caliber Learning Systems to deliver a credit course on eCommerce to students in 43 classrooms around the United States via the satellite, using video conferencing and the Internet. They also forged a partnership with the BBT to deliver 14 videotaped graduate-level business education courses via satellite to students exclusively in Japan with web-based course management.

The School of Nursing offered a graduate and post-graduate certificate program on midwifery through a hybrid delivery system.

The Davis School of Gerontology ran an online component of an undergraduate class on the Internet. Later in the decade, the School established the Ageworks program and taught its first distance learning course to the staff of AARP. In 1999, they enrolled their first graduate degree students in the Online Masters of Arts in Gerontology.

The Annenberg School of Communication collaborated with four other universities to deliver two courses via video conferencing

USC received a five-year, \$45 million grant from the U.S. Army to create the Institute for Creative Technologies. The mission is to advance the state of immersive training simulation by fostering

collaboration between computer scientists and the entertainment and game development industries.

The ABBC developed 25 videotape lectures for the Internet from Continuing Medical Education Programs offered by the Keck School of Medicine.

The School of Dentistry partnered with the Keck School of Medicine, the School of Engineering and the Integrated Media Services Center in the Annenberg Center to develop the “Virtual Craniofacial Patient.”

The School of Pharmacy taught a daylong continuing education conference that was delivered via satellite to four other Western U.S. universities.

School of Policy, Planning and Development co-taught a seminar with the University of Illinois through the using video and audio conferencing and Blackboard.

The Rossier School of Education designed and delivered a Technology Certification program to Los Angeles County employees through the Internet.

The School of Social Work offered the Legal Fundamentals for Child Protection professional development course through the Internet.

2000s

The College of Letters, Arts and Sciences Geography Department offered the Geographic Information Science (GIS) Distance Learning Graduate Certificate Program.

All graduate courses offered through The Viterbi School of Engineering’s ITVN, renamed the Distance Education Network (DEN) were digitized and broadcast via the Internet. This allowed all courses to be archived and accessed asynchronously. Currently there are more than 40 degrees and certificates offered through DEN

The School of Dentistry’s Department of Occupational Therapy contracted The Davis School of Gerontology’s Ageworks to produce a continuing education program.

The Gould School of Law and UCLA’s Law School jointly taught a course using satellite broadcast and the Internet.

The Marshall School of Business enrolled students in a blended delivery Masters in Medical Management degree program.

The Marshall School of Business, the School of Policy, Planning, and Development, and the Davis School of Gerontology jointly offered a web-based distance learning program for the Master of Long Term Care Administration. This effort is the nation's first online Master's degree program in gerontology.

The Keck School of Medicine offered the Master of Academic Medicine in collaboration with the schools of Dentistry and Pharmacy. The program combined online coursework with on-campus face-to-face sessions.

The School of Pharmacy launched an online Master of Science in Regulatory Science.

School of Policy, Planning and Development launched the Executive Master of Leadership (EML) degree designed for professionals with five or more years of significant management or leadership experience.

USC partnered with 2tor, full-service online integrator company, to develop, market, and deliver the following online master degree programs:

- The Rossier School of Education's Master of Arts in Teaching with specialties in single subject, multiple subject and Teaching English to Speakers of Other Languages (TESOL). The program has grown to close to 1,500 students in less than three years. Over 650 degrees have been conferred.
- The USC School of Social Work's Master of Social Work. This degree is the first nationwide online MSW, the first to have an affiliation with the military, and the first to be connected to tele-health programs.

USC partnered with EmbanetCompass, another full-service online integrator company, to provide recruitment, enrollment, and marketing services for following online master degree programs:

- The USC Dana and David Dornsife College of Letters, Arts and Sciences' Master of Science and Graduate Certificate in Geographic Information Science and Technology (GIST).
- USC Davis School of Gerontology's Master of Art in Gerontology and Master of Aging Services Management.

USC also partnered with EmbanetCompass to develop, market, and deliver the following online master degree programs:

- USC Annenberg School for Communication and Journalism's Master of Communication Management. This degree can be completed in as few as 21 months (5 semesters).
- USC Sol Price School of Public Policy's Master of Public Administration and the Executive Master of Health Administration (to be launched in Fall 2012).
- USC Libraries' Master of Library and Information Science (to be launched in Fall 2012). This will be the nation's the first and only completely online program offering the MLIS in a virtual, synchronous format. USC Graduate School will award the degree.

USC established the Online Learning Council for directors, academic deans, staff, and faculty directly involved in the many facets of online learning. This is a group of peers who share information about each other's USC's distance learning programs and learn about new advances in field.

USC implemented a USC Online Learning Readiness Questionnaire, which is comprised of a subset of questions from WASC's Distance Learning Template. USC Schools interested in offering an online degree will benefit by understanding the requirements and complexities of developing and offering an online degree early in the process so that they can meet the highest of quality standards expected of a USC online degree.

WASC grants USC Fast Track status for review of new online programs in 2012 allowing for expedited review of new online proposals.

WASC grants USC General Modality Approval for Distance Education Programs in 2013. Having demonstrated the capacity to offer rigorous, high quality online degree programs, USC may add new online programs without prior review, just as it does new brick-and-mortar degree programs.

USC Launches *USC Online*, a portal to USC's Online Graduate Professional Degree Programs:
<http://online.usc.edu/>

USC Online Learning Readiness Template
(A subset of questions from the WASC Template: Expedited Review- Distance Education)

Program Overview

1) Name of degree or program proposed.

2) Type of Program

<input type="checkbox"/> Distance Education (Fully online)	<input type="checkbox"/> Certificate <input type="checkbox"/> Master <input type="checkbox"/> Doctorate	<input type="checkbox"/> For-Credit <input type="checkbox"/> Non-Credit (Continuing Education)	<input type="checkbox"/> Existing Residential Program <input type="checkbox"/> New Program
<input type="checkbox"/> Hybrid (Blend of online and face-to face)			

3) Percent of program being offered via distance education or hybrid

Type of Contact	Percentage of Time
<input type="checkbox"/> Online: self-paced, asynchronous	%
<input type="checkbox"/> Online: scheduled, synchronous sessions	%
<input type="checkbox"/> Instructor facilitated face-to-face meetings on campus	%
<input type="checkbox"/> Instructor facilitated, face-to-face meetings off campus	%
<input type="checkbox"/> Other	%
Total	100%

4) Geographic scope:

A. List the States and Countries in which you plan to enroll students

B. Will you hire faculty to teach remotely outside of California?

5) Type of student the program geared for.

Type of Student	Part-time	Full-time
<input type="checkbox"/> Recent graduate of undergraduate program	%	%
<input type="checkbox"/> Additional masters degree	%	%
<input type="checkbox"/> Working professional	%	%
<input type="checkbox"/> International	%	%
<input type="checkbox"/> Ex-Patriots (Americans living overseas)	%	%
<input type="checkbox"/> Military	%	%
<input type="checkbox"/> Other	%	%
TOTAL	100%	100%

6) Anticipated length of time (in months) it will take a full-time student to graduate.

USC Online Learning Readiness Template
(A subset of questions from the WASC Template: Expedited Review- Distance Education)

- 7) Anticipated start date of the program and additional start dates for the first year of the program (as provided by USC's Admissions and Planning)
- 8) List external and/or internal partners contributing and/or participating in this proposal.

Internal to USC	External to USC
<ul style="list-style-type: none"> _ USC School/Unit offering program _ Other USC School/Unit partner _ USC Libraries _ Continuing Education _ ITS Technology Enhanced Learning: Center for Scholarly Technology _ Center for Excellence in Teaching _ Other 	<ul style="list-style-type: none"> _ 2U _ Embanet+Compass _ Other

- 9) Provide enrollment projections for the first three years.

Year 1	Year 2	Year 3

Program Description

- 10) Curricular design and pedagogical approach

Type of Learning	Instructional Resources/Activities
Asynchronous	<ul style="list-style-type: none"> _ Instructor developed online educational content and resources _ Publisher/library provided online educational content and resources _ Open Educational Resources (OERs) _ Email _ Blog _ Tutorials _ Quizzes/Tests _ Discussion forums _ Wiki _ Video _ Audio or podcasts _ Social networking _ Document collaboration _ Surveying _ Online assignment submission _ Annotation _ e-Portfolio _ Other

USC Online Learning Readiness Template
(A subset of questions from the WASC Template: Expedited Review- Distance Education)

Synchronous	<ul style="list-style-type: none"> _ Teleconference (audio only) _ Videoconference (place-based) _ Web-based meeting _ Webcast/webinar _ Chat _ Virtual world/real-time gaming _ Document collaboration (real-time) _ Polling _ Proctored exams _ Other
-------------	---

11) The list below represents a range of instructional modalities. Select which ones you plan to incorporate in your program and add others

<ul style="list-style-type: none"> _ Instructor lecture _ Guest lecture _ Discussion (synchronous) _ Discussion (asynchronous) _ Student led discussion _ Reading _ Quizzes _ Exams _ Tutorials and self-assessment _ Writing assignment _ Journaling/blogging _ Multimedia assignment _ Research assignment _ Student presentation 	<ul style="list-style-type: none"> _ Group project _ Interviews _ Case-based project _ Problem-based project _ Virtual experiment _ Gaming _ Peer review _ Portfolio _ Peer-to-peer activities _ Article/media review/critique _ Shared course rubric(s) _ Reflection assignment _ Publishing assignment _ Internship/Field Placement 	<ul style="list-style-type: none"> _ Others
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12) Is an internship or field placement required?

- _ No
- _ Yes (list the Internship requirements and monitoring procedures)
- _ Not sure

13) Are there special requirements for graduation (comprehensive examination, capstone experience, residency, service learning)?

- _ No
- _ Yes (list the special requirements for graduation)
- _ Not sure

14) Does this program lead to license for professional practice? Please specify.

15) List all courses, identifying which are required.

USC Online Learning Readiness Template
(A subset of questions from the WASC Template: Expedited Review- Distance Education)

- 16) List program learning objectives that articulate what the student will be able to do after he/she completes the program and are appropriate to the level of the degree.

Assessment

- 17) Describe how you plan to assess student-learning objectives and how findings from the review will be used to improve the program.

Faculty Resources

- 18) Number and type of faculty allocated to support the program.

	Full-time Faculty: Tenured	Full-time Faculty: Non- Tenured	Adjunct/ Part-time instructors	Teaching Assistants
Curriculum development				
Delivering instruction to students				
Supervising internships and thesis				
Evaluating educational effectiveness				
Other				

- 19) How are faculty prepared to teach online? List faculty resources and professional development opportunities.

Budget

- 20) Attach a budget projection, for the first three years of the proposed program, based on the enrollment data in the market analysis and including projected revenues and costs. The budget should include all budgetary assumptions.

- 21) Assess the financial viability and sustainability of the program

- A.** Describe all of the start-up costs for the institution and how the costs will be covered (including direct program cost and institutional indirect cost).
- B.** What is the total cost of the program to students, including tuition and any special fees?
- C.** What is the minimum number of students per year necessary to make the program financially viable?
- D.** What is the maximum number of students the program can enroll based on the estimated resources?
- E.** Consider the following expenses:
 - 1. Planning (Business planning, market research/needs assessment, marketing, advertising,)
 - 2. Materials and Supplies (Faculty/staff computers and software, phones, office supplies, meetings, events, travel)
 - 3. Administration (USC indirect fees, state authorization and other government fees, school

USC Online Learning Readiness Template
(A subset of questions from the WASC Template: Expedited Review- Distance Education)

shared service expenses, admissions and enrollment processing, consultants, vendor partners, scholarships/financial aid)

4. Development (Faculty subject matter expert stipends, content resources, instructional design services, content production, intellectual property rights)
5. Staffing (Faculty, TA, staff salaries and benefits, recruitment)
6. Field Placement (Facilities, staff, training)
7. Delivery (Website hosting, video conferencing services, testing/proctoring services)
8. Technical/Infrastructure (Hardware, software, networking, storage, back-up/archiving, disaster recovery)
9. Training (Faculty, staff, students)
10. Support (Academic/career, tutoring, technical)
11. Program Assessment

Additional Accreditation Requirements

22) Is the proposed program within the school accredited by a professional accrediting agency or is it related to a program that is accredited by a professional accrediting agency?

- ☐ No
- ☐ Yes Agency _____ Year accredited _____
- ☐ Not applicable

23) If yes, does the specialized agency need to review and approve the proposed program prior to implementation?

- ☐ No
- ☐ Yes
- ☐ Not applicable

Marketing

24) How do you plan to market the program to recruit students?

Print and Media	<ul style="list-style-type: none"> <input type="checkbox"/> Direct mail <input type="checkbox"/> Journals/Magazines <input type="checkbox"/> Newspapers <input type="checkbox"/> Radio <input type="checkbox"/> Television <input type="checkbox"/> Signage <input type="checkbox"/> Product placement (Movies) <input type="checkbox"/> Ad specialties (T-shirts, pens, etc.) <input type="checkbox"/> Conference or trade show exhibitions <input type="checkbox"/> Other
Online	

USC Online Learning Readiness Template
(A subset of questions from the WASC Template: Expedited Review- Distance Education)

	<ul style="list-style-type: none"> _ Email _ USC School/College Program Website _ Microsites (small website with related content that complements the main site) _ Listserv _ Banner ads _ Social networking sites _ Popup ads _ Interstitial web pages (webpages displayed before or after an expected content page) _ Search engine result pages _ Online classified ads _ Product Placement (Games, Internet shows) _ YouTube/iTunes U _ Other Websites _ Other
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Student Support Services

25) Availability of academic support services for students

- A.** Ongoing academic advising and academic support
- B.** Financial aid advising
- C.** Career placement services
- D.** Special needs support
- E.** Other

26) Describe what staffing and instructional services have been put in place and what library and informational resources are available remotely to students and faculty,

Technology (Availability of technical support for students, faculty, and support staff)

27) Describe the school or unit's technological capacity to support teaching and learning in the proposed program.

- A.** List helpdesk hours

28) Describe how students will receive training on how to use program required technology.

29) Describe how the program owners will ensure business continuity during system failures (major or minor) or scheduled service interruptions.

30) Describe the level of technology proficiency expected of students and faculty:

	Students			Faculty		
Should be able to:	Basic	Intermediate	Advanced	Basic	Intermediate	Advanced
_ Use a Web browser						
_ Use a Learning Management System (LMS)						

USC Online Learning Readiness Template
(A subset of questions from the WASC Template: Expedited Review- Distance Education)

_ Check for viruses/malware						
_ Post to a discussion/social media site						
_ Use word-processing						
_ Use spreadsheets						
_ Create a presentation						
_ Create/edit graphics and images						
_ Create/edit edit movies						
_ Record/edit audio						
_ Web conference						
_ Create/edit websites						
_ Other						

	Students			Faculty		
Should be able to access and use:	Basic	Intermediate	Advanced	Basic	Intermediate	Advanced
_ Laptop computer						
_ Mobile device (smart phone, e-reader, tablet, etc.)						
_ Video camera						
_ High-speed Broadband Network						
_ Printer						
_ Other						

31) Describe any additional technology requirements:

- A. Software
- B. Hardware
- C. Network
- D. Other

32) Is there anything distinctive or unique about the program such as residential requirements, a travel component, required face-to-face meetings, etc.?

2009-01, University of Southern California: Master of Arts in Teaching

by ALO USC

Introduction

Proposal Template for Online, Blended, Satellite, Video Correspondence or Other Technology-Mediated Programs- Introduction



STOP! AND READ THESE DIRECTIONS:

The criteria in 2005 Substantive Change Manual, Section III have been replaced by the elements listed in this template.

Please refer to the LiveText User Guide for the EXACT NAMING CONVENTION FOR YOUR DOCUMENT. INCORRECTLY NAMED DOCUMENTS WILL NOT BE REVIEWED.

Institutions proposing online programs should refer to the **Good Practices for Electronically Offered Degree and Certificate Programs** in addition to the following guidelines. Institutions proposing blended programs should include a description of where the delivery of the on-campus or off-campus portion of the program will occur

Directions:

This template outlines the ***mandatory*** sections of the proposal and the elements within each section of the proposal that an institution should address within twenty pages. ***Please specifically answer each question in the template.***

The Rubric used by the Committee for scoring can be found here: **[Rubric for the Evaluation of Substantive Change Proposals.](#)**

Be sure to leave the questions in place and no question should be left blank. If an area is not applicable, simply write that in the appropriate

section.

Attachments are preferred as .PDF. (Microsoft Office documents should be saved in versions compatible with Office 97-2003. Office 2007 / Windows Vista documents are not acceptable at this time.)

Incomplete proposals will not be forwarded to the Committee since they can not be granted approval.

Please have your institutions Accreditation Liaison Officer (ALO) notify the WASC Substantive Change Manager once the proposal is complete and has been submitted.

Section I: Institutional and Program Overview

Program Overview

A. Name of degree or program proposed

Master of Arts in Teaching [two specializations: Multiple Subject, and Single Subject (Math, Science, Social Studies and English)] [two tracks: MAT with a California credential or MAT only]

B. Percent of program being offered via distance education – If the program is not being offered fully via distance education, how will the remainder of the program be offered?

The entire program (100%) will be offered via distance education.

C. Detailed description of the type of distance education modality being proposed and the format – Is it asynchronous, synchronous, online, teleconference, video on demand, etc.

This proposal for the Master of Art in Teaching represents a significant revision to our existing, on-campus MAT program. The changes are significant in two areas: first, the entire curriculum was re-conceptualized; every course proposed is new to this program. Second, the complete program, both tracks, both specializations, will be offered on-campus and on-line (the choice of modality is the student's). The curriculum for both modalities is identical.

The online version, which we refer to as the MAT@USC, will be a national online program delivered through a learning management system utilizing both synchronous and asynchronous modes. Students participating in the

program will receive lessons, assignments and other course content online, as well as interact with other students and faculty in a real-time capacity.

Typical student assignments will include reading documents, listening to audio files, watching or uploading multimedia/video, writing responses or essays, conducting site-based interviews or observations, engaging in guided practice in classrooms with master teachers, and collaborating with teachers and peers. Students will be required to complete a variety of online assessments, including quizzes and surveys to monitor progress.

Select examples of learning components -- the student will:

a) Video record (with permission) themselves engaging in practice teaching in their assigned classroom; upload a "flagged" segment of that video to the small group (4-6 students per groups) website with the student's reflective narration; view colleagues' videos and narration; and discuss in the small group the teaching examples in real time (at a pre-determined time), with an assistant instructor facilitating.

b) View animated virtual classroom in which scenarios from research examples of student/teacher interaction are enacted by avatars; upload observations and analysis of the scenarios to the small group site; read others' analyses; and engage in facilitated group discussion about the scenarios.

c) Read assigned research articles; upload responses to question prompts to small group site; read colleagues' responses; discuss articles and responses in real time with small group, facilitated by assistant instructor.

d) View a recorded panel discussion of learning theory experts; post questions raised by the presentation to the class site; review responses by the professor and colleagues to the questions.

D. Geographic scope of the program – Where will you market the program?

Because we believe the program will be most effective in places where more than one student can be assigned to a school, we intend to recruit regionally through school districts. Initially, we will recruit applicants in targeted regions where we have pre-existing relationships with school districts, including Southern California, San Francisco, Washington, D.C., and New York. Over the next year, we will expand recruiting efforts throughout the country; after Year 3, we expect to begin recruiting in other English-speaking countries.

E. Projected number of students

The online program has three start dates per year: June, October and January. These start times were selected to accommodate the typical summer break in schools with our guided practice (student teaching) requirement. The enrollment projection for the first years (total of all three start times per year) is:

FY 2010 – 100

FY 2011 – 250

FY 2012 – 417

We anticipate enrolling about 100 students (over the three start times) in Year 1 to allow us time to coordinate instructional and administrative staffing and anticipate any expansion needs. We anticipate increasing to 250 students over Year 2, and growing to 417 (new and continuing students as the program overlaps fiscal years) in Year 3. These projections are based more on our administrative need to grow the staffing capacity of the program at a realistic pace, rather than on an assessment of demand for the program. Based on unsolicited inquiries (driven by recent media coverage), we suspect the program could enroll 500 new students per year or more, however as this is a new delivery mode for the Rossier School (but not for USC), we would like to restrain growth expectations for at least the first three years.

F. Type of student the program geared for, i.e. adult learners, part-time or full-time

The program is geared for adult learners who may attend full- or part-time. While there are limitations to the program's flexibility due to the requirements of the guided practice component (which must occur while school is in session), and courses have distinct first and last days of class, students may move through any given course with greater flexibility than in an on-campus course with a set meeting time.

More specifically, the program is designed for several different types of students:

- a) the non-teacher who has a BA/BS degree and wants to become a credentialed teacher. This person may be right out of an undergraduate program, may be seeking a career change, and/or may be a parent with growing children who finds themselves with more time and a desire to go back to school to prepare for a professional life;
- b) the credentialed teacher who wants a Master's degree;
- c) the private school teacher who wants a Master's degree; and
- d) the private school teacher seeking a credential so s/he can cross over into the public schools.

G. Initial date of offering

Cohort 1 will begin in June 2009; cohort 2 in October 2009; and cohort 3

in January 2010.

H. Anticipated life of the program, i.e., one time only or ongoing? Cohort model or rolling admissions? Independent study?

We expect the program to operate indefinitely. USC Rossier has a history of sustaining programs – including “old style” distance programs—for decades. For example, we have delivered our EdD program in Hawaii (by flying faculty there, using a weekend model) since the early 1970s. This program will use the cohort model, with each cohort being formed around the three annual start dates.

I. Description of the external and/or internal partners contributing and/or participating in this proposal, if applicable - If so, attach any Memorandums of Understanding (final and signed) between the requisite parties

The MAT@USC is a program of the USC Rossier School of Education. We have a service agreement with 2tor (www.2tor.com) to provide the web-based platform, and produce the web-based resources we will be using. One of the reasons that Schools of Education have been slower than other disciplines to embrace on-line delivery is the prohibitive cost of producing a quality program on-line. USC is pioneering a cost-sharing relationship with 2tor such that one of 2tor's responsibilities is to fund the production of the web components of the MAT@USC. The resulting experience is a level of production value that USC alone would never have been able to accomplish.

After 5½ months of negotiation, there is a clear line of demarcation between the responsibilities of the two entities. USC is solely responsible for the admission of students, academic content, instruction and advising for this program, and the hiring of the related academic/advising staff. 2tor is facilitating the recruitment process, the production of the web content, and the technical assistance (how to access the digital drop box for example). A summary of the service agreement appears below:

2Tor shall:

- o Build and host a platform for the Program and provide technical support to USC in the operation of the Program, including training faculty, staff and students how to use the Platform.
- o Identify local “classroom” space and experienced classroom teachers in other locations (“Districts”), in accordance with criteria set by USC, to help and/or mentor students in conjunction with the online Program.
- o Gather ongoing data regarding Program students and Program alumni to help USC in the evaluation and growth of the Program
- o Cooperate with USC's career counseling and placement office to help

place Program graduates among Program districts and other organizations

- o Market the Program and recruit students, using materials subject to USC approval
- o Interface with USC's online application website and forward all applications that meet USC's admission standards to Rossier's admissions office
- o Provide telephone customer service agents for prospective students
- o Provide technical insight to USC in the design of online curriculum and produce online lectures and other course materials using the content that USC designs

USC shall:

- o Be exclusively responsible for the hiring and supervision of all academic faculty and staff
- o Be exclusively responsible for ensuring the academic quality and academic integrity of the Program
- o Be solely responsible for setting Admissions Standards for the Program and determining which students to admit
- o Be solely responsible for the administration of all financial aid programs
- o Help cultivate relationships with Districts and set standards for Master teachers. Provide faculty to train Master teachers.
- o Bear sole responsibility for the design of the curriculum, and preparation of syllabi and all course content.
- o Make USC personnel available for the testing and any necessary re-testing of the platform
- o Be solely responsible for all academic advising, career counseling and any other academic counseling for students and alumni of the program.
- o Be solely responsible for managing alumni relationships and providing services to alumni.

Descriptive Background, History and Context

A. Brief description of the institution including the broader institutional context in which the new program or change will exist - Connect the anticipated substantive change with the mission, purpose, and strategic plan of the institution. **Note: Please insert a 'LiveText' link to the Annual Report document submitted to WASC.**

The online MAT program will exist within the USC Rossier School of Education (RSOE). The central mission of USC is the development of human beings and society as a whole through the cultivation and enrichment of the human mind and spirit. The principal means by which this mission is accomplished are teaching, research, artistic creation, professional practice and selected forms of public service.

The mission of the USC RSOE is to strengthen urban education locally, nationally, and internationally by preparing and developing teachers and educational leaders with competencies to address the complex educational and social issues facing urban communities. We pursue our mission through a commitment to four academic themes that guide all academic, research and service efforts within our school. These themes are leadership, diversity, learning and accountability.

The vision of RSOE is to be a premier and distinctive School of Education, defined by innovative educational programs and scholarship that directly impact policy and practice in urban education. The substantive change of offering the program via distance education will address this goal, in line with the mission of USC and RSOE, by creating a pioneering, high-quality distance learning program, designed to prepare teachers to have a positive impact on students' learning and serve as agents of change with a commitment to improving urban education. Leading the search for innovative, efficacious and just solutions to the challenges in urban education, the online MAT will provide qualified prospects around the world with access to a rigorous program at a top tier teaching college through a technologically advanced program.

University of Southern California: WASC Annual Report 2008

B. To address prior experience, list the number, variety and longevity of other similar programs that have been or are being offered via distance education - Include a summary or profile of one of the programs being offered via distance education to demonstrate prior experience

RSOE has experience with a variety of distance programs. As noted above, the School expanded the delivery of its EdD program in other locations via the DOD program (Germany, Japan and Hawaii, primarily) and through local initiatives (Sacramento, Orange County, CA) in the 1970s. Of those locations, the Hawaii, Sacramento and Orange County sites remain active. Each runs on a weekend, cohort format with full time on-campus faculty traveling to those sites to deliver the program.

The RSOE also delivers a non-degree certificate program on-line. In 1999, the School created an on-campus, 12 module, school business certificate program to prepare school administrators to work with the minutiae of public school finance. Demand for the program, which became affiliated with the leading state professional association for school business practitioners, prompted the School to translate the program into a fully on-line version. The on-line version of the program has been in use since 2007.

Institutional Accrediting History Relevant to Substantive Change

A. Brief response to issues noted in prior substantive change reviews since the institution's last comprehensive review

USC is currently undergoing its comprehensive accreditation review. The University completed its CPR site visit in Fall 2008. During the visit, a meeting was held with members of the Visiting Team and representatives of USC's most recently initiated off-campus and distance education programs. No concerns were noted during the meeting or in the Visiting Team's Report. The Visiting Team's Report was submitted in December, 2008.

Since its last comprehensive review in 1998, USC has had two master's-level distance education programs approved through WASC's Substantive Change process – one in Long Term Care Administration (LTCA – 2002) in our Davis School of Gerontology; the other in Regulatory Science (2004) in our School of Pharmacy. In the 2002 approval letter for the Master's in LTCA, the Substantive Change Committee recommended clarifying the distinction between this and other Gerontology master's programs, clarifying prerequisites for admission, and greater clarity in program learning outcomes. The recommendations were fully discussed by faculty representatives. Adjustments were made to recruitment materials and admissions requirements to narrow the applicant pool to highly specialized individuals with a professional background in long term care administration. The Substantive Change Committee also requested that the University review unit requirements for categories of master's degree programs across campus (i.e., academic and professional master's programs). Dr. Lloyd Armstrong, the Provost at that time, formed an ad hoc task force to review general requirements and to make recommendations to the Provost. The task force completed its work in August 2002 and recommended a series of guidelines which were accepted.

In the 2004 approval letter for the Regulatory Science master's program, the Committee recommended clearer outcomes in terms of the role of ethics throughout the curriculum, asked whether outside voices (consumer groups, outside industry, etc.) would have input into program and curriculum development, asked for more course learning outcomes, and suggested "leadership skills" as an outcome of the curriculum. The recommendations were reviewed by the faculty and Dean of the School. The concerns about teaching in ethics prompted an examination of all courses for content relating to ethics, and a separate course in ethics was added to both Fall and Spring terms to minimize scheduling conflicts for students. Additional attention was given to ensuring feedback on programmatic objectives by working with the Food and Drug Administration as well as industry to ensure a balanced view from these two important stakeholders. In preparation for our Fall 2008 site visit,

representatives of the Master's in LTCA and in Regulatory Science prepared short updates for the Visiting Team which are attached - please see Attachment: Site Visit Updates.

B. Institutional response to issues noted in prior Commission or other Committee action letters or visiting team reports that are relevant to the proposed substantive change

Not applicable.

C. If the proposed program is within a school accredited by a professional accrediting agency, or is related to a program that is accredited by a professional accrediting agency, list the agency, year accredited, and include in the appendix a copy of the executive summary to the most recent team evaluation report and agency action. Also, indicate whether the specialized agency needs to review and approve the proposed program prior to implementation.

Not applicable.

Attachments  [Site_Visit_Updates.pdf](#)

Section II: Program Need and Approval

Program Need

A. Program need/rationale framed by the institution's mission and strategic goals

The Bureau of Labor Statistics projects that to fill the gap caused by retiring teachers and growing student enrollment, an additional 250,000 teachers will be needed annually in the US for the next decade. The need for advanced degrees for these new teachers, as well as for current teachers--only half of whom have masters' degrees--is growing. Having highly qualified teachers is one of the most important factors in student academic achievement, and has become a major pedagogical and political focus of federal and state legislation. This need for rigorously trained teachers is especially crucial in urban school districts, which, the research has documented, have disproportionately higher rates of under-prepared (teachers teaching outside their area of credentialed expertise) teachers than their suburban or rural counterparts. Yet the number of teachers who can receive advanced degrees from the top teacher preparation programs is limited by programs' capacity. Moreover, not all highly qualified potential applicants for advanced teaching degrees have

geographic access to a top program.

Consistent with the strategic goal of the University to provide solutions to real time problems in society, the MAT@USC was developed in response to these needs, marking the first time that a major research university has created a selective, high-quality, large-scale distance learning program for teachers. Our goal is to deliver a high-quality, rigorous program through a technologically advanced, student support-centered platform, and provide access to qualified students around the world. This goal is supported by the vision of the USC RSOE, which is to be a premier and distinctive School of Education, defined by innovative educational programs that directly impact policy and practice in urban education.

B. Process and results used to establish the need - Please provide a summary of the findings, not the full study

The program components were created based on a review of the research literature about the effectiveness of current teacher preparation curricula. The results appear as our “problems of practice” and the resulting curriculum. The choice to offer the program in an on-line format was based on demand from interested students and school districts as well as a determination of market potential based on competitive programs.

C. Evidence used to support enrollment projections and to support the conclusion that interest in the program is sufficient to sustain it at expected levels - If the program is planned to be offered for a finite period, provide the enrollment data for the length of the program. If the program is planned to be offered continuously, then provide enrollment projections for the first three years. These enrollment projections should be reflected in the budget.

The majority of competitive online programs have far to go in terms of quality of curriculum and instruction. Despite the low educational standards, many of these programs have substantial student enrollments. Walden University, for example, has 12,000 enrolled students currently. Given the prestigious nature of the Rossier School of Education, Rossier’s competitive ranking, the curricular focus on theory and practice and USC’s legacy as compared to other online options, we believe our projections are conservative. As stated earlier, the projections for the first three years are below – these include new and continuing students as the cohorts overlap during the fiscal year (please see Attachment: USC Budget Projections):

FY 2010 – 100

FY 2011 – 250

FY 2012 – 417

D. Attach the recruitment and/or marketing plan for the program

Please see Attachment: Marketing Plan.

Attachments  [USC_Budget_Projections.pdf](#),  [Marketing_Plan.pdf](#)

Planning/Approval Process

A. Description of the planning and approval process within the institution, indicating how faculty and other groups (administrators, trustees, stakeholders, etc.) were involved in the review and approval of the new site or program.

Greater detail appears in section III.F (below) regarding the creation and approval of the program, but the essential approval process included these steps:

- a) Once each course had been approved by every TE faculty member and the course design teams (which included teachers, graduate students and faculty from other institutions), the entire curriculum package (including all syllabi) was presented to the RSOE Master's Program governance committee (comprised of faculty within the RSOE from every concentration) for review, discussion, revision and ultimately approval (October, 2008).
- b) Once the Master's Governance committee approved the program, the materials went before the RSOE Faculty Council (November 2008) for review, discussion, revision and approval.
- c) Once the Faculty Council approved the program, it went before USC's University Curriculum review committee for approval (December 2008).

Section III: Program Description and Evaluation

Curriculum

A. Overall description of the program including the alignment of the program philosophy, curricular design, and pedagogical methods with the target population and degree nomenclature selected.

The purpose of the MAT@USC program is to prepare new and current teachers who will have a positive impact on any student's learning, under any conditions, and who can demonstrate that impact. The faculty of the MAT program believes that effective instruction requires that teachers:

- Understand themselves, their learners, and learning theory;
- Know their content area;

- Think systematically and purposefully about their practice such that they can articulate how their planning is grounded in knowledge about learning theory and about the learners; they incorporate knowledge about their learners into their facilitation; they observe, monitor and assess the learning (or lack thereof) being demonstrated by their students; and they adapt their facilitation to produce equitable gains for all of their students.
- Engage collaboratively with colleagues, learners' families and the community in ways that increase learning for their students.

The MAT is intended to improve practice in the preparation of pre-service teachers in response to state requirements, emerging research trends in the profession, and to follow the tradition in research universities of providing leadership for models of exemplary practice in the field.

The MAT@USC program has been developed based on agreement among the Teacher Education faculty about problems with traditional methods of preparing teachers, referred to as "Problems of Practice". The courses and coursework are designed based on agreement about how new teachers learn to teach and how students best learn. That agreement, a socio-cultural approach, includes these elements:

Learning to teach must be anchored with an understanding of oneself, the learner and the community

Context and place influence teaching and learning outcomes. Effective teachers understand the relationships between a school and its community, a classroom and the school, and a child and his/her school and community. Effective teaching adapts to the place, incorporating meaning from community experiences, values and traditions. Our graduates, therefore, will not only have an appreciation and respect for place, but they will also have the skills to seek out meaningful relationships within the school and community to improve their teaching.

Understanding learning is central to effective teaching

This program is not about formulaic methods. It is about understanding the many ways students learn, and refining one's understanding of learning through the review of research, observation, planning, implementation, assessment and reflection. An understanding of learning drives our exploration of the other three content areas: human differences, pedagogy and social contexts, but all four interact with each other throughout the program.

Good teaching is about creating relationships with children

This program recognizes that creating relationships with children cannot be done well if we do not risk understanding them and their world – a process that will also involve some disruption of beliefs and perceptions.

Pre-service teachers come to our program with cognitive schema, including notions about how learning occurs

Their learning about teaching occurs when our program either elaborates or disrupts those schemas. Elaboration and disruption happen most effectively through focused inquiry, which can occur in many forms. This program emphasizes guided practice and purposeful questioning as key forms of focused inquiry.

Focused inquiry, in this program, addresses four primary areas:

- **Theories of learning**: a good teacher has to have some way of explaining how youth learn
- **Pedagogy**: a good teacher knows that teaching is not just a series of unrelated activities, but rather is purposeful, based upon the teacher's beliefs about how students learn and the activities that best create learning opportunities.
- **Human difference**: a good teacher understands the influence of difference on school experiences and asks "what do I know about this student that justifies these activities and content?" and "How does my understanding of these differences affect the way I approach my practice to insure that students achieve high learning outcomes?"
- **Social context**: a cornerstone to powerful teaching is the ability to build respectful, trusting relationships with students, their parents and the community. This area addresses teachers' understanding of relationships between students and among students and teachers.

Three key pedagogical strategies anchor the instruction in the MAT@USC – guided practice, purposeful questioning and reflection.

Guided practice refers to a continuum of activities ranging from directed observation to supervised student teaching. These activities have in common purposeful periods of observation and reflection that are mediated by questions posed in advance. Responses to these questions are shared with the rest of the class.

Purposeful questioning refers to posing a structured series of questions that get at one's core values, that guide one to reflect on deeper connections between course material and experience. These are questions that are thought provoking enough to stay with the student long after the class has ended.

Reflection refers to the process of gaining a deeper understanding of facilitating learning for individual students or a designated group of students that takes into consideration students' individual and collective responses when engaged in particular learning experiences, the extent to which the desired learning objectives are achieved, and adjustments that can be made to further enhance learning.

Rationale for Learning Theory and Literacy Across the MAT Program

The final design element we wanted to call to your attention is the strategy we are using for incorporating the instruction of reading and writing (literacy) into the MAT. The new MAT credential program can be viewed as non-traditional in conceptualization, approach, and structure. The most unusual aspect of the program is that it directly addresses problems of practice in the profession, rather than following traditions that have not provided teachers with the preparation necessary to support excellence in learning outcomes for urban, ethnic minority, and low income students. A good example of this is the new approach to teaching learning theory. Traditionally, learning theory has been taught as a survey course with little focus on its application in planning instruction and assessing learning outcomes. The learning theories emphasized in this program are those selected by the discipline specific professional organizations in education. Candidates in the program are provided researched examples of the application of the theories and real or video taped examples for observation. The appropriate learning theory is then integrated across the pedagogical content courses where candidates are provided more specific examples in readings and observations.

Literacy acquisition has been especially problematic for urban and low-income students. Traditional skills based approaches have not served some populations well, especially Latino and African American students. This is true for both native English speaking Latino students and English language learners. Skills based approaches frequently leave these children focused on skills such as decoding and unable to comprehend text. The research in literacy education has not addressed these issues in ways that guide practice in this area. Literacy research tends to focus more on identifying common strategies that can be used across populations of learners without giving adequate consideration to variations in early socialization in different cultural and social settings. In the new MAT we have attended to this issue by embedding literacy instruction across the pedagogical content courses, rather than having it appear as a set of isolated and separate skills. We have added the EDUC 512 course because it has been brought to our attention that Music Education has not incorporated literacy into their pedagogy courses.

The program integrates learning in an online classroom with practical application through hands-on experience at carefully selected local K-12 schools serving a diverse population of students, and is built around a model of consistent, ongoing support for the acquisition of skills and knowledge that teachers can apply in their classrooms.

B. Has the method of design of the program been reflected in the

curricular design and pedagogy?

We think “yes” – see the discussion in “A” (above).

C. Program learning outcomes that articulate what the student will be able to do after he/she completes the program and are appropriate to the level of the degree

Program Outcomes: We expect our graduates to be distinguishable from graduates of other programs in how they think about teaching and in how they teach. Specifically, our graduates will:

- Make conscious decisions about teaching that enable learning. Their use of a specific teaching strategy is deliberate, based on what they know about their students, themselves, and the research about learning.
- Be able to articulate theories, identify them in practice, use them in all instructional planning, use them to design assessments of student learning, reflect upon them and modify their practice based on what they learn from their application.
- Build trusting, respectful and reciprocal relationships with students that enable learning to take place. Part of building these relationships involves observing context without making value judgments.
- Use observation effectively as a tool to improve their teaching. They are continuously observing student interactions and the effect their teaching is having on student learning outcomes, and adjusting their understanding and behavior accordingly.
- Take responsibility for learning outcomes. They correctly assess student learning outcomes. They understand the relationship between how they teach and what they want students to learn. They know that if students G, H, and I did not “get” the most recent lesson, that they as the instructor will assume responsibility for moving those students forward, and they ask, “What have I learned about my teaching and these students that can help me help them learn?”
- Approach all students with ideological open-mindedness.
- Bring superior content knowledge to the classroom. We will not endorse any student who does not meet our standards for content expertise, regardless of their ability to pass a state-level content exam.

Why a master’s degree? One of the problems we noted with some “5th year” and master’s level teacher preparation programs is that they provided nothing beyond what would be expected of an undergraduate program – what made them master’s level work? We spent a good deal of time with that question in our design process, and decided that we would build in several elements that would distinguish this MAT from an undergraduate program. The first is the program’s basis in the research literature. When exploring “good practice,” courses reference the research literature first, before consulting methods texts, for example. A second

element is the level of analysis and reflection being demanded of students. Rather than teaching students a series of techniques for the classroom, the program asks students to become familiar with the learners for whom they are responsible, engage in planning based on theory and research, and once they have begun the teaching process, engage in on-going reflection (described above in III.A.) about and assessment of their practice. The synthesis of these skills is characteristic of a Master's program.

D. Curricular map articulating the alignment between program learning outcomes and course learning outcomes and demonstrating the progression from introductory to advanced levels

The coursework and course sequence being proposed incorporate the strategies described earlier into a continuum for MAT students that helps them move from understanding theories about learning, to applying those theories to their work, to then engaging in contextual problem solving in which they adapt their practice as needed.

Upon admission to the program, each student will be matched with a local school with which they will partner for the purpose of site visits and observations. This school may also become one of the sites for the student's Guided Practice towards the end of the program. During the Orientation to the MAT, introductions will have been made between the student and the school principal, facilitated by the MAT program and 2tor. The first course, The Framing Experience, builds upon that introduction.

The Framing Experience: This two-unit, four week course provides, through closely structured assignments, data and experiences which each student will draw upon in later courses, in particular in the Social Contexts A/B courses. When viewed as a whole, the course is intended to allow the student to reflect in a deep way about themselves and the lens they bring when going into a school; and to allow them to set aside that lens so they can understand what they observe from the perspective of learners and their community. The course, while structured, is unmediated by a live instructor. Readings required, because the intent is for students to gather data that are "unfiltered" by "experts." Students will make observations, explore topics on-line, draft reflective essays that they share in small groups, and develop observations about common themes in those essays. As schools exist inside communities, the focus on The Framing Experience is on understanding perceptions about relationships among and between students, teachers, administrators, families and other community members.

Understanding the Social Contexts for Urban Schools: Part A – The Community: This two-part course prepares participants to critically

examine the social context for schools and academic learning at multiple levels; to examine the policies, practices, and procedures that influence teaching, learning, and the curriculum; to critically examine the interaction and relationship among constituents, prevailing ideology, and core societal values that influence the process, conditions and social context of schooling for particular populations of students. The assignments and learning experiences for this course are intended to provide a developmental sequence grounded in a socio-cultural pedagogy that will enable candidates to progress from academic knowledge of the social context of education, to recognition and application and, finally, to problem solving in the classroom.

The Application of Theories of Learning to Classroom Practice: The purpose of this course is to provide a sequence of readings and learning experiences that will enable consistent application of theories of learning in designing classroom learning experiences, developing a classroom learning community, and assessing progress towards the expected student learning outcomes. Historically, learning theory has been taught as a survey course with minimal application to practice. The assignments and learning experiences for this course are intended to provide a developmental sequence grounded in a socio-cultural pedagogy that will enable candidates to progress from academic knowledge of theoretical perspectives on learning, to recognition and application and, finally, to problem solving in the classroom.

Human Differences: This course extends what students gained in the learning theories course and looks at learning through the lens of difference, defined broadly -- intellectual, physical, social, emotional and cultural. The purpose is to look at the many ways children's schema for learning can be shaped by difference in these domains, and how teachers can facilitate learning in the context of a range of difference in the classroom.

Pedagogy A Series: Pedagogy is the flexible application of learning theories in problem-solving contexts. Pedagogical knowledge includes understanding and applying learning theories, developing subject matter expertise, implementing general and discipline specific instructional strategies and practices, developing, analyzing and modifying curriculum, assessing outcomes of learning and developing professional self-efficacy, collegiality, and community to address problems of practice. We have divided "Pedagogy" into two courses (A/B), regardless of the credential one seeks. The first courses provide an overview of the way the discipline is organized, and looks at applications of learning theory specific to how one learns the workings of this discipline (i.e., math).

Instruction for English Learners: The course is intended to engage

graduate students in exploring a variety of theories, issues, procedures, methods and approaches for use in bilingual, English as a second language, and other learning environments. It provides an overview of the historic and current trends and social issues affecting the education of language minority students. Because of the increasing number of ELL students across all grades, the course is required for all MAT students. We have designed the course to run over two blocks to allow it to overlap with the last Pedagogy course and the start of Guided Practice.

Pedagogy B Series: Pedagogy B allows for greater specialization in the application of learning theory to practice within one's disciplinary area. Students work more directly with student groups, in conjunction with the work they begin in the Guided Practice course. This series of courses includes English Language Arts and Social Studies for Elementary Teachers, Teaching Secondary English and Language Arts, Teaching Secondary Mathematics, Teaching Secondary Science, and Teaching Secondary Social Studies.

Teaching Physical Education: The course will is intended for elementary candidates and will introduce students to the use of physical education and movement to enhance learning. In particular, the course looks at ways of integrating a variety of motor skills and abilities in students; student recognition of the importance of a healthy lifestyle; student knowledge of human movement; and student self-confidence and self-worth in relation to physical movement and learning.

Integrating the Visual and Performing Arts in Elementary Subjects: The course addresses the direct applications of Visual and Performing Arts standards and their integration into core classroom instruction. The course is designed to introduce elementary teachers to the application of visual and performing arts content across the areas of mathematics, science, language/literature, and history/social sciences, including current events and human rights. Students will explore visual and performing artists, their work, and the historical/cultural context that more fully informs the role of the arts in our society.

Guided Practice: Guided Practice is the final course in the program for candidates pursuing a state teaching credential. Participants will apply learning theories, content knowledge, and the pedagogical repertoire of skills acquired in previous courses and threaded throughout the program as the basis for decision-making to affect student learning. In the past, this course would have been called "Student Teaching" but we have re-structured the interaction between the candidate and the master teacher, so that although the candidate is teaching, the experience is better described by the title, "Guided Practice."

Capstone: The Capstone is the final required course in the MAT program

and is intended for those experienced teachers who are either already credentialed and teaching in a public school, or who may or may not be credentialed but are teaching in a private school. Students will develop a professional portfolio that provides evidence for their ability to meet the primary expectations for certification from the National Board for Professional Teaching Standards (NBPTS).

E. Listing of courses, identifying which are required

Core Courses

All required for multiple subject, single subject, and single subject (music education) degrees

EDUC 516 The Framing Experience (2 units)

EDUC 518 Application of Theories of Learning to Classroom Practice (4 units)

EDUC 519 Human Differences and Teaching Special Populations (4 units)

EDUC 517ab Understanding the Social Context of Urban Schools (2-2 units)

EDUC 537 Methods in Bilingual Education and in Teaching English as a Second

Language (3 units)

EDUC 548 Instruction for English Language Learners (2 units)

Multiple Subject

Required courses include: EDUC 551, 566, 567, 554; EDUC 568 or EDUC 569

EDUC 551 Teaching Physical Education (1 unit)

EDUC 566 Teaching Mathematics and Science (4 units)

EDUC 567 English and Language Arts for Elementary Social Studies (4 units)

EDUC 554 Integrating Visual and Performing Arts in Elementary Subjects (2 units)

EDUC 568 Guided Practice (for the credential track, 6 units), OR

EDUC 569 Capstone Portfolio in Learning and Instruction (for the MAT-only track,

those not seeking a California credential) (4 units)

Single Subject

Required courses include: EDUC 534 or 566; EDUC 535, 542, 545 or 539; EDUC 568 or 569

EDUC 534 English and Language Arts for Secondary Social Studies Classrooms, OR

EDUC 566 Teaching Mathematics and Science (4 units)

EDUC 535 Teaching Secondary English and Language Arts, OR

EDUC 542 Teaching Secondary Social Studies, OR

EDUC 545 Teaching Secondary Mathematics, OR

EDUC 539 Teaching Secondary Science (4 units)
EDUC 568 Guided Practice (for the credential track, 6 units), OR
EDUC 569 Capstone Portfolio in Learning and Instruction (for the MAT-only track,
those not seeking a California credential) (4 units)

Single Subject (Music Education)

Required courses include: EDUC 512, MUED 510, 515, 540, 549ab; MUED 522ab, 524, 526 for Instrumental track only; MUED 532, 534, 536, 547 for Choral/General track only

EDUC 512 The Methods of teaching reading and writing in the content areas (2 units)
MUED 510 Leading a Music Program in a Public School Setting (3 units)
MUED 515 Using Technology in the Classroom (2 units)
MUED 540 Motivation and Discipline in the Music classroom (2 units)
MUED 549ab Directed Teaching: Public School Music (2-1 units)

Additional course work for Instrumental Track:

MUED 522ab Teaching Public School Instrumental Music (3-2 units)
MUED 524 Teaching and Conducting Instrumental Ensembles (4 units)
MUED 526 Teaching General/Choral Music for Instrumentalists (2 units)

Additional course work for Choral/General Track:

MUED 532 Teaching General Music K-8 (4 units)
MUED 534 Teaching and Conducting Choral Ensembles (4 units)
MUED 536 Teaching Instrumental Music for Vocalists (2 units)
MUED 547 Vocal Pedagogy in the Public School Classroom (2 units)

F. Process by which syllabi are reviewed and approved to ensure that 1) course learning outcomes are described and are linked to program learning outcomes 2) materials are current 3) pedagogy is appropriate for the modality of the course

The program was designed by the entire Teacher Education faculty using the following process:

- a) Three faculty (the core design team) reviewed the research literature and critiques of teacher preparation programs, and generated a list of problems of practice.
- b) The problems of practice were reviewed and discussed with all TE faculty.
- c) Based on consensus about the problems of practice, the TE faculty generated a list of learning outcomes to be addressed by the program.
- d) The design team took the problems of practice and the learning outcomes expected and generated a list of "big blocks of knowledge" that a teacher would need to know to address those problems of practice.

- e) The blocks of knowledge were reviewed by and discussed with the TE faculty.
- f) The design team created a series of courses (just names) to correspond to the blocks of knowledge. In some cases blocks became themes that were carried through all courses (for example, guided practice).
- g) The TE faculty reviewed, discussed and revised the ideas for the courses and the sequence.
- h) Small teams of faculty volunteered to draft the syllabi for these courses – every TE faculty member was involved in the drafting of at least one of the courses.
- i) In the process of developing the syllabi, the TE faculty met to discuss components that should be common to all courses.
- j) Each syllabus was the subject of at least four meetings to discuss its relationship to the learning outcomes, the materials and pedagogy being proposed, the use of the common course components, and the linkages between that course and the rest of the program (vertical – meaning connections to other courses being offered at the same time in the sequence – and horizontal – meaning connections to the courses before and after this one – integration).
- k) Once the course had been approved by every TE faculty member, the entire curriculum package (including all syllabi) was presented to the Master's Program governance committee (comprised of faculty within the RSOE from every concentration) for review, discussion and ultimately approval (October, 2008).
- l) Once the Master's Governance committee approved the program, the materials went before the RSOE Faculty Council (November 2008).
- m) Once the Faculty Council approved the program, it went before USC's University Curriculum review committee for approval (December 2008).
- n) Periodically, as a routine in the Rossier School for all programs, we invite a team of three external experts from other institutions and professional associations to spend several days on campus interviewing faculty, staff and students, and reviewing our curriculum. We ask for their assessment of the currency, soundness and quality of the program. These visits usually occur every 3-6 years per program.

From this, you can see that the creation of each course was the product of a very thoughtful and purposeful process that ultimately engaged most of the faculty in the RSOE during some point of the review process.

G. Attach three sample syllabi that are representative of the program and attach the capstone/thesis or culminating experience syllabus (if applicable). Syllabi should include specific student learning outcomes for the course, be adapted to the modality of the course, and be appropriate to the level of the degree - Syllabi should also reflect information literacy requirements and use of the library.

See Attachment: Sample Syllabi.

H. Internship requirements and monitoring procedures, if an internship is required

Upon admission to the program, candidates will be matched with a local school (or schools) in which they will spend time throughout their course of study. Schools and master teachers (discussed below) will have been pre-selected and briefed on the goals of the program and our expectations for student involvement in the school. The amount of time required for a candidate to spend in the school setting differs from course to course, but their involvement with the school generally supports and informs the coursework throughout the program.

During the latter portion of the course of study, candidates in the MAT with Credential program will complete twenty weeks of guided practice (often called student teaching in other programs). Multiple-subject elementary candidates will complete two ten-week assignments – one at the lower-elementary level (K–3) and one at upper-elementary (4–6). Secondary candidates will also complete two assignments – one at the high school level and one at the middle school level.

The guided practice experience will be facilitated by an on-site Master Teacher, whose classroom the candidate will share and who will provide live, daily, ongoing guidance to the candidate. Master teachers will be carefully selected and will receive orientation and on-going training to help them understand the theoretical and practical basis of the program. Candidate/master teacher pairings will be supervised virtually by USC faculty who will be able to view video clips of the candidate's work in the classroom and review the feedback provided by his or her master teacher, adding their own input as appropriate. In addition, a point person at USC will conduct site visits to Master teachers and their schools during each term to trouble shoot as necessary and conduct regular observations of Master-teacher/student teacher interaction.

Students will be uploading video clips of their student teaching to the MAT@USC portal. While some clips will be viewed only by the instructor, others will be accessible to students in small groups. The online medium will allow each candidate to learn not only from his or her own classroom experience and master teacher feedback, but also from other candidates' practice in other schools in diverse geographic areas. The small group discussions and video reviews will facilitate monitoring of the interaction between candidates and master teachers by USC faculty members, one of whom will be assigned specifically to monitor and support each cohort. These USC faculty members will be available to resolve any problems that may present themselves during field-based experiences, as will the

dedicated student services representative assigned to each candidate.

I. Special requirements for graduation, i.e. comprehensive examination, service learning, etc.

The MAT degree requires, at a minimum, that a student complete six core components (The Framing Experience, Learning Theories, Pedagogy, Human Development, Social Contexts, and Guided Practice/Capstone), two Pedagogy units (designed for the specific discipline/age group which the student will be teaching), and a course for the instruction of English Language Learners across disciplines. In addition to completing all required course work, each candidate will complete an on-line portfolio that contains evidence of his or her ability to conceptualize, plan, facilitate and assess student learning opportunities. In addition to those graduation requirements, students who are candidates for the California credential will need to satisfy those credentialing requirements (for example, demonstrate that they have completed course work on the U.S. Constitution, which may have been completed as an undergraduate, or through a not-for-credit, free-standing on-line module as part of the MAT's resources), although completion of these is not required for graduation from the MAT.

Attachments  [Sample_Syllabi.pdf](#)

Schedule/Format

A. Length of time that the typical student is expected to complete all requirements for the program

The program is organized into a minimum of 30 units spread over one to one-and-a-half years.

B. Description of the cohort or open registration model being used - Minimum attendance/participation requirements and the provisions made for students to make-up assignments or for students who have to drop out of the cohort for a short period of time

While all courses assigned are required for program, completion, candidates can move freely through the three cohorts offered per year so long as they take the courses in the proscribed sequence. A candidate may enter and complete the program with their original starting cohort, or may stop out and rejoin at the next available (or later) start time.

C. How will the institution ensure that timely and appropriate levels of

interactions between students and faculty, and among students are maintained?

First, each course has been designed to encourage interaction between students and faculty. Candidates will work in small groups based on geography, experience, shared interests, and timing. Assignments include reviewing and responding to other students' work. Every course includes small group discussions with faculty using purposeful questioning about students' comprehension of course materials, the application of those materials to the field-based guided practice, and/or their reflections about their field-based experiences.

Additionally, the platform captures student usage of course resources, for example, how many times they access a video clip, or for how long they stay on a part of the website, or the nature of their chat room conversations with other students. Through monitoring these data, the faculty has far greater opportunities for insight into students' patterns of engagement with material and people than they do with on-campus course interactions. By monitoring these data, faculty can quickly identify students who do not appear to be engaging course colleagues, and intervene where appropriate.

D. Timeframe of courses, i.e. accelerated, weekend, traditional, etc. - If the course timeframe is abbreviated, an institution must allow adequate time for students to reflect on the material presented in class. Faculty using the accelerated course format should be expected to require pre- and post-course assignments, as appropriate. The Committee will expect course syllabi for accelerated courses to be adjusted accordingly to reflect the pre- and post-course assignments, and the accelerated nature of the curriculum

E. Sample schedule of courses for a full cycle of the program with faculty assignments, if available

Sample Schedule of Courses for Master of Arts in Teaching, Multiple Subject:

Summer 2009

EDUC 516 Framing Experiences (2) *Dr. Melora Sundt*

EDUC 517a Understanding the Social Context of Urban Schools (2) *Dr. Etta Hollins*

EDUC 518 Application of Theories of Learning to Classroom Practice (4) *Dr. Etta*

Hollins

Total Units in Summer: 8

Fall 2009

EDUC 519 Human Differences and Teaching Special Populations (4) *Dr. Margo Pensavalle*

EDUC 566 Teaching Mathematics and Science (4) *Dr. Gary Scott*

EDUC 548 Instruction for English Learners (2) *Dr. Michael Genzok*

Total Units in Fall: 10

*Spring 2010 (2 sessions, Jan 3 – March 15; March 27 – June 6)**Session A*

EDUC 567 English and Language Arts for Elementary Social Studies (4)
Dr. Sandra Kaplan

EDUC 554 Integrating Visual and Performing Arts in Elementary Subjects (2)

EDUC 568 Guided Practice (for the credential track) (All faculty) OR

EDUC 569 Capstone Portfolio in Learning and Instruction (6) (All faculty)
(for the MAT-only track, those not seeking a California Credential) (runs across Session A and B)

Session B

EDUC 568 Guided Practice (for the credential track), (All faculty) OR

EDUC 569 Capstone Portfolio in Learning and Instruction (All faculty) (for the

MAT-only track, those not seeking a California Credential) (runs across Session A and B)

EDUC 551 Teaching Physical Education (1)

EDUC 517b Understanding the Social Context of Urban Schools (2) *Dr. Etta Hollins*

Total Units Spring Sessions A/B: 14

Total Units for the Program: 31-33 depending on whether one pursues the credential option

Admissions

A. Admissions requirements

Candidates will be required to meet the minimum standards set by USC for graduate school admission. The university requires a minimum undergraduate grade point average of 3.0 (on a scale in which A=4.0). Three letters of recommendation will be required, which discuss the candidates' abilities and skills related to the program and career they are pursuing, as well as academic performance and achievement. The candidate will be asked to respond to three essay prompts with answers

no longer than a single page each. Candidates wishing to pursue the credential track will need to submit passing scores for the CSET and CBEST (California subject matter competency tests). The GRE will not be required.

B. Identification of the type of student targeted and qualifications required for the program

As noted earlier, the program is designed for several different types of students:

- a) the non-teacher who has a BA/BS degree and wants to become a credentialed teacher. This person may be right out of an undergraduate program, may be seeking a career change, and/or may be a parent with growing children who finds themselves with more time and a desire to go back to school to prepare for a professional life. In addition to the general admissions requirements (GPA, recommendations, satisfactory essay responses, etc), this student needs to demonstrate proficiency in the subject area in which s/he seeks the credential, prior to admission. Students demonstrate this by submitting passing scores on the California Basic Educational Skills Test (CBEST) and the relevant California Subject Examinations for Teachers (CSET).
- b) the credentialed teacher who wants a Master's degree. This candidate would need to meet the general admissions requirements as they would not be entering the credential track.
- c) the private school teacher who wants a Master's degree. This candidate would need to meet the general admissions requirements as they would not be entering the credential track. AND
- d) the private school teacher seeking a credential so s/he can cross over into the public schools. This student would need to demonstrate subject matter competency as described in (a) above, and if s/he could demonstrate 3 years of satisfactory teaching (as defined by California's Commission on Teacher Credentialing), would enter the MAT-only track (would not have to do formal student teaching) and could be recommended for a credential if they successfully complete the MAT program.

C. Credit policies including the number of credits that students may transfer in

The MAT@USC is a self-contained program meaning that no credit will be allowed to transfer in and no course substitutions are permitted.

D. Process for awarding credit for prior learning (applicable only to undergraduate level)

Not Applicable. See "C" (above).

E. Residency requirements, if applicable

Not applicable.

F. Sample brochure or admissions material

See Attachment: Brochure.

Attachments  [Brochure.pdf](#)

Plan for Evaluating Educational Effectiveness

A. Plan for assessing the program at various stages in the first year including achievement of student learning outcomes and how findings from the review will be used to improve the program - Attach the assessment plan

Please see Attachment: Assessment Plan.

B. Plan for incorporating assessment of this program into the school and/or institution's existing program review process

Please see Attachment: Assessment Plan.

C. Evaluation of the educational effectiveness of distance learning programs (including assessments of student learning outcomes, student retention, and student satisfaction) including appropriate comparisons with campus-based programs

The assessment process described in Assessment Plan (attached) applies to the campus-based program as well. One of the exciting opportunities presented by using the same curriculum for both programs is the opportunity to compare the delivery methods, controlling for student inputs. We have planned to hire, prior to June 30 (note: although USC has imposed a staff hiring freeze until June 30, the University has, on a case-by-case basis, granted exceptions for this program because it recognizes its potential, and the need to staff it well) a Program Improvement unit that will include a person with data skills to supplement our existing data staff and program assessment efforts. This person will work with

comparisons like this one for the MAT.

D. If the program is offered on-campus or in a traditional format, then it would be appropriate to include a summary of a recent program or curricular review to determine if appropriate changes have been made to the proposed program

Please see Attachment: External Review. This is the most recent external reviewer's report on an assessment of the curriculum of the former MAT. The revisions reflected in this proposal are in part a response to those recommendations.

E. Description of how the student's ability to succeed in distance education programs will be addressed and linked to admission and recruiting policies and decisions

In the application process, great care is being given to address how to create the strongest and most successful student body. Our standards are high and thus we believe our student body will be attentive to the particular requirements of being an online student.

In addition, students enrolled in MAT@USC will all take an extensive orientation course that will provide the proper grounding in the best practices for successful online learning.

While a student is enrolled, they will be assigned a personal Student Services Counselor who will provide a high level of personal support. These Counselors will be proactive in addressing student needs and will be attentive to students who are missing assignments or are less active online by using the diagnostics built into the platform.

F. Procedures to evaluate teaching effectiveness in the distance education modality

Please see Attachment: Assessment Plan.

Attachments  [Assessment_Plan.pdf](#),  [External_Review.pdf](#)

Section IV: Resources

Faculty

A. Number and type (full-time, part-time, tenured, non-tenured) of faculty allocated to support the program in terms of developing the

curriculum, delivering instruction to students, supervising internships and dissertations, and evaluating educational effectiveness

Current resources, with the technical assistance of 2tor, have been sufficient to develop the curriculum. We know the existing faculty (see Table 1) is not sufficient to staff the program beyond the typical 100 students per year in the on-campus version of the program. We have engaged in an analysis of our teaching capacity and have begun the hiring process. We will probably double the number of full time faculty in the next year, and may expand more than that. We also expect the balance between tenure line and clinical (non-tenure track) to shift more towards the presence of tenure line faculty.

We are organized around courses, with 1 faculty member serving as the point person (the person who calls the faculty together for discussions about curriculum, for example) for each course. We plan on staffing one full time faculty member per 100 students, and supplementing these with 1 "assistant lecturer" per 25 students. An assistant lecturer is an instructional staff designation USC uses much like a course assistant. These professionals have terminal degrees and prior college level teaching experience. They meet regularly with students, assist with grading and field-based supervision, assist with live discussions and other course activities. Assistant Lecturers may be part- or full-time. We will also be using Master Teachers, described earlier, to assist with Guided Practice, on a 1-2 ratio with students. Master teachers are part time.

Table 1. Current faculty by tenure and full-time, part-time status

Tenure Status	Full Time	Part Time
Tenured, tenure track	2	0
Clinical, non-tenure track*	8	6
Total	10	6

**does not include Master Teachers as they do not usually have terminal degrees.*

B. Information about the balance of full- and part-time faculty members involved, and how that balance will ensure quality and consistency in instruction and advising

To continue the discussion from "A," above, we expect to expand the number of full time faculty. Part time faculty allow us to access specific expertise on an as-needed basis, and full-time faculty allow great stability and coherence in the program, as faculty turnover means more time is spent orienting newcomers to the philosophy of the program, its practices

and policies.

C. Analysis of the impact that the proposed program or change will have on faculty workload for all involved in the program, including teaching, research, and scholarship. Who will teach courses no longer being taught by the faculty reassigned to this program? What will be the maximum number of students that each faculty member can advise?

The RSOE carefully monitors faculty load. Tenure line faculty teach four courses per year, maximum, while clinical faculty, with no other administrative responsibilities, teach up to 8. We have mapped the teaching requests and commitments of all the current faculty into this expansion of the MAT. As most of these faculty teaching almost exclusively in the MAT program, there will be little impact on other programs. Where there has been a retreat from another program, that program has been included in teaching load planning meetings and has made alternative arrangements. USC RSOE is engaged in hiring multiple faculty across multiple programs, in part in anticipation of the growth of the MAT and that impact on any other program.

A key consideration for faculty work load is not just the regular courses they teach and how many students one should have per course (discussed earlier), but also how many can one supervise well in the Guided Practice or Capstone courses – the field-based program. With the partnership with Master Teachers, and the additional hire of a staff to work with the coordination of school placements and Master Teacher training and logistics, we will begin with an estimate of 8 student teachers per faculty member, and monitor that arrangement during the first cohort. If adjustments are needed, we are prepared to alter the staffing ratio accordingly.

D. Preparedness of faculty to support the modality of instruction – Are faculty development opportunities available? Include any faculty guidelines for online instruction.

First, USC emphasizes learner-centered teaching and offers a variety of resources for faculty on teaching in general, including 1-1 assistance through the Center for Excellence in Teaching (<http://www.usc.edu/programs/cet/>), resources on the Faculty Portal (http://www.usc.edu/academe/faculty/learning/learner_centered.html), small grants for teaching through the Mellon Academic Mentoring Project (<http://www.usc.edu/academe/faculty/learning/mentoring/>), and access to resources such as the Institute for Multimedia Literacy (<http://cinema.usc.edu/programs/institute-for-multimedia-literacy/>).

As few departments at USC have offered entire degree programs online

(with the exception of Engineering, Gerontology and Regulatory Science), it is not unusual to find few faculty with direct experience teaching an online course. RSOE is fortunate to have three among its full time faculty in Teacher Education who have taught online prior to the development of the MAT program. At the same time, we have several faculty who are well known for their research on online learning (Richard Clark and Harold O'Neil for example) and their development of advanced computer-based simulations (Allen Munro and Ken Yates, for example). To help the faculty learn about the capabilities of online instruction, we partnered with 2tor to provide multiple demonstrations and workshops about different elements of online learning and instruction. The University also provides extensive workshops targeting novice online instructors to become more comfortable with the modality and to adapt their teaching practice. Meanwhile, USC has been using Blackboard for about five years, such that every course has a Blackboard site, and all our faculty use Bb to varying levels of depth.

E. Overview of the key credentials and experience of primary faculty responsible for the program – Include abbreviated vitae (3-5 pages) that demonstrate the most current activities in relationship to the program (scholarship, teaching, etc.)

Please see Attachment: Faculty Abbreviated Vitae.

Attachments  [Faculty_Vitaes.pdf](#)

Student Support Services

A. Assessment of student support needs including, but not limited to:

i. Ongoing academic advising and academic support

Every student in the MAT currently (and for the future) is assigned an academic advisor. This person connects with the student about registration, their progression through courses, any concerns they might have, etc. In addition, every student enrolled in the MAT@USC will be assigned a personal Student Services Counselor. During the first 9 months of the program, personal counselors will be available during normal business hours – 8am – 6pm PST. By early 2009, counselors will be available 24 hours per day. In addition, online tech support will be available 24 hours per day.

ii. Financial aid advising

MAT students will have email and phone access to USC financial aid counselors, as do all students. There is a general financial aid counselor, Mr. Guy Hunter, who is dedicated to the MAT program such that he understands the design of the new program and the implications of the course sequencing for financial aid eligibility. He will continue to work with the program and its on line students.

Scholarships through the RSOE are available to qualified MAT students. The application is completed online as part of the admissions process, and admissions counselors/recruiters are knowledgeable about the various awards and their eligibility requirements.

iii. Career placement services

The USC Rossier School is unique in that it is one of the few schools of education that supports its own career center for its students and alumni. Its services include:

- Workshops
- Resume, curriculum vita, and cover letter consultation
- Interview skills assistance
- Personal Career Counseling
- Job Search Strategies
- On Campus Interview Programs
- Alumni Networking

The Career Center has built and sustained long standing relationships with a wide variety of employers across the country. Many of these relationships are the direct result of working with our fiercely loyal and dedicated alumni, who serve in leadership capacities, and who are committed to helping fellow Trojan Family members succeed. In addition, the reputation of our School, combined with our students' track record of success, results in administrators, search committees and search firms contacting the Career Center in search of talented well-prepared students to assume critical positions in their organizations.

Students in the online program will have opportunities to meet alumni of the School. These opportunities may occur through Career Center sponsored online workshops and regional networking events. Many of our alumni currently serve as superintendents, principals, college presidents, deans, vice presidents, directors, teachers and therapists. All are members of the Trojan Family. The Career Center is dedicated to introducing new students into the Family.

Assistance with job placement is a central function of the Career Center. Students in the online program are welcome to participate in the resume

writing pod casts and/or work 1-1 with the Center staff on creating a resume that accurately captures their experiences. The Center offers mock interviews (by phone or Skype) to help students prepare for job interviews. The Center also creates individual placement files for students, including copies of official transcripts, one's resume, and letters of recommendation, that can be submitted by the Center to potential employers at the student's request. Should an online student choose to change career goals to something other than the field of education, we can introduce him/her to the USC Career Planning & Placement Center for exposure to a broader range of position types and industries. The Career Center is committed to assist our Alumni throughout their careers.

Ideally students in the MAT will receive a job offer from a school in which they have completed the Guided Practice course. If that doesn't happen, the Career Center will work through the USC regional network of alumni associations and the Rossier alumni groups to assist students with locating positions near them.

B. Availability of support services for students and faculty including helpdesk hours

We are committed to providing comprehensive support- academic and otherwise- to all our candidates. Support begins from the moment someone first expresses interest in applying to the program and continues throughout the program and beyond to placement and career placement.

A common concern for distance-learning programs is the difficulty of maintaining contact among students. Unlike students on a traditional campus, online students do not bump into each other in the library, discuss topics over lunch, or enjoy any of the other numerous serendipities that are so easy to take for granted.

Our program seeks to recreate these support systems. In addition to having counselors and other staff available 24/7, the program will create and nurture a continual, ongoing dialogue with all of our candidates- both between teachers and other staff and candidates, and among candidates themselves- in powerful ways that cannot be duplicated in classroom-based environments. The learning platform will unobtrusively monitor candidates on a variety of metrics to alert us at the first sign of difficulty.

We want to stress the amount of support candidates will provide each other, even during their residencies (whenever possible candidates will be placed in local schools with other program candidates). The program's rigorous admissions standards ensure that every candidate will actively contribute to the program's learning community.

Information Literacy and Library Resources

A. Description of the information literacy competencies expected of graduates and how they will be evaluated

Graduates will be expected to identify the information they need to acquire to address a question; to know where to find the information; to know how to access that information; and to know how to evaluate the quality and relevance of the information they discover. They will also be expected to be able to facilitate the development of literacy competence among their students, appropriate to their students' age and needs.

Evaluation of these competencies is incorporated into the assessments of one's overall development as an MAT student. For example, a component of lesson planning involves seeking reference materials, additional background information, etc. Therefore the successful student will be able to articulate in describing their planning process, how they knew what information they needed, how they located and evaluated what they found, and how they used the material.

B. Description of how library resources will be used in the curriculum

Library resources will be accessed by students in two primary ways. The first is for primary course material – rather than use hard copy readers, faculty will provide references for materials via the syllabus. Through the off campus library portal, any student can then access those materials at no cost. We have been testing accessibility and are confident that there are few, if any, materials the USC library will not have access to. USC has more than 65,000 periodicals, journals and resources available online for students to access. In addition, there are over 700 databases available online. When a faculty member provides a syllabus to the library, the library will attempt to obtain resources for the course in an online format. The library makes an assumption that the resources they make available online fall under the "Fair Use" law. The Library is also assisting faculty with acquiring rights to images, audio, and video for the on-line program.

A small sample of resource links from the library available to students via their USC email password appears below. Students will be able to activate their USC computer account after they have registered for classes or completed orientation. For instructions, students can visit www.usc.edu/firstlogin. A student's email user name and password allows them to access all the full text journals and databases.

University Policies

http://policies.usc.edu/index_policies.html

Research guide for education

<http://libguides.usc.edu/education>

USC Libraries Electronic Resources (access to all the e-journals, e-books, databases, etc)

<http://www.usc.edu/libraries/eresources>

C. Description of what staffing and instructional services have been put in place and what library and informational resources are available to students and faculty in support of this program including a description of the library's information literacy program

USC has dedicated a librarian specifically to assist the RSOE. All materials in the library are available through the on-line "remote access" portal. Live assistance is available during business hours by phone; through an Instant Messaging system on the library's website; and through a 24/7 live chat feature with a librarian from around the country. USC librarians staff the service Tuesdays 1-5p and Thursdays 2-5p, along with weekly shifts for customized help in selected disciplines of study.

The library's initiative around information literacy includes (from the Library's Strategic Plan):

"Providing an intuitive, robust, and flexible library-technology environment that supports learning, teaching, and research at USC.

- Create an intuitive, unified electronic interface to library holdings.
- Improve the usability of the electronic-resources interface for access to materials in all languages and scripts.
- Develop capabilities to support USC distance-learning programs.
- Enhance hardware and software support to library faculty and staff and our user community.
- Develop a technology-training program for library faculty and staff that defines goals and measures progress."

D. If additional information literacy and library resources are deemed necessary, specify what these resources are and detail the institution's long-term financial commitment to implement this program

Not applicable.

E. Access to library systems (local, national, or global), electronic services, Internet, information utilities, service providers, and document delivery services for both faculty and students

From the Library website: The Integrated Document Delivery (IDD) team works with a global network of institutions to borrow, lend, and otherwise make available materials that support scholarly research for USC faculty,

staff, and students. Interlibrary loan borrows books, dissertations, government documents, microforms and other loanable materials that are not owned by USC or are unavailable from USC's collection. Once received, articles are delivered **online** and physical items are made available at the **Doheny Library** Information Services desk.

In addition, IDD services provides articles and documents owned by USC Libraries through our Document Delivery service. The requests are scanned, converted to **PDF** format, posted on our server, and then delivered to the patron via a direct link in an email. Currently, the Document Delivery service is available to all USC faculty. Also, distance users enrolled in distance education courses such as the **Distance Education Network** or similar program are eligible to receive article requests from USC-owned materials delivered directly to their desktop.

F. Staff and services available to students and faculty for instruction on how to use, access, and support information resources, onsite and remotely, as applicable

The Library system offers multiple ways to access assistance (the red ink signifies a live link):

Ask A Librarian e-mail reference (email reference service with 24 hour turnaround Monday through Friday)

Ask A Librarian 24/7 chat services (real time chat reference service staffed by academic librarians from USC and other universities)

Copyright and Intellectual Property Information
Library Subject Selectors

Library Reference Desks (scheduled in person reference service at USC Libraries)

RefWorks (web based bibliographic management tool)

Remote Access (information on connecting to USC electronic resources from off campus)

Technology

A. Description of the institution's technological capacity to support teaching and learning in the proposed program

To facilitate the program, a technology platform has been designed which can be used in both the online and on-campus MAT program. This platform incorporates the best of the web technologies- something that makes our program stand apart from its online competition. The platform's four key functionalities mirror those of a classroom-learning model:

Lecture: Lectures retain a role even in a highly interactive environment

(the use of two cameras will add interest and visual depth). The platform allows for the easy construction of lectures using video, PowerPoint, animation, and many other media. The opportunity to use guest lecturers and simulations will serve to elaborate concepts and add depth and dimension to program content. Candidates will be encouraged to work in study groups, sharing observations or other experiences and discussing other issues of concern or interest.

Assistant Lecturers: During lectures or at any other time when candidates have questions, they can access assistant lecturers who will be available through the platform 16 to 24 hours a day to lead discussion groups and conduct office hours through video and whiteboard sessions.

Fellow Candidates: The platform uses Web 2.0 tools to stimulate discussion. These tools have become much more powerful over the past three years, and anyone using facebook.com and other online communities will find the tools familiar and compelling.

Residency: The platform will facilitate the coordination of the online learning with the residency and master teacher. Moreover, it will allow the program to move video "in both directions." We will give each candidate a simple digital video camera: candidates will periodically upload videos of their classes and practica for discussion and critique by USC faculty, masters and study groups.

B. Description of the institution's provisions for students in the proposed program to gain full access to course materials

As our focus has been on creating the best online program we can imagine, the resources for the MAT are online. The Library's resources are all accessible via the web with a student email account. The faculty are available via web and phone. All course materials are online, as are all citations for required reading (which makes them accessible via the Library, as we have collaborated with the Library to insure they have on hand what we are requiring). Hard copies of course readers will still be available for purchase through the Bookstore on request.

C. Description of the level of technology proficiency expected of students and faculty

Students are not expected to be completely proficient with learning platform prior to admission. Basic skills will be required – knowing how to access a website, for example. The Orientation Module for the program provides video instruction on the major skills needed for the program, such as operating a FLiP micro video recorder, and uploading the video to the website. To insure students master this basic skill, each student is

being asked to upload several short videos about themselves to their course site (and some of these will be used as base line data for the program—see the Assessment Plan, Appendix 5). As each skill is introduced for a course, there are video instructional demonstrations for how to use the related technology, and a 24 hour technology help desk accessible by email. In short, anyone using facebook.com and other online communities will find the tools familiar and compelling.

D. Description of how will students will receive training on how to utilize program required technology

Please see the answer to "C" (above).

E. Description of how the institution will ensure business continuity during system failures (major or minor) or scheduled service interruptions

All student and course data will be stored on mirrored hard drives which are backed up completely and sent to an offsite location nightly. Hence, 3 levels of backup exist. Routine maintenance will occur at scheduled times and students will be alerted to such times. This is normal in all web based applications. In addition, we have built in warm spare servers in case of a system failure. If systems fail on the primary servers, the warm spares engage to ensure program continuity.

F. Description of the provisions available to faculty to ensure that the enrolled student is the student completing the coursework

The program involves multiple opportunities to verify that the student enrolled is the student completing the work. First, students a significant use of video footage of the student engaged in teaching activities. Beginning with the Orientation module, students will upload video of themselves. Visual verification by the faculty member can insure, at a minimum, that the student appearing in later course video work is the student from the orientation session. Similarly, students will be engaging in real time discussions with faculty about their papers; students who are unfamiliar with their own work will be contacted separately by faculty to discuss USC's concerns about work authorship.

For testing situations, we are using the technology being built into the 2tor platform. Their solution ensures that 1) the student is authenticated; 2) we both deter and detect cheating during the testing process; and 3) test questions are secured and not "stolen" for publication on the Internet or elsewhere. The technology includes biometrics (keystroke recognition) and digital photographs for authentication, web cams, real time proctors, browser lockdown, data forensics, and audio and video session recording to deter and detect cheating and encryption, random test forms and other

techniques to protect our test questions. While there is another company in the market attempting to address the test-in-the-home issue, 2tor's approach is unique. The only additional hardware required for this solution is a commercially available web camera. We opted for keystroke recognition vs. fingerprinting due to privacy concerns and the expense of (and lack of alternative use for) a fingerprint device. 2tor's platform and related security are the only alternative with live proctors who can take action in real time based on our business rules (vs. reviewing sessions post test) and our patent pending data forensics technology excels at detecting unusual test response patterns. Penn State's World Campus and a number of other highly respected Distance Education institutions are implementing this technology.

Physical Resources

A. Description of the physical resources provided to support the proposed program(s) and the impact of the proposed change on the physical resource capacity of the institution. This includes, but is not limited to the physical learning environment - classrooms, study spaces, student support areas

The RSOE is providing additional office space for the new faculty and staff being hired as the program expands. As 2tor is funding the production of all web components, the University does not have to acquire additional space or staff to create the web elements.

Financial Resources

A. Assessment of the financial viability and sustainability of the program including:

i. Narrative describing all start-up costs for the institution and how the costs will be covered (including direct program cost and institutional indirect cost) or is it intended to meet a specific need while being subsidized by the institution – Costs for licensing, hardware, software, technical support, training for faculty and students, and instructional design should be included

Please see iii (below) and Attachment: USC Budget Projections.

ii. Total cost of the program to students, including tuition and any special fees

Tuition is the same as the USC classroom program. Currently, this is \$1300 per credit. No other fees will be required.

For students in partner districts, we may create fellowship programs to

reduce this tuition somewhat. We will offer a significant incentive for graduates who complete a three-to-five year engagement in a high-need district by facilitating a tuition reimbursement program. To finance this, we will tap into federal, district, and foundation programs targeting the training of highly qualified teachers for high-need schools or districts, supplementing from a fund we will establish for that purpose. For graduates filling vacancies in such high need areas, we believe we can offer full-tuition reimbursement.

iii. Financial impact of the change on the institution including evidence that the institution has the capacity to absorb start-up costs. If the institution has incurred a deficit in the past three years, supplemental information describing the financial capacity of the institution to start and sustain the new program(s) is required

Over the past three years the Rossier School of Education's gross operating revenue has grown from approximately twenty-five million six hundred thousand to over twenty-nine million; an approximate 16% increase. Each year we have carried a surplus into the following year of about one million dollars. The Rossier School of Education (RSOE) is fully prepared to cover start-up costs for the new MAT@USC program. We have projected that the first year expenses will exceed the expected revenue by approximately five hundred thousand dollars. RSOE currently has over three million dollars in reserve accounts and a total of one million dollars in committed donations. Note that even if our projections for enrollment the first year are off, first year expenses are budgeted at just under one million dollars, well under RSOE's current reserve.

iv. Statement of the minimum number of students per year necessary to make the program financially viable - the budget should reflect anticipated attrition and should include plans to respond to low enrollment

The number of students needed to achieve breakeven would be approximately two hundred and fifty new and continuing students taking at least two courses each semester. That number allows for a twenty percent attrition rate, well above RSOE's average attrition rate of seven percent. RSOE understands that the program may not perform as expected and can scale down expenses for the program as needed and absorb the program overhead in our current operating budget.

v. Budget projection, for at least the first three years of the proposed program, based on the enrollment data in the market analysis and including projected revenues and costs - The budget should include all budgetary assumptions

Please see Attachment: USC Budget Projections.

Attachments  [USC_Budget_Projections.pdf](#)

Section V: Teach-out

Teach-out

A. Teach-out plan detailing how students who begin this program will be able to finish if the institution determines that the program is to be closed

RSOE has a successful (and limited) history of closing down programs through effective teach out plans. For example, over the last 5 years, we have successfully phased down and ended an APA accredited PhD program in Counseling Psychology, providing teach out options to more than 40 doctoral students.

Similarly, the MAT has undergone periodic revisions, resulting in the phase down of the old program to make way for the new program. Students under the old program were counseled individually about program completion requirements and schedules, and successfully finished under the old program.

Specifically, for this MAT program, we have a contractual commitment from 2tor to continue to make the web platform available for any enrolled student for 6 months prior to the termination of the contract between 2tor and USC. During this 6 month period, USC would migrate all produced course materials to the USC-only website so that if students hadn't completed the program in 6 months, they could continue until degree completion, so long as they continue progress within the University's deadlines for time to degree. Advising for students affected by the close of the program would be conducted by our academic advisors to insure that each student has an individual degree completion plan and time line.

 Created with LiveText - [livetext.com](https://www.livetext.com)

Program Outcomes: We expect our graduates to be distinguishable from graduates of other programs in how they think about teaching and in how they teach. In a nutshell, the framing experience, social context, and guided practice courses provide the situations for constructing and applying knowledge of human difference, learning theory, and pedagogy such that candidates are better prepared to contextualize their practice and facilitate higher levels of academic achievement for underserved students. Specifically, our graduates will:

Outcome 1:

Make conscious decisions about teaching that enable learning. Their use of a specific teaching strategy is deliberate, based on what they know about their students, themselves, and the research about learning. They are able to articulate the theories, identify them in practice, use them in all instructional planning, use them to design assessments of student learning, reflect upon them and modify their practice based on what they learn from their application.

Outcome 2:

Build trusting, respectful and reciprocal relationships with students that enable learning to take place. Part of building these relationships involves observing context without making value judgments.

Outcome 3:

Use observation effectively as a tool to improve their teaching. They are continuously observing student interactions and the effect their teaching is having on student learning outcomes, and adjusting their understanding and behavior accordingly.

Outcome 4:

Take responsibility for learning outcomes. They correctly assess student learning outcomes. They understand the relationship between how they teach and what they want students to learn. They know that if students G, H, and I did not "get" the most recent lesson, that they as the instructor will assume responsibility for moving those students forward, and they ask, "What have I learned about my teaching and these students that can help me help them learn?"

Outcome 5:

Approach all students with ideological open-mindedness.

Outcome 6:

Bring superior content knowledge to the classroom. We will not endorse any student who does not meet our standards for content expertise, regardless of their ability to pass a state-level content exam. *Note that students are expected to enter the program with adequate content knowledge, so the program provides no introductory work in this area.*

Program Courses and Outcomes

Students' movement from introduction to mastery on each outcome is indicated for each course, below, through the use of a Likert scale: 1 – 5 with 1 = introduction, and 5 = mastery.

Course	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6
Framing Experience	1	1	1	1	1	1
Social Context A	1	1	1-2	1	1	3*
Learning Theories	1	1	1-2	1-2	1-2	3*
Human Differences	1	1	1-2	1-2	1-2	3*
Teaching Math & Science	1-2	1-2	2-3	2-3	1-2	3*
Integrating English/2nd	1-2	1-2	2-3	2-3	1-2	3*
Integrating English/Ele	2-3	2-3	3-4	3-4	2-3	3-4
Teaching English/2nd	2-3	2-3	3-4	3-4	2-3	3-4
Teaching Math/2 nd	2-3	2-3	3-4	3-4	2-3	3-4
Teaching Science/2 nd	2-3	2-3	3-4	3-4	2-3	3-4
Teaching Social Studies/2 nd	2-3	2-3	3-4	3-4	2-3	3-4
Phys Ed	2-3	2-3	3-4	3-4	2-3	2-3
Visual/Perf Arts	2-3	2-3	3-4	3-4	2-3	2-3
Social Contexts B	3-4	3-4	4-5	3-4	3-4	3-4
Guided Practice	4-5	4-5	4-5	4-5	4-5	4-5
Capstone	4-5	4-5	4-5	4-5	4-5	4-5

3* It is assumed that students bring at least competent content knowledge into the program because students seeking the credential must pass their state's basic skills and content mastery tests prior to admission.

Attachment
MAT@USC Assessment Plan

1. Assessing Student Learning:

A. The learning outcomes expected from the MAT program overall are that our students will:

- Make conscious decisions about teaching that enable learning. Their use of a specific teaching strategy is deliberate, based on what they know about their students, themselves, and the research about learning.
- Be able to articulate the theories, identify them in practice, use them in all instructional planning, use them to design assessments of student learning, reflect upon them and modify their practice based on what they learn from their application.
- Build trusting, respectful and reciprocal relationships with students that enable learning to take place. Part of building these relationships involves observing context without making value judgments.
- Use observation effectively as a tool to improve their teaching. They are continuously observing student interactions and the effect their teaching is having on student learning outcomes, and adjusting their understanding and behavior accordingly.
- Take responsibility for learning outcomes. They correctly assess student learning outcomes. They understand the relationship between how they teach and what they want students to learn. They know that if students G, H, and I did not “get” the most recent lesson, that they as the instructor will assume responsibility for moving those students forward, and they ask, “What have I learned about my teaching and these students that can help me help them learn?”
- Approach all students with ideological open-mindedness.
- Bring superior content knowledge to the classroom. We will not endorse any student who does not meet our standards for content expertise, regardless of their ability to pass a state-level content exam.

The following plan outlines how we intend to assess the program’s progress, specifically by assessing learning outcomes. As this program is about preparing teachers who can facilitate learning, the program’s learning outcomes aren’t simply about mastering content; they also reflect an assessment of one’s ability to apply the content in real time.

B. Elements of assessment:

What?	How?	When?
Knowledge of learning theory	-Baseline video -Analyze baseline video	-Orientation -Learning theory course
Knowledge of learners		-Learning theories course -Human difference course -ELL course -Pedagogy courses -Guided Practice
Ability to build respectful relationships with learners	-Baseline video -Analyze baseline video	-Orientation -Human Difference course
Ability to accurately identify learning theories in action	-Video analysis in small groups -Classroom observation and analysis	-Learning theory course -Learning theory course -Pedagogy A/B courses -Guided Practice
Ability to plan for teaching by developing effective, theory-influenced lesson plans	-Baseline video -Master teacher observation form and discussion -Self-reflection analysis	-Orientation -Weekly during Guided Practice -End of each Guided Practice placement
Ability to gather information about learners and incorporate that appropriately into planning process	-Baseline video -Master teacher observation form and discussion -E-folio review -Self-reflection analysis	-Orientation -Weekly during Guided Practice -Master teacher observation form and discussion -End of each Guided Practice placement
Understanding of the disciplines one teaches (its organization and content)	-Score on state competency exam -Master teacher observation form and discussion -E-folio review	-prior to admission -Weekly during Guided Practice -Weekly during Guided Practice
Ability to adapt one's	- Video evidence in	- Pedagogy B course;

plans to unexpected circumstances	portfolio -Master teacher observation form and discussion -Self-reflection analysis	-Weekly during Guided Practice -End of each Guided Practice placement
Ability to facilitate learning in one's discipline for English learners	-Video evidence in portfolio -Master teacher observation form and discussion -Self-reflection analysis	- ELL Course; Pedagogy B course; -Weekly during Guided Practice -End of each Guided Practice placement
Ability to maximize community resources to facilitate classroom learning	- Interview analysis and group discussion -Video evidence -Lesson plans -Self-reflection analysis	- Framing Course - Guided practice - Guided Practice -End of each Guided Practice placement
Ideological openness to facilitating learning for all students	-disposition evaluation (PACT) -Master teacher observation form and discussion	-End of each Guided Practice placement -Weekly during Guided Practice

In addition to our assessment of learning outcomes for the purpose of course and instructional evaluation, USC is required to gather much of the data above in compliance with the assessment required by PACT (Performance Assessment for California Teachers), as part of our agreement with the State to recommend qualified candidates for the teaching credential. PACT calls for a rubric-based assessment of student work products (lesson plans, video clips, etc) by multiple assessors, and their consensus that a student is qualified before USC may recommend that student for a California credential. These assessments happen prior to graduation, and so are more summative in nature.

2. Assessment of Instructional Quality

There are several data points to help us look at instructional quality. The first is described above—student learning outcomes, by faculty member.

Students' progress is a reflection, in part, of the quality of instruction. The second is the University's course evaluation system, a multiple choice, end-of-course assessment that asks students the same questions about each course. The third relates to how we use those data. Aggregate course data are shared with the instructor, and discussed in annual meetings between individual faculty, the Dean, the Associate Dean for Faculty and the Associate Dean for Academic programs.

3. Assessment of Program Coherence, delivery and effectiveness

- A. Program-based external review: every 3-5 years, each academic program in the RSOE undergoes an external review. This review is mandated by the University to occur every 7 years, however RSOE has accelerated that schedule and typically engages voluntarily in a “mid-term” review about every three years. The most recent mid-term review (of all academic programs, including the MAT) was in 2004, and the last mandated review was in 2007. These reviews include 2-3 residencies at USC by the external team, during which time they review all program documents, interview faculty, staff, students and alumni, visit courses in progress, and present recommendations to the Dean in a report. Findings about the MAT at that time are reported elsewhere in the proposal.
- B. Course-based external review: in the process of developing the revisions to the MAT that would allow it to be presented on-line, the faculty agreed to invite 2-3 external colleagues per course to review the course plans and make recommendations. That review is on-going.
- C. Student exit interviews: conducted at the end of the program as mandated by PACT, these interviews gather information about the student’s experience with the program.

2010-07, University of Southern California: Master of Social Work

by ALO USC

Introduction

Proposal Template for Online, Correspondence, Satellite, Video Correspondence or Other Technology-Mediated Programs- Introduction

Please read these instructions carefully before beginning your proposal

INSTRUCTIONS:

- This template outlines the mandatory sections of the proposal. Please specifically answer each question in the template. No section should be left blank. If a question is not applicable, enter "N/A" in the appropriate section. Incomplete proposals will not be forwarded to the Substantive Change committee for review.
- Do not delete the questions.
- The proposal should be no more than 10,000 words, not including attachments.
- **Attachments are preferred as .PDF.** (Microsoft Office documents should be saved in versions compatible with Office 97-2003. Office 2007 / Windows Vista documents are not acceptable at this time.)

NAMING YOUR PROPOSAL:

Use the following naming convention for your document. Incorrectly named documents will not be reviewed.

**[Tentative Review Year-Month], [Institution Name]: [Degree/Program Name]
([Modality])**

Example: 2010-02, Sunshine University: BS in Engineering (Online)

REVIEWING YOUR PROPOSAL:

- Please review your proposal against the **Pre-Submittal Checklist** before submitting it.

SUBMITTING YOUR PROPOSAL:

- See the **WASC Guide to Submitting Substantive Change Proposals** for instructions on submitting your document.
- **Please have your institution's Accreditation Liaison Officer (ALO) notify the WASC Substantive Change Manager (smcgrew@wascsenior.org) once the proposal is complete and has been submitted.**

RESOURCES:

- Institutions proposing online programs should refer to the **Guidelines for the Evaluation of Distance Education**.
- For assistance on completing the educational effectiveness items, refer to the **Educational Effectiveness Framework**.
- For more information on substantive change policy and procedures, refer to the **Substantive Change Manual**.
- Information on the **Degree Level Approval Policy**.
- Samples of substantive change proposals may be found at: <http://samples.wascsenior.org>.
- The Rubric used by the Committee for scoring can be found here: **Rubric for the Evaluation of Substantive Change Proposals**.
- Additional resources and documents may be found on the **Substantive Change page** or in the **Document Library** on the WASC website.
- For assistance formatting LiveText submissions please review the **LiveText Tutorial**.

Section I: Institutional and Program Overview

A. Program Overview

1. Name of degree or program proposed.

Master in Social Work with three concentrations (Mental Health; Families and Children; and, Community Organization, Planning and Administration) and one sub-concentration (Military Social Work and Veterans Services).

2. Percent of program being offered via distance education. If the program is not being offered fully via distance education, how will the remainder of the program be offered?

100%.

3. Detailed description of the type of distance education modality being proposed and the format. Is it asynchronous, synchronous, online, correspondence, teleconference, video on demand, etc.?

The online version will be identical in content and rigor as the program offered at University Park Campus. This online version, referred to as MSW@USC (external) and Virtual Academic Center (internal), will be a national online program delivered through a learning management system that utilizes online content delivery. The online version, which we refer to as the MSW@USC, will be a national online program delivered through a learning management system utilizing both synchronous and asynchronous modes. Students participating in the program will receive lessons, assignments and other course content online, as well as interact with other students and faculty in a real-time capacity.

Typical student assignments will include reading documents, listening to audio files, watching multimedia/video, writing responses or essays, complete internships and observations in supervised human services settings, and collaborating with faculty and peers. Students will be required to complete a variety of papers, presentations, and online assessments, including quizzes and surveys to monitor progress.

Select examples of learning components -- the student will:

- a) View animated virtual scenarios from research examples of client/social worker interaction; upload observations and analysis of the scenarios to the small group site; read others' analyses; and engage in facilitated group discussion about the scenarios.
- c) Read assigned research articles; upload responses to question prompts to small group site; read colleagues' responses; discuss articles and responses in real time with small group, facilitated by faculty.
- d) Post questions to the class site during live lectures; review responses by the professor and colleagues to the questions.

4. Geographic scope of the program. Where will you market the program?

This program will be marketed nationwide in states where we have been approved for physical presence. Internet marketing efforts and the School of Social Work website redesign project will cast a wide net to recruit students and educate about the Virtual Academic Center, MSW@USC and its state-of-the art technology platform and curriculum. We will also leverage relationships with member and trade associations that represent the mental health industry, support and expand existing

School of Social Work's recruitment presence at graduate and Idealist fairs nationwide, and conduct on-going outreach to Alumni.

5. Projected number of students.

The online program will have five start dates per year: October, January, March, May, and September. These start times were selected to disperse the high level of interest currently found in the on campus program, and projected for the online program, while making accommodations for both parties' resources - i.e., the University of Southern California and 2tor (private company with whom we have a service agreement to provide the web-based platform and allied technology - see question 9 below). On USC's side, these resources may include the ability to package financial aid in an efficient and expedient manner; the professors ability to teach classes and monitor internships, and the Admissions staff for the evaluation of completed applications. On 2tor's side, these resources may include increasing recruiters to provide students with a supportive experience throughout the application process, enrollment staff to maintain a high level of communication and interaction during the program, and technology personnel to continuously monitor and update the programs' platform.

The enrollment projection for the first three years (total of all five start times per year) is:

FY 2010 – 60
FY 2011 – 600
FY 2012 – 1250

We anticipate enrolling about 60 students in Year 1 to allow time for reflection and assessment of the admissions process and online platform, and ongoing synchronization of the USC/2tor partnership. We anticipate increasing the total number of students to 600 during Year 2, and 1250 (new and continuing students as the program overlaps fiscal years) in Year 3. These projections are in line with the high level of interest currently expressed in the on campus program, and the growing need for highly qualified Social Workers. As the online format progresses we project the program to enroll 1,000 new students per year or more, however as this is a new delivery mode for the School of Social Work (but not for USC), we would like to restrain growth expectations for at least the first three years.

6. Type of student the program geared for, i.e. adult learners, part-time or full-time.

The program is geared for adult learners who may enroll either full-time, part-time, or accelerated. While there are limitations to the program's flexibility due to the requirements of field education's internship and courses have distinct first and last days of class, students may move through any given course with greater flexibility than in an on-campus course with a set meeting time.

More specifically, the program is designed for several different types of students:

- Individuals who do not currently work in the Social Work field, holds a Bachelor of Arts or Science degree with humanistic themes (i.e. Psychology, Sociology)

or a Liberal Arts concentration, and that wants to become a Social Worker. Members of this targeted group will include those coming directly out of their undergraduate program, retirees, career changers, and/or parents with adult children who find themselves with more free time and a desire to go back to school to assist others.

- Individuals who currently hold a Bachelor of Science degree in Social Work and require a Master's degree to continue their professional growth;
- Individuals with a military background ranging from active duty to veterans to military spouses and families, or civilians interested in helping military personnel and their families.

7. Initial date of offering.

Cohort 1 October 2010

Cohort 2 January 2011

Cohort 3 March 2011

Cohort 4 May 2011

Cohort 5 September 2011

8. Anticipated life of the program, i.e., one time only or ongoing? Cohort model or rolling admissions? Independent study?

It is the expectation of the school that this program will operate indefinitely. USC has a history of sustaining a variety of programs, and the School of Social Work has an illustrious history as the oldest institution on the West Coast. This program will use the cohort model, with each cohort being formed around the five annual start dates.

9. Describe the external and/or internal partners contributing and/or participating in this proposal, if applicable. Attach any Memoranda of Understanding (final and signed) between the requisite parties. If more than 25% of the program will be delivered under contract with an institution or organization not certified to participate in Title IV, HEA programs, please see WASC's [Policy for Contracts with Unaccredited Organizations](#) and explain how this arrangement conforms with the policy.

The MSW@USC is a program of the USC School of Social Work. We have a service agreement with 2tor (www.2tor.com) to provide the web-based platform, and produce the web-based resources we will be using. One of the reasons that Schools of Social Work have been slower than other disciplines to embrace on-line delivery is the prohibitive cost of producing a quality program online. USC is pioneering a cost-sharing relationship with 2tor such that one of 2tor's responsibilities is to fund the production of the web components of the MSW@USC. The resulting experience is a level of production value that USC alone would not have been able to accomplish.

After a period of negotiation, there is a clear line of demarcation between the responsibilities of the two entities. USC is solely responsible for the admission of students, academic content, instruction and advising of student, and the hiring of the required academic/advising staff. 2tor is facilitating the recruitment process, the production of the web content, and the technical assistance (how to access the digital drop box for example). A summary of the service agreement appears below:

2Tor shall:

- Build and host a platform for the Program and provide technical support to USC in the operation of the Program, including training faculty, staff and students on how to use the platform
- Identify local agencies, such as hospitals and mental health clinics, for field education internships in accordance with criteria set by USC in conjunction with the online program
- Identify field instructors at the local agencies, in accordance with criteria set by USC, to help and mentor students in conjunction with the online program
- Gather ongoing data regarding online students and alumni to help USC in the evaluation and growth of the program
- Cooperate with USC's Career Planning and Placement Center to help assist online graduates with attainment of state licensure and employment post-enrollment
- Market the program and recruit students, using materials subject to USC approval
- Interface with USC's online application website and forward all applications that meet USC's admission standards to the School of Social Work's admissions office
- Revise and update the School of Social Work's website
- Provide telephone customer service agents for prospective, enrolled, and continuing students
- Provide technical insight to USC in the design of online curriculum and produce online lectures and other course materials using the content that USC designs

USC shall:

- Be exclusively responsible for the hiring and supervision of all academic faculty and staff
- Be exclusively responsible for ensuring the academic quality and academic integrity of the Program
- Be solely responsible for setting Admissions Standards for the Program and determining which students to admit
- Be solely responsible for the administration of all financial aid programs
- Help cultivate relationships with appropriate agencies and organizations and set the standards for Field Education internships and Instructors.
- Provide faculty to train Field Instructors.
- Bear sole responsibility for the design of the curriculum, and preparation of syllabi and all course content.
- Make USC personnel available for the testing and any necessary re- testing of the platform
- Be solely responsible for all academic advising, career counseling and any other academic counseling for students and alumni of the program.
- Be solely responsible for managing alumni relationships and providing services to alumni.

9. Has a MOU been developed?

A master services agreement is in place between the University and 2tor, the company that has developed the learning management platform that will be the basis for the online MSW program. An addendum to the master services agreement for the school of social work has also been developed. This 10 year MOU was signed on April 15, 2010 by the C.L Nikias, Provost of the University of Southern California and John Katzman, Chief Executive Officer of 2tor Inc.

B. Descriptive Background, History and Context

1. Brief description of the institution, including the broader institutional context in which the new program or change will exist. Connect the anticipated substantive change with the mission, purpose, and strategic plan of the institution.

Founded in 1880, USC is the oldest and largest private university in the American West. It was established when the population of Los Angeles was only 10,000 persons, with the vision of meeting the region's needs for physicians, teachers, lawyers, dentists and other professionals. For this reason, the university functioned much like a public land grant institution until the conclusion of World War II when UCLA and the California State University programs emerged as major educational entities. The professional schools at USC nonetheless remain exceptionally strong, offering more programs than any other university in this country. USC is rated as a prestigious research institution and currently ranks 25th among all 3,000 public and private universities according to the latest US News and World Report survey.

Founded in 1920, the USC School of Social Work was the first School of Social Work west of the Rocky Mountains. A vital force in the development of social work education, the School was among the first to be fully accredited and has been continuously accredited since. As the largest full time social work program in California, The USC School of Social Work offers courses in the social work graduate program at University Park Campus as well as Orange County, Skirball and San Diego Academic Centers.

One of the nation's first schools of social work, the USC School of Social Work has always been a trailblazer. And this time in our history is no exception. The recent offering of a military sub-concentration at our newest academic center in San Diego will train generations of social workers who will provide services and treatment for US military veterans and their families. Still one of the 10 best social work graduate programs in the nation, the School is heralded by agency, policy and academic leaders for its rigorous career preparation. The school's own research institute, Hamovitch Center of Science in the Human Services, is a leader in translational science – expediting research findings into practice settings.

The online MSW program will exist within the USC School of Social Work. The central mission of USC is the development of human beings and society as a whole through the cultivation and enrichment of the human mind and spirit. The principal means by which this mission is accomplished are through teaching, research, artistic creation, professional practice and selected forms of public service.

The mission of the USC School of Social Work is to improve the well being of vulnerable individuals and communities, advance social and economic justice, and eradicate pressing societal problems in complex and culturally diverse urban environments, thought the nation and the world. This mission is achieved through value-driven, scholarly and creative social work education, research, and professional leadership.

The vision of the School of Social Work is to be a premier and distinctive academic entity, defined by innovative programs and scholarship that directly impacts policy and practice in the human services field. The ability to offer these items via distance education will address this goal, via an increase in the number of highly qualified Social Workers on the front line of the field, working in a variety of agencies across the country. Individuals across the world who desire access to an academically rigorous program from a top tier social work school through a technologically advanced program.

2. Use the 'insert a 'LiveText' link' button above to add a link to the most recent Annual Report document previously submitted to WASC.

[University of Southern California: WASC Annual Report 2009.](#)

3. To address prior experience, list the number, variety and longevity of other similar programs that have been or are being offered via distance education. Include a summary or profile of one of the programs being offered via distance education to demonstrate prior experience.

The School of Social Work offers three off-campus sites but no distance education programs. The University has several Distance Education programs that have been approved since its last reaffirmation of accreditation in 1998. In 2009, WASC approved four other USC Distance Education programs through Substantive Change: a Master of Arts in Teaching (Rossier School of Education); a Master of Arts in Aging Services Management (Davis School of Gerontology); a Master of Academic Medicine (Keck School of Medicine); and, a Master of Science in Geographic Information Science and Technology (USC College). Before that, USC had two other recent master's level Distance Education programs approved through the Substantive Change process – one in Long Term Care Administration (LTCA, 2002) in our Davis School of Gerontology; the other in Regulatory Science (2004) in our School of Pharmacy.

Given the short history of our more recent programs from 2009, we have attached a summary of the Regulatory Science (2004) program in Pharmacy. It seems more appropriate for the summary profile.

Please see attachment: Regulatory Science Profile.

Attachments  [Regulatory_Science_Profile.pdf](#)

C. Institutional Accrediting History Relevant to Substantive Change

1. Brief response to issues noted in prior substantive change reviews since the institution's last comprehensive review.

USC is entering the final stage of its comprehensive accreditation review. The University completed its CPR site visit in Fall Semester 2008. The EER site visit will

occur this Fall, 2010. During the CPR visit, a meeting was held with members of the Visiting Team and representatives of USC's most recently initiated off-campus and distance education programs. No concerns were noted during the meeting or in the Visiting Team's Report. The Visiting Team's Report was submitted in December 2008.

As noted above (Section B, item 3), USC has several Distance Education programs that have been approved since its last reaffirmation of accreditation in 1998. In 2009, WASC approved four other USC Distance Education programs through Substantive Change: a Master of Arts in Teaching (Rossier School of Education); a Master of Arts in Aging Services Management (Davis School of Gerontology); a Master of Academic Medicine (Keck School of Medicine); and, a Master of Science in Geographic Information Science and Technology (USC College). Before that, USC had two other master's level distance education programs approved through the Substantive Change process – one in Long Term Care Administration (LTCA, 2002) in our Davis School of Gerontology; the other in Regulatory Science (2004) in our School of Pharmacy.

The approval letter for the 2009 Master of Art in Teaching (MAT) requested that a report be filed with our WASC staff liaison by November, 2012 on the effectiveness of our contract with 2tor, the company that provides platform/technology support for the MAT. We expect to discuss our relationship with 2tor during our EER visit in October. 2tor will provide similar services for the Master of Social Work (MSW) degree.

2. Institutional response to issues noted in prior Commission or other Committee action letters or visiting team reports that are relevant to the proposed substantive change.

Not applicable.

3. If the proposed program is within a school accredited by a professional accrediting agency, or is related to a program that is accredited by a professional accrediting agency, list the agency, year accredited, and include a copy of the executive summary to the most recent team evaluation report and agency action. Also, indicate whether the specialized agency needs to review and approve the proposed program prior to implementation.

The School of Social Work was recently accredited by the Council of Social Work Education in February 2010 for a period of eight (8) years. the CSWE does not need to approve the DL version of the MSW degree though they have been notified.

Please see attachment: School of Social Work Reaccreditation Summary.

Attachments  [SOWK_reaccreditation_summary.pdf](#)

Section II: Program Need and Approval

A. Program Need

1. Program need/rationale framed by the institution's mission and strategic goals.

The online program was created in response to the rapidly growing demand for trained professionals who improve the wellbeing of vulnerable individuals and communities via social service organizations. The online program will enable individuals from many areas of the country the opportunity to receive a high quality education and degree from a major university. Additionally, participants will have the ability to remain in their communities having acquired knowledge and skills that will have a direct impact on their community. The need for social services in underserved rural communities can be addressed by local residents enrolled in this program.

As with most professional mental health services, obtaining an advanced degree in Social Work is required to fully participate in and maximize one's professional opportunities. In the social service industry it is important to have an educated staff that can readily implement evidence-based practices, making it very important to offer a venue for professionals to be readily educated to meet the growing demand for services.

The Virtual Academic Center will address the vexing workforce development and retiring leadership issues the social service and behavioral healthcare industry struggles to address. Having highly qualified social workers is one of the most important factors in maintaining and improving the well being of a country's citizens. This need for rigorously trained social workers is especially crucial in rural and urban areas, which research has documented, have disproportionately higher rates of under-served, culturally diverse populations. Meeting this need is stymied by on campus space constraints, which limit student enrollment, and the lengthy required coursework, of the top tier mental health preparation programs. Moreover, not all highly qualified potential applicants for advanced social work degrees have geographic access to a top program.

Consistent with the strategic goal of the University to provide appropriate solutions to real time problems in society, the Virtual Academic Center, MSW@USC was developed in response to the aforementioned needs. Our goal is to deliver a high-quality, rigorous program through a technologically advanced, student support-centered platform, and provide access to qualified students around the world. This goal is supported by the vision of the USC School of Social Work, which is to be a premier and distinctive school, defined by innovative programs that directly impact policy and practice in the mental health setting and the promotion of evidence based practices in conjunction with their research efforts.

2. Process and results used to establish the need. Please provide a summary of the findings, not the full study.

The Federal Bureau of Labor Statistics projects a favorable job outlook for individuals interested in the field of social work, with an estimated 16% growth occurring over the next ten years. This figure is above average for all other occupations and is attributed to a variety of national and international growing societal needs including, but not limited to:

- Increased elderly population and the services they, and their love ones, will require (e.g. hospice, long term care facilities, retirement communities, etc.)
- Lack of mental health services in rural settings with a documented need for mental health services
- Impact of global conflict on military personnel and their families, and veterans returning home from war
- Growing demand for child protective services
- Developing trend towards the inclusion of developmentally disabled children in the general classroom environment
- Increase in convicted substance users opting for treatment versus incarceration
- Global recession prompting an increase in individuals requiring social services (e.g. food stamps, unemployment counseling, etc.), and mental health assistance from more cost efficient private practice social workers vs. psychologist
- Current lack of licensed Social Workers, resulting in overwhelming caseloads for those active in the field and negligence in getting individuals appropriate resources

3. Evidence used to support enrollment projections and to support the conclusion that interest in the program is sufficient to sustain it at expected levels. If the program is planned to be offered for a finite period, provide the enrollment data for the length of the program. If the program is planned to be offered continuously, then provide enrollment projections for the first three years. These enrollment projections should be reflected in the budget.

The majority of competitive online programs have far to go in terms of quality of curriculum and instruction. Despite the low educational standards, many of these programs have substantial student enrollments. Given the prestigious nature of the University of Southern California (USC), the School of Social Work's competitive ranking, the focus on evidence based practices and USC's legacy as compared to other online options, we believe our projections are inline with the current on campus program projections. As stated earlier, the projections for the first three years are below – these include new and continuing students as the cohorts overlap during the fiscal year (please see Attachment: USC Budget Projections):

FY 2010 – 60
 FY 2011 – 600
 FY 2012 – 1250

4. Attach the recruitment and/or marketing plan for the program. Note that all materials regarding this program should clearly state, "Pending WASC approval" prior to Commission ratification.

Attached is the brochure currently in use for the on-campus Master of Social Work program. A brochure for the distance education version has not been produced.

Please see attachment: Admissions Brochure.

2. Was a market analysis conducted to determine if other MSW programs, similar to the MSW at USC, are offered in a distance education format?

A market analysis was conducted about other MSW programs offered online and in a distance education format. The non-for-profit universities identified that currently offer a Master of Social Work degree virtually, only offer their programs regionally and do not encompass the high level of synchronous student and faculty interaction and extensive fieldwork integration that the USC Virtual Academic Center will offer. Other for-profit schools offer Human Services degree programs as opposed to accredited Master of Social Work degree programs. Also in planning the Virtual Academic Center, extensive market analysis was conducted to examine occupational trends in the field of social work, enrollment trends of other accredited Master of Social Work programs and to gauge the interest level of target audiences to enroll in a virtual MSW program.

The USC School of Social Work's Virtual Academic Center will be the first highly ranked school of social work to provide a Master of Social Work degree nationally. In relation to existing regional programs, the USC program will offer academically superior curriculum focused on clinical preparation and evidence based practice in a state of the art technology platform. The Virtual Academic Center will offer the first national network of field education opportunities available in local communities where students live.

3. Were any surveys or focus groups held to gauge potential student interest in the program?

A comprehensive survey was conducted in which over 600 respondents respond to questions assessing their interest in an online MSW program offered by USC. Respondents were screened to ensure they were people who were potential candidates for this type of program (e.g., adults in non-profit/social work fields; adults wanting to change careers to non-profit/social work; adults with Bachelor degrees in psychology, sociology, or social work; homemakers with Bachelor degrees; current undergraduates studying psychology, sociology, or social work; adults currently attending MSW programs.)

Results indicated that interest in pursuing an MSW increased substantially after respondents were exposed to the program idea. Roughly 50-60% of respondents in all categories indicated that they would be "more interested" in an MSW if USC offered a distance learning-based Master of Social Work program. In addition, there was roughly a 10-30 point lift across respondent groups in the number saying that they would "definitely/probably consider" the USC Master of Social Work distance learning program online, with the biggest increases seen for homemakers and for those with a Bachelors degree in the related fields.

It is our belief that this data supports the high levels of interest in a top tier online MSW degree and that such interest is further strengthened by the outstanding academic reputation of USC.

Attachments  [Admissions_Brochure.pdf](#)

B. Planning/Approval Process

1. Description of the planning and approval process within the institution, indicating how faculty and other groups (administrators, trustees, stakeholders, etc.) were involved in the review and approval of the new site or program.

The online program was first presented to the School of Social Work's faculty council and CPRC (Curriculum Planning and Review Committee) in October 2009. The next month it was presented to the full Social Work faculty. At that time, 2tor presented the learning management system platform to the full faculty as well. A resolution endorsing the online degree program was approved by the full faculty body.

In addition, extensive review took place in the Provost Office between October 2009 and March 2010. The contract for this program was signed April 2010 by the University's Provost Office.

Section III: Program Description and Evaluation

A. Curriculum

1. Overall description of the program, including the alignment of the program philosophy, curricular design, and pedagogical methods with the target population and degree nomenclature selected.

The mission of the School of Social Work is to improve the wellbeing of vulnerable individuals and communities, advance social and economic justice, and eradicate pressing societal problems in complex and culturally environments throughout Southern California, the nation, and the world. Our mission is achieved through value-driven, scholarly and creative social work education, research and professional leadership.

The curriculum for the MSW prepares students for competent and effective social work practice in specialized areas such as military social work, families and children, and mental health and community organization. In addition, the program prepares students to be highly competent and ethical practitioners with advanced knowledge and skills in professional practice as lifelong learners. The program provides learning and teaching environments in which respect and understanding of human diversity, similarity and difference are practiced promoted and celebrated.

The curriculum is designed into two sections: foundation and concentration courses. Foundation curriculum provides students with the knowledge and skills necessary to develop a generalist perspective of social work practice with diverse, vulnerable and at-risk individuals and families across the life span as well as with groups, organizations and communities in diverse settings. Concentration curriculum prepares students for competent, effective social work practice in specialized areas of advanced practice.

2. How has the method of design of the program been reflected in the curricular design and pedagogy?

The online Master of Social Work program adheres to the curricular design and pedagogy approved by the Council of Social Work Education which accredits all social work programs in the United States.

3. Program learning outcomes that articulate what the student will be able to do after he/she completes the program and are appropriate to the level of the degree.

The program is designed to educate and prepare graduate degree social workers in adherence to the Council on Social Work Education's Educational Policy and Accreditation Standards (EPAS).

1. Professional Identity: Identify as a professional social worker and conduct oneself accordingly.

2. Ethical Practice: Apply social work ethical principles to guide professional practice.

3. Critical Thinking: Apply critical thinking to inform and communicate professional judgments.

4. Diversity in Practice: Engage diversity and difference in practice.

5. Human Rights and Justice: Advance human rights and social and economic justice.

6. Research Based Practice: Engage in research-informed practice and practice informed research.

7. Human Behavior: Apply knowledge of human behavior and the social environment.

8. Policy Practice: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

9. Practice Contexts: Respond to contexts that shape practice.

10. Engage Assess Intervene Evaluate: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities.

4. Curricular map articulating the alignment between program learning outcomes and course learning outcomes and demonstrating the progression from introductory to advanced levels.

The School has developed a curriculum map that we refer to as the "Curriculum Monitoring Structure" (CMS). The CMS identifies major program goals and objectives as well as student learning outcomes and methods of assessment. The CMS provides a structure that describes how assessment data are not only collected, but how they are used as part of our continuous program review or feedback loop that we use to affirm and/or improve our program.

5. Listing of courses, identifying which are required.

Foundation Year courses (all required):

503 Human Behavior and the Social Environment I

505 Human Behavior and the Social Environment II
 534 Policy and Practice in Social Service Organizations
 535 Social Welfare Policy
 543 Social Work Practice with Individuals and Families
 545 Social Work Practice with Families, Groups and Complex Cases
 562 Social Work Research
 568a Field Practicum
 568b Field Practicum

Concentration Year courses (all required):

Military Sub-Concentration

640 Clinical Practice with Military Families
 641 Post Traumatic Street Disorder
 642 Military Culture
 + one elective

Mental Health

605 Human Behavior in Mental Health Settings
 645 Clinical Practice in Mental Health Settings
 625 Evaluation of Research
 + one elective

Families and Children

601 Advanced Theories and Clinical Interventions with Children and Adults
 602 Advanced Theories and Clinical Interventions with Families
 603 Merging Policy, Planning and Research for Change in Families and Children Settings
 + 1 elective

6. Process by which syllabi are reviewed and approved to ensure that 1) course learning outcomes are described and are linked to program learning outcomes; 2) materials are current; 3) pedagogy is appropriate for the modality of the course.

All Syllabi are reviewed, monitored and approved by the Curriculum Policy and Review Committee (CPRC) in the School of Social Work. Upon CPRC approval, courses are submitted to the University Curriculum Office for an additional review.

CPRC is primarily responsible for the supervision of all courses in the MSW program. It is charged with providing leadership for all major curriculum reviews, including reaccreditation self-study and evaluation of learning outcomes of the School's instructional efforts. It is charged with insuring that the curriculum remains responsive to the goals and educational philosophy of the School, changing characteristics of student and client populations and broad social developments.

Specific functions of CPRC include but are not limited to:

Monitoring the MSW curriculum to insure that it is in compliance with Council on Educational Accreditation Standards.

Monitoring the MSW curriculum to assess whether educational goals, as defined by the faculty, are being met and instituting measures to improve overall outcomes when necessary.

Reviewing first and second year curricula to ensure they are non-duplicative, integrally related and challenging for students

Initiating proposals for curriculum change for full faculty consideration.

Reviewing reports from foundation and concentration chairs, annual evaluations and other sources to identify curriculum policy issues.

Coordinating with Faculty Council on all matters that implicate both bodies

Periodically assessing instructional methods used in the School and proposing new approaches that promise to enhance teaching and learning outcomes.

Overseeing implementation and curriculum changes as requested by the faculty.

CPRC members consist of seven faculty elected by peers and is an integral part of the school governance. Along with the faculty elected individuals, the Vice Dean of Academic and Student Affairs and Assistant Dean of Field Education serve as ex-officio members.

7. Attach three sample syllabi that are representative of the program and attach the capstone/thesis or culminating experience syllabus (if applicable). Syllabi should include specific student learning outcomes for the course, be adapted to the modality of the course, and be appropriate to the level of the degree. Syllabi should also reflect information literacy requirements and use of the library.

Please see attachments: Sample Syllabi for 503, 534, 543.

8. Internship requirements and monitoring procedures, if an internship is required.

Field Education has two components: The Field Practicum or Field Placement and The Field Seminar. For the Foundation and the Concentration years, students are assigned a "Field Placement" at a community agency or organization. In the Foundation Year, the Field Placement consists of 450 hours in a "generalist" experience. In the second year, the student selects a "Concentration" or area of specialized study and must complete 600 hours in an agency or organization that reflects that specialization.

Each placement in Field Education is made on an individual basis and takes into consideration the following student factors:

- 1) Previous experience
- 2) Future goals
- 3) Professional Interests
- 4) Learning experiences provided by the agency or placement
- 5) Geographic location
- 6) Special Needs

The Field Placement and student progress will be monitored by a Field Liaison assigned by the USC SSW who will provide consultation, assistance, and evaluation to both the student and the Field Instructor at the agency.

In the Field Placement, each student, in consultation with the agency Field Instructor will write a learning agreement, specifying learning goals and objectives within the framework of the 10 competencies of the CSWE EPAs for the Foundation and Concentration years respectively. The agreement is signed by the student and the Field Instructor and forms the foundation for the mid-year and end of the year evaluations

Instruction provided at the Field Placement involves the application of social work knowledge and values from the classroom to the development and consolidation of skills, professional behavior, responsibility and identity. The experience in the Field Placement is expected to include the following:

- 1) Director practice interventions with individuals, families and groups
- 2) Indirect practice interventions focused on community, organization and/or institutional change
- 3) Diverse modalities, populations and treatment issues
- 4) A range of theoretical teaching methodologies and models

9. Special requirements for graduation, i.e. comprehensive examination, service learning, etc.





Requirements include a minimum of 63 semester units of courses and additional field 1050 education hours. In accordance with University requirements, students must obtain an overall GPA of 3.0 (A=40) for graduation from the master's degree program.

2. Please describe the pedagogical methods that will be used in the program.

Field education is the signature pedagogy of social work. Shulman (2005) labels a profession's characteristic form of teaching and learning its signature pedagogy. Professional practice includes thinking (acquisition of knowledge), performing (application of knowledge in professional skills) and acting with integrity (based on the profession's values and ethics). The incorporation of field education as part of social work education, similar to student teaching in teacher education or clinical rounds of medicine, offers an opportunity for students to put knowledge, skills, and values into practice.

4. Please attach the CMS for the program. This information is required for program approval.

The Curricular Map is now attached: please see Mapping Social Work Curriculum to Core Competencies.

Attachments  [Sample_Syllabus_503_-_fall_2009.pdf](#),
 [Sample_Syllabus_534_-_fall_2009.pdf](#),
 [Sample_Syllabus_543_-_fall_2009.pdf](#),
 [Mapping_Social_Work_Curriculum_to_Core_Competencies.pdf](#)

B. Schedule/Format

1. Length of time that the typical student is expected to complete all requirements for the program.

The online program will be offered in two time formats: A two year program and a three year program. Students enrolled in the two year program are expected to complete all course and internships in that time period. The same is expected of students enrolled in the three year program. There will be 5 start-up times per academic year.

2. Description of the cohort or open registration model being used. Minimum attendance/participation requirements and the provisions made for students to make-up assignments or for students who have to drop out of the cohort for a short period of time.

Cohort 1 Oct 2010: 60 students
 Cohort 2 Jan 2011: 200 students
 Cohort 3 Mar 2011: 100 students
 Cohort 4 May 2011: 125 students
 Cohort 5 Sep 2011: 175 students

Thereafter, enrollment will take place 5 times a year with projected enrollment to be:
 2012 (5 cohorts) 1250
 2013 (5 cohorts) 1575
 2014 (5 cohorts) 2000

The program will sustain enrollment at 2000 per year.

3. How will the institution ensure that timely and appropriate levels of interactions between students and faculty, and among students are maintained?

Student interactions with faculty will take place on a weekly basis via synchronized web camera classroom meetings, utilizing real-time audio and visual components. Once students have commenced their field education internships, these interactions will continue with classroom faculty members and one or two additional weekly sessions with a field instructor from the local agency. Students will have additional opportunities to reach out to their professor during pre-determined real-time audio-video office hours, and/or, if preferred, ongoing email correspondence.

Faculty members for the online cohort of students will be held to the same standard

as their on campus peers. Student interactions will be focused on providing guidance and instruction, professional and direct, through real-time synchronized classroom sessions, office hours, 24-hour access to email, and discussion boards on the Learning Management System (LMS). It is the School of Social Work's expectation, as supported by the design of coursework, that student participation in classroom sessions and small group discussions is mandatory. These interactions will utilize audio and visual technologies, such as microphones and web cameras, and will be linked to the online Learning Management System (LMS) platform.

Faculty and staff will be able to verify and monitor students' attendance in class sessions, completion of assignments and progression through the curriculum for the duration of the program. First, students must submit a government issued photo identification document, to obtain a USC student card, which will be stored in the student database. Given the social networking aspects of the online platform students will upload content appropriate to their student profile page in the online platform. Second, students and faculty members will be engaged in the aforementioned mandatory face-to-face weekly class sessions, and optional office hours. Third, once involved in their field education internship students must comply with frequent supervisions sessions with their local agencies, some of which will require faculty members to conference in via web camera for additional insight and feedback.

4. Please describe how the identity of students participating in the program will be verified. See **Best Practice Strategies for Promoting Academic Integrity in Online Education**.

The program involves multiple opportunities to verify that the student enrolled is the student completing the work. Beginning with the Orientation module, students will upload videos of them and government issued photo identification for student identification cards. Visual verification by the faculty member can insure, at a minimum, that the student appearing in later course video work is the student from the orientation session. This type of visual interaction will persist throughout the program, with students continuously engaging in telephone and web camera conference calls, and on site internships hours involving faculty, staff and classmates.

Along these lines there will be a strong reliance on written assignments and group discussions in the platform's threads, which will allow the faculty and staff to identify student's writing styles. This will be vital with students set to engage in real time discussions with faculty about their papers, and any student who is unfamiliar with work submitted in their name on it will be contacted by the program's faculty to discuss concerns about authorship. The faculty may also screen for plagiarism through the learning management platform via seamlessly integrated programs such as "Turnitin" (www.turnitin.com).

In regards to logging in, the online platform will have the ability to track students' IP addresses and monitor infrequent activity. This may be coupled with commercial test protection software, which will monitor student activity by requesting fingerprint scans, disabling computer functions during the exam, and video or audio motion detection.

5. Timeframe of courses, i.e. accelerated, weekend, traditional, etc. If the course timeframe is abbreviated, an institution must allow adequate time for students to reflect on the material presented in class. Faculty using the accelerated course format should be expected to require pre- and post-course assignments, as appropriate. The Committee will expect course syllabi for accelerated courses to be adjusted accordingly to reflect the pre- and post-course assignments, and the accelerated nature of the curriculum.

Please see attachment: Schedule of Classes.

6. Sample schedule of courses for a full cycle of the program with faculty assignments, if available.

Please see attachment: Online MSW Curriculum

2. Please describe the provisions for students to make-up assignments or for students who have to drop out of the cohort for a brief period of time.

Make-up work and leave of absence for students in the online program will be handled in much the same way as in the campus based program. Students who are unable to complete a final assignment in a course are issued a grade of incomplete by the instructor. The student and the instructor mutually agree on the assignment completion date at which time the students remaining work is completed and the instructor issues a final course grade. In the instance where a student is forced to drop out of a cohort for a brief period of time, a leave of absence will be granted. A student who leaves in good standing can re-enter the program at any point within two academic years of the leave of absence.

Attachments  [Schedule_of_Classes.pdf](#),
 [Online_MSW_Curriculum.pdf](#)

C. Admissions

1. Admissions requirements.

Admission to the online program is open to qualified graduates from accredited colleges or universities. Preference for admission is given to applicants who meet the following criteria:

A completed bachelor's degree (or equivalent) from an accredited college of university with an interdisciplinary liberal arts background, spanning both social and biological sciences

A minimum cumulative undergraduate GPA of 3.0 (based on a 4.0 grading system

Strong academic promise to perform successfully at the graduate level

Experience in providing service to people preferred

Potential for professional competence, strong interest and motivation, and commitment to social work values such as the appreciate for cultural and ethnic diversity, belief in the dignity and freedom of every individual, promotion of social justice and equal access to resources, and institutional responsiveness to human needs and social change

Personal qualification such as maturity, emotional stability, sensitivity and responsiveness in relationship, capacity for self-awareness, concern for the needs of others, ability for abstract reasoning, conceptual thinking and strong communication skills.

2Tor, subject to USC's oversight, shall collect completed online applications for the Program and will forward those applications satisfying USC's Admission Standards to the School's admissions office.

2. Identification of the type of student targeted and qualifications required for the program.

Undergraduate students: Students who recently completed their undergraduate degree who are seeking an MSW program. Students can come from various academic backgrounds with no specific undergraduate major requirements.

Non-traditional/Professional students: Non-traditional students who have completed their undergraduate degree and are in the start of the professional career with 1-3 years of work experience. Students are seeking to pursue an MSW degree and are interested in transitioning from their previous professional career/background to the social work profession.

Military background/Military Veterans and/or spouses/children of military: Potential students who come from a military background and/or military family members who are seeking an MSW program, with an interest to specialize in military social work and desire to work with the military population.

3. Credit policies, including the number of credits that students may transfer in.

Applicants who have completed part or the entire first half of graduate study at an accredited school of social work are eligible to apply to the School as a transfer student. Transfer credits may be applied for those courses determined to be equivalent to the USC's first year courses or to meet the expectation of the second-year electives. When foundation courses are similar, but not equivalent, transfer students may be permitted to take a waiver examination for possible exemption from those courses. Transferred credit for fieldwork will be computed on the basis of clock hours completed as well as on the breadth and depth of contents covered.

4. Process for awarding credit for prior learning (applicable only to undergraduate level).

Not applicable.

5. Residency requirements, if applicable.

Not applicable

6. Sample brochure or admissions material. Note that these materials must clearly state "Pending WASC approval" prior to Commission ratification.

Currently, our MSW brochure and recruitment materials do not include information about the new Virtual Academic Center. However, new MSW brochures will be developed in the upcoming months for the Fall recruitment season. In addition, an aggressive recruitment and admission undertaking will be in effect by 2tor following Substantive Change review. The brochure for the current, on-campus program is attached.

Please see attachment: Admissions Brochure.

Attachments  [Admissions_Brochure.pdf](#)

D. Plan for Evaluating Educational Effectiveness

1. Plan for assessing the program at various stages in the first year, including achievement of student learning outcomes and how findings from the review will be used to improve the program. Attach the assessment plan.

The Virtual Academic Center will incorporate a number of assessments that can be used to track student progress through their first year. Each piece of information collected will be used to make changes in the program as necessary.

Starting with the application process, students will be surveyed to determine whether they received adequate information about the online MSW program, financial aid, and their personal questions. Further students will give feedback about their satisfaction with the admission counselor that helped them. Once accepted into the program, those students who do not decide to enroll will be surveyed to determine the reasons for their decision. This information will clearly provide us with knowledge about the obstacles that may present for students interested in the program and present with opportunities for improvements.

Once in the program, all students will participate in an interactive orientation which will provide them with an opportunity to become "expert" in all aspects of the software and online learning forum.

All students will have an assigned Student Support Advisor who will be available as needed. Students may submit information regarding any type of help they require to a 24 hour forum; while their particular advisor may not be available, others advisors will reply to students usually within 24-48 hours and assist the student in resolving

the issue presented (these can cover academic issues, technology issues etc).

Students in the program can provide feedback after each class they complete (mostly on any problems with the technological aspects of the course) and also will be surveyed at the end of each course to provide overall feedback and satisfaction.

Please see attachment: Assessment Plan.

2. Plan for incorporating assessment of this program into the school and/or institution's existing program review process.

The Council of Social Work Education (CSWE), the national accrediting body for all schools of social work across the country has recently adopted the Educational Policy and Accreditation Standards (EPAS) to guide and mandate standards for all professional social work education. Issued in 2008, EPAS focus on mastery of 10 core competencies and practice behaviors.

Each of the 10 core competencies contain specific knowledge, values, and skills around which practice behaviors are measured. On May 5th 2010 USC School of Social Work officially adopted the EPAS to guide the assessment processes in our MSW program. In prior years the School of Social Work focused on achievement around 6 Program Goals which reflected the mission statement of the school. Thus the school as a whole is reframing it's student assessment processes and measures in line with the new national directions in social work education.

In addition to the regular measurement of student satisfaction, attendance, retention, and grade performance, our new measurement model will incorporate multiple measures of developing professional competency over time. Including classroom based measurement, timely measurement of practicum from field instructors, surveys of milieu experiences, and measurement of alumni reports of preparation for performance in multiple employment settings and licensure pass rate, as well as information from employers regarding the level of preparation of USC social work graduates. Collecting data from multiple vantage points at various times during and after the professional educational program, will allow for deeper understanding of the developmental trajectory underlying professional development of social work, the transition from foundation to concentration year courses, the alignment of classroom learning with field practicum, and the ultimate transition to employment and individual licensure.

The EPAS represent a major breakthrough in social work education that allow for student centered learning where students can be more informed of the specific goals for their education, their pace of learning and the identification of any areas where additional help and support are necessary in order to achieve competency. The EPAS will also help faculty to discriminate among student learning styles and to provide a variety of instructional methods and formats to assist students in achievement of the competencies. For the school overall, the EPAS offer us a framework for continuous quality improvement and a way to compare our outcomes across our academic centers and with others schools of social work in the country.

The School's Curriculum Policy Review Committee (CPRC) has responsibility for

program coherence, delivery, and effectiveness. In addition to the accreditation processes mandated by the Council of Social Work Education, CPRC reviews all new courses and substantive revisions to existing courses. This year, CPRC adopted a policy of reviewing all course offerings every 5 years including review of foundation year sequence courses and advanced concentration year courses.

Note: All of the measures for the Virtual Academic Center courses and students will be the same as those applied to all of the other Campus Based Centers.

3. Evaluation of the educational effectiveness of distance learning programs (including assessments of student learning outcomes, student retention, and student satisfaction) including appropriate comparisons with campus-based programs.

The structure, components, and requirements for the MSW at USC are exactly the same no matter which campus the student attends. This means that our Virtual Academic Center and the Campus Based Programs will have the same curriculum and the same evaluations. One of the exciting opportunities presented by using the same curriculum for both programs is the chance to compare student outcomes across the different delivery methods. Since social work education is based on concurrent delivery of academic and field experiential components, this also provides the opportunity to explore outcomes across a broader demographic of students, geographic locations, and social work agencies. This can potentially offer important information and have implications for our profession which values diversity and cultural competency and addresses the needs of a wide variety of populations.

As the first school of social work to offer an online program, the Council of Social Work Education has expressed a great interest in collaborating with USC on evaluation of educational effectiveness.

While the particulars of student learning outcomes are being framed by the EPAS, the school will continue to measure student retention through an administrative data system that tracks the application process, enrollment and specific grade outcomes from classes taken. In addition, we will continue to measure student satisfaction through mid-semester and end-of-semester student surveys.

4. If the program is offered on-campus or in a traditional format, then it would be appropriate to include a summary of a recent program or curricular review to determine if appropriate changes have been made to the proposed program.

As mandated by the Council of Social Work Education, for accrediting of the MSW program, all schools must complete a reaffirmation self-study and host a review visit with CSWE every seven years. The USC MSW program completed its self study and site visitation process in the fall of 2009. The three binder self study is available upon request; the evaluative letter from CSWE is attached under Section 1, Part C. As an example of a program change made during the process, one of the questions raised by the CSWE site visitor had to do with whether all MSW applicants met the requirements for undergraduate liberal arts coursework. In response the school redesigned the review processes used to determine if applicants met the qualifications in this area.

5. Description of how the student's ability to succeed in distance education programs will be addressed and linked to admission and recruiting policies and decisions.

Please see Student Support Services (Section IV, Part B).

6. Procedures to evaluate teaching effectiveness in the distance education modality.

The Virtual Academic Center will draw upon the existing pool of Social Work professors who already teach in the other USC Social Work programs. As new faculty are added to teach in the Virtual Academic Center, they will receive all of the same services and support as others who teach in the Campus Based programs. Most faculty will teach classes on different campuses and in both modalities.

All faculty at the school have an initial one day orientation to introduce them to the school, it's culture, student expectations, and the EPAS. 2Tor will offer an additional online orientation, training, and support for faculty as they learn about the features and best practices for teaching in a virtual environment. Lead instructors for each course provide standardized curriculum content, ongoing peer support, and help in problem resolution.

The Vice Dean provides support and review of new faculty; a midterm evaluation of the course is reviewed by the Vice Dean for all faculty who have taught a particular course for less than 5 years.

In addition, Wendy B. Smith PhD, the Director of Instructional Enhancement, is available to work to support or enhance individual faculty teaching skills; she serves as the liaison between the School of Social Work and the University Faculty Center for Excellence in Teaching.

Aggregate course data are shared with the instructor, and discussed in annual meetings between individual faculty, the Dean and the Vice Dean.

1. The Committee will expect to review a comprehensive assessment plan that describes in detail the process used to determine whether student learning outcomes have been achieved. Included should be direct measures of assessment as well as a description of how findings from the review of direct and indirect measures will be used to improve the program.

The plan for program assessment is addressed in the responses to questions 1-6 of this section of the proposal.

Attachments  [Assessment_Plan.pdf](#)

Section IV: Resources

A. Faculty

1. Number and type (full-time, part-time, tenured, non-tenured) of faculty allocated to support the program in terms of developing the curriculum, delivering instruction to students, supervising internships and dissertations, and evaluating educational effectiveness.

There are approximately forty faculty members allocated to convert the current MSW curriculum to the online platform. Seventeen are dedicated to conversion of the foundation curriculum (January 2010-August 2010) and twenty-three to the conversion of the three concentrations (Family and Children's, Mental Health and Community Organization, Planning and Administration) and one sub-concentration (military social work). Faculty are provided summer compensation equal to 1/9 of their base salary for those course scheduled for conversion during the fall/spring academic year.

The first cohort of 60 students is scheduled to be taught by full time faculty currently employed at USC. Maximum class size will be 20 students each. Starting with the January, 2011 cohort, the courses will be taught by both full time faculty as well as new faculty hired as 'visiting clinical faculty' who will teach two courses per semester for three semesters. At the end of this period these visiting faculty will be considered for continued employment as clinical teaching faculty or clinical field faculty and will be teaching 3-4 courses per semester. They may also opt for a part time faculty appointment.

The full time to part time faculty teaching ratio at the School of Social Work is currently 55/45. The goal in the next three to five years is to achieve a ratio of 60/40. Approximately 20% of the sections in the Virtual Academic Center will be taught by tenured/tenure track faculty as part of their teaching loads. Forty percent will be taught by clinical teaching and clinical field faculty and forty percent will be taught by part time/adjunct faculty.

Based on program enrollment projections, future faculty hiring for the Virtual Academic Center will be as follows:

- New faculty hires:

FY11 10

FY12 26

FY13 29

FY14 18

Total new clinical faculty hires: 83 (x 6 courses per year = 498 sections)

- 40% of sections will be taught by adjunct instructors. This equates to approximately 58 adjunct hires in FY11, 218 in FY 12, 391 in FY 13, and 496 in FY 14. Assuming that each adjunct teaches two course each the number of adjunct hires is unlikely to exceed 250.

All internship supervision will be conducted by field faculty concentration chairs and leads will be instrumental, in association with 2tor data, to evaluate educational effectiveness.

2. Information about the balance of full- and part-time faculty members involved, and

how that balance will ensure quality and consistency in instruction and advising.

The online degree program will consist of the same faculty balance at UPC: 60% full time and 40% part time. Of the 60% full time, two-thirds will be clinical teaching and the remaining one-third will be tenure/tenure-track faculty.

3. Analysis of the impact that the proposed program or change will have on faculty workload for all involved in the program, including teaching, research, and scholarship. Who will teach courses no longer being taught by the faculty reassigned to this program? What will be the maximum number of students that each faculty member can advise?

There will be no impact on instructional workload. As stated above, a considerable number of new faculty will be hired for the online program. Teaching assignments at the program's launch will adhere to current workloads as defined by the School. The online courses being taught by current faculty meet the criteria for workload as defined by the School. Where needed, additional faculty will be hired to staff needs on the University Park Campus.

4. Preparedness of faculty to support the modality of instruction. Are faculty development opportunities available? Include any faculty guidelines for online instruction.

Before program launch, all faculty will be trained on platform use by 2tor. Additionally, a 2tor tech person will be available exclusively to the School, for the first 4 weeks of the program and thereafter as requested by the faculty. Initial faculty will be responsible for course conversion to online delivery.

5. Overview of the key credentials and experience of primary faculty responsible for the program. Include abbreviated vitae (3-5 pages) that demonstrate the most current activities in relationship to the program (scholarship, teaching, etc.).

The school is in the process of hiring a Director who has experience in online course delivery. This person will oversee and manage the academic rigor and delivery of the program. Key faculty vitae are attached.

Please see Attachment: Faculty CV's.

2. How will that balance ensure quality and consistency in teaching and advising?

School of Social Work faculty do not do academic advising per se. This is assigned to our field faculty who do this as part to their regular responsibilities.

3. What is the maximum number of students that each faculty member can advise?

Each field faculty member carries an advising load of 50-60 students per semester.

5. Please note that vitae should be abbreviated versions (3-5 pages).

Please see newly attached: Faculty CV's - MSW.

Attachments  [Schedule_of_Classes.pdf](#),  [Faculty_CV_s_-_MSW.pdf](#)

B. Student Support Services

1. Assessment of student support needs including, but not limited to:

a. Ongoing academic advising and academic support

Student advising and support begins prior to admission. The online program will provide four levels of advising: 1) retention and support; 2) academic integration; 3) field integration; and, 4) registration. Following admission, every student will be assigned a formal adviser who will serve as an academic adviser and field liaison to assist with the student's academic integration and adjustment in the classroom and internship. Students will be contacted on a regular basis via phone, email or other communications means to address any questions or concerns that may arise at any time in the program.

In addition to the academic adviser, a number of other formal and informal supports are available to students in the program. The Assistant Dean of Students, responsible for overseeing the academic progress and status for all students, conducts advisement meetings regarding a student's academic status or progress with the student, adviser, and faculty when necessary. In the event an administrative review is required, ongoing reports are provided to the Vice Dean of Academic and Student Affairs regarding student's academic status and progress in the program. The Assistant Dean of Field Education, is also available to provide ongoing support and advisement to students regarding field related matters. The Director of Academic and Student Affairs is available to provide guidance and support for questions related to curriculum requirements and registration. The director of the virtual program will be available to provide overall advisement and support to students for academic, social, and field integration and adjustment.

The school is oriented toward the earliest possible detection of needs or challenges that might interfere with a student's timely progression toward the degree. After the first six weeks of the semester, faculty members are required to inform the Assistant Dean of Student Affairs of any student performing at the level of B- or below. This information is provided to the academic adviser who develops a plan of remediation and support for the student as soon as possible. Faculty who have concerns about a student's performance, will also be directed to share any concerns first with the adviser, and then the Assistant Dean for Student Affairs for the purpose of early identification, support and intervention.

Every student in the MSW currently (and for the future) is assigned a faculty advisor.

This person connects with the student about registration, their progression through courses, field education internships, and any concerns they may have. In addition, every student enrolled in the MSW@USC will be assigned a Student Services Advisor. Individuals in this role will be available almost 24 hours a day/7 days a week, and prepared to field a variety of student inquiries and concerns, specifically those centered around the use of the online platform.

b. Financial aid advising

The School of Social Work will hire a financial aid counselor who will be responsible for advising Virtual Academic Center students on the financial aid and scholarship process. The VAC financial aid counselor will also serve as a liaison between the School of Social Work and the USC Financial Aid Office. MSW students will have email and phone access to USC financial aid counselors who serve as liaisons to the School of Social Work, as do all our students.

Online students will be able to benefit from a variety of tuition assistance options. These may include, but are not limited to the School of Social Work's work-study agreement, which will offset the cost of tuition by up to \$6,500 annually. Non-USC related sources of funding may come from local and national, minority focused, and site specific agencies and organizations that are dedicated to advancing the quality and quantity of Social Workers in the field.

The USC Financial Aid Office will continue to process all financial aid student packaging for MSW students.

c. Career placement services

Ideally students in the MSW will receive a job offer from an agency they have completed their Field Education internship with. If that does not occur, all USC students, including the online MSW@USC students, are eligible to participate in the university's Career Planning and Placement Center. This facility's sole purpose is to assist current students and alumni with post-enrollment aspirations, its services include:

- Networking receptions
- Career seminars
- One-on-one career coaching (in person or over the telephone)
- Alumni Networking
- Corporate events
- Connection to alumni exclusive employment database

The Career Planning and Placement Center has built and sustained long-standing relationships with a wide variety of employers across the country. Many of these relationships are the direct result of working with our fiercely loyal and dedicated alumni, who serve in leadership capacities, and who are committed to helping fellow Trojan Family members succeed. In addition, the reputation of our School, combined with our students' track record of success, results in administrators, search committees and search firms contacting the Career Center in search of talented well-prepared students to assume critical positions in their organizations.

Students in the online program are welcome to participate in a complimentary one-on-one session over the telephone, which will include critiques of cover letters and resumes, and discussion of short and long-term professional goals. The Career Planning and Placement Center is committed to assist our Alumni throughout their careers.

Students in the online program will also have opportunities to meet alumni of the school. These opportunities may occur through distance learning career courses and workshops, and regional networking events. Many alumni currently serve as Social Workers in schools, substance abuse clinics, veteran affairs offices, hospitals, and in local government sites.

2. Availability of support services for students and faculty, including helpdesk hours.

We are committed to providing comprehensive support - academic and otherwise - to all of our candidates. Support begins from the moment someone first expresses interest in the program, continues throughout the application process and the through the student's academic program, and continues post-enrollment via career and licensure assistance.

A common concern for distance-learning programs is the difficulty of maintaining contact among students. Unlike students on a traditional campus, online students do not bump into each other in the library, discuss topics over lunch, or enjoy any of the other numerous serendipities that are so easy to take for granted.

Our program seeks to recreate these support systems. In addition to having counselors and other staff available almost 24 hours a day for 7 days a week, the program will create and nurture a continual, ongoing dialogue with all of our candidates - both between teachers, staff, and candidates, and among candidates themselves - in powerful ways that cannot be duplicated in classroom-based environments. The learning platform will unobtrusively monitor candidates on a variety of metrics to alert us at the first sign of difficulty.

We want to stress the amount of support candidates will provide each other, even during their field education (whenever possible candidates will be placed in local agencies with other program candidates). The program's rigorous admissions standards ensure that every candidate will actively contribute to the program's learning community.

C. Information Literacy and Library Resources

1. Description of the information literacy competencies expected of graduates and how they will be evaluated.

USC Libraries is committed to supporting information literacy for all our students. Our long term commitment is that we have appointed a librarian as Head, Instruction Services and a Distance and Outreach librarian to coordinate and assist our subject-specialized librarians in providing instruction specifically using information literacy outcomes through several different venues. We also provide one-on-one reference for those students who would like more personalized assistance in learning how to

navigate our resources.

2. Description of how library resources will be used in the curriculum.

With the help of 2tor, the USC social work librarian is planning distance services for the MSW@USC program that will be built into the software platform and the curriculum. Online tutorials, workshops, and webinars will be systematically programmed to coincide with relevant coursework. Above and beyond the normal curricular support we are planning a series of tutorials to address the needs that students may have including writing support, constructing research papers, research methods, APA style, and SPSS. These will be developed if interest is shown by our students and faculty. The USC School of Social Work has a well developed LibGuide that students may use (<http://libguides.usc.edu/socialwork>). A page exclusively for distance students is being developed in this guide.

3. Description of what staffing and instructional services have been put in place and what library and informational resources are available to students and faculty, onsite and remotely, in support of this program. Include a description of the library's information literacy program.

All library resources that are available to on campus students are available to distance students and faculty. Our distance students and faculty have access to over 4 million volumes, 103,000 serials, 316,000 E-books, 65,000 E-journals, and over 700 databases. The School of Social Work LibGuide will have a page dedicated to the MSW@USC degree program. Here students and faculty can find easy answers on how to access library services and resources. In collaboration with 2tor orientation videos are being produced. These will allow students to be introduced to the USC library's services and resources at the onset of their degree program.

Information literacy is an integral piece of the USC libraries mission. Our librarians have a teaching philosophy that goes beyond handing students and faculty resources. It is the role of the librarian to ensure that all students and faculty at USC acquire the skills to meet the information literacy standards established by the Association of College & Research Libraries. We accomplish this by teaching students life-long information skills that include finding, evaluating, and using information effectively.

4. If additional information literacy and library resources are deemed necessary, specify what these resources are and detail the institution's long-term financial commitment to implement this program.

As noted in our response to question #1, USC Libraries is committed to supporting information literacy for all our students. Our long term commitment is that we have appointed a librarian as Head, Instruction Services and a Distance and Outreach librarian to coordinate and assist our subject specialized librarians in providing instruction specifically using information literacy outcomes through several different venues. We also provide one-on-one reference for those students who would like more personalized assistance in learning how to navigate our resources.

5. Access to library systems (local, national, or global), electronic services, Internet, information utilities, service providers, and document delivery services for both

faculty and students.

All distance students can check out books through our UPS mail services. Outgoing shipping is paid by USC Libraries and return shipping is paid by borrower. Remote access to all USC subscribed databases is available to distance students and faculty. Our Iliad service offers instant document delivery (through e-mail) and interlibrary loan services to distance students and faculty. Additionally, distance students and faculty have access to 24/7 reference through our Ask-A-Librarian service.

1. Please list the specific competencies expected of graduates and how they will be evaluated.

USC Libraries instructional program is designed around the Association of College and Research Libraries Information literacy standards for higher education. Information literacy as defined by ACRL forms the basis for lifelong learning. It is common to all disciplines, to all learning environments, and to all levels of education. All USC graduates demonstrate their information literacy competencies by understanding information needs, finding information efficiently, evaluating information, and using information effectively.

D. Technology

1. Description of the institution's technological capacity to support teaching and learning in the proposed program.

To facilitate the program, a technology platform has been designed which can be used in both the online and on-campus MAT program. This platform incorporates the best of the web technologies- something that makes our program stand apart from its online competition. The platform's four key functionalities mirror those of a classroom-learning model

Lecture: Lectures retain a role even in a highly interactive environment (the use of web cameras will add interest and visual depth). The platform allows for the easy construction of lectures using video, PowerPoint, animation, and many other media. The opportunity to use guest lecturers and simulations will serve to elaborate concepts and add depth and dimension to program content. Candidates will be encouraged to work in study groups, sharing observations or other experiences and discussing other issues of concern or interest.

Assistant Lecturers: During lectures or at any other time when candidates have questions, they can access assistant lecturers who will be available through the platform 16 to 24 hours a day to lead discussion groups and conduct office hours through video and whiteboard sessions.

Fellow Candidates: The platform uses Web 2.0 tools to stimulate discussion. These tools have become much more powerful over the past three years, and anyone using facebook.com and other online communities will find the tools familiar and compelling.

Residency: The platform will facilitate the coordination of the online learning with the faculty and field education instructor.

2. Description of the institution's provisions for students in the proposed program to gain full access to course materials.

As our focus has been on creating the best online program we can imagine, the resources for the MSW are online. The Library's resources are all accessible via the web with a student email account. The faculty is available via web and phone. All course materials are online, as are all citations for required reading (which makes them accessible via the Library, as we have collaborated with the Library to insure they have on hand what we are requiring). Hard copies of course readers will still be available for purchase through the Bookstore on request.

3. Description of the level of technology proficiency expected of students and faculty.

Students are not expected to be completely proficient with the learning platform prior to admission. Basic skills will be required – knowing how to access a website, for example.

4. Description of how students will receive training on how to utilize program required technology.

The Orientation Module for the program provides video instruction on the major skills needed for the program, such as operating a video recorder, and uploading the video to the website. As each skill is introduced for a course, there are video instructional demonstrations for how to use the related technology, and a 24-hour technology help desk accessible by email. In short, anyone using facebook.com and other online communities will find the tools familiar and compelling.

5. Description of how the institution will ensure business continuity during system failures (major or minor) or scheduled service interruptions.

All student and course data will be stored on mirrored hard drives which are backed up completely and sent to an offsite location nightly. Hence, 3 levels of backup exist. Routine maintenance will occur at scheduled times and students will be alerted to such times. This is normal in all web-based applications. In addition, we have built in warm spare servers in case of a system failure. If systems fail on the primary servers, the warm spares engage to ensure program continuity.

6. Description of the provisions available to faculty to ensure that the enrolled student is the student completing the coursework. See **Best Practice Strategies for Promoting Academic Integrity in Online Education**.

The program involves multiple opportunities to verify that the student enrolled is the student completing the work. Beginning with the Orientation module, students will upload videos of them and government issued photo identification for student identification cards. Visual verification by the faculty member can insure, at a minimum, that the student appearing in later course video work is the student from the orientation session. This type of visual interaction will persist throughout the

program, with students continuously engaging in telephone and web camera conference calls, and on site internships hours involving faculty, staff and classmates.

Along these lines there will be a strong reliance on written assignments and group discussions in the platform's threads, which will allow the faculty and staff to identify student's writing styles. This will be vital with students set to engage in real time discussions with faculty about their papers, and any student who is unfamiliar with work submitted in their name on it will be contacted by the program's faculty to discuss concerns about authorship. The faculty may also screen for plagiarism through the learning management platform via seamlessly integrated programs such as "Turnitin" (www.turnitin.com).

In regards to logging in, the online platform will have the ability to track students' IP addresses and monitor infrequent activity. This may be coupled with commercial test protection software, which will monitor student activity by requesting fingerprint scans, disabling computer functions during the exam, and video or audio motion detection.

E. Physical Resources

1. Description of the physical resources provided to support the proposed program(s) and the impact of the proposed change on the physical resource capacity of the institution. This includes, but is not limited to, the physical learning environment -- classrooms, study spaces, student support areas.

The School of Social Work is providing additional office space for the new faculty and staff being hired as the program expands. As 2tor is funding the production of all web components, the University does not have to acquire additional space or staff to create the web elements.

F. Financial Resources

1. Assessment of the financial viability and sustainability of the program including:

a. Narrative describing all start-up costs for the institution and how the costs will be covered (including direct program cost and institutional indirect cost). Costs for licensing, hardware, software, technical support, training for faculty and students, and instructional design should be included.

Projected start-up cost include the acquisition of space, office furnishings, voice/data connections, internet/wireless connections, copier, computers, printers, fax machine and video/teleconferencing equipment.

Start-up cost will be funded from the School's Provost Reserve (a university account consisting of accumulated year-end balances and cumulated year-to-year). The current balance in our Provost Reserve was approximately of \$2.3 million as of April 30th, 2010, with an additional \$1 million surplus to be added June 30th, 2010.

Estimated start-up cost are approximately \$375,000, to be expensed by August 15, 2010.

b. Total cost of the program to students, including tuition and any special fees.

The online program (MSW@USC) will be offered in a two and three year format.

Total cost to students:

Two year: \$81,634

Three year: \$87,784

The only additional fee is a lab fee of \$225.00.

A more detailed breakdown of costs for the Virtual Academic Center is attached. Please see attachment: VAC Tuition Breakdown.

c. Financial impact of the change on the institution including evidence that the institution has the capacity to absorb start-up costs. If the institution has incurred a deficit in the past three years, supplemental information describing the financial capacity of the institution to start and sustain the new program(s) is required.

The school has not incurred a deficit in the past three years. See attached document regarding financial capacity to start and sustain the program.

Please see attachment: Budget Projection.

d. Statement of the minimum number of students per year necessary to make the program financially viable. The budget should reflect anticipated attrition and should include plans to respond to low enrollment.

360 students per year.

e. Budget projection, for at least the first three years of the proposed program, based on the enrollment data in the market analysis and including projected revenues and costs. The budget should include all budgetary assumptions.

Please see attachment: Budget Projection.

C. The document regarding the financial capacity to start and sustain a program is not attached.

We have reattached the document: please see Budget Projection

Attachments  [VAC_Tuition_Breakdown.pdf](#),  [Budget_Projection.pdf](#)

Section V: Teach-out











A. Teach-out

1. Teach-out plan detailing how students who begin this program will be able to finish if the institution determines that the program is to be closed. Please see WASC's [Policy on Teach-Out Plans and Teach-Out Agreements](#).

In the unlikely event that the online degree program is terminated, USC and 2tor will allow each student enrolled in the online platform to complete all individual courses in the Program. Advising for students affected by closure would be conducted by USC academic advisors to insure that each student has an individual degree completion plan and time line.

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Mapping Social Work Curriculum to Core Competencies

Foundation Year Courses						
Educational Policy and Accreditation Standards (EPAS)		Human Behavior & Social Environment			Field Education	
		Practice	Policy	Research	Practicum	Integrated Seminar
		543/545	534/535	562	586a/b	587a/b
1. Professional Identity	Identify as a professional social worker and conduct oneself accordingly		X		X	
2. Ethical Practice	Apply social work ethical principles to guide professional practice	X		X		
3. Critical Thinking	Apply critical thinking to inform and communicate professional judgments		X	X		
4. Diversity in Practice	Engage diversity and difference in practice	X	X	X	X	
[EPAS # 4 will be measured across the curriculum]						
5. Human Rights and Justice	Advance human rights and social and economic justice		X			
6. Research Based Practice	Engage in research-informed practice and practice-informed research	X		X		
7. Human Behavior	Apply knowledge of human behavior and the social environment		X			
8. Policy Practice	Engage in policy practice to advance social and economic well-being and to deliver effective social work services		X			
9. Practice Contexts	Respond to contexts that shape practice				X	
10. Engage Assess Intervene Evaluate	Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities	X		X	X*	

*Student Self-Report Version of Questions will also be collected

 Measures will highlight the “integration” of the 10 competencies

Foundation Year Measurement:

Measures of developing professional competency will be applied in first year foundation course sequences to determine initial development of knowledge, values and skills related to the 10 Core Competencies for Social Work included in the Educational Policy and Accreditation Standards (EPAS) established by the Council of Social Work Education. (see <http://www.cswwe.org/File.aspx?id=40200> for detail of the Core Competencies and EPAS). The diagram on page one maps the 10 Core Competencies to the foundation year courses. Most of the EPAS will be measured in several course sequences to reflect the School's integrative curriculum. In particular, the school's model of infusing content on diversity across all sequences is reflected above since measures of knowledge, values, and skills related to culturally competent practice in a diverse society will be woven into each of the five sequences.

Foundation Year Course Sequences	Course Number	Course Title
Practice	543	Social Work Practice with Individuals and Families
	545	Social Work Practice with Groups and Complex Cases
Human Behavior & Social Environment	503	Human Behavior and the Social Environment I
	505	Human Behavior and the Social Environment II
Policy	534	Policy and Practice in Social Service Organizations
	535	Social Policy
Research	562	Social Work Research
Field Education		
Practicum	586a/b	Field Practicum
Integrated Seminar	587a/b	Integrative Learning for Social Work Practice

The field practicum (the signature pedagogy of social work) provides an especially important opportunity to measure application of developing skills and provides students with the opportunity to apply the knowledge and values to associated practice skills. Since the tenth Core Competency focuses on core social work practice skills, we are planning to collect data from four perspectives: Classroom practice faculty, integrated seminar faculty, Field Instructors, and students. Measurement of the 13 specific practice behaviors included in Core Competency 10 will allow us to measure growing professional development while students are in the program, as well as following alumni into workplace settings. The Practice and Research foundation sequence courses will measure Competency #10 to assess whether students have adequate knowledge and exposure to values in this area.

The Integrated Field Seminar class will measure the role and impact of supportive consultation in the student's professional growth. This seminar (587a/b), through the use of case discussion, allows students to integrate knowledge and values learned in the foundation courses with hands-on field practicum (586a/b) experiences and to increase awareness and understanding of their developing professional identity.

In addition to asking Field Instructors to rate the student's practice abilities, we will also ask students to rate their own learning in a self-assessment on Competency 10 included in the end-of-year survey. Combined, these data will provide an opportunity to observe student professional development over the entire 2-year program and will provide feedback on ways to tailor the curriculum to support

student learning around specific practice behaviors and class year. Based on pilot-tests conducted in Spring 2010 with aligned formats for collecting similar data from Field Instructors and students, we believe that this will be a productive addition to our traditional classroom measurement strategies. Data collected from Field Instructors in Spring 2010 provided two additional pieces of information regarding Core Competency #10 that also provide direction for measuring student learning outcomes in this area. First, Field Instructors supported the idea that Competency #10 could be used to measure professional development of social workers in their agency settings. Based on this information, we plan to measure the practice behaviors included in Competency #10 for alumni in their workplace settings. This will provide valuable information on professional development beyond the formal MSW courses and the relationship of competency level with the social worker's ability to pass the licensure exam (LCSW). Second, the Field Instructors were able to define specific observations of student practice behaviors (that they used to anchor their ratings of student competency either as beginning, progressing or consistent in the practice behaviors). We plan to build on this information as we continue to develop more specific descriptions of the various practice behaviors which can be used by faculty, Field Instructors, and students as tools for measurement and for refining individual learning objectives.

Concentration Year Measurement:

Concentration Year Course Sequences	Course Number	Course Title
COPA (Community Organization, Planning & Administration)	629	Evaluation of Research: Community Organization, Planning and Administration
	639	Social Policy for Managers, Planners and Community Organizers
	648	Management for Community and Social Services
Family & Children	601	Advanced Theories and Clinical Interventions with Children and Adolescents
	602	Advanced Theories and Clinical Interventions with Families
	603	Merging Policy, Planning and Research for Change in Families and Children Settings
Health	631	Advanced Theories and Clinical Interventions in Health Care
	632	Program Planning and Evaluation in Health Care
	636	Social Policy: Health Care
Mental Health	605	Human Development and Mental Health
	625	Evaluation of Research: Mental Health
	645	Clinical Practice in Mental Health Settings
Work & Life	671	Clinical Interventions and Advanced Theories in Work Settings
	672	Improving Work Life Through Social Policy and Managing Organizational Development and Change
	673	Program Development, Training, Grant Writing and Program Evaluation in Work Settings
Field Education		
Practicum	686a/b	Field Practicum

Core Competency #10 will also be measured in the second year from Field Instructor and student perspectives. In addition, aligned metrics will be used in corresponding courses in second year concentration courses to determine whether students are achieving

advanced competency in each of the 10 areas. A measure of student self-efficacy will be measured at the start of the second year, at graduation from the program, and as a follow-up measure with alumni. This measure will complement the practice behavior data on Core Competency #10, moving beyond the measure of knowledge, values, and skills to determine the student's level of capability and confidence to organize and execute professional activities independently as required in specific areas of practice. This will also provide helpful data to support continuous improvement of academic and practice material offered in the five concentration year focuses—COPA, Family & Children, Health, Mental Health, Work & Life, as well as the specific focus areas provided in the subconcentrations (e.g., Military Social Work). Measures of self-efficacy have been used to measure the level of confidence that a professional has related to work performance. Self-efficacy has also been associated with the ability to cope with work stressors, and with a professional's ability to initiate and sustain actions, make decisions, and problem-solve.

Measurement Model—Foundation & Concentration Year Courses

EPAS		Human Behavior & Social Environment			Policy	Research	Field Practicum
Practice							
1. Professional Identity	Identify as a professional social worker and conduct oneself accordingly				X		X
2. Ethical Practice	Apply social work ethical principles to guide professional practice	X					
3. Critical Thinking	Apply critical thinking to inform and communicate professional judgments		X		X	X	
4. Diversity in Practice	Engage diversity and difference in practice	X	X		X	X	X
[EPA # 4 will be measured across the curriculum]							
5. Human Rights and Justice	Advance human rights and social and economic justice		X		X		
6. Research Based Practice	Engage in research-informed practice and practice-informed research	X				X	
7. Human Behavior	Apply knowledge of human behavior and the social environment		X				
8. Policy Practice	Engage in policy practice to advance social and economic well-being and to deliver effective social work services				X		
9. Practice Contexts	Respond to contexts that shape practice					X	
10. Engage Assess Intervene Evaluate	Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities	X					X*

*Student Self-Report Version of Questions will also be collected

Note 1: Measures of developing professional competency will be applied in foundation course sequences to determine initial development of knowledge, values and skills related to the 10 EPAS. Aligned metrics will be used in corresponding courses in second year

concentration courses to determine whether students are achieving advanced competency in each of the 10 areas. Thus, we plan to measure growing professional development while students are in the program, as well as following alumni into workplace settings. Most of the EPAS will be measured in several course sequences to reflect the School's integrative curriculum. In particular, the school's model of infusing content on diversity across all sequences is reflected above since measures of knowledge, values and skills related to culturally competent practice in a diverse society will be woven into each of the five sequences.

Note 2: The field practicum (the signature pedagogy of social work) provides an especially important opportunity to measure application of developing skills. Thus the chart indicates that instructors in the field practicum will rate students in three key EPAS areas; each will be compared with similar measures used in classroom settings to help faculty better understand how students are translating knowledge into practice. Since the tenth EPAS focuses on core social work practice skills, we are planning to collect data from three perspectives – classroom practice teachers, field faculty and students. The classroom and field faculty measures will be adapted as an end-of-year self-report survey so that these three perspectives can be compared. We pilot tested this approach for the first time in 2010, collecting the same data elements from field faculty and students, and we believe that the method is very promising.

2009-09, University of Southern California: MS in Geographic Information Sciences and Technology

by ALO USC

Introduction

Proposal Template for Online, Blended, Satellite, Video Correspondence or Other Technology-Mediated Programs- Introduction



STOP! AND READ THESE DIRECTIONS:

The criteria in 2005 Substantive Change Manual, Section III have been replaced by the elements listed in this template.

Please refer to the LiveText User Guide for the EXACT NAMING CONVENTION FOR YOUR DOCUMENT. INCORRECTLY NAMED DOCUMENTS WILL NOT BE REVIEWED.

Institutions proposing online programs should refer to the Good Practices for Electronically Offered Degree and Certificate Programs in addition to the following guidelines. Institutions proposing blended programs should include a description of where the delivery of the on-campus or off-campus portion of the program will occur

For samples of substantive change proposals please visit <http://samples.wascsenior.org>

Directions:

This template outlines the *mandatory* sections of the proposal and the elements within each section of the proposal that an institution should address within twenty pages. *Please specifically answer each question in the template.*

The Rubric used by the Committee for scoring can be found here: [**Rubric for the Evaluation of Substantive Change Proposals.**](#)

Be sure to leave the questions in place and no question should be left

blank. If an area is not applicable, simply write that in the appropriate section.

Attachments are preferred as .PDF. (Microsoft Office documents should be saved in versions compatible with Office 97-2003. Office 2007 / Windows Vista documents are not acceptable at this time.)

Incomplete proposals will not be forwarded to the Committee since they can not be granted approval.

Please have your institutions Accreditation Liaison Officer (ALO) notify the WASC Substantive Change Manager once the proposal is complete and has been submitted.

Section I: Institutional and Program Overview

Program Overview

A. Name of degree or program proposed

Master of Science in Geographic Information Science and Technology.

B. Percent of program being offered via distance education – If the program is not being offered fully via distance education, how will the remainder of the program be offered?

The entire program will be offered via distance education except for a one week field excursion to Catalina Island that is required for GEOG 587 – GPS/GIS Field Techniques.

C. Detailed description of the type of distance education modality being proposed and the format – Is it asynchronous, synchronous, online, teleconference, video on demand, etc.

The Master of Science and accompanying Graduate Certificate in Geographic Information Science and Technology (GIST) will be offered online. Students participating in the program will receive course notes, readings, assignments and other course content online, as well as interact with other students and faculty in a real-time capacity.

Typical student assignments will include reading book chapters and journal articles, watching or uploading multimedia/video, writing responses or essays, conducting field measurements or observations, and collaborating with teachers and peers. Students will be required to

complete a variety of online assignments, including diaries, exercises, and various reports to monitor progress.

Select examples of learning components – the student will:

- a) Read assigned research articles; upload responses to question prompts to small group site; read colleagues' responses; discuss articles and responses in real time with small group, facilitated by the course instructor [All courses].
- b) Complete a series of "hands-on" ArcGIS exercises and mapping assignments; design and complete a simple GIS project employing ArcGIS to select shape files and tables, enter data, perform at least two forms of GIS-based spatial analysis, and produce a series of maps; write a final report and present the results in a meeting or video conference with the course instructor [GEOG 581-Concepts for Spatial Thinking; GEOG 583-Spatial Analysis and Modeling; GEOG 585-Geospatial Project Management; and GEOG 587-GIS/GPS Field Mapping].
- c) Complete a number of programming tutorials based on web-based scripting languages and open source web-enabled GIS applications, such as Google Maps, Google Earth, MapServer, GeoServer, etc., which leads them each into designing and hosting independent web GIS programming projects [GEOG 591-Web GIS].
- d) Design a field experiment integrating Global Positioning System (GPS) and Geographic Information System (GIS) technologies that can be conducted over 4-5 days on Santa Catalina Island; prepare a presentation for class describing this project and respond to questions raised by the faculty and peers; collect and analyze field data; prepare poster and slide presentations describing the project results and what worked, what did not work, and why [GEOG 587-GIS/GPS Field Techniques].

D. Geographic scope of the program – Where will you market the program?

Initially, we plan to recruit students from the United States and Canada. We will expand recruiting efforts to other countries over time so long as we have the capacity to serve additional students and we can avoid potential conflicts with the programs offered by other UNIGIS International Association member institutions (UNIGIS Austria, for example, has already developed study centers in India and Thailand).

E. Projected number of students

The online program has three start dates per year: August, January, and May. These start times were selected to match the typical USC semester

start dates. The enrollment figures and projections for the first five years (total of three start times per academic year) for the GIST Master's program are:

AY 2007-2008 – 2 (actual)
 AY 2008-2009 – 11 (actual)
 AY 2009-2010 – 15 (projected)
 AY 2010-2011 – 20 (projected)
 AY 2011-2012 – 25 (projected)

Our original proposal anticipated enrolling about 10 students (over the three start times) in Year 1 but got a late start due to delays in the curriculum review process and in building out the staff and technology components that were needed to support the new programs. We can therefore treat Year 2 above as the first year the program was offered. We anticipated increasing to 15 students in Year 2, and growing to 25 (new and continuing students as the program overlaps academic years) in Year 4. These projections are based on both our capacity (the individual GIST course enrollments are limited to 20 students per course per semester) and an assessment of the demand for the program. Based on unsolicited inquiries (driven by industry growth, conversations with colleagues at Pennsylvania State University who launched a similar master's program a couple of years earlier than we did, and the results of our initial marketing efforts), we suspect that in the future we could enroll 50 or more new students per year, however this is a new delivery model for the College (but not for USC), and we plan to restrain growth expectations for at least the first four years.

F. Type of student the program geared for, i.e. adult learners, part-time or full-time

The program is geared to adult learners who may attend full-time or part-time. In addition, these learners fall into one or other of two groups: one group is new USC students (i.e. working professionals) who want to learn more about geographic information science and/or GIS skills for professional practice but cannot easily participate in residential instruction programs, and the second group is existing USC graduate students who want to take one or more GIST courses (perhaps enough to earn the GIST Graduate Certificate) because the subject-matter complements their major research programs and helps to differentiate them from their peers when entering the job market. The fact that students may move through any given course with greater flexibility compared to an on-campus course with a set meeting time is attractive to both groups of students.

G. Initial date of offering

A total of 13 students have been admitted to the GIST Master's Program to date (one in Fall 2007, one in Spring 2008, one in Summer 2008, three in Fall 2008, six in Spring 2009, and one in Summer 2009). An additional 12 students have been admitted to the GIST Graduate Certificate Program (two in Spring 2008, four in Summer 2008, two in Fall 2008, one in Spring 2009, and three in Summer 2009). In addition, students already matriculated in other USC graduate programs may take GIST courses and request that the GIST Graduate Certificate be added to their transcripts once the requirements have been met.

H. Anticipated life of the program, i.e., one time only or ongoing? Cohort model or rolling admissions? Independent study?

We expect the program to operate indefinitely. This program will use the rolling admissions model and each student enrolled in the GIST Master's program will prepare a thesis based on a program of original and independent study spread over two semesters. The GIST Graduate Certificate program is coursework-based.

I. Description of the external and/or internal partners contributing and/or participating in this proposal, if applicable - If so, attach any Memorandums of Understanding (final and signed) between the requisite parties

The GIST Master of Science and Graduate Certificate programs are offered by the College of Letters, Arts and Sciences. USC is a member of the UNIGIS International Association, a worldwide network of educational institutions offering distance learning programs in GIS (see <http://www.unigis.net/> for additional details). The members of UNIGIS collaborate in the development of course content, course delivery tools and marketing materials, although USC is solely responsible for the admission of students, academic content, instruction and advising for the GIST programs. The resulting experience is a level of production value that USC alone would never have been able to accomplish and it also affords our students enhanced access to state-of-the-art software tools and numerous opportunities to become part of an integrated, worldwide network of professionals engaged in GIS and its applications.

I. Please make link to UNIGIS website in Section I below active.

The link has been activated.

Descriptive Background, History and Context

A. Brief description of the institution including the broader institutional context in which the new program or change will exist - Connect the anticipated substantive change with the mission, purpose, and strategic

plan of the institution. **Note: Please insert a 'LiveText' link to the Annual Report document submitted to WASC.**

The online GIST programs will exist within the USC College of Letters, Arts and Sciences (the College). The central mission of USC is the development of human beings and society as a whole through the cultivation and enrichment of the human mind and spirit. The principal means by which this mission is accomplished are teaching, research, artistic creation, professional practice and selected forms of public service.

USC College is the intellectual centerpiece of the University and as such, the core mission of the University is embodied within USC College. Our strategic vision is to conduct a range of research and scholarship that advances knowledge and at the same time addresses issues critical to our community, the nation and the world, and to create a significant global presence that will increase the international visibility, reach, and impact of our research and scholarship. In terms of our educational mission, we believe that the College of the Twenty-first Century must focus on learner-center education. To do so, it must marry technological innovation to fundamental pedagogical values, it must tie the educational mission to its research mission, and it must train students in ways that allow them to be leaders in a globalized, interdisciplinary world that is rapidly changing. The online GIST program helps the College meet these ambitious goals.

B. To address prior experience, list the number, variety and longevity of other similar programs that have been or are being offered via distance education - Include a summary or profile of one of the programs being offered via distance education to demonstrate prior experience

The College has experience with a variety of distance programs. In 1999, the College launched a 12-unit, non-degree, online graduate certificate program in Geographic Information Science. The four 4-unit courses (two required courses and two electives) on which this program was based drew a steady and eclectic mix of on- and off-campus students (many on-campus students matriculated in other USC graduate programs took one or more of the GIS courses to broaden their academic training) and a total of 57 students graduated with the Graduate Certificate in Geographic Information Science from Spring Semester 2001 to Fall Semester 2006.

The demand for this program and rapid changes in the field of study prompted the College to strengthen the connections between science and technology (hence the new name) and extend the program to include both online graduate certificate and master's degree programs. The four courses from the original Geographic Information Science Graduate Certificate program have been extensively revised and incorporated along

with six new courses in the proposed GIST programs (see Section III.E for a complete listing).

A. Please insert a LiveText link to USC's 2009 Annual Report submitted to WASC.

[University of Southern California: WASC Annual Report 2009](#)

B. Please provide a list of the number, variety and longevity of the other distance education programs offered by USC.

Within USC's College of Letters, Arts, and Sciences, this is the only Distance Education degree program. As described in Part B of this proposal, the College also offers a Certificate in GIST. Other programs offered at USC in units other than the College are discussed under the next section - Institutional Accrediting History Relevant to Substantive Change - under Part A. That section also includes an attachment provided to our WASC Visiting Team during their site visit to USC last October, 2008. We have reattached that attachment here as well (Site Visit update) for the Committee's convenience. Most recently, two other programs have been approved by WASC: a Master of Aging Services Management offered through the Davis School of Gerontology (approved in July, 2009) and a Master of Academic Medicine offered through the Keck School of Medicine (approved in August 2009).

Attachments  [Site_Visit.pdf](#)

Institutional Accrediting History Relevant to Substantive Change

A. Brief response to issues noted in prior substantive change reviews since the institution's last comprehensive review

USC is currently undergoing its comprehensive accreditation review. The University completed its CPR site visit in Fall Semester 2008. During the visit, a meeting was held with members of the Visiting Team and representatives of USC's most recently initiated off-campus and distance education programs. No concerns were noted during the meeting or in the Visiting Team's Report. The Visiting Team's Report was submitted in December 2008.

USC just had a Master of Arts in Teaching (MAT) approved by WASC in March and a Master of Arts in Aging Services Management (MASM) approved in June of this year. Since its last comprehensive review in 1998, USC has had two other master's level distance education programs

approved through WASC's Substantive Change process – one in Long Term Care Administration (LTCA, 2002) in our Davis School of Gerontology; the other in Regulatory Science (2004) in our School of Pharmacy. In the 2002 approval letter for the Master's in LTCA, the Substantive Change Committee recommended clarifying the distinction between this and other Gerontology master's programs, clarifying prerequisites for admission, and offering greater clarity in terms of program learning outcomes. The recommendations were fully discussed by faculty representatives, and adjustments made to recruitment materials and admissions requirements to narrow the applicant pool to highly specialized individuals with a professional background in long term care administration. The Substantive Change Committee also requested that the University review unit requirements for categories of master's degree programs across campus (i.e. academic and professional master's programs). Dr. Lloyd Armstrong, the Provost at that time, formed an ad hoc task force to review general requirements and to make recommendations to the Provost. The task force completed its work in August 2002 and recommended a series of guidelines which were accepted.

In the 2004 approval letter for the Regulatory Science master's program, the Committee recommended clearer outcomes in terms of the role of ethics throughout the curriculum, asked whether outside voices (consumer groups, outside industry, etc.) would have input into program and curriculum development, asked for more course learning outcomes, and suggested "leadership skills" as an outcome of the curriculum. The recommendations were reviewed by the faculty and Dean of the School. The concerns about teaching in ethics prompted an examination of all courses for content relating to ethics, and a separate course in ethics was added to both Fall and Spring semesters to minimize scheduling conflicts for students. Additional attention was given to ensuring feedback on programmatic objectives by working with the Food and Drug Administration as well as industry to ensure a balanced view from these two important stakeholders. In preparation for our Fall 2008 site visit, representatives of the Master's in LTCA and in Regulatory Science prepared short updates for the Visiting Team which are attached.

Please see Attachment: Site Visit Updates.

B. Institutional response to issues noted in prior Commission or other Committee action letters or visiting team reports that are relevant to the proposed substantive change

Not applicable.

C. If the proposed program is within a school accredited by a professional

accrediting agency, or is related to a program that is accredited by a professional accrediting agency, list the agency, year accredited, and include in the appendix a copy of the executive summary to the most recent team evaluation report and agency action. Also, indicate whether the specialized agency needs to review and approve the proposed program prior to implementation.

Not applicable.

Attachments  [Site_Visit.pdf](#)

Section II: Program Need and Approval

Program Need

A. Program need/rationale framed by the institution's mission and strategic goals

The GIST Master's program was implemented to satisfy four distinct needs. The first was to help to meet the workforce needs of industry, government and society. Some estimated the shortfall in producing graduates with an advanced level of GIS education in the U.S. at around 4,000 individuals annually when the program was proposed – see recent articles by Virginia Gewin in Volume 427 of Nature (January 2004) and Olivia Crosby in Volume 49, Issue No. 1 of the U.S. Department of Labor's Occupational Outlook Quarterly (Spring 2005) (please see Attachment: Supporting Documentation for copies). The new master's program was also created to serve as a progressive master's degree for small numbers of anthropology, environmental studies, geography, geology and planning majors who wanted to stay for a fifth year and earn both bachelors and master's degrees. The third goal was to provide a rich set of new coursework opportunities for college doctoral students and other graduate students (e.g. computer science and planning master's students) across campus. The fourth and final rationale for starting the new GIST Master's program was that it would advance one of the pillars of the university's strategic plan given that learning to think spatially is one of the key building blocks of multidisciplinary science and problem solving – see the recently released National Academies Press book entitled "Learning to Think Spatially: GIS as a Support System in the K-12 Curriculum" by for the Committee on the Support for Thinking Spatially.

B. Process and results used to establish the need - Please provide a summary of the findings, not the full study

The program components were created based on extensive reviews of the GIS Master's programs offered by the various UNIGIS International Association member institutions (UNIGIS Austria, UNIGIS Netherlands, UNIGIS Spain, UNIGIS UK, etc.) and a draft copy of the "Geographic Information Science & Technology Body of Knowledge" that would be published one year after the program was proposed by the Association of American Geographers and University Consortium for Geographic Information Science (see Attachment 2, Supporting Documentation for additional details). The choice to offer the program in an online format was based on demand from interested students (for example, from students enrolled in the GIS Graduate Certificate Program) as well as a determination of market potential based on competitive programs.

C. Evidence used to support enrollment projections and to support the conclusion that interest in the program is sufficient to sustain it at expected levels - If the program is planned to be offered for a finite period, provide the enrollment data for the length of the program. If the program is planned to be offered continuously, then provide enrollment projections for the first three years. These enrollment projections should be reflected in the budget.

The majority of competitive online programs have far to go in terms of quality of curriculum and instruction. The one exception may be the GIS Master's and Graduate Certificate Programs offered by Pennsylvania State University. This program, for example, enrolls approximately 450 students in its graduate certificate program and 120 students in its master's program per year. Given the prestigious nature of the USC College of Letters, Arts and Sciences, the stellar reputation of the UNIGIS International Association, the curricular focus on both the underlying science and the technologies that implement this science and USC's legacy compared to other online options, we believe our projections are conservative. As stated earlier, the projections for the first three years (counting students in the first year they enroll in the master's program) are as follows (See Attachment 8, USC Budget Projections):

AY 2007-2008 – 2 (actual)
 AY 2008-2009 – 11 (actual)
 AY 2009-2010 – 15 (projected)
 AY 2010-2011 – 20 (projected)

D. Attach the recruitment and/or marketing plan for the program

Please see Attachment: Marketing Plan.

A. The committee typically likes to see more detailed information about the direct evidence that supports your enrollment projections. For

instance, how many students expressed interest in the program? What others sources of direct evidence, and in what numbers, support your conclusions about the need for this program?

There are two ways to respond to this request for additional information with request to program need.

The first is to summarize the enrollment histories for the individual courses over the past six academic years as in Table 1 below since these give some indication of both the "reach" or appeal of these courses (with respect to graduate students already matriculated in other USC programs) and the prospects that we will be able to sustain these kinds of enrollments from one year to the next. We believe that these enrollment numbers, coupled with the numbers of students who earned the graduate certificate in earlier years (57 as noted in accreditation report itself), point to the breadth of interest in geographic information technologies and the science on which they are based.

Table 1: GIST Graduate Course Enrollments from the 2003-2004 Academic Year to the 2008-2009 Academic Year

Course	No. times taught	Min. enrollment	Max. enrollment	Total enrollment	Mean enrollment
GEOG 581	18	5	20	251	14
GEOG 582	3	4	8	18	6
GEOG 583	6	6	14	72	12
GEOG 585	5	2	7	23	5
GEOG 586	1	5	5	5	5
GEOG 587	6	8	12	58	10
GEOG 588	1	5	5	5	5
GEOG 589	1	6	6	6	6
GEOG 591	2	1	8	9	5

The second way to respond to this request is to note that we have just finished rolling out all of

the classes in this new program and that this experience has created a substantial "buzz" that can be measured in a number of ways – we see, for example, numerous students in the certificate program expressing an interest in continuing on to the master's program, we see an increase in the numbers and backgrounds of USC undergraduate students inquiring about the progressive master's degree option, and we have fielded numerous inquiries from colleagues across campus who either want to include one or more of the aforementioned GIST courses in their degree programs or to see whether or not their graduate students could enroll in our courses (Earth Science, Economics, International Relations, Planning, Public Administration, etc.).

We view all of this anecdotal evidence as positive and now that we have rolled out the full suite of courses we will be able to focus on marketing our program so that we convert as much of this burgeoning interest into enrollments as possible. The recent growth of the geographic information science master's and graduate certificate programs at Pennsylvania State University gives a sense of what is possible here and our immediate goal is to move as quickly as we can to match the enrollment projections noted in our accreditation report.

Attachments  [Supporting_Documentation.pdf](#),  [Marketing_Plan.pdf](#)

Planning/Approval Process

A. Description of the planning and approval process within the institution, indicating how faculty and other groups (administrators, trustees, stakeholders, etc.) were involved in the review and approval of the new site or program.

Greater detail appears in Section III.F (below) regarding the creation and approval of the program, but the essential approval process included the following steps:

- a) Once each course had been approved by every geographic information science faculty member, the entire curriculum package (including all syllabi) was presented to the faculty of the Geography Department for review, discussion, revision and ultimately approval (September, 2006).
- b) Once the Geography Department approved the program, the materials went to the College Dean's Office for review, discussion, revision and approval (October, 2006).
- c) Once the College Dean's Office approved the program, it went before USC's University Curriculum review committee for approval (November, 2006).

We would also like to address how we failed to apply for Substantive Change approval: We had two distance education masters programs implemented without prior Substantive Change approval – one is the Master of Academic Medicine (MAMD) out of our Keck School of Medicine,

for which a proposal has been submitted; the second a Master of Science in Geographic Information Sciences and Technology (GIST) out of our College of Letters, Arts, and Sciences, for which this proposal has been submitted. Once we recognized the oversight, we verified that Substantive Change approval was required and made a report to our WASC staff liaison in late March of this year (2009). We regret the oversight and are working quickly to correct the situation. Having reviewed the circumstances under which the two programs were implemented, we now have a process that will avoid a reoccurrence of the failure to obtain prior Substantive Change approval.

How this happened stemmed from several major administrative, curricular, and structural changes at the University between 2006 and 2008 – the appointment of new Deans in 10 of 17 of our academic units over a short period of time; revision of USC's curriculum review process; and, restructuring of the offices charged with overseeing development of educational technology (including distributed and distance education) across our academic units. These changes created a fluid situation that made it possible for the two programs to be implemented without prior approval by WASC. To compound things, the University was focused on completing its Institutional Proposal (2005) and Capacity and Preparatory Review (2007) as we began the reaccreditation process.

Our curriculum review process had undergone significant change by 2006. With regard to the issue at hand, a separate subcommittee charged with reviewing distance education courses and programs from all parts of the University was eliminated in favor of a system where new proposals would be reviewed in faculty subcommittees representing the academic areas from which the proposals originated. In addition, our Information Services Division was split in 2006 with one focused on USC Libraries and the other on Information Technology Services (ITS). A new Vice Provost for ITS joined USC in February 2007. This new curriculum review structure, the changes in our Information Technology areas (and new leadership in that area), and the ascension of several new deans combined to make it less likely the omission would be caught.

The proposal for the GIST Master's program originated in our College of Letters, Arts and Sciences. The College is USC's largest unit yet this was its first full degree program offered through distance education and thus the first time the College Deans would have learned of and gone through the Substantive Change procedure. No one in the Geography department or in the College Dean's office was familiar with Substantive Change and the fact that the department already offered a Graduate Certificate in GIST made it less likely anyone would realize the significance of moving to a full Master's level degree program. In addition, a new interim Dean along with an entirely new slate of Vice-Deans had just been appointed

following the departure of the incumbent for the presidency at Northeastern University in 2006 – the same time the proposal was going through the University's curriculum process.

The MAMD program went through the University's curriculum review process at the same time that a search for a new Dean at the Keck School of Medicine was in full swing. Since the Master of Academic Medicine program had been offered on campus in traditional form, the curriculum review process may have seen it more as a revision to an existing program and not gauged the significance of switching to a distance education modality. And since the medical school is accredited through the Liaison Committee for Medical Education (LCME), some may have assumed the program simply needed to conform to the LCME's guidelines.

Even with these circumstances, both academic units should have been advised that an application to WASC was needed. We think we have a better process in place now, which includes the following changes:

- A report to all Deans was made in April at the Provost Council describing the Substantive Change process and reporting that two programs had been implemented without prior approval. Possible consequences for the University were discussed.
- A memo will be sent to all Deans and to all Vice-Deans charged with curricular oversight describing Substantive Change.
- The ALO now works closely with the Associate Vice Provost in charge of our Technology Enhanced Learning area, and both now consult with academic units contemplating new distance education programs.
- All proposals for new programs are reviewed by the Provost's Office before being forwarded to the University Committee on Curriculum. The ALO will ensure that this review includes a careful screening for programs that will require Substantive Change approval.

Section III: Program Description and Evaluation

Curriculum

A. Overall description of the program including the alignment of the program philosophy, curricular design, and pedagogical methods with the target population and degree nomenclature selected.

The geographic information science and technology master's and graduate certificate programs combine core science with real world applications to provide state-of-the-art tailored training at levels that meet those prepared by government and industry. The programs use a variety of

distance learning strategies to provide increased knowledge of geospatial technologies and the geographic concepts and methods embedded in them. The courses that make up these programs incorporate multiple curricular pathways tailored to the increasingly diverse backgrounds, occupations and applications that rely on geospatial technologies.

The learning and teaching strategies that are employed in these programs are student centered. They aim to encourage a deep-learning approach by using reflection and self-evaluation. In each course, a written "Course Notes" will be provided online that provides the background, the framework for study, self assessment exercises, and the essential details of the course content. Each section of the Reader will be framed with a context setting introduction, clearly identified learning outcomes and additional reading within the academic and professional literature. Additional reading materials will consist of a series of book chapters and journal articles and will be provided in an online environment as well. Students will be required to reflect on their learning as part of the self assessment exercises and the summative assignments.

Numerous opportunities for students to discuss the course materials and accompanying issues with faculty and students will be provided via e-mail, telephone, an online bulletin board, and at least two synchronous telephone or Webcam sessions in which students present or discuss one of the course readings and one of the assignments for which they are being evaluated. Students should anticipate spoken and/or written communication with the instructor and/or fellow students on a weekly basis.

B. Has the method of design of the program been reflected in the curricular design and pedagogy?

We think "yes" – please see discussion in Section III.A above.

C. Program learning outcomes that articulate what the student will be able to do after he/she completes the program and are appropriate to the level of the degree

We expect our graduates to be distinguishable from graduates of other programs in how they think about and use the principles of geographic information science and the technologies that implement them in their everyday work. Specifically, our graduates will:

- Design and implement well formed database models using appropriate design techniques and relational database software, respectively.
- Design and implement strategies for capturing or sourcing

geospatial data and accompanying metadata for one or more GIS projects.

- Conduct their work tasks in such a way that they achieve at least three of the following outcomes:
 - o Explain complicated geographic patterns and relationships using the theoretical concepts that form the basis of both commonplace and advanced methods of spatial analysis.
 - o Generate geographical information by processing digital remotely sensed data and critically evaluating its use for special one-of-a-kind environmental applications.
 - o Design and develop cartographic and other kinds of visualizations for a multimedia, Internet-enabled world.
 - o Program small-scale, one-of-a-kind GIS-based applications in Visual Basic and/or Java programming languages.
 - o Identify and describe the role of people and technology in organizing, planning, monitoring and controlling GIS projects.
- Critically evaluate the potential impact of data quality on spatial analysis and decision making outcomes.
- Plan, design, and execute a series of advanced science and/or policy relevant GIS-based projects.

D. Curricular map articulating the alignment between program learning outcomes and course learning outcomes and demonstrating the progression from introductory to advanced levels

There are two introductory courses that provide a framing experience for both programs, five electives that impart specialized knowledge and skills, two integrative courses (one that looks out from a science perspective and a second that looks out at the field from a management perspective), and a capstone experience (i.e. the master's thesis) in the case of the master's program. Additional details are provided in the following paragraphs.

The two introductory courses are:

GEOG 581-Concepts for Spatial Thinking is designed as an introduction to GIS, and more importantly, to the cartographic and geographic concepts underlying GIS. The students will gain an understanding of the basic concepts of cartography, working with spatial information, GIS and ESRI's ArcGIS software, the latter providing a significant "hands-on" experience in learning GIS. This course begins by focusing on the nature of maps, meaning the basic concepts that are fundamental to understanding the nature of geographic knowledge, how this knowledge is communicated, and how it can be graphically depicted. Next, the concepts of spatial thinking are taught as basic notions of

cognition, mental representations of space, meaning in maps, and spatial problems. The core of the course covers the fundamentals of GIS, including how computer systems handle geographically referenced data, a structured introduction to ArcGIS 9.3.1 (the most recent version of the most widely used GIS software), and how spatial analysis, data input and verification, data analysis and modeling are integrated into GIS. On completion of this course, students should be able to: (a) evaluate the different components of Geographic Information Science and the linkages to other disciplines; (b) analyze how spatial data models are used in the representation of geographical phenomena and evaluate the appropriateness of such models for specific applications; (c) explain the purpose, techniques and algorithms of spatial operations used in GIS and evaluate the constraints placed on their use by specific data types and models; and (d) use GIS software efficiently and be able to implement appropriate analytical procedures for any given application.

GEOG 582-Spatial Databases is a vital course because geographic information systems are fundamentally information systems. Although geographic information systems provide specialist capabilities for storing and manipulating spatial data, much of the functionality offered by GIS software is shared with conventional database software. Indeed, most GIS have at their core a conventional database management system (DBMS) around which spatial functionality has been wrapped. Understanding database theory is the foundation to understanding many of the technical aspects of GIS. This course therefore stresses the need to understand the theories which underpin the design of databases. However, the core objective of the course is a practical one and the course materials and accompanying assignments provide students with the practical skills to design, implement, and interrogate relational databases together with the requisite knowledge to critically assess both current database models and the extensions of those models to handle geospatial data. On completion of this course, students should be able to: (a) design well formed database models using appropriate design techniques, and be able to implement such designs using relational database software; (b) use SQL to establish and interrogate databases; (c) critically assess the limitations of conventional database structures as a means of storing spatial data; and (d) critically assess current advances in database design for geospatial applications.

The five electives from which GIST master's candidates must choose three courses which impart specialist knowledge and skills are:

GEOG 583-Spatial Analysis and Modeling aims to provide students with the knowledge and skills necessary to investigate the spatial patterns which result from social and physical processes operating on or near the Earth's surface. The theoretical concepts of quantitative geography and spatial analysis are examined, including measures of geographical distribution (including point and areal pattern analysis) and spatial

autocorrelation, network connectivity, interpolation and geostatistics, and the suitability of GIS as a framework for spatial analysis are examined in considerable detail. On completion of this course, students should be able to: (a) explain the theoretical concepts of both commonplace and advanced methods of spatial analysis; and (b) plan, design and implement a spatial analysis and/or modeling investigation demonstrating the ability to select, apply and critically interpret appropriate methods for the analysis and/or modeling of geographical information.

GEOG 586-GIS Programming and Customization provides students with the most up-to-date tools and information for building and operating customized GIS mapping applications, through an introduction to programming languages commonly used in GIS customization, followed by instruction in how to use these technologies with desktop GIS software. This course also includes tutorials on using proprietary GIS application development software such as ESRI's ArcGIS platform. On completion of this course, students should be able to: (a) discuss, critically, software engineering concepts and good programming methods and practices; (b) perform object-oriented programming tasks using various languages such as Visual Basic (VB); (c) program small-scale GIS-based applications in Visual Basic, .NET or Java; (d) critically evaluate methodologies for developing applications in GIS; and (e) analyze GIS-model interactions and design procedures for modeling with GIS.

GEOG 588-Remote Sensing for GIS examines the ways in which remote sensing systems provide geospatial information that is relevant, accurate, timely, accessible, available in an appropriate format and cost-effective. Recent developments in Earth observation such as imaging radar, lidar and hyperspectral sensors are increasing the range of information that can be generated from remotely sensed data sources and numerous new GIS applications have emerged at local, regional and global scales that rely on these remotely sensed data sources over the past two decades. On completion of this course, students should be able to: (a) explain the principles of remote sensing and the technical constraints on Earth Observation missions; (b) design, implement and critically evaluate methods of digital image processing; (c) generate geographical information by processing digital remotely sensed data and critically evaluate its use for environmental applications; and (d) critically evaluate methods for integrating remote sensing and GIS.

GEOG 589-Cartography and Visualization is concerned with the links between thinking, seeing and design. This course considers the interaction between ideas and graphics, the design principles of cartography, the computer environment available to GIS for implementing visualization and finally visualization itself in the GIS context. Hence, the course starts with an investigation into the psychophysical processes of perception and the role of ideas in perception. Our intention is to explore the human process of interaction with both visual phenomena and computers. We then employ this understanding to examine the fundamentals of cartographic

design and how these relate to the world of computer presentation. On completion of this course, students should be able to: (a) explain the principles of map composition, human-computer interaction and the relationship between them; (b) critically analyze the graphical presentation of geospatial data; (c) identify and analyze the development of visualization in a multimedia, Internet-enabled world; and (d) critically evaluate the boundary conditions on human interaction with cartographic objects and fields in multimedia and virtual environments.

GEOG 591-Web GIS teaches students how to construct and implement high quality web mapping applications. The students are taught the history of the demand and resultant technology push behind the development of web-based GIS services, also focusing on basic concepts about the Internet, networks, and security. Then the student take a look at the benefits of static and dynamic web mapping, server- and client-side solutions, and web mapping interoperability in terms of universal data standards such as Open Geospatial Consortium (OGC) and International Standards Organization (ISO) standards. The course includes instruction in commonly used open source GIS and related programming tools for customizing web-based mapping applications, development of distributed web services for GIS, introductions to common proprietary web mapping software like ERSI's ArcServer and Intergraph's GeoMedia platforms, and particulars on wireless GIS technologies. On completion of this course, students should be able to: (a) critically assess the organizational benefits and challenges of developing web and wireless geospatial applications; (b) evaluate the technologies that underpin Internet GIS; (c) explain the relevance and importance of industry crafted and supported technology standards; and (d) design and implement an independent Web GIS programming application.

The two integrative courses (the first focused on geospatial technology project management and the second on geospatial data sourcing and quality) are:

GEOG 585-Geospatial Technology Project Management is another elective course and provides a practitioner's perspective of GIS project management. Although many people believe GIS project management is about software design and development, computer hardware and geospatial data, experienced GIS project managers understand that there is much more to it. This course takes a systematic approach to explore the management issues and methods necessary for developing a successful GIS. On completion of this course, students should be able to: (a) identify and critically analyze the issues involved in organizing, planning, monitoring and controlling a GIS project; (b) initiate a small-scale GIS project by developing project plans and financial budgets, assembling project costs and benefits, developing investment appraisal methods and using authorization, monitoring and control processes; (c) discuss the role, significance and impact of people in a project

management setting and evaluate and implement strategies for managing people in projects; and (d) review current GIS project management methodologies and appraise their effectiveness and adaptation to managing different types of GIS projects.

GEOG 587-GPS/GIS Field Techniques is a required course and provides students with the requisite knowledge and practical skills to source and evaluate, against recognized quality standards, data for use in GIS-based projects and assess the quality of information output from those projects. The course includes a one-week field project on Catalina Island in which students design, conduct and present the results of their own GPS-based data collection projects. On completion of this course, students should be able to: (a) design and implement a strategy for capturing or sourcing geospatial data and accompanying metadata; (b) assess the impact of national and international data standards on the sourcing and availability of geospatial data; (c) critically evaluate the potential impacts of data quality on spatial analysis and decision making; and (d) specify fitness for purpose (i.e. use) criteria and apply them to the evaluation of geospatial data for specific applications

The capstone experience is:

GEOG 594ab-Master's Thesis Research enables students to design and execute an original/independent study in their field of GIS and in doing so to develop an in-depth knowledge of the relevant GIS literature and research activities in that field. The M.S. thesis project is student directed and guidance will be provided throughout on both the design and execution of the research and the presentation of the thesis itself. On completion of this course, students should be able to: (a) plan, design and execute an advanced, independent investigation; (b) undertake data gathering with due regard for safety and risk assessment and ethical standards; (c) synthesize and interpret results/outcomes in the context of the relevant peer reviewed literature; and (d) present the outcomes in the form of a coherently argued and well constructed thesis including critical reflection on the process of undertaking the research project and applying research methodologies.

A table indicating the courses in which students learn and master the nine learning outcomes listed in "C" above is provided in the Attachment on Outcomes and Curricular Map.

Please see Attachment: Outcomes and Curricular Map.

E. Listing of courses, identifying which are required

Master of Science in Geographic Information Science and Technology (28 units)

Required Courses (16 units)

GEOG 581 Concepts for Spatial Thinking (4 units)
GEOG 582 Spatial Databases (4 units)
GEOG 587 GPS/GIS Field Techniques (4 units)
GEOG 594ab Master's Thesis (2-2 units)

Electives (12 units required)

GEOG 583 Spatial Analysis and Modeling (4 units)
GEOG 585 Geospatial Technology Project Management (4 units)
GEOG 586 GIS Programming and Customization (4 units)
GEOG 588 Remote Sensing for GIS (4 units)
GEOG 589 Cartography and Visualization (4 units)
GEOG 591 Web GIS (4 units)

F. Process by which syllabi are reviewed and approved to ensure that 1) course learning outcomes are described and are linked to program learning outcomes 2) materials are current 3) pedagogy is appropriate for the modality of the course

The program was designed by the entire Geographic Information Science faculty using the following process:

- a) Two faculty (the core design team) reviewed the master's programs offered by UNIGIS International Association member institutions and generated a list of learning outcomes to be addressed by the program.
- b) The design team took the draft Geographic Information Science and Technology Body of Knowledge (BoK) (DiBiase et al. 2007) and the learning outcomes and generated a list of "big blocks of knowledge" that a geographic information scientist would need to assume a leadership role in a geospatial enterprise.
- c) The blocks of knowledge were reviewed by and discussed with the geographic information science faculty affiliated with the USC Geography Department.
- d) The design team created a series of courses (just names except for the four courses previously developed as a part of the online Geographic Information Science Graduate Certificate Program launched in 1999) to correspond to the blocks of knowledge.
- e) The geographic information science faculty affiliated with the USC Geography Department reviewed the courses, and then discussed revised ideas for the courses and the sequence.
- f) Small teams of faculty volunteered to draft the syllabi for these courses – every geographic information science faculty member was involved in the drafting of at least one of the courses.
- g) In the process of developing the syllabi, the geographic information science faculty met to discuss components that should

be common to all courses.

h) Each syllabus was the subject of at least four meetings to discuss its relationship to the learning outcomes, the materials and pedagogy being proposed, the use of the common course components, and the linkages between the course and the remainder of the program.

i) Once the course had been approved by every geographic information science faculty member, the entire curriculum package (including all syllabi) was presented to the faculty of the Geography Department for review, discussion and ultimately approval (September, 2006).

j) Once the Geography Department approved the program, the materials went to the College Dean's Office for review, discussion and approval (October, 2006).

k) Once the College Dean's Office approved the program, the materials went before USC's University Curriculum review committee for approval (November, 2006).

From this, you can see that the creation of each course was the product of a very thoughtful and purposeful process that ultimately engaged most of the geographic information science faculty affiliated with the Geography Department during some point of the review process.

G. Attach three sample syllabi that are representative of the program and attach the capstone/thesis or culminating experience syllabus (if applicable). Syllabi should include specific student learning outcomes for the course, be adapted to the modality of the course, and be appropriate to the level of the degree - Syllabi should also reflect information literacy requirements and use of the library.

Please see Attachment: Sample Syllabi


H. Internship requirements and monitoring procedures, if an internship is required

Not applicable.

I. Special requirements for graduation, i.e. comprehensive examination, service learning, etc.

The Geographic Information Science and Technology Master's degree requires, at a minimum, that a student complete three required courses (*GEOG 581-Concepts for Spatial Thinking; GEOG 582-Spatial Databases; and GEOG 587-GIS/GPS Field Techniques*), and three courses from a group of six electives (*GEOG 583-Spatial Analysis and Modeling; GEOG 585-Geospatial Technology Project Management; GEOG 586-GIS Programming and Customization; GEOG 588-Remote Sensing for GIS;*

GEOG 589-Cartography and Visualization; and GEOG 591-Web GIS). In addition to completing the aforementioned coursework, each candidate will complete a master's thesis that contains evidence of his or her ability to conceptualize, plan, conduct, and write up the results of an original geographic information science project and/or technology application.

Attachments  [Outcomes_and_Curricular_Map.pdf](#),
 [Sample_Syllabi.pdf](#)

Schedule/Format

A. Length of time that the typical student is expected to complete all requirements for the program

The master's program requires a minimum of 28 units spread over 1.5-3 years by taking one or two courses in each of the fall, spring, and summer semesters.

B. Description of the cohort or open registration model being used - Minimum attendance/participation requirements and the provisions made for students to make-up assignments or for students who have to drop out of the cohort for a short period of time

We use the open registration model. Students start with *GEOG 581 – Concepts for Spatial Thinking* and *GEOG 582 – Spatial Databases*, and take one more required course (*GEOG 587 – GIS/GPS Field Techniques*) and three electives before enrolling in *GEOG 594ab Master's Thesis* towards the end of their program. *GEOG 581 – Concepts for Spatial Thinking* is offered in all three semesters (fall, spring and summer) and *GEOG 582 – Spatial Databases* is offered in fall and spring semesters to facilitate using three start dates per calendar year. Students can drop out and resume as needed so long as they take the courses in the prescribed sequence.

C. How will the institution ensure that timely and appropriate levels of interactions between students and faculty, and among students are maintained? Please describe how the identity of students participating in the program will be verified.

First, each course has been designed to encourage interaction between students and faculty. Candidates will work in small groups based on experience, shared interests, and timing. Assignments include reviewing and responding to other student's work. Every course includes small group discussions with faculty using purposeful questioning about

student's comprehension of course materials, the application of those materials to their professional experience and goals, and/or their reflections about both sets of experiences.

Additionally, the platform captures student usage of course resources, for example, how many times they access a video clip, or how long they stay on a part of the website, or the nature of their chat room conversations with other students. Through monitoring these data, the faculty has far greater opportunities for insight into student's patterns of engagement with materials and people than they do with on-campus course interactions. By monitoring these data, faculty can quickly identify students who do not appear to be engaging course colleagues, and intervene where appropriate.

D. Timeframe of courses, i.e. accelerated, weekend, traditional, etc. - If the course timeframe is abbreviated, an institution must allow adequate time for students to reflect on the material presented in class. Faculty using the accelerated course format should be expected to require pre- and post-course assignments, as appropriate. The Committee will expect course syllabi for accelerated courses to be adjusted accordingly to reflect the pre- and post-course assignments, and the accelerated nature of the curriculum

The traditional fall, spring and summer semester timeframe is used for all of the courses in the GIST master's program.

E. Sample schedule of courses for a full cycle of the program with faculty assignments, if available

Sample schedule of Courses for Master of Science in Geographic Information Science and Technology:

Fall 2009

GEOG 581 Concepts for Spatial Thinking (4 units) – *Dr. Jennifer Swift*

Spring 2010

GEOG 582 Spatial Databases (4 units) – *Dr. Karen Kemp*

Summer 2010

GEOG 587 GPS/GIS Field Techniques 4 units) – *Dr. John Wilson*

Fall 2010

GEOG 583 Spatial Analysis and Modeling (4 units) – *Dr. Karen Kemp*

Spring 2011

GEOG 586 GIS Programming and Customization (4 units) – *Dr. Jennifer Swift*

Summer 2011

GEOG 585 Geospatial Project Management (4 units) – *Dr. Stephen Koletty*

Fall 2011

GEOG 594a Master's Thesis (2 units) – *Dr. John Wilson*
Spring 2012
GEOG 594b Master's Thesis (2 units) – *Dr. John Wilson*

Total Units for the Program: 28

Admissions

A. Admissions requirements

The admission requirements vary depending on both the type of student targeted and the program in question. The GIST Master's program seeks to serve four distinct groups of students as follows:

- (a) New students who wish to apply directly to the Geographic Information Science and Technology Master's Program.
- (b) Students currently enrolled in the Geographic Information Science and Technology Graduate Certificate Program since this certificate program may serve as a possible "stepping stone" towards the master's program.
- (c) Students currently matriculated in a USC doctoral or master's degree program.
- (d) USC undergraduate students who want to stay and earn both bachelors and progressive master's degrees.

Candidates for admission among the first two groups of students must have: (1) a B.A. or B.S. degree or its international equivalent; (2) a minimum 3.0 GPA (A = 4.0) calculated over the last 60 units of credit earned. Exceptions will be made in cases of very high GRE scores or some other compelling evidence of potential to excel in graduate studies (e.g. outstanding letters of recommendation). Preference will be given to candidates with significant professional experience working with geographic information systems and related geospatial technologies. Candidates for admission to the progressive Master's degree program require at least 64 but not more than 96 units with a GPA of 3.0 or higher.

B. Identification of the type of student targeted and qualifications required for the program

Please see the answer to "A" (above).

C. Credit policies including the number of credits that students may transfer in

The University allows up to 25% of the credits to be transferred, but GIST is a self-contained program meaning that no credit will be allowed to

transfer in and no course substitutions are permitted.

D. Process for awarding credit for prior learning (applicable only to undergraduate level)

No applicable.

E. Residency requirements, if applicable

Not applicable with the exception of the one-week field excursion at the USC Catalina Island field station built into the GEOG 587 – GIS/GPS Field Techniques course requirements.

F. Sample brochure or admissions material

Please see Attachment: Brochure.

Attachments  [Brochure.pdf](#)

Plan for Evaluating Educational Effectiveness

A. Plan for assessing the program at various stages in the first year including achievement of student learning outcomes and how findings from the review will be used to improve the program - Attach the assessment plan

Please see Attachment: Assessment Plan.

B. Plan for incorporating assessment of this program into the school and/or institution's existing program review process

Please see Attachment: Assessment Plan.

C. Evaluation of the educational effectiveness of distance learning programs (including assessments of student learning outcomes, student retention, and student satisfaction) including appropriate comparisons with campus-based programs

The assessment instrument reproduced in Attachment 6 (Assessment Plan) applies to campus-based programs as well. The GIST Master's program budget includes funds for two meetings of the teaching faculty and affiliated staff each year to review the current status of the program (including student learning outcomes, student retention, and student satisfaction) and make changes to augment and/or strengthen specific

program elements as necessary.

D. If the program is offered on-campus or in a traditional format, then it would be appropriate to include a summary of a recent program or curricular review to determine if appropriate changes have been made to the proposed program

Not applicable.

E. Description of how the student's ability to succeed in distance education programs will be addressed and linked to admission and recruiting policies and decisions

In the application process, great care is given to address how to create the strongest and most successful student body. Our standards are high and thus we believe our student body will be attentive to the particular requirements of being an online student.

In addition, students enrolled in GIST will all participate in a series of exercises and tutorials in *GEOG 581 – Concepts for Spatial Thinking* that will provide the proper grounding in the best practices for online learning.

While a student is enrolled, they will be assigned a Student Program Advisor who will provide a high level of personal support. These Advisors will be proactive in addressing student needs (either personally or in concert with faculty instructors and computer support specialists) and will be attentive to students who are missing assignments or are less active online by using the diagnostics built into the platform.

F. Procedures to evaluate teaching effectiveness in the distance education modality

Please see Attachment: Assessment Plan.

The committee will want to see a much more extensive assessment plan than the self-assessment questionnaire attached. The assessment plan should include, at a minimum: 1) Direct and indirect methods of assessment; 2) How assessment data and results of assessment will be used to improve learning and the program; 3) Who will be involved in assessment and in collecting and analyzing the data, and when assessment will be conducted; 4) Campus-level support for implementing assessment based improvements.

Please see Attachment: Revised Assessment Plan.

Attachments  [Assessment_Plan.pdf](#),  [Revised_Assessment_Plan.pdf](#)

Section IV: Resources

Faculty

A. Number and type (full-time, part-time, tenured, non-tenured) of faculty allocated to support the program in terms of developing the curriculum, delivering instruction to students, supervising internships and dissertations, and evaluating educational effectiveness

Current resources, with the assistance of various faculty belonging to member institutions of the UNIGIS International Association, have been sufficient to develop the curriculum. We know the existing faculty (see Table 1) is not sufficient to staff the program beyond the 10-20 students that we anticipate will be recruited into the program during the first four years. We have recently started a process to build a series of complementary spatial science initiatives across campus and will be engaged in a new analysis of our faculty capacity as an integral component of this process. We expect to increase the number of spatial science faculty in the next 3-5 years and we also expect the balance between tenure track and non-tenure track to shift more towards the presence of tenured and tenure track faculty.

We are organized around courses, with one faculty member serving as the point person (the person that calls the faculty together for discussions about curriculum, for example) for each course. We schedule two GIST faculty retreats each year to facilitate these discussions (the last one was held in May 2009 for example) and the enrollments are capped at 20 students in each of the individual GIST courses. We have talked about the possibility of adding graduate lecturers (professionals with terminal degrees and prior college level teaching experience) to meet regularly with students and to assist with grading, live discussions and other course activities as one approach for serving larger numbers of students in these courses and freeing up tenured and tenure track faculty to supervise the capstone master's thesis projects.

Table 1: Current faculty by tenure and full-time, part-time status

Tenure Status	Full-time	Part-time
Tenured, tenure track	2	0
Non-tenure track	2	1
Totals	4	1

B. Information about the balance of full- and part-time faculty members involved, and how that balance will ensure quality and consistency in instruction and advising

To continue the discussion from "A" above, we expect to increase the number of full-time spatial science faculty in the next 3-5 years. Part-time faculty allow us to access specific expertise on an as-needed basis, and full-time faculty allow greater stability and coherence in the program, as faculty turnover means more time is spent orienting newcomers to the philosophy of the program as well as its practices and policies.

C. Analysis of the impact that the proposed program or change will have on faculty workload for all involved in the program, including teaching, research, and scholarship. Who will teach courses no longer being taught by the faculty reassigned to this program? What will be the maximum number of students that each faculty member can advise?

The College carefully monitors faculty load. Tenured and tenure track faculty teach three or four courses per year, maximum, while non-tenure track faculty, with no other administrative responsibilities, teach up to five (not counting summer semester course offerings). We have mapped the teaching requests and commitments of all of the current faculty members into this expansion of GIST. As two of the five faculty members teach exclusively in the GIST program, there will be little impact on other programs. Where there has been a retreat from another program, that program has been included in the teaching load planning meetings and has made alternative arrangements. The College is currently engaged in hiring multiple faculty members across multiple programs, in part in anticipation of the growth of GIST and its impact on other programs.

A key consideration for faculty work load is not just the regular courses they teach and how many students one should have per course (discussed earlier) but also how many one can supervise well in the capstone master's thesis projects. We anticipate each tenured and tenure track faculty will supervise five master's thesis projects and we will monitor and adjust these expectations if necessary once the first student cohorts start their projects.

D. Preparedness of faculty to support the modality of instruction – Are faculty development opportunities available? Include any faculty guidelines for online instruction.

First, USC emphasizes learner-centered teaching and offers a variety of resources for faculty on teaching in general, including one-to-one assistance through the Center for Excellence in Teaching (<http://www.usc.edu/programs/cet/>), resources on the Faculty Portal

(http://www.usc.edu/academe/faculty/learning/learner_centered.html), small grants for teaching through the Mellon Academic Mentoring Project (<http://www.usc.edu/academe/faculty/learning/mentoring/>), and access to resources such as the Institute for Multimedia Literacy (<http://cinema.usc.edu/programs/institute-for-multimedia-literacy/>).

As few departments at USC have offered entire degree programs online (with the exception of Education, Engineering, Gerontology, and Regulatory Science), it is not unusual to find few faculty with direct experience teaching an online course. The College is fortunate to have two faculty (John Wilson and Jennifer Swift) who have taught GIST online courses since the inception of the GIS Graduate Certificate program nine years ago and two more (John Wilson and Stephen Koletty) who have longstanding and deep relationships with several of the faculty and distance learning programs at other UNIGIS International Association institutional member sites. The University also provides numerous workshops targeting novice online instructors to become more comfortable with the modality and to adapt their teaching practice. Meanwhile, USC has been using Blackboard for about seven years, such that every course has a Blackboard site, and all our faculty use Blackboard to varying levels of depth.

E. Overview of the key credentials and experience of primary faculty responsible for the program – Include abbreviated vitae (3-5 pages) that demonstrate the most current activities in relationship to the program (scholarship, teaching, etc.)

Please see Attachment: Abbreviated Faculty Vitae.

Attachments  [Faculty_Vitae.pdf](#)

Student Support Services

A. Assessment of student support needs including, but not limited to:

i. Ongoing academic advising and academic support

Every student in GIST currently (and for the future) is assigned an academic advisor. This person connects with the student about registration, their progression through courses, and any concerns they may have, etc. In addition, every student enrolled in the GIST programs will be assigned a personal Student Program Advisor. This staff person will be available during normal business hours (9:00-5:00 p.m. PST) to help answer program questions and connect students with special services

(faculty, computer technical consulting services, etc.).

ii. Financial aid advising

GIST students will have e-mail and phone access to USC financial aid counselors, as do all students. There is a general financial aid counselor, Mr. Jeffrey Teng, who is dedicated to the GIST program such that he understands the design of the new program and the implications of the course sequencing for financial aid eligibility. Mr. Teng will continue to work with the program and its online students.

We also hope to offer scholarships to GIST Master's candidates to help offset some of the travel and accommodation expenses incurred as part of the Catalina field excursion in *GEOG 587 – GIS/GPS Field Techniques*. The application process will be implemented on the web and the Student Program Advisor will be able to advise students about the various awards and their eligibility requirements when they are launched.

iii. Career placement services

The USC Career Planning and Placement Center services include:

- Workshops
- Resume, curriculum vitae, and cover letter consultation
- Interview skills assistance
- Personal career counseling
- Job search strategies
- On campus interview programs
- Alumni networking

The Career Center has built and sustained long standing relationships with a wide variety of employers across the country. Many of these relationships are the direct result of working with our fiercely loyal and dedicated alumni, who serve in leadership capacities, and who are committed to helping fellow Trojan Family members succeed. In addition, the reputation of the College, combined with our student's track record of success, results in managers, search committees, and search firms contacting the Career Center in search of talented well-prepared students to assume critical positions in their organizations.

Students in the online program will have opportunities to meet alumni of the College. These opportunities may occur through Career Center sponsored online workshops and regional networking events. Many of our College alumni currently work in science, engineering and management positions that make extensive use of geographic information science technologies and services. All are members of the Trojan Family. The

Career Center is dedicated to introducing new students into the Family.

Assistance with job placement is a central function of the Career Center. Students in the online program are welcome to participate in the resume writing podcasts and/or to work one-on-one with the Center staff on creating a resume that accurately captures their experiences. The Center offers mock interviews (by phone, Skype or Adobe Connect) to help students prepare for job interviews. The Center also creates individual placement files for students, including copies of official transcripts, one's resume and letters of recommendation, which can be submitted by the Center to potential employers at the student's request. The USC Career Planning and Placement Center is committed to assisting our Alumni throughout their careers.

B. Availability of support services for students and faculty including helpdesk hours

We are committed to providing comprehensive support – academic and otherwise – to all our candidates. Support begins from the moment someone first expresses interest in applying to the program and continues throughout the program and beyond to career placement.

A common concern for distance learning programs is the difficulty of maintaining contact among students. Unlike students on a traditional campus, online students do not bump into one another in the library, discuss topics over lunch, or enjoy any of the other serendipitous contacts that are so easy to take for granted.

Our program seeks to recreate these support systems. In addition to having a program advisor and other staff available on a regular basis, the program will create and nurture a continual, ongoing dialogue with all of our candidates – both between teachers and other staff and candidates, and among candidates themselves – in powerful ways that cannot be duplicated in classroom-based environments.

The learning platforms will also unobtrusively monitor candidates on a variety of metrics to alert us to the first signs of difficulty.

Information Literacy and Library Resources

A. Description of the information literacy competencies expected of graduates and how they will be evaluated

Graduates will be expected to identify the information they need to acquire in order to address a question; to know where to find the information; to know how to access that information; and to know how to evaluate the quality and relevance of the information they discover.

Evaluation of these components is incorporated into the assessments of one's overall development as a GIST student. For example, the individual courses will all include final papers and projects that make use of books, book chapters, journal articles and the capstone master's thesis will use all of these resources along with GIS software and data to build an original application and/or answer one or more original research questions.

B. Description of how library resources will be used in the curriculum

Library resources will be accessed by students in two primary ways. The first is for primary course material – rather than use hard copy readers, faculty will provide references for materials via the syllabus. Through the off campus library portal, any student can then access those materials at no cost. USC has more than 65,000 periodicals, journals and resources available online for students to access. In addition, there are over 700 databases available online. When a faculty member provides a syllabus to the library, the library will attempt to obtain resources for the course in an online format. The library makes an assumption that the resources they make available online fall under the "Fair Use" law. The library is also able to assist faculty with acquiring rights to images, audio, and video for the on-line program.

A small sample of resource links from the library available to students via their USC e-mail password appears below. Students will be able to activate their USC computer account after they have registered for classes or completed orientation. For instructions, students can visit <http://www.usc.edu/firstlogin/>. A student's e-mail user name and password allows them to access all the full text journals and databases.

University Policies:

http://policies.usc.edu/index_policies.html/

Research guide for education:

<http://libguides.usc.edu/education/>

USC Libraries Electronic Resources (access to all the e-journals, e-books, databases, etc.):

<http://www.usc.edu/libraries/eresources/>

C. Description of what staffing and instructional services have been put in place and what library and informational resources are available to students and faculty in support of this program including a description of the library's information literacy program

USC has dedicated librarians specifically to assist the College. All materials in the library are available through the online "remote access" portal. Live assistance is available during business hours by phone; through an Instant Messaging system on the library's website; and through a 24/7 live chat feature with a librarian from around the country. USC librarians staff the service Tuesdays 1:00-5:00 p.m. and Thursdays 2:00-5:00 p.m., along with weekly shifts for customized help in selected disciplines of study.

The library's initiative around information literacy (from the Library's Strategic Plan) promises the following goals and accomplishments:

- Provide an intuitive, robust, and flexible library-technology environment that supports learning, teaching, and research at USC.
- Create an intuitive, unified electronic interface to library holdings.
- Improve the usability of the electronic resources interface for access to materials in all languages and scripts.
- Develop capabilities to support USC's distance-learning programs.
- Enhance hardware and software support to library faculty and staff and our user community.
- Develop a technology training program for library faculty and staff that defines goals and measures progress.

D. If additional information literacy and library resources are deemed necessary, specify what these resources are and detail the institution's long-term financial commitment to implement this program

Not applicable.

E. Access to library systems (local, national, or global), electronic services, Internet, information utilities, service providers, and document delivery services for both faculty and students

From the Library website (<http://www.usc.edu/libraries/>): The Integrated Document Delivery (IDD) team works with a global network of institutions to borrow, lend, and otherwise make available materials that support scholarly research for USC faculty, staff, and students. Interlibrary loan borrows books, dissertations, government documents, microforms and other loanable materials that are not owned by USC or are unavailable from USC's collection. Once received, articles are delivered online and physical items are made available at the Doheny Library Information Services desk.

In addition, the IDD team provides articles and documents owned by USC Libraries through our Document Delivery service. The requests are scanned, converted to PDF format, posted on our server, and then

delivered to the patron via a direct link in an e-mail. Currently, the Document Delivery service is available to all USC faculty. Distance users enrolled in distance education courses, such as the Distance Education Network or similar programs, also are eligible to receive article requests from USC-owned materials delivered directly to their desktop.

F. Staff and services available to students and faculty for instruction on how to use, access, and support information resources, onsite and remotely, as applicable

The Library system offers multiple ways to access assistance:

- a) **Ask a Librarian e-mail reference** (e-mail reference service with 24 hour turnaround Monday through Friday)
- b) **Ask a Librarian 24/7 chat services** (real time chat reference service staffed by academic librarians from USC and other universities)
- c) **Copyright and Intellectual Property Information**
- d) **Library Subject Selectors**
- e) **Library Reference Desks** (scheduled in person reference service at USC Libraries)
- f) **RefWorks** (web-based bibliographic management tool)
- g) **Remote Access** (information on connecting to USC electronic resources from off campus)

Technology

A. Description of the institution's technological capacity to support teaching and learning in the proposed program

The program relies on Blackboard which is supported and regularly updated by USC's Information Technology Services group. This platform incorporates the best of web technologies and is augmented with Citrix (so students can access and use state-of-the-art GIS and RS software from our servers) and ESRI's ArcGIS Server GeoPortal extension (so students can access and use special one-of-a-kind datasets authored by the USC GIS Research Laboratory for practical exercises and thesis projects) – something that makes our program stand apart from its online competition. The platform's three components mirror the functionalities of a residential, classroom-learning model as follows:

Lectures: Blackboard is used to deliver course notes and reading assignments and the Web is used to support instructor-to-student and student-to-student (i.e. peer-to-peer) presentations and dialogue via Webcams.

Guest Lectures: Blackboard is used to deliver video presentations by

noted GIS experts and practitioners that were filmed in one of USC College's video capture rooms. These facilities allow for the easy construction of lectures using video, PowerPoint, animation, and many other media and offer numerous opportunities to elaborate on core concepts and add depth and dimension to program content.

Laboratories: Blackboard, Citrix and the GeoPortal are used to deliver practical exercise instructions, required GIS and RS software, and the accompanying geospatial datasets, respectively.

Field Trips: The one week Catalina field excursion that is part of *GEOG 587 – GIS/GPS Field Techniques* is used to introduce students to fieldwork and offer first-hand training for combining new and existing geospatial data resources.

B. Description of the institution's provisions for students in the proposed program to gain full access to course materials

As the focus has been on creating the best online program we can imagine, the resources for the GIST programs are online. The Library's resources are all accessible via the web with a student e-mail account. The faculty is available via the web and phone. All course materials are online, as are all citations for required reading (which makes them accessible via the Library, as we have collaborated with the Library to insure they have on hand what we are requiring).

C. Description of the level of technology proficiency expected of students and faculty

Students are not expected to be completely proficient with the learning platforms (i.e. Blackboard for course materials and communications, Citrix for GIS software, and ESRI's ArcGIS Server GeoPortal extension for geospatial data) prior to admission. The opening course, *GEOG 581 – Concepts for Spatial Thinking*, provides instructions on the major skills needed for the program, such as operating a Webcam and finding and using GIS software and geospatial datasets. Additional technology support is provided by a dedicated computer services consultant who was specially hired to support the GIST instructional programs. In short, anyone using facebook.com and other online communities will find the tools familiar and compelling.

D. Description of how will students will receive training on how to utilize program required technology

Please see answer to "C" above.

E. Description of how the institution will ensure business continuity during system failures (major or minor) or scheduled service interruptions

All student and course data will be stored on mirrored hard drives which are backed up completely and sent to an offsite location either nightly (as in the case of the USC Blackboard and E-mail systems) or weekly (as in the case of the servers managed by the GIS Research Laboratory). Routine maintenance will occur at scheduled times and students will be alerted to such times. This is normal of all web-based applications.

F. Description of the provisions available to faculty to ensure that the enrolled student is the student completing the coursework

The program involves multiple opportunities to verify that the student enrolled is the student completing the work. First, students are required to upload pictures of themselves in the initial *GEOG 581 – Concepts for Spatial Thinking* class. Visual verification by the faculty member in this and subsequent classes (since students are required to participate in at least two synchronous Webcam sessions in which they present or discuss one of the course readings and one of the practical exercises on which they will be evaluated in all but the *GEOG 587 – GIS/GPS Field Techniques* class that includes a one week field excursion requirement on Catalina Island) can insure, at a minimum, that the student appearing in later course webcam sessions is the student from the opening course. Similarly, students will be engaging in real time e-mail and telephone discussions with faculty about their assignments and students who are unfamiliar with their own work will be contacted separately by faculty to discuss USC's concerns about work authorship.

Physical Resources

A. Description of the physical resources provided to support the proposed program(s) and the impact of the proposed change on the physical resource capacity of the institution. This includes, but is not limited to the physical learning environment - classrooms, study spaces, student support areas

The College is providing additional office space for the new faculty and staff being hired as the program expands. We have also constructed and equipped a new server room with computer hardware and software resources to support the new GIST programs and the GIS Research Laboratory.

Financial Resources

A. Assessment of the financial viability and sustainability of the program including:

i. Narrative describing all start-up costs for the institution and how the costs will be covered (including direct program cost and institutional indirect cost) or is it intended to meet a specific need while being subsidized by the institution – Costs for licensing, hardware, software, technical support, training for faculty and students, and instructional design should be included

Please see iii (below) and Attachment: USC Budget Projections.

ii. Total cost of the program to students, including tuition and any special fees

Tuition is the same as the USC classroom program. Currently, this is \$1,300 per unit. No other fees will be required.

iii. Financial impact of the change on the institution including evidence that the institution has the capacity to absorb start-up costs. If the institution has incurred a deficit in the past three years, supplemental information describing the financial capacity of the institution to start and sustain the new program(s) is required

Over the past three years the College's gross operating revenue has grown from approximately \$385 million to \$412 million, an increase of approximately 3% per year. The College has had a balanced budget for the past three years and we expect that to continue. The College is fully prepared to cover start-up costs for the new GIST Master's program. In the budget plan, we projected that the first, second and third year expenses would exceed the projected revenue by approximately \$525,000. The College currently has over \$10 million in reserve accounts and can easily cover anticipated expenses for this new program. This situation would not change if our projections for enrollment during the first three years are off (as we might now expect given the general economic downturn).

iv. Statement of the minimum number of students per year necessary to make the program financially viable - the budget should reflect anticipated attrition and should include plans to respond to low enrollment

The number of students needed to achieve breakeven would be approximately 20 new and continuing students taking at least one course each semester. This number allows for a 20 percent attrition rate, well above the College's average attrition rate for graduate programs. The College understands that the program may not perform as expected and can scale down expenses for the program as needed and absorb the program overhead in our current operating budget.

v. Budget projection, for at least the first three years of the proposed program, based on the enrollment data in the market analysis and including projected revenues and costs - The budget should include all budgetary assumptions

Please see Attachment: USC Budget Projections.

Attachments  [Budget_Projections.pdf](#)

Section V: Teach-out

Teach-out

A. Teach-out plan detailing how students who begin this program will be able to finish if the institution determines that the program is to be closed

The College has a successful (and limited) history of closing down programs through effective teach out plans. For example, over the last five years, we have successfully phased down and ended a Ph.D. program in Geography, providing teach out options to approximately 20 doctoral students. That said, we anticipate replacing the Geography Doctoral Program with a campus-wide Spatial Sciences Doctoral Program in the next 1-2 years. This new doctoral program will complement the GIST Master's and Graduate Certificate Programs in numerous ways (recruitment of new faculty, curriculum overlap, shared resources, etc.).

 Created with LiveText - [livetext.com](https://www.livetext.com)

Attachment 4 – Program Courses and Outcomes

We expect our graduates to be distinguishable from graduates of other programs in how they think about and use the principles of geographic information science and the technologies that implement them in their everyday work. Specifically, our graduates will:

Outcome 1:

Design and implement well formed database models using appropriate design techniques and relational database software, respectively.

Outcome 2:

Design and implement strategies for capturing or sourcing geospatial data and accompanying metadata for one or more GIS projects.

Outcome 3:

Conduct their work tasks in such a way that they achieve at least three of the following outcomes:

- a) Explain complicated geographic patterns and relationships using the theoretical concepts that form the basis of both commonplace and advanced methods of spatial analysis.
- b) Generate geographical information by processing digital remotely sensed data and critically evaluating its use for special one-of-a-kind environmental applications.
- c) Design and develop cartographic and other kinds of visualizations for a multimedia, Internet-enabled world.
- d) Program small-scale, one-of-a-kind GIS-based applications in Visual Basic and/or Java programming languages.
- e) Identify and describe the role of people and technology in organizing, planning, monitoring and controlling GIS projects.

Outcome 4:

Critically evaluate the potential impact of data quality on spatial analysis and decision making outcomes.

Outcome 5:

Plan, design, and execute a series of advanced science and/or policy relevant GIS-based projects.

Program Courses and Outcomes

Students' movement from introduction to mastery on each outcome is indicated for each course, below, through the use of a Likert scale: 1 – 5 with 1 = introduction and 5 = mastery.

Course	Outcomes								
	#1	#2	#3a	#3b	#3c	#3d	#3e	#4	#5
581*	1	1	1	1	1-2	1	1	1	1
582*	2-3	2-3	2-3	2-3	2-3	2-3	2-3	2-3	2-3
583	1-2	2	3-4	2	2-3	1	1	2-3	2-3
585	1	2-3	1	1	1	1	4-5	2-3	3-4
586	1-2	2	1	1	1	4-5	2	2	2-3
587*	2-3	4-5	2-3	2-3	2-3	2-3	2-3	4-5	4-5
588	1-2	3-4	2-3	4-5	3-4	1	1	2-3	2-3
589	1-2	2	2	2	4-5	1	1	2	2-3
591	1-2	2	1	1	2	2-3	1	2	2-3
594ab*	4-5	4-5	4-5	4-5	4-5	4-5	4-5	4-5	4-5

* Required courses

Plan for Evaluating Educational Effectiveness

The various elements described below hopefully give a better sense of the assessment activities and protocols that we will roll out during the upcoming academic year than our original submission provided. Several of these elements are already used but some were developed as we prepared this proposal and reflected on our progress thus far.

1. Assessing Student Learning

(a) Learning Outcomes:

The learning outcomes expected from the GIST program overall are that our students will be able to:

- Design and implement well formed database models using appropriate design techniques and relational database software, respectively.
- Design and implement strategies for capturing or sourcing geospatial data and accompanying metadata for one or more GIS projects.
- Conduct their work tasks in such a way that they achieve at least three of the following outcomes:
 - Explain complicated geographic patterns and relationships using the theoretical concepts that form the basis of both commonplace and advanced methods of spatial analysis.
 - Generate geographical information by processing digital remotely sensed data and critically evaluating its use for special one-of-a-kind environmental applications.
 - Design and develop cartographic and other kinds of visualizations for a multimedia, Internet-enabled world.
 - Program small-scale, one-of-a-kind GIS-based applications in Visual Basic and/or Java programming languages.
 - Identify and describe the role of people and technology in organizing, planning, monitoring and controlling GIS projects.
- Critically evaluate the potential impact of data quality on spatial analysis and decision making outcomes.
- Plan, design, and execute a series of advanced science and/or policy relevant GIS-based projects.

The following plan outlines how we intend to assess the program's progress, specifically by assessing learning outcomes. As this program is about preparing geographic information scientists as well as other kinds of scholars who can think spatially, the program's learning outcomes are not simply about mastering content; they also reflect an assessment of one's ability to apply the content and accompanying methods and techniques in real time.

(b) Elements of assessment:

What?	How?	When?
Design and implement database models	-Practical exercises -PowerPoint presentations Final course project (in spatial database course)	GEOG 581-Concepts for Spatial Thinking GEOG 582-Spatial Databases
Design and implement strategies to capture and source geospatial data	-Practical exercises -PowerPoint presentations -Final course projects (in GIS/GPS field techniques and remote sensing for GIS courses)	GEOG 581 GEOG 583-Spatial Analysis and Modeling GEOG 587-GIS/GPS Field Techniques GEOG 588-Remote Sensing for GIS
Use spatial analysis methods to explain geographic patterns and relationships	-Practical exercises -PowerPoint presentations -Final course project (in spatial database course)	GEOG 581 GEOG 583 GEOG 587
Generate geographic information from remotely sensed data	-Practical exercises -Final course project (in remote sensing for GIS course)	GEOG 581 GEOG 583 GEOG 588
Design and develop traditional and web-based visualizations	-Practical exercises (organized around generic web-mapping tasks) -PowerPoint presentations	GEOG 589-Cartography and Visualization GEOG 591-Web GIS
Design and program one or more specialized GIS-based applications	-Practical exercises (organized around generic programming tasks) -PowerPoint presentations	GEOG 586-GIS Programming and Customization GEOG 591
Identify and describe the role of people and technology in GIS projects	-Practical exercises and case studies -PowerPoint presentations	GEOG 585-Geospatial Project Management
Evaluate the impact of data quality on spatial analysis and decision making	-Practical exercises -PowerPoint presentations (delivered in person as part of Catalina field experience) -Final course projects (in GIS/GPS field techniques course)	GEOG 583 GEOG 587 GEOG 589
Plan, design and execute one or more GIS projects	-Final course projects (in most if not all courses) -Master's thesis project and presentation	GEOG 594-Master's Thesis

2. Assessment of Instructional Quality

There are several data points to help us look at instructional quality. The first is described above – student learning outcomes, by faculty member. Students' progress is a reflection, in part, of the quality of instruction. The second is the University's course evaluation system, a multiple choice, end-of-course assessment that asks students the same questions about each course (see Attachment 6 of the report for a copy of this instrument). The third relates to how we use those data. Aggregate course data are shared with the instructor, and discussed in annual meetings between individual faculty and the GIST Program Director.

3. Assessment of Program Coherence, Delivery and Effectiveness

This has been identified as an extremely important element from the outset and as such, guides much of what we do. The text from page 19 in the original proposal referred to two meetings each year of the program faculty and staff that were proposed and have already been implemented to address (i.e. assess and improve when appropriate) these elements of the program. These meetings usually take up an entire day and most of our time and effort is spent discussing the quality of student performance, student projects, student feedback, whether/which students are presenting at GIST conferences and/or other conferences (geography, computer science, etc.) that incorporate these topics, job placement, opportunities to secure other funding, and the future academic training and/or career plans for students nearing graduation. We have already convened three such meetings and each has lead to a series of recommendations and actions to augment and/or strengthen specific program elements. This type and style of self- reflection, review, and innovation is an on-going part of our everyday operations.

We are also one of the leading advocates among a group of scholars drawn from across the country that plans to form a "Community of Professional Graduate Programs in GIS&T", modeled loosely after the "European Higher Education Area" concept that the Bologna Process has created, in the coming year. The opportunity to meet and talk with colleagues offering similar types of courses and programs is one of our primary motivations for trying to form such a group, and we anticipate that such a group will help facilitate extended discussions of best practices as well as other kinds of reviews (i.e. external reviews of programs, course syllabi and plans, etc.) in the next several years.

2011-05, University of Southern California: Master of Communication Management (online)

by ALO USC

Introduction

Proposal Template for Online, Correspondence, Satellite, Video Correspondence or Other Technology-Mediated Programs- Introduction

Please read these instructions carefully before beginning your proposal

INSTRUCTIONS:

- This template outlines the mandatory sections of the proposal. Please specifically answer each question in the template. No section should be left blank. If a question is not applicable, enter "N/A" in the appropriate section. Incomplete proposals will not be forwarded to the Substantive Change committee for review.
- Do not delete the questions.
- The proposal should be no more than 10,000 words, not including attachments.
- **Attachments are preferred as .PDF.** (Microsoft Office documents should be saved in versions compatible with Office 97-2003. Office 2007 / Windows Vista documents are not acceptable at this time.)

NAMING YOUR PROPOSAL:

Use the following naming convention for your document. Incorrectly named documents will not be reviewed.

[Tentative Review Year-Month], [Institution Name]: [Degree/Program Name] ([Modality])

Example: 2010-02, Sunshine University: BS in Engineering (Online)

REVIEWING YOUR PROPOSAL:

- Please review your proposal against the [Pre-Submittal Checklist](#) before submitting it.

SUBMITTING YOUR PROPOSAL:

- See the [WASC Guide to Submitting Substantive Change Proposals](#) for instructions on submitting your document.
- **Please have your institution's Accreditation Liaison Officer (ALO) notify the WASC**

Substantive Change Manager (smcgrew@wascsenior.org) once the proposal is complete and has been submitted.

RESOURCES:

- Institutions proposing online programs should refer to the [Guidelines for the Evaluation of Distance Education](#).
- For assistance on completing the educational effectiveness items, refer to the [Educational Effectiveness Framework](#).
- For more information on substantive change policy and procedures, refer to the [Substantive Change Manual](#).
- Information on the [Degree Level Approval Policy](#).
- Information on the [most common reasons substantive change proposals are not approved](#).
- Samples of substantive change proposals may be found at: <http://samples.wascsenior.org>.
- The Rubric used by the Committee for scoring can be found here: [Rubric for the Evaluation of Substantive Change Proposals](#).
- Additional resources and documents may be found on the [Substantive Change page](#) or in the [Document Library](#) on the WASC website.
- For assistance formatting LiveText submissions please review the [LiveText Tutorial](#).

Section I: Institutional and Program Overview

A. Program Overview

1. Name of degree or program proposed.

Master of Communication Management

2. Percent of program being offered via distance education. If the program is not being offered fully via distance education, how will the remainder of the program be offered?

100% of the program will be offered via distance education.

3. Detailed description of the type of distance education modality being proposed and the format. Is it asynchronous, synchronous, online, correspondence, teleconference, video on demand, etc.?

The program will be the same both in its academic content and in its academic rigor to our existing, on-campus Master of Communication Management program. The online program, which will be referred to internally and in our promotional materials as the Online Master of Communication Management program, will be delivered asynchronously through an online learning management system. There will be optional synchronous sessions within individual courses.

4. Geographic scope of the program. Where will you market the program?

Program will initially be marketed within the United States, and later more globally, particularly to the Pacific Rim, including South Asia.

5. Projected number of students.

Our goal is to have an initial cohort of 18 students in fall 2011 and a total of 78 new students enroll in the online program during academic year 2011-2012 (3 entry points). Over five years our projections and financial models assume an annual increase in enrollment that results in a cohort of 65 new students being admitted in summer 2016. At the close of academic year 2015-2016 we project that there will be approximately 208 students (new and continuing) enrolled in the online program. 6. Type of student the program geared for, i.e. adult learners, part-time or full-time.

The program is designed for mid-career professionals who are seeking expertise in strategic and marketing communication to advance their careers. As such, it will be targeted to adult learners who are fully-employed, with several years of professional experience, who will participate as part-time students.

7. Initial date of offering.

September 6, 2011

8. Anticipated life of the program, i.e., one time only or ongoing? Cohort model or rolling admissions? Independent study?

We are establishing the program with the hope and expectation that it will continue to operate indefinitely. There will be three entry-points (fall, spring, and summer semesters) and students will enter with a cohort at each entry point. Each cohort will graduate at the end of four semesters assuming continuous enrollment and satisfactory academic performance.

9. Describe the external and/or internal partners contributing and/or participating in this proposal, if applicable. Attach any Memoranda of Understanding (final and signed) between the requisite parties. If more than 25% of the program will be delivered under contract with an institution or organization not certified to participate in Title IV, HEA programs, please see WASC's **Policy for Contracts with Unaccredited Organizations** and explain how this arrangement conforms with the policy.

The Online Master of Communication Management program is an e-Learning program of the USC Annenberg School for Communication and Journalism. We have a service agreement with Embanet Compass Knowledge Group (Embanet) to provide the web-based platform, and produce the web-based resources we will be using.

The USC Annenberg School will be solely responsible for the admission of students, academic content, instruction and academic advising for the program, financial aid services (including tuition, billing and collections), and the hiring of the related academic/advising staff. Embanet is responsible for instructional design and the conversion of course content, as well as for training faculty, facilitators, students and staff. The full range of responsibilities agreed to is outlined on page 3 of the attached MOU (i.e., "e-Learning Program Term Sheet").

Please see attachment: "USC-ASCJ Embanet MOU"

Attachments  [USC-ASCJ_Embanet_MOU.pdf](#)

B. Descriptive Background, History and Context

1. Brief description of the institution, including the broader institutional context in which the new program or change will exist. Connect the anticipated substantive change with the mission, purpose, and strategic plan of the institution.

The central mission of USC is the development of human beings and society as a whole through the cultivation and enrichment of the human mind and spirit. The principal means by which this mission is accomplished are teaching, research, artistic creation, professional practice and selected forms of public service. USC's Annenberg School for Communication and Journalism is one of the premier communication schools in the country. In 1971, the school created the first professional communications degree in Communication Management. The Online Master of Communication Management will expand the reach of this program to communication professionals for whom moving to Los Angeles for a graduate degree is not a viable option. This degree program furthermore realizes a newly identified set of strategic goals and more refined mission for the School. Specifically, the Online Master of Communication Management, with its use of interactive media and technology, is a reflection of our aim to build and teach in a state-of-the-art learning environment, to strengthen the position of Annenberg's brand among new, more diverse audiences, to expand our innovative partnerships (for example, with Embanet in the delivery of this degree program), and to enhance Annenberg's role as an interdisciplinary, global hub.

2. To address prior experience, list the number, variety and longevity of other similar programs that have been or are being offered via distance education. Include a summary or profile of one of the programs being offered via distance education to demonstrate prior experience.

While there are no purely distance learning programs within the Annenberg School for Communication and Journalism, there have been two distance learning classes offered in the residential program. The first, CMGT 502 Strategic Corporate Communication, was a winner of the Distance Learning Higher Education Best Class award in 2004, and has been offered yearly since 2003. The second, CMGT 533 Emerging Communication Technologies, has been offered for the past four years. Both have been successful classes and very popular with working professionals. This has confirmed our belief that a distance learning approach is an appropriate delivery mechanism for working communication professionals.

The University has five Distance Education programs that have been approved since 2009, including a Master of Arts in Teaching (Rossier School of Education); a Master of Arts in Aging Services Management (Davis School of Gerontology); a Master of Academic Medicine (Keck School of Medicine); a Master of Science in Geographic Information Science and Technology (the USC Dornsife College); a Master of Social Work; and, a Master of Public Administration. Before that, USC had two other recent master's level Distance Education programs approved through Substantive Change – one in Long Term Care Administration (2002 – Davis School of Gerontology); the other in Regulatory Science (2005) in our School of Pharmacy. Given the short history of programs begun after 2009, we have attached a summary of the Regulatory Science program.

Please see attached "Regulatory Science Profile."

Attachments [Regulatory_Science_profile.pdf](#)

C. Institutional Accrediting History Relevant to Substantive Change

1. Brief response to issues noted in prior substantive change reviews since the institution's last comprehensive review.

USC's WASC Accreditation was recently reaffirmed, following the reaccreditation review cycle initiated in October 2005 with the university's submission of its Institutional Proposal to the WASC Commission on Accreditation. The Capacity and Preparatory Review (CPR) was submitted to WASC in December 2007 and the CPR site visit occurred on October 29-31, 2008. Following that, The Educational Effectiveness Review (EER) was submitted in July 2010 and the EER site visit to USC occurred October 11-13, 2010. The EER's visiting team report was submitted December, 2010. That report includes a commendation for the University's "innovative online and off campus programs" and for "addressing the unique population needs of masters level education." The report also states, "Extensive attention has been given to developing and assuring excellence in the curricula, instructional methods, faculty and student support in ways that will assure quality education." USC just received the WASC Commission letter reaffirming USC's accreditation through 2020.

2. Institutional response to issues noted in prior Commission or other Committee action letters or visiting team reports that are relevant to the proposed substantive change.

Does not apply.

3. If the proposed program is within a school accredited by a professional accrediting agency, or is related to a program that is accredited by a professional accrediting agency, list the agency, year accredited, and include a copy of the executive summary to the most recent team evaluation report and agency action. Also, indicate whether the specialized agency needs to review and approve the proposed program prior to implementation.

The Communication Management program is not accredited by any professional accrediting agency. It is housed within the USC Annenberg School's School of Communication, which itself hosts no programs that are subject to professional accreditation. The USC Annenberg School for Communication and Journalism also includes a separate School of Journalism, whose programs are accredited on a six-year cycle by The Accrediting Council on Education in Journalism and Mass Communications (ACEJMC).

1. It would be helpful to your reviewers to respond to any relevant issues in the two recent substantive change reviews for the online MPA and MSW. Has the institution factored into the development of this degree program the recommendations from the previous reviews re: enrollment growth and alignment of learning outcomes?

Careful consideration has gone into the development of an online Master of Communication Management degree program, with particular attention paid to the alignment between the online and on-campus programs and how that alignment could be affected by enrollment growth. Based on a recommendation by the University Committee on Academic Review (UCAR), and in anticipation of expanding the reach of the Master of Communication Management program via online delivery, a number of fulltime faculty members have been appointed who teach entirely within this program. One fulltime faculty member has already been hired with the intention that she will teach primarily within the online program. Our plan is to maintain a ratio of Tenure-Track, Clinical, and Adjunct faculty serving as master instructors within the online program that closely mirrors our on-campus program.

Our guidelines for section instructors are that they will have terminal degrees in addition to relevant field experience. Our goal is to ensure that section instructors are of such quality that many are capable of being considered for fulltime faculty positions within the program. We believe that exemplary section instructors will eventually be recruited into new fulltime faculty positions within the program. As such, the Program Director for the Master of Communication Management will personally screen, interview, and hire each section instructor teaching within the program in advance of each semester. Full-time administrative staffing support at USC has been funded to support this endeavor and electronic interviewing methods are being researched to ensure that each candidate is thoughtfully screened. Neither master nor section instructors will be allowed to teach at other institutions while employed by USC.

Section II: Program Need and Approval

A. Program Need

1. Program need/rationale framed by the institution's mission and strategic goals.

Over the course of the last two years, the Annenberg School reviewed and refined its mission and strategic goals. As a result, the School places an even higher premium on programs that are innovative and impact a more diverse segment of global society. We aim to offer a technologically and pedagogically state-of-the art learning environment that allows us to teach the kind of entrepreneurial skills and digital media competencies needed to succeed in the emerging and ever-evolving global information economy. The Annenberg School views online learning as a central component to implementing this strategy. It does so with the tools and format of learning and teaching employed, but also its potential for reaching students otherwise unable to benefit from USC Annenberg's offerings. By definition, online learning and teaching places a premium on entrepreneurship and experimentation – two values very much embedded in USC Annenberg's mission.

2. Process and results used to establish the need. Please provide a summary of the findings, not the full study.

Following USC's campus-wide call to introduce more online learning opportunities, we reviewed our own existing degree programs and recognized that integrating an online learning program into our curriculum would enable us to meet some or all of our strategic goals (as noted above). We also noted a challenge to manage the growth of our fastest growing degree program, the Master of Communication Management, in the face of very serious space and human resource capacity constraints. Faculty and School leadership identified distance learning as one way in which we could manage that growth more effectively through the introduction of an online version of our Master of Communication Management degree program. Not only would we overcome the physical limitations posed to residential programs, but we would also provide faculty with greater flexibility in when they teach. We also see opportunities for pedagogic enhancements to the curriculum that could be gradually introduced into the residential program. Additionally, slowing down the growth of the residential program will allow the School to ensure the continual assessment of student and program quality.

A faculty research project about online education at accredited journalism schools was used to help assess Annenberg's need for an online degree. A national web-based survey was sent to 113 schools accredited by the Accrediting Council on Education in Journalism and Mass Communication (ACEJMC) in 2008-2009 (response rate: nearly 72 percent). Results showed that nine schools, all of them public, were offering online degrees in 2009, and five others, also public, indicated they planned to do so in the future. Of the nine online degrees, 78 percent were M.A.'s and 22 percent were B.A.'s. Many ACEJMC-accredited journalism schools are housed within or affiliated with schools of communication. In fact, 11 of the 14 online degree programs that exist or were in the planning stages were non-Journalism programs such as strategic communications, communications management or public relations. And only three of the schools would be

considered Annenberg's peer institutions.

Following the survey, semi-structured interviews were conducted with 18 faculty members and administrators from 14 programs offering or planning to offer online education. The interviews found that top reasons for offering online certificates/degrees were to reach a larger and broader pool of students, and directives from state, school or department leaders. Of the 14 schools, all developed or were in the process of developing their programs internally except for one Midwestern state school, which was planning to work with Embanet to develop its public relations degree and certificates. The interviews also found that the factors that most help create and sustain online certificate or degree programs were faculty commitment and technological know-how, administrative support, and technological infrastructure.

Although many definitions of online learning exist, this study used the Sloan Consortium's definition of traditional and online learning. According to this definition, a traditional course delivers all of its content in oral and written form; nothing is delivered online. A Web-facilitated course delivers 1 to 29 percent of its content online. This type of course facilitates what is essentially a face-to-face course by using a content management system (CMS) such as Blackboard or Web pages to post the syllabus and assignments. A blended/hybrid course delivers 30 to 79 percent of its content online, typically through online discussions, and typically has some face-to-face meetings. An online course delivers 80 percent or more of its content online and typically has few to no face-to-face meetings.

The study had several limitations. For example, the survey and interviews focused only on the 113 journalism schools and programs that were accredited by the ACEJMC, and left out the almost 350 non-accredited programs that may be offering online courses and degrees. Also excluded from the study were community colleges, for-profit schools such as the University of Phoenix, National University and Capella University, programs based in foreign countries such as Great Britain and Australia, and non-degree professional development programs for working professionals. However, the study provided a solid overall picture of the state of online learning at Annenberg's peer institutions.

3. Evidence used to support enrollment projections and to support the conclusion that interest in the program is sufficient to sustain it at expected levels. If the program is planned to be offered for a finite period, provide the enrollment data for the length of the program. If the program is planned to be offered continuously, then provide enrollment projections for the first three years. These enrollment projections should be reflected in the budget.

Please see attached "Opportunity Assessment" and "Profit Loss Statement", specifically the page 3 "Distant Learning Initiative – Program Enrollment" in the latter document. As indicated, the budgets extend beyond the required 3 years.

Enrollment projections for the first three years are:

Academic Year 2011-2012 – 78 new students
Academic Year 2012-2013 – 115 new students
Academic Year 2013-2014 – 140 new students

Please see Attachments: "Opportunity Assessment" and "Profit Loss Statement."

4. Attach the recruitment and/or marketing plan for the program. Note that all materials regarding this program should clearly state, "Pending WASC approval" prior to Commission ratification.

Please see Attachment: "Marketing Plan."

Attachments  [Opportunity_Assessment.pdf](#),
 [Profit_Loss_Statement_-_MCM.pdf](#),  [Marketing_Plan.pdf](#)

B. Planning/Approval Process

1. Description of the planning and approval process within the institution (and system, if applicable), indicating how the faculty and other groups (administrators, trustees, stakeholders, system office, etc.) were involved in the review and approval of the new site or program. Attach documentation of necessary approvals.

Over the course of the last two years, the USC Annenberg School Dean's leadership team conducted two surveys of faculty regarding online/technology-enhanced education. The first polled all faculty and graduate students about the use of technology in the classroom. The second surveyed a select number of faculty and staff that had been most engaged in reviewing distance learning options about their preferences. The decision to pursue an online Master's degree program in Communication Management was made, in part, based on the high level of enthusiasm and commitment of the faculty involved in the residential program to offer such a degree program online. In addition, we reviewed other journalism and communication offerings in the field of online education. We also queried more informally the level of interest among professionals in the field to gauge demand and responses from our alumni, employers and other external stakeholders. Finally, we investigated and met with two different outside companies, 2tor and Embanet, and consulted with senior staff in the USC Rossier School of Education, the USC Dornsife College of Letters, Arts and Sciences, and in the USC Provost's Office of Information Technology Services. We invited both companies to meet with faculty and staff and invited them to provide an initial analysis of demand for such a degree program. We also hosted a special set of faculty meetings and of the faculty advisory council to discuss a prospective online degree program. The faculty of the School of Communication were presented with the initial plan for offering the Master of Communication Management online and agreed to move forward. Once all of this information was gathered, the USC Annenberg School Dean made the final set of decisions determining whether or not to contract with an outside partner and which one. Based on input from all the stakeholders, the demand-side analysis, budgetary and programmatic considerations, the decision was made to sign an agreement with Embanet and proceed to launch the Online Master of Communication Management Program to commence in fall 2011.

Section III: Program Description and Evaluation

A. Curriculum

1. Overall description of the program, including the alignment of the program philosophy, curricular design, and pedagogical methods with the target population and degree nomenclature selected.

This is a professional Master's degree designed to support working communication professionals in their career by updating and enhancing their knowledge of new communication research, theory and technology, and expanding their management knowledge and capabilities. It is a 32-unit program including a final professional practicum. The program's philosophy is to provide students with a balance of communication research and theory with the ability to apply these to business issues and situations. The Master of Communication Management (MCM) is a professional management degree for people who will make their careers in business rather than academia.

2. How has the curricular design and pedagogical approach been adapted to the modality of this program?

The program has been designed such that students address communication issues, opportunities, and changes in the business world by applying research and theories in their papers and projects.

3. Program learning outcomes that articulate what the student will be able to do after he/she completes the program and are appropriate to the level of the degree.

- A. Make strategic decisions around communication business issues based on what they know about an organization's strategies, goals and objectives and on the applicable communication research.
- B. Utilize written and oral advocacy skills to articulate key communication theories, identify them in practice, use them in business situations, assess and measure effects, and be able to modify their practice based on experience over time.
- C. Build trusting, respectful and collaborative relationships with team members, colleagues, and clients from diverse backgrounds. Be able to separate positions on issues from the people holding the positions.
- D. Be able to approach communication issues with an understanding of the appropriate data-gathering methodologies and be able to collect, analyze and interpret the data, thus fostering the problem-solving and decision-making skills essential to a management-level career.

4. Curricular map articulating the alignment between program learning outcomes and course learning outcomes and demonstrating the progression from introductory to advanced levels.

Please see attachment: "CMGT Program Outcomes & Curricular Map."

5. Listing of courses, identifying which are required.

At the outset of the program, all students will take all eight of the courses offered. In time, as more electives are introduced, students will be required to take at least one elective that is designated as satisfying the "core class" requirement:

Required Methodology Courses (4 units)

- CMGT 540 Uses of Communication Research (4 units)

Required Core Theory Course (4 units)

- CMGT 500 Managing Communication (4 units)

Required Capstone Course (4 units)

- CMGT 597 Professional Practicum (4 units)

Electives (20 units; more course options will be added as the program grows)

- CMGT 502 Strategic Communication (4 units)
- CMGT 541 Integrated Media Strategies (4 units)
- CMGT 508 Communicating Strategy and Change (4 units)
- CMGT 599 Global Marketing Communication (4 units)
- CMGT 510 Communication Values, Attitudes, Beliefs (4 units)

6. Process by which syllabi are reviewed and approved to ensure that 1) course learning outcomes are described and are linked to program learning outcomes; 2) materials are current; 3) pedagogy is appropriate for the modality of the course.

The program will be reviewed annually by the Communication Management Distance Learning Curriculum Committee to ensure that the courses clearly identify and meet course learning outcomes and are linked to the program learning outcomes. Additionally, the course syllabi will be reviewed annually by the same curriculum committee. The pedagogy for these online classes is designed to facilitate the learning outcomes for each course. The general curriculum review process in place for all USC Annenberg School courses is articulated in the "Curriculum Review Policy".

Please see attachment: "Curriculum Review Policy."

7. Attach three sample syllabi that are representative of the program and attach the capstone/thesis or culminating experience syllabus (if applicable). Syllabi should include specific student learning outcomes for the course, be adapted to the modality of the course, and be appropriate to the level of the degree. Syllabi should also reflect information literacy requirements and use of the library.

Please see attachment: "Sample Syllabi."

8. Internship requirements and monitoring procedures, if an internship is required.

There are no internship requirements for the Online Master of Communication Management program.

9. Special requirements for graduation, i.e. comprehensive examination, service learning, etc.

A final professional practicum is required for graduation. This project is carried out as part of the capstone: CMGT 597 Professional Practicum.

2. This question is asking how the program has been adapted to the online learning environment.

Each course will undergo a rigorous, 10-step, 14-week development process in which the master instructor for the course works in a one-on-one partnership with an instructional design team to adapt their course to the online learning modality. Courses in the Master of Communication Management program will be adapted following the Understanding by Design (UbD) method developed by educators Grant Wiggins and Jay McTighe.

UbD is a way of thinking purposefully about curricular and course planning - it is a strategic course development process. The end goals of UbD are deep understanding

of course concepts (essential questions) and the ability to transfer knowledge and skills to work experiences. UbD frameworks guide course developers to plan “backward” from the desired results. Designers consider how transfer tasks embody those goals. Content standards and other goals become learning targets. Assessments (both formative and summative) become the measures of those targets. Course materials, instruction, and practice become the means by which the desired knowledge and skills are coached by instructors and practiced by students. Since UbD is an objectives-driven course development process, student learning and assessment are clearly tied to the overall course goals, which in turn are tied to the fundamental principles behind the Master of Communication Management program.

As a best practice in our course development process, we intentionally design learning activities that foster the learning community. Instructional designers work with instructors to develop active learning experiences through assignments, discussion, and multimedia. A combination of formative and summative feedback opportunities are incorporated into a variety of assignments, forums, and practice activities that mirror the variety of interaction required in the workplace. Finally, all of the adapted content is designed to be delivered in a flexible, novel and mobile way that will help many learners fit their education into their busy schedules

7. All syllabi provided must be a) adapted to the online learning environment; and b) contain course learning outcomes.

Please see Attachment: Sample Syllabi

Attachments  [CMGT_Program_Outcomes_Curricular_Map.pdf](#),
 [Curriculum_Review_Policy.pdf](#),  [Sample_Syllabi.pdf](#)

B. Schedule/Format

1. Length of time that the typical student is expected to complete all requirements for the program.

Typically students will complete the program in four semesters taking two classes in each semester.

2. Description of the cohort or open registration model being used. Minimum attendance/participation requirements and the provisions made for students to make-up assignments or for students who have to drop out of the cohort for a short period of time.

Students will nominally go through the program with their cohort. They will begin the program in either fall or spring (after year two, the program will add a summer cohort entry point). Students may, upon approval of the program director, drop to a single course and leave their cohort and complete the program on a schedule approved by the program director.

The program will adopt an open registration model, best allowing the distance learner to fit the program within his or her schedule and allowing for students who need to take a brief leave to do so. As the program grows, students will be asked to complete a Program of Study application identifying the courses they intend to take and, where there is flexibility, the order in which they wish to take them. This will allow us to make sure that we are offering the courses that the

students need and want, in the term in which they want to take them (where academically appropriate).

Students are required to register for courses every session. An Annenberg Student Services Advisor specifically dedicated to distance learning will provide all online students with the proper department clearance prior to registration. The Embanet Student Services Advisor is responsible for providing students with all necessary registration information and responds accordingly to students who aren't registered.

Students are required to participate in all courses as part of the academic requirements to ensure successful completion of the course deliverables. Embanet takes a proactive approach to student retention. Understanding why students leave school and how they stay engaged is critical to designing a successful retention program. Their retention strategies include dedicated counselors that assist students with anything from technological issues to other challenges; continuous cycles of feedback; closely monitored student activity; and early alert programs to identify and support those students who have a higher propensity to drop, including students who have not participated in the courses.

Provisions for students who require make-up assignments will be built into the course design. A dedicated student service advisor will serve as a liaison with faculty when needed and build a strong relationship with students, allowing at-risk students to be identified early and provided with additional coaching as appropriate and feasible. He or she will also monitor for other high-risk behaviors (e.g., difficulty with the Learning Management System, failure to log in regularly, difficulty in writing, time management) and provide guidance.

3. How will the institution ensure that timely and appropriate levels of interactions between students and faculty, and among students are maintained?

Strong cohorts allow students to build lasting bonds with their classmates and the institution, which can extend far beyond their academic program. A virtual campus allows students to get to know the people in their classes and to interact, collaborate and network with them. Our curriculum has been designed to encourage thoughtful discussion and our intention is that students will form significant friendships and business relationships with their fellow online classmates based on their academic collaborations.

Online learning offers students a uniquely diverse learning environment where they can learn not only from the instructor and textbooks, but also from the experiences of others. Students engage with professionals from all over the country – and the world – who bring the unique perspectives of their own socio-political backgrounds, communities and cultures.

Students are provided access to the faculty in a variety of ways including email, discussion boards, phone, lectures and virtual office hours. The Student Services Advisor is the front line communication point for students and if any questions related to academic content are raised, the student is referred back to the faculty member. If the faculty member is having a difficult time reaching out to the student, or if the student is inactive in the course, the Student Services Advisor will reach out to the student via email and phone to ensure the student is engaged and that the faculty members are supporting the classroom activities.

4. Please describe how the identity of students participating in the program will be verified. See **Best Practice Strategies for Promoting Academic Integrity in Online Education**.

The university's policies and procedures regarding current logistical access controls satisfy the current HEOA requirements. Specifically, the online students are given a system-generated ID and e-Password to access the online systems, including the learning management system. Currently, the students are validated as the ones taking the tests through the use of this secure ID number and password. However, the Master of Communication Management will primarily

utilize written papers and projects as well as oral/video presentations mediated by conferencing technologies, as opposed to online testing. As technologies continue to develop we will explore those options which would safeguard both identity verification as well as student privacy.

5. Timeframe of courses, i.e. accelerated, weekend, traditional, etc. If the course timeframe is abbreviated, an institution must allow adequate time for students to reflect on the material presented in class. Faculty using the accelerated course format should be expected to require pre- and post-course assignments, as appropriate. The Committee will expect course syllabi for accelerated courses to be adjusted accordingly to reflect the pre- and post-course assignments, and the accelerated nature of the curriculum.

The courses will be delivered asynchronously and as such are available 24/7. The 12-week course length is the same as the length provided during the summer term for our on-campus program. During the instructional design process, the objectives are thoughtfully laid out and sequenced to ensure adequate reflection of the material presented.

6. Sample schedule of courses for a full cycle of the program with faculty assignments, if available.

Fall

CMGT 500 – Managing Communication – Dr. Kimberlie Stephens (4 units)

CMGT 540 – Uses of Communication Research – Dr. Mathew Curtis (4 units)

Spring

CMGT 508 – Communicating Strategy and Change – Dr. Susan Resnick West (4 units)

CMGT 541 – Integrated Marketing Strategies – Dr. Andrea Hollingshead (4 units)

Summer

CMGT 510 – Communication Values, Attitudes and Beliefs – Dr. Michael Cody (4 units)

CMGT 599 – Global Marketing Communication – Dr. Paolo Sigismondi (4 units)

Fall

CMGT 502 – Strategic Communication – Dr. Rebecca Weintraub (4 units)

CMGT 597 – Professional Practicum – Dr. Mathew Curtis (4 units)

C. Admissions

1. Admissions requirements.

- Equivalent of a four-year US bachelor's degree (per USC Graduate & International Admission standards)
- Official transcripts from all colleges/universities where coursework was attempted and completed
- 3.0 cumulative college/university GPA
- Official GRE or GMAT scores (Minimum GRE score of 1000 [verbal + quantitative] or GMAT of 650)
- 3 - 5 years minimum professional work experience after completion of BA/BS degree
- Letter of recommendation from immediate supervisor or manager (not peers or co-workers)
- Statement of purpose (3-4 pages)
- Writing sample
- Professional resume

2. Identification of the type of student targeted and qualifications required for the program.

The typical student will have the following characteristics:

- Full-time working professional (30-45 years of age) with an employment record that includes progressively responsible positions
- An academic background in the social sciences
- An interest in the media, entertainment, social media, human resources, marketing, management

3. Credit policies, including the number of credits that students may transfer in.

Eight semester units may be transferred from another accredited graduate degree program. Coursework is evaluated for credit after the candidate is admitted to the degree program.

4. Process for awarding credit for prior learning (applicable only to undergraduate level).

Does not apply.

5. Residency requirements, if applicable.

There are no residency requirements. However, there will be opportunities for distance learning students to meet Annenberg faculty and staff at events held in major U.S. cities and at on-campus gatherings.

6. Sample brochure or admissions material. Note that these materials must clearly state "Pending WASC approval" prior to Commission ratification.

Please see Attachment: "MCM Brochure"

Attachments  [MCM_Brochure.pdf](#)

D. Plan for Evaluating Educational Effectiveness

1. Plan for assessing the program at various stages in the first year, including achievement of student learning outcomes and how findings from the review will be used to improve the program. Attach the assessment plan.

Program Learning Outcomes

Graduates of the Master of Communication Management online program are equipped with cutting-edge knowledge and skills that are immediately applicable across the communication industry. In addition to specific content knowledge in the field of communication, the program's learning objectives include:

- Make strategic decisions around communication business issues based on what they know about an organization's strategies, goals and objectives and on the applicable communication research.
- Utilize written and oral advocacy skills to articulate key communication theories, identify them in practice, use them in business situations, assess and measure effects, and be able to modify their practice based on experience over time.
- Build trusting, respectful and collaborative relationships with team members, colleagues, and clients from diverse backgrounds. Be able to separate positions on issues from the people holding the positions.

- Be able to approach communication issues with an understanding of the appropriate data-gathering methodologies and be able to collect, analyze and interpret the data, thus fostering the problem-solving and decision-making skills essential to a management-level career.

Elements of Assessment

The program outcomes will be mapped to specific outcomes in the courses, which will be designated as key assessment points within the program. Assessments will be devised for each key course objective, and the students' evidence of these objectives will be compiled in a student program portfolio. These assessments will be evaluated at the course-level and at a program level using pre-defined rubrics to insure consistency in evaluation.

Assessment of Program Coherence, Delivery and Effectiveness

After each course is delivered instructor evaluations, course evaluations, and feedback are collected by student advisors and provided to faculty. This data will be evaluated and used to determine the scope and foci of course revisions. Beginning with the graduation of the first cohort, the program will be evaluated on an annual basis using the following data points: student evaluations, instructor evaluations, student program portfolios, and grade norms.

From an ongoing operational perspective, Embanet maintains an operations log, in which the team documents operations and processes during the first year. The log is reviewed and analyzed by the Embanet team on a quarterly basis to identify opportunities for improvement. Changes in processes will be discussed and approved by USC.

Please see Attachment: "CMGT Assessment Plan."

2. Plan for incorporating assessment of this program into the school and/or institution's existing program review process.

Assessment of Instructional Quality

The instructional quality will be assessed based on student evaluations of the course and instructors. Evaluation of student projects, especially capstone projects, also will help determine whether students are achieving program outcomes. Moreover, as a graduate program it will be reviewed by USC's UCAR process.

3. Evaluation of the educational effectiveness of distance learning programs (including assessments of student learning outcomes, student retention, and student satisfaction) including appropriate comparisons with campus-based programs.

In the course development process, Embanet instructional designers will work with USC instructors to design learning objectives based courses. Embanet will create instructional design matrices which document the connection between the course assessments and the course objectives. In addition, Embanet instructional designers will work with USC instructors to craft rubrics for each assignment that will a) provide a framework for consistent grading and b) focus the assessment on meeting the course objectives.

After the delivery of each course, Embanet will collect data including instructor revision requests, student evaluations of the course, grade norms, and student advisor feedback. This data will be delivered to USC for review. Then Embanet and USC will meet to discuss the data and determine the revision scope for the course. Embanet will provide student retention data and student satisfaction survey data to USC.

4. If the program is offered on-campus or in a traditional format, then it would be appropriate to include a summary of a recent program or curricular review to determine if appropriate changes have been made to the proposed program.

The brick-and-mortar program has learning outcomes for each course that are published in every course syllabus, as well as a required research course with an explicit writing requirement. A capstone course and professional practicum requiring a research project determine whether graduates have achieved the degree's stated outcomes. Three capstone course instructors review the research project throughout the semester and evaluate the final document. The Master of Communication Management program director reviews the evidence in aggregate. Overall, findings are used to update the curriculum. For example, additional courses have been developed as have new requirements for students who need support in written English competency.

In addition, a curriculum committee meets a minimum of once a semester and on an as-needed basis to review and approve syllabi for new classes, approve changes in the program such as core classes, number of tracks, and capstone experience. The committee also creates guidelines for Communication Management classes.

For the online program, the curriculum, faculty and course content are the same as in the on-campus program. The only significant difference is in how the courses are delivered—online students can participate in the program without the need to be on a campus. In addition, the online program's more flexible curriculum offers courses focused on the latest innovations and topics in the profession. Graduates receive the same degree.

5. Description of how the student's ability to succeed in distance education programs will be addressed and linked to admission and recruiting policies and decisions.

Student recruitment will be done through digital channels. Students who see and respond to these digital marketing efforts are typically tech-savvy and comfortable in an online medium. In addition, admissions professionals will screen students according to the program's recruiting guidelines. These guidelines include a statement of purpose, which will then be used in the screening process to link the student's self motivation to the accomplishment of stated goals.

Also, an analysis of GRE and GPA linked to student performance (grades) in courses will result in changes to recruitment and admission. Specifically, if marginal GRE and GPA (quantitative measures) and/or years of professional experience appear to result in poor performance in the degree program, then new requirements would be put in place. The measures are the same for the on-campus and the online programs.

6. Procedures to evaluate teaching effectiveness in the distance education modality.

Instructors in the online degree program will be evaluated the same way as instructors in the brick-and-mortar program but they will also receive special training to help them teach more effectively online. These evaluation methods include having a faculty member sit in on classes once a semester (live if the class is synchronous, and through viewing of archived sessions if the class is asynchronous), asking students to fill out instructor evaluations, and having outside reviewers assess the work students produce in their courses and for their capstone projects.

1. Please explain who at USC will be responsible for assessing this degree program and how that information will be used to make changes to the program as needed.

In addition to the periodic review by the University Committee on Academic Review (UCAR) under the auspices of the Office of the Provost, a standing committee of Annenberg faculty and administrators lead by the Master of Communication Program director will assess the online degree program to ensure that course learning outcomes are aligned with program learning

outcomes and that those objectives are being met by each course, every semester. In addition to the program director, this committee will have the representation of the online teaching faculty, distance learning staff, and the Associate Dean for Academic Programs and Student Affairs. Data collected via evaluations at the mid-semester and course conclusion points will be compiled with grade norms and other statistical figures and presented to the program director via the distance learning department at the Annenberg School. Student and faculty feedback will be collected electronically in an open and ongoing manner and will provide additional data in support of the assessment process. We foresee this process as having both mid-semester and semester reviews for each online course. The results and recommendations that arise out of each review will be put into place for the following semester whenever possible and appropriate. Course content changes, if any, will be scheduled for immediate curriculum review and the online pedagogy will be reassessed and redesigned to reflect the updated content.

2. For clarity, please spell out what the "UCAR process" is.

Graduate programs at the University of Southern California are reviewed on an approximately 8-year cycle. This review is conducted by the University Committee on Academic Review (UCAR), under the auspices of the Office of the Provost, and consists of on-going, high quality peer reviews of all the University's academic units and programs offering graduate degrees. The purpose of program review is to "foster academic excellence at all levels, to determine how to raise quality to a higher level, and to provide guidance for administrative decisions in support of continual future improvement."

The graduate programs of the USC Annenberg School, including our Master of Communication Management program, were reviewed in 2008. Several recommendations came out of that review, including the suggestion that a core faculty be developed for the program. We have addressed this recommendation by appointing a number of fulltime faculty members who teach entirely within this program, or whose teaching in our other programs is minimal. The online Master of Communication Management program is also responsive to this recommendation in that all courses will be developed and led by fulltime Annenberg School faculty.

3. It would be useful to the reviewers if you provided an example of a rubric.

Please see Attachment: CMGT 540 DL Final Paper Rubric.

Attachments  [CMGT_Assessment_Plan.pdf](#),

 [CMGT_540_DL_Final_Paper_Rubric.pdf](#)

Section IV: Resources

A. Faculty

1. Number and type (full-time, part-time, tenured, non-tenured) of faculty allocated to support the program in terms of developing the curriculum, delivering instruction to students, supervising internships and dissertations, and evaluating educational effectiveness.

All master instructors for the courses are full-time, terminal degreed (PhD) University of Southern California faculty teaching in the Annenberg School for Communication and Journalism. There will be 7 to begin the program.

2. Information about the balance of full- and part-time faculty members involved, and how that balance will ensure quality and consistency in instruction and advising.

All master instructors will be full-time.

3. Analysis of the impact that the proposed program or change will have on faculty workload for all involved in the program, including teaching, research, and scholarship. Who will teach courses no longer being taught by the faculty reassigned to this program? What will be the maximum number of students that each faculty member can advise?

There will be no impact on faculty workload in the Communication Management program overall. Most of the faculty teaching online are in the clinical faculty track and teaching is their primary focus. Some faculty will add one-class overloads to their normal teaching load, others will be full-time on distance learning and hired for that focus. Each faculty member will be responsible for a section of 20 students per course, in addition to serving as the master instructor for the entire class. Additional course facilitators will be hired to assist the master instructor and will teach sections of no more than 20 students per class. Plans for recruitment of new faculty are already underway. We expect to hire recent Ph.D. recipients from the Annenberg School to serve as section facilitators this fall term. Faculty hired for the online program will be of the same quality as the brick-and-mortar program.

4. Preparedness of faculty to support the modality of instruction. Are faculty development opportunities available? Include any faculty guidelines for online instruction.

Faculty will participate in a series of workshops designed to support them through the development and delivery of their courses. Faculty will attend the following workshops:

- "What's Possible?" and Best Practices in Online Courses, which helps faculty conceptualize some of the ways their courses can be taught online.
- Understanding by Design, which helps faculty identify pedagogical objectives and principles of effective course design.
- Learning Management System, in which faculty members become familiar with key functions in the learning management system.
- One-on-one Tools Workshop, which teaches faculty members how to use specialized technology tools that they would like in their courses.
- Online Instructor Workshop, which helps faculty members develop and apply the skills necessary to be a successful online facilitator

5. Overview of the key credentials and experience of primary faculty responsible for the program. Include abbreviated vitae (3-5 pages) that demonstrate the most current activities in relationship to the program (scholarship, teaching, etc.).

The Director of the Communication Management program, on-line and residential, has been in this position for nine years. Rebecca Weintraub, PhD, taught the first on-line course in the Communication Management program for which she won the US Distance Learning Association Award for Excellence in Distance Learning Education for Higher Education in 2004. She has been the proponent of distance learning at Annenberg and has been the principal architect of the Communication Management distance learning strategy.

Curriculum Vitae for the fulltime faculty members associated with the Online Master of Communication Management program are attached.

Please see Attachment: "Faculty CV's."

3. Provide your plan for hiring new faculty and course facilitators as enrollment in the program

grows. What is the maximum number of students that faculty can advise? This probably relates to the first question above.

One fulltime faculty member has already been hired with the intention that she will teach primarily within the online program. Our plan is to maintain a ratio of Tenure-Track, Clinical, and Adjunct faculty serving as master instructors within the online program that closely mirrors our on-campus program. All fulltime master instructors will possess a doctorate and subject matter expertise.

The Annenberg School, in partnership with Embanet, has outlined a nation-wide instructor search to support the current fulltime faculty members who have been appointed to teach within this program. As described earlier, our guidelines for section instructors is that each will have a terminal degree in addition to relevant field experience. We have gauged the interest of recently-minted Annenberg School PhDs and have found many to be enthusiastic about the potential of teaching within the online program. We expect to find the same feelings across the nation. Section instructors who do not possess terminal degrees must possess a Master's-level degree and a résumé that features several years of relevant teaching experience or subject matter expertise. Hiring decisions for each section instructor will be made exclusively by the Master of Communication Management program director.

Our goal is to ensure that section instructors are of such quality that many are capable of being considered for fulltime, master instructor positions within the program. We believe that exemplary section instructors will serve as candidates for new fulltime faculty positions within the program. As such, the Program Director for the Master of Communication Management will personally screen, interview, and hire each section instructor teaching within the program in advance of each semester. Full-time administrative staffing support at USC has been funded to support this endeavor and electronic interviewing methods are being research to ensure that each candidate is thoughtfully screened. Neither master nor section instructors will be allowed to teach at other institutions while employed by USC. Our expectation is that instructors will advise a maximum section of 20 students per course, with no instructor teaching in more than 2 courses per semester.

Attachments  Faculty_CV_s.pdf

B. Student Support Services

1. Assessment of student support needs including, but not limited to:

a. Ongoing academic advising and academic support

The USC Annenberg School has an office of Graduate Student Services, with a staff member entirely dedicated to providing academic advisement for students in the Master of Communication Management program. Current plans are to hire a fulltime student services staff person to work solely with current students enrolled in the Online Master of Communication Management program. That position will report jointly to our Director of Distance Learning and to the Director of Graduate Student Services.

b. Financial aid advising

With regard to financial aid, students in the Online Master of Communication Management program will have access to USC's Financial Aid Services, and funding eligibility will be no different than for students in our on-campus programs.

c. Career placement services

The School also has an office of Career Development, which serves all current students and alumni. While that office does not explicitly provide job placement services, it provides current information regarding job and internship opportunities, as well as a wide array of career development support services and resources. The School also has an office of Alumni Affairs, which helps connect alumni around the world and provides ways for alumni to stay connected to the Annenberg School and to one another.

2. Availability of support services for students and faculty, including helpdesk hours.

Student advisors are assigned to each student. The advisors orient the student to the program, processes, and technologies through a “welcome call” and a self-paced orientation. The advisors proactively check-in on students through phone calls and emails to resolve any questions the students might have. The advisors respond to program and service questions as needed.

Students and faculty have the support of a technical services help desk that is available via telephone, email, and text chat 24 hours a day, 7 days a week, 365 days a year (24/7/365).

C. Information Literacy and Library Resources

1. Description of the information literacy competencies expected of graduates (applicable only at the undergraduate level, CFR 2.2a) and how they will be evaluated.

Information literacy competencies concern the students’ ability to locate and evaluate relevant research and existing bodies of knowledge pertaining to the topic at hand. Students will become familiar with specialized databases available through USC Libraries and with journals and publications in the Communication Management field. Using these resources, students will be able to find relevant and detailed research for the problem at hand, beyond information conveniently available through a Google search. Such training will be developed in collaboration with professional USC librarians.

Evaluation of information literacy is integrated into the curriculum. The research methods course, the capstone practicum course and other courses will demand students search within relevant bodies of knowledge for specific sources. Such sources must provide insights on the given problem, the relevance of which must also be judged by the students. Results of these search-and-evaluate exercises are presented to the instructors for further guidance.

2. Description of how library resources will be used in the curriculum.

Students will be required to create a literature review for their Practicum. Additionally, each class will require library resources for projects and papers.

3. Description of what staffing and instructional services have been put in place and what library and informational resources are available to students and faculty, onsite and remotely, in support of this program. Include a description of the library's information literacy program.

The USC Libraries have recently appointed a new Reference and Instruction Librarian whose primary academic purview is the Annenberg School for Communication and Journalism. This newly appointed information technology professional will be able to provide state-of-the-art reference support and guidance for students enrolled in the Online Master of Communication Management program, and will be involved from the outset in the developing a plan to communicate effectively with our online students and ensure that they are able to access the latest digital resources and learning tools.

4. If additional information literacy and library resources are deemed necessary, specify what

these resources are and detail the institution's long-term financial commitment to implement this program.

Does not apply.

5. Access to library systems (local, national, or global), electronic services, Internet, information utilities, service providers, and document delivery services for both faculty and students.

The USC Libraries offer multiple ways to access assistance:

- Ask A Librarian e-mail reference (email reference service with 24 hour turnaround Monday through Friday)
- Ask A Librarian 24/7 chat services (real time chat reference service staffed by academic librarians from USC and other universities)
- Copyright and Intellectual Property Information
- Library Subject Selectors
- Library Reference Desks (scheduled in person reference service at USC Libraries)
- RefWorks (web based bibliographic management tool)
- Remote Access (information on connecting to USC electronic resources from off campus)

D. Technology

1. Description of the institution's technological capacity to support teaching and learning in the proposed program.

The institution will use an enhanced version of Moodle to support teaching and learning. The focus of the functionality within this version of the learning management system will be interactivity between students and other students and faculty. Social networking, synchronous and asynchronous discussion technologies, and group work tools will be primary components of the learning management system. The use of these technologies will be designed into the course as instructional strategies.

2. Description of the institution's provisions for students in the proposed program to gain full access to course materials.

Dedicated student support advisors will ensure students are oriented to the LMS, provided direction/assistance in registering for classes, able to obtain textbooks/course materials, can log in and have no technology issues. Tech support is available 24/7/365. Online course materials will be offered in various formats. Visual or audio materials will be made available in text based versions as well. Students will use the online library to access articles and additional readings. Course texts will be purchased by the students directly.

3. Description of the level of technology proficiency expected of students and faculty.

Prior to any program-specific training, students and faculty members are expected to be able to navigate the web, send and receive email, and use the Microsoft Office software suite.

4. Description of how students will receive training on how to utilize program required technology.

Dedicated Student Support Advisors will be provided to work with each student and conduct LMS orientation and ongoing support throughout the on-line program. Tech support is available 24/7/365. Prior to starting in the program, students will have be enrolled in a self-paced orientation course, which will cover the navigation of the learning management system, use of the functionality within the LMS, and an overview of the support services available to the student.

5. Description of how the institution will ensure business continuity during system failures (major or minor) or scheduled service interruptions.

Embanet's networking environment was completely designed to be scalable, secure and flexible for the growth of our client and to manage their requirements directly with best industry practices. Embanet has partnered with Cisco to provide a solid foundation for the core and cover all intrusions and access at the edge of the network. All private WAN connections and Internet connections are redundant. At the primary datacenter we incorporate BGP to manage the usage load. There are over 20 internet carriers for service at the primary datacenter.

With respect to the housing and safety of data related to the program, Embanet offers a physical datacenter build that was designed to optimize availability and security. The datacenters offer top of the line, best practices for datacenter management in the areas of power management, redundancy, environmental controls, fire detection and protection systems, Physical on-site 24/7/365 security and connectivity.

All hosted servers are built in a virtual environment with the primary datacenter have all systems in high availability using technology such as Vmotion, Snapshots, Snap clones and Snap Mirroring. All servers have the ability to be finely tuned for performance but also can access resources as required in a virtual environment from a large pool of datacenter resources

6. Description of the provisions available to faculty to ensure that the enrolled student is the student completing the coursework. See [Best Practice Strategies for Promoting Academic Integrity in Online Education](#).

The university's policies and procedures regarding logical access controls currently in place satisfy the current HEOA requirements. Specifically, the online students are given a system-generated ID and e-Password to access the online systems, including the learning management system. Currently, the students are validated as the ones taking the tests through the use of this secure ID number and password. However, as technologies continue to develop we will explore those options which would safeguard both identity verification as well as student privacy.

E. Physical Resources

1. Description of the physical resources provided to support the proposed program(s) and the impact of the proposed change on the physical resource capacity of the institution. This includes, but is not limited to, the physical learning environment -- classrooms, study spaces, student support areas.

The program is taught entirely online, so no physical resources are involved.

F. Financial Resources

1. Assessment of the financial viability and sustainability of the program including:

a. Narrative describing all start-up costs for the institution and how the costs will be covered (including direct program cost and institutional indirect cost). Costs for licensing, hardware, software, technical support, training for faculty and students, and instructional design should be included.

Costs

Initial start-up costs include a faculty Distance Learning Director (paid at 1/9 of base salary), a Director for the Online Master of Communication Management program (paid at 2/9 of base salary in Year 1, thereafter 1/9), an Executive Director of

Distance Learning (\$80,000/year), a Program Assistant (\$40,000/year), fulltime staff positions in Admission (\$50,000/year) and Student Advising (\$50,000/year). Indirect costs include a fulltime staff person for Business Services to process payroll and hiring (\$50,000/year), Miscellaneous Supplies and Services (\$20,000), and Travel (\$10,000). Space costs, which would involve only allocation of existing space, will be covered by the institution in-kind.

Course development costs (overload payments to existing faculty at the rate of \$20,000 for each course) have been budgeted at \$160,000 plus fringe benefits (34.25%) in the first year. In the second year, we anticipate spending \$80,000 (plus fringe benefits at 34.25%). This covers the development of 12 courses total over the first two years.

How costs will be covered

These costs will be covered in two ways: (1) Embanet reimbursements, as negotiated, and (2) The Annenberg School's own operational funds, including generous contributions from the Annenberg Foundation.

Specifically, Embanet will reimburse us for all course development costs at the rate of \$20,000/course. (Fringe costs will be paid by the School.) Embanet also agrees to reimburse us for \$100,000 toward the cost of a Program Manager until the program turns a profit, at which time we will be responsible for this cost. We expect this transition to take place at the end of the 2012-2013 academic year..

The Annenberg Foundation has provided us with \$171,000 that we may spend toward the start-up costs of this program. The remaining funding will be drawn from the School's reserves.

Embanet and the Annenberg School have agreed to a revenue split of 60/40, with the understanding that USC Annenberg delivers the course content, and Embanet pays for the course delivery, including licensing, hardware, software, technical support, training for faculty and students, and instructional design.

Start-up costs (sources and uses of funds) are summarized below:

Start-up Costs (Sources of Funds)

Annenberg School for Communication & Journalism - \$256,451

Annenberg Foundation - \$171,000

Embanet - \$340,000

Total Start-up Costs (Sources of Funds) - \$767,451

Start-up Costs (Uses of Funds)

Distance Learning Director (faculty overload)

Director of Online Communication Management Program (2/9ths Year 1; 1/9th thereafter)

Program Manager - \$80,000

Program Assistant - \$40,000

Admissions Staff - \$50,000

Student Advising Staff - \$50,000
Business Services Staff - \$50,000

Course Development (Twelve \$20,000 Overload Payments) - \$240,000
Fringe Benefits (34.25% of Salaries and Wages) - \$188,139
Supplies and Services - \$20,000
Travel - \$10,000
Space (In-Kind) - \$0
Total Start-up Costs (Uses of Funds) - \$767,451

b. Total cost of the program to students, including tuition and any special fees.

Total cost of the program to students, including tuition and any special fees will be approximately \$47,600. This figure is an approximate cost because tuition rates have not yet been published for the initial academic year of the program's existence and beyond.

\$85 Application fee (non-refundable)
16 tuition units in Year 1 (estimated cost \$1414 per unit)
16 tuition units in Year 2 (estimated cost \$1471 per unit)
Books and electronic texts (estimated cost \$200/course)

c. Financial impact of the change on the institution including evidence that the institution has the capacity to absorb start-up costs. If the institution has incurred a deficit in the past three years, supplemental information describing the financial capacity of the institution to start and sustain the new program(s) is required.

This program will have minimal impact on the institution's finances. The USC Annenberg School's Financial Report for FY2004-2010 is attached. The report demonstrates the school's robust fiscal health and financial performance over the period covered, as well as reporting on our available assets. Our annual surpluses have allowed us to set aside reserves of approximately \$10,000,000. Should the program not prove financially viable, our agreement with Embanet allows us to discontinue the program, while ensuring that all enrolled students are provided the opportunity to graduate in a reasonable time frame.

Please see the Attachment: "ASCJ Performance – FYs 2004-2010."

d. Statement of the minimum number of students per year necessary to make the program financially viable. The budget should reflect anticipated attrition and should include plans to respond to low enrollment.



The "break-even" level would be approximately 91 students enrolled full-time during all three semesters of our academic year; however for the overall stability of the program our target is higher. In the attached "Distance Learning Profit & Loss Statement" we have projected attrition and graduation for each cohort. Through this kind of fiscal prudence, we aim to remain sustainable over a prolonged period, even one that includes intermittent periods of unanticipated decline in enrollments triggered by changes in economic conditions and fluctuations in our related industries.

In our agreement with Embanet, an "escape clause" is included that will allow us to terminate the agreement in 2015, should we choose to, if total number of registrations does not exceed 300 students and if fewer than 50% of the enrolled students complete USC graduation requirements successfully within two (2) years.

e. Budget projection, for at least the first three years of the proposed program, based on the enrollment data in the market analysis and including projected revenues and costs. The budget

should include all budgetary assumptions.

Please see Attachment: "Profit Loss Statement - MCM."

Attachments  [ASCJ_Performance_-_FYs_2004-2010.pdf](#),
 [Profit_Loss_Statement_-_MCM.pdf](#)

Section V: Teach-out

A. Teach-out

1. Teach-out plan detailing how students who begin this program will be able to finish if the institution determines that the program is to be closed. Please see WASC's [Policy on Teach-Out Plans and Teach-Out Agreements](#).

In the unlikely event that the online degree program is terminated, USC Annenberg will invoke our contractual agreement with Embanet (text excerpted below) to allow all students enrolled in the online platform the opportunity to complete all individual courses in the program. Students affected by closure would be assisted by USC academic advisors to insure that each student has an individual degree completion plan and time line:

"Without limiting any other provisions of this Agreement, the Parties shall remain liable for all obligations accruing prior to termination, including without limitation Service Fees earned by Embanet. At the option of the University (to be exercised by written notice to Embanet), this Agreement shall remain in effect, to complete any Courses then in progress and any reasonable transition period for then registered students (the "Teach-out").

1. Please provide the institution's policy on teach-out.

Discontinued Degree Programs

Students pursuing major or minor programs which the university discontinues will be allowed to complete them within a specified time limit. The time limit will be specified at the point of discontinuance of a major or minor program and begins at that point. It is determined according to the student's progress toward degree completion and will not exceed five years for any student.

Published annually in the USC Catalog.

 Created with LiveText - [livetext.com](https://www.livetext.com)

Curricular Map

University of Southern California
Annenberg School for Communication and Journalism
Online Master of Communication Management

Section I: Program Outcomes

We expect our graduates to be distinguishable from graduates of other programs in how they make strategic decisions around communication business issues based on what they know about an organization's strategies, goals and objectives and applicable communication research. They will be able to articulate key communication theories, identify them in practice, use them in business situations, assess and measure effects and be able to modify their practice based on experience over time. They will be able to approach communication issues with an understanding of the appropriate data-gathering methodologies and be able to collect and analyze the data, thus enabling better problem-solving and decision-making.

Specifically, our graduates will:

Outcome 1: *Make strategic decisions around communication business issues based on what they know about an organization's strategies, goals and objectives and on the applicable communication research.*

Outcome 2: *Utilize written and oral advocacy skills to articulate key communication theories, identify them in practice, use them in business situations, assess and measure effects, and be able to modify their practice based on experience over time.*

Outcome 3: *Build trusting, respectful and collaborative relationships with team members, colleagues, and clients from diverse backgrounds. Be able to separate positions on issues from the people holding the positions.*

Outcome 4: *Be able to approach communication issues with an understanding of the appropriate data-gathering methodologies and be able to collect, analyze and interpret the data, thus fostering the problem-solving and decision-making skills essential to a management-level career.*

Program Courses and Outcomes

Students' movement from introduction to mastery on each outcome is indicated for each course, below, through the use of a Likert scale: 1 – 5 with 1= introduction, and 5 = mastery.

Course	Outcome 1	Outcome 2	Outcome 3	Outcome 4
Uses of Communication Research	1	1	1	1
Managing Communication	2	1	2	1

<i>Strategic Communication</i>	2-3	1-2	2-3	2
<i>Communication Attitudes, Values and Beliefs</i>	2-3	3	2-3	3
<i>Integrated Marketing Strategies</i>	3-4	3-4	4	3-4
<i>Communicating Strategy and Change</i>	4	3-4	4	3-4
<i>Global Marketing Communication</i>	4-5	4-5	4-5	4-5
<i>Professional Practicum</i>	5	5	5	5

Assessment Plan

University of Southern California
Annenberg School for Communication and Journalism
Online Master of Communication Management

The following plan outlines how we intend to assess the program's progress specifically by assessing learning outcomes. As this program is about learning the theory and research of organizational, strategic and marketing communication and being able to apply this information to problems and issues in the workplace, outcomes are not simply about mastering content; they also reflect an assessment of one's ability to apply the content in real time.

Section I: Assessing Student Learning

A. Learning Outcomes

The overall learning outcomes expected from the students in Communication Management program overall are:

Outcome 1: *Make strategic decisions around communication business issues based on what they know about an organization's strategies, goals and objectives and on the applicable communication research.*

Outcome 2: *Utilize written and oral advocacy skills to articulate key communication theories, identify them in practice, use them in business situations, assess and measure effects, and be able to modify their practice based on experience over time.*

Outcome 3: *Build trusting, respectful and collaborative relationships with team members, colleagues, and clients from diverse backgrounds. Be able to separate positions on issues from the people holding the positions.*

Outcome 4: *Be able to approach communication issues with an understanding of the appropriate data-gathering methodologies and be able to collect, analyze and interpret the data, thus fostering the problem-solving and decision-making skills essential to a management-level career.*

B. Elements of Assessment

<i>What?</i>	<i>How?</i>	<i>When?</i>
<i>Understand key marketing and organization communication theories, constructs and research</i>	<i>Coursework Class projects</i>	<i>All courses</i>
<i>Ability to apply communication theories, constructs and research to complex organizational situations</i>	<i>Exams Projects Case Studies</i>	<i>All courses</i>

<i>Understand appropriate data-gathering methodologies</i>	<i>Coursework Project Term Paper</i>	<i>Methodology Course, CMGT 540 Professional Practicum, CMGT 597</i>
<i>Ability to collect and analyze data</i>	<i>Projects</i>	<i>Professional Practicum Marketing courses, CMGT 510, 541, 599</i>
<i>Apply data results to organizational problems, issues and situations</i>	<i>Projects Case Studies</i>	<i>Organizational Communication courses, CMGT 500, 502, 508</i>
<i>Ability to work collaboratively and effectively with others</i>	<i>Group Projects Class discussions</i>	<i>All courses</i>
<i>Ability to bring superior content knowledge to organizational issues, problems and situations</i>	<i>Final research project</i>	<i>Professional Practicum, CMGT 597</i>

Section 2: Assessment of Instructional Quality

There are several data points to help us look at instructional quality. The first is described above—student learning outcomes, by faculty members. Students' progress is a reflection, in part, of the quality of instruction. The second is the University's course evaluation system, a multiple choice, end-of-course assessment that asks students the same questions about each course. The third relates to how we use those data. Aggregate course data are shared with the instructor, and discussed in annual meetings between individual faculty, the Program Director, the School Director, the Associate Dean for Faculty and the Associate Dean for Academic programs.

Section 3: Assessment of Program Coherence, Delivery and Effectiveness

A. Program-based External Review

Graduate programs at the University of Southern California are reviewed on an approximately 8-year cycle. This review is conducted by the University Committee on Academic Review, under the auspices of the Office of the Provost, and consists of on-going, high quality peer reviews of all the University's academic units and programs offering graduate degrees. The purpose of program review is to foster academic excellence at all levels, to determine how to raise quality to a higher level, and to provide guidance for administrative decisions in support of continual future improvement.

The graduate programs of the USC Annenberg School, including our on-campus Master of Communication Management program, were reviewed in 2008. Several recommendations came out of that review, including the suggestion that a core faculty be developed for the program. We have addressed this recommendation by appointing a number of fulltime faculty members who teach entirely within this program, or whose teaching in our other programs is minimal. The online Master of Communication Management program is also responsive to this recommendation in that all courses

will be developed and led by fulltime Annenberg School faculty. Another recommendation was that in the interest of fostering interdisciplinary study, the program be made more flexible with respect to allowing students to take courses from other programs. That recommendation has been adopted for the on-campus program. Due to the current lack of thematically related online programs at USC, we do not anticipate being able to allow students in the online program the option of taking courses in other programs initially. We do, however, intend to pursue this possibility as our program in Distance Learning grows, both with respect to future offerings within the Annenberg School -- in which we currently offer degree programs in Journalism, Public Relations, Global Communication and Public Diplomacy -- as well as across the USC campus, where our on-campus students currently are allowed to enroll in courses in fields such as Business, Cinematic Arts, and Policy, Planning and Development. We feel that the growth of online education across the academic units at USC has the potential to allow for an increasingly rich interdisciplinary experience for all of our students, including those enrolled on-campus and those enrolled in online programs.

B. Course-based external review

Courses are reviewed by the Communication Management curriculum committee on an annual basis.

C. Student Feedback

Feedback will be obtained through a variety of mechanisms including focus groups, interviews, surveys and course evaluations both during and at the end of the program to gather information about the students' experience. Currently, each student will complete a mid-semester evaluation during week 6 of each course, in addition to a final USC course and instructor evaluation. This mid-semester survey will collect data concerning student learning, satisfaction, and motivation. Faculty and program administrators will review this data, probe for problematic trends, and act upon it. Additionally, open-ended feedback via e-mail, phone, and electronic forums will be continuously accepted and collected by both Embanet student services staff and Annenberg program administrators and compiled into mid-semester and semester reports. This information will be used in ongoing improvements and revisions to the program.

D. Ongoing Student Engagement

Embanet will assess student engagement and involvement through LMS analytics on a regular basis, initially on weekly basis until a baseline for participation in the system can be determined. Each student's engagement habits, once determined, will become a standard by which Embanet student service advisors monitor involvement and participation in the program. Students who do not regularly engage in their coursework or display erratic participation will be contact by a student services advisor to ensure that any potential problems the student may be experiencing are addressed and acted upon. After the first semester of coursework, engagement checks on continuing students will occur twice a semester via phone and e-mail in addition to evaluation forms delivered every six weeks.

NATIONAL CENTER FOR EDUCATION STATISTICS

IPEDS DATA FEEDBACK REPORT 2012

What Is IPEDS?

The Integrated Postsecondary Education Data System (IPEDS) is a system of survey components that collects data from about 7,500 institutions that provide postsecondary education across the United States. IPEDS collects institution-level data on students (enrollment and graduation rates), student charges, program completions, faculty, staff, and finances.

These data are used at the federal and state level for policy analysis and development; at the institutional level for benchmarking and peer analysis; and by students and parents, through the College Navigator (<http://collegenavigator.ed.gov>), to aid in the college search process. For more information about IPEDS, see <http://nces.ed.gov/ipeds>.

What Is the Purpose of This Report?

The Data Feedback Report is intended to provide institutions a context for examining the data they submitted to IPEDS. Our goal is to produce a report that is useful to institutional executives and that may help improve the quality and comparability of IPEDS data.

What Is in This Report?

The figures provided in this report are those suggested by the IPEDS Technical Review Panel. They were developed to provide selected indicators and data elements for your institution and a comparison group of institutions. The figures are based on data collected during the 2011-12 IPEDS collection cycle and are the most recent data available. Additional information about these indicators is provided in the Methodological Notes at the end of the report. On the next page is a list of the institutions in your comparison group and the criteria used for their selection. Please refer to "Comparison Group" in the Methodological Notes for more information.

Where Can I Do More with IPEDS Data?

The Executive Peer Tool (ExPT) is designed to provide campus executives easy access to institutional and comparison group data. Using the ExPT, you can produce reports using different comparison groups and access a wider range of IPEDS variables. The ExPT is available through the IPEDS Data Center (<http://nces.ed.gov/ipeds/datacenter>).



*University of Southern California
Los Angeles, CA*



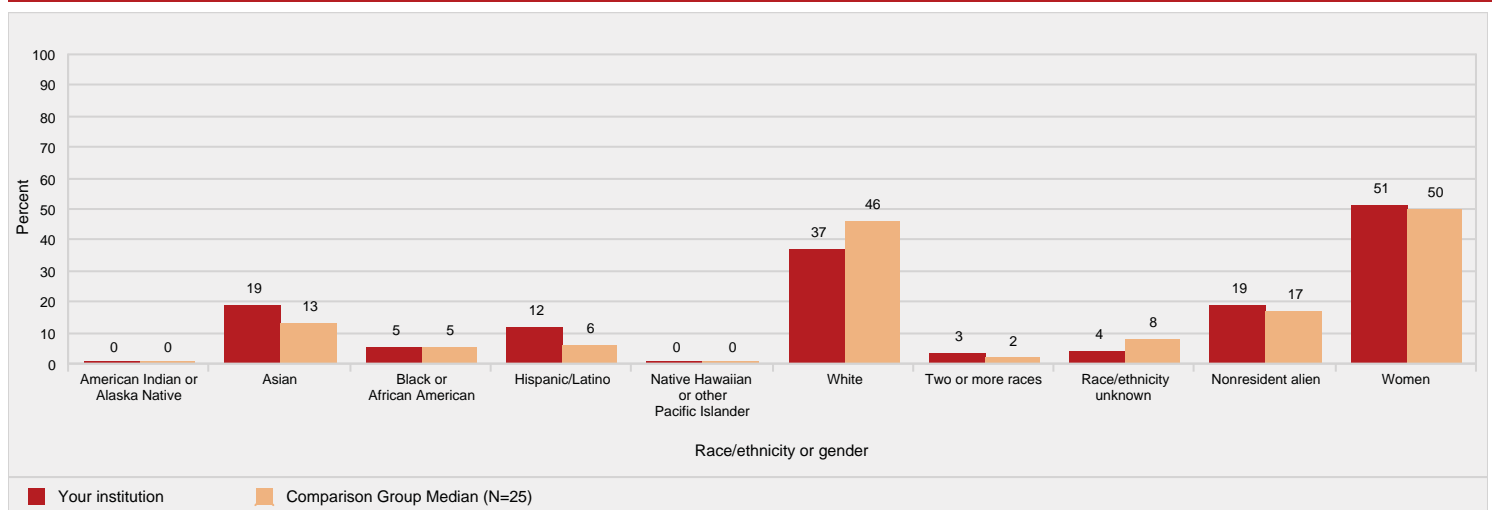
COMPARISON GROUP

Comparison group data are included to provide a context for interpreting your institution's statistics. If your institution did not define a Custom Comparison Group for this report by July 15, NCES selected a comparison group for you. (In this case, the characteristics used to define the comparison group appears below.) The Executive Peer Tool (ExPT)(<http://nces.ed.gov/ipeds/datacenter/>) can be used to reproduce the figures in this report using different peer groups.

The custom comparison group chosen by University of Southern California includes the following 25 institutions:

- Brandeis University (Waltham, MA)
- Brown University (Providence, RI)
- California Institute of Technology (Pasadena, CA)
- Carnegie Mellon University (Pittsburgh, PA)
- Case Western Reserve University (Cleveland, OH)
- Columbia University in the City of New York (New York, NY)
- Cornell University (Ithaca, NY)
- Duke University (Durham, NC)
- Emory University (Atlanta, GA)
- Harvard University (Cambridge, MA)
- Johns Hopkins University (Baltimore, MD)
- Massachusetts Institute of Technology (Cambridge, MA)
- New York University (New York, NY)
- Northwestern University (Evanston, IL)
- Princeton University (Princeton, NJ)
- Rice University (Houston, TX)
- Stanford University (Stanford, CA)
- Syracuse University (Syracuse, NY)
- Tulane University of Louisiana (New Orleans, LA)
- University of Chicago (Chicago, IL)
- University of Pennsylvania (Philadelphia, PA)
- University of Rochester (Rochester, NY)
- Vanderbilt University (Nashville, TN)
- Washington University in St Louis (Saint Louis, MO)
- Yale University (New Haven, CT)

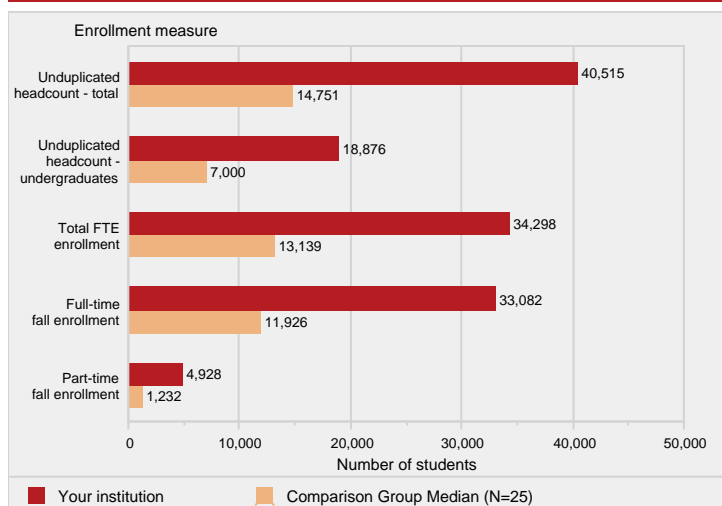
Figure 1. Percent of all students enrolled, by race/ethnicity and percent of students who are women: Fall 2011



NOTE: For more information about disaggregation of data by race and ethnicity, please see the Methodological Notes at the end of this report. Median values for the comparison group will not add to 100 percent. See "Use of Median Values for Comparison Group" in the Methodological Notes at the end of this report for how median values are determined. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2012, Fall Enrollment component.

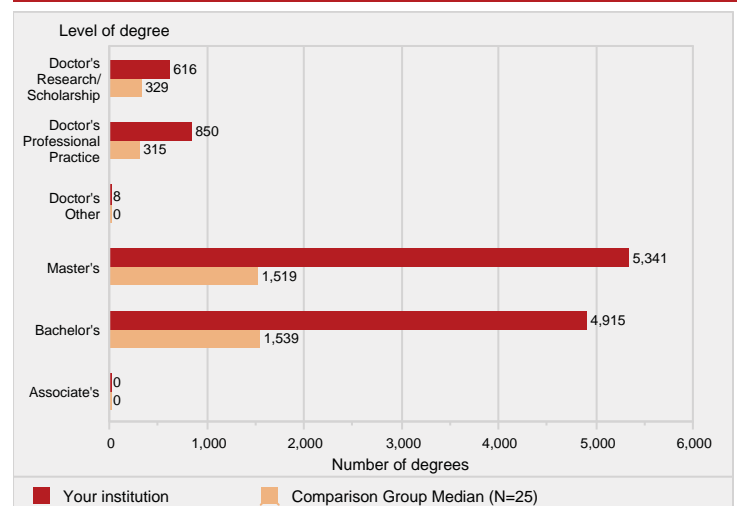
Figure 2. Unduplicated 12-month headcount of all students and of undergraduate students (2010-11), total FTE enrollment (2010-11), and full- and part-time fall enrollment (Fall 2011)



NOTE: For details on calculating full-time equivalent (FTE) enrollment, see Calculating FTE in the Methodological Notes at the end of this report. Total headcount, FTE, and full- and part-time fall enrollment include both undergraduate and postbaccalaureate students, when applicable. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2011, 12-month Enrollment component and Spring 2012, Fall Enrollment component.

Figure 3. Number of degrees awarded, by level: 2010-11

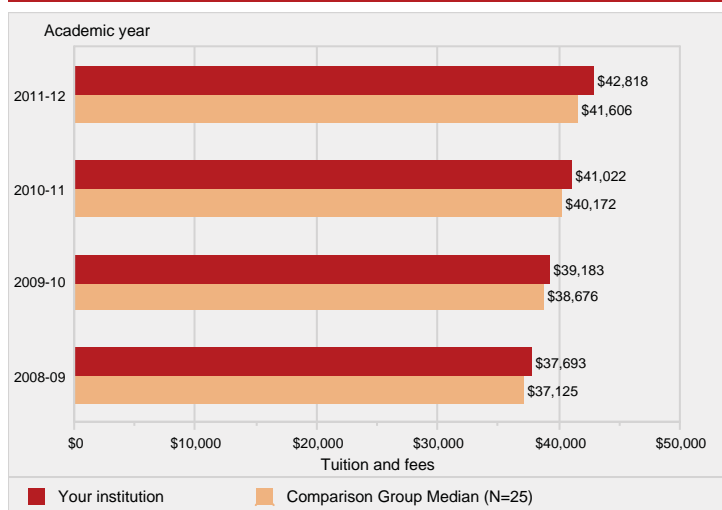


NOTE: For additional information about postbaccalaureate degree levels, see the Methodology Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2011, Completions component.

IPEDS DATA FEEDBACK REPORT

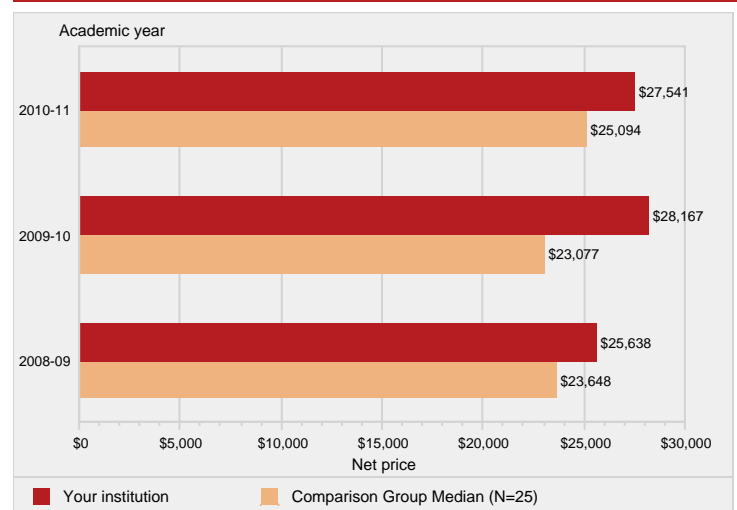
Figure 4. Academic year tuition and required fees for full-time, first-time, degree/certificate-seeking undergraduates: 2008-09--2011-12



NOTE: The tuition and required fees shown here are the lowest reported from the categories of in-district, in-state, and out-of-state. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2011, Institutional Characteristics component.

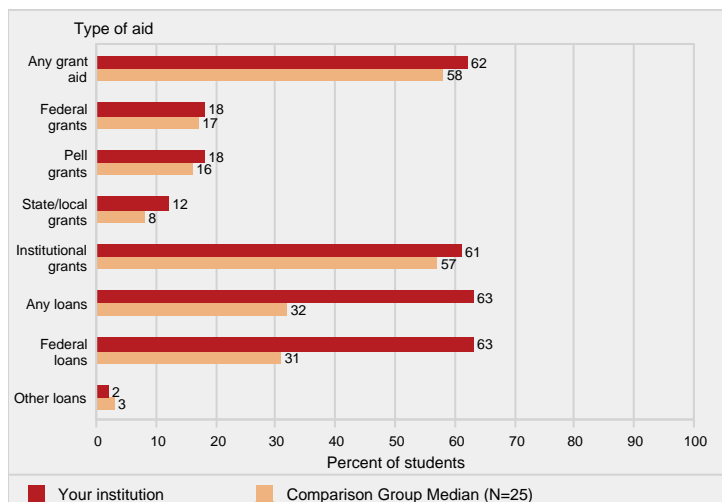
Figure 5. Average net price of attendance for full-time, first-time, degree/certificate-seeking undergraduate students receiving grant or scholarship aid: 2008-09--2010-11



NOTE: Average net price is for full-time, first-time, degree/certificate-seeking undergraduate students and is generated by subtracting the average amount of federal, state/local government, and institutional grant and scholarship aid from the total cost of attendance. For public institutions, this includes only students who paid the in-state or in-district tuition rate. Total cost of attendance is the sum of published tuition and required fees, books and supplies, and the average room and board and other expenses. For more information, see the Methodological Notes at the end of this report. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2011, Institutional Characteristics component; Winter 2011-12, Student Financial Aid component.

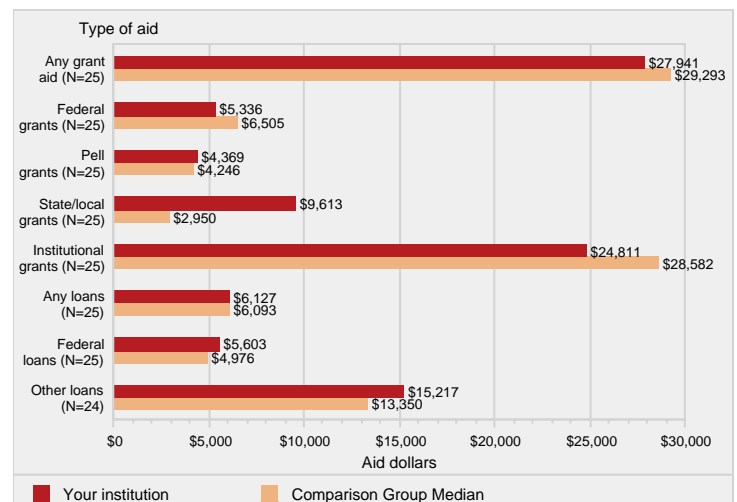
Figure 6. Percent of full-time, first-time degree/certificate-seeking undergraduate students who received grant or scholarship aid from the federal government, state/local government, or the institution, or loans, by type of aid: 2010-11



NOTE: Any grant aid above includes grant or scholarship aid from the federal government, state/local government, or the institution. Federal grants includes Pell grants and other federal grants. Any loans includes federal loans and other loans to students. For details on how students are counted for financial aid reporting, see Cohort Determination in the Methodological Notes at the end of this report. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2011-12, Student Financial Aid component.

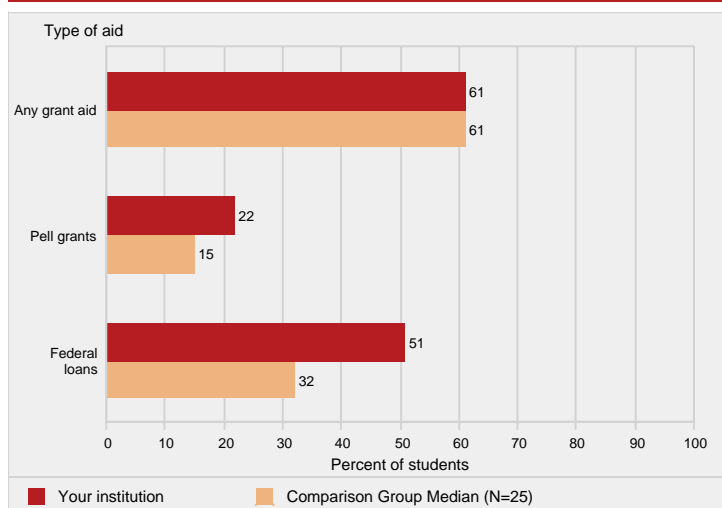
Figure 7. Average amounts of grant or scholarship aid from the federal government, state/local government, or the institution, or loans received, by full-time, first-time degree/certificate-seeking undergraduate students, by type of aid: 2010-11



NOTE: Any grant aid above includes grant or scholarship aid from the federal government, state/local government, or the institution. Federal grants includes Pell grants and other federal grants. Any loans includes federal loans and other loans to students. Average amounts of aid were calculated by dividing the total aid awarded by the total number of recipients in each institution. N is the number of institutions in the comparison group.

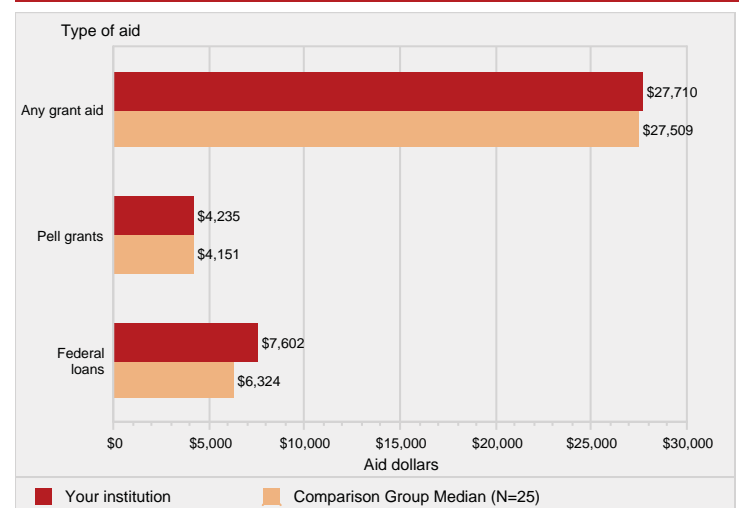
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2011-12, Student Financial Aid component.

Figure 8. Percent of all undergraduates receiving aid by type of aid: 2010-11



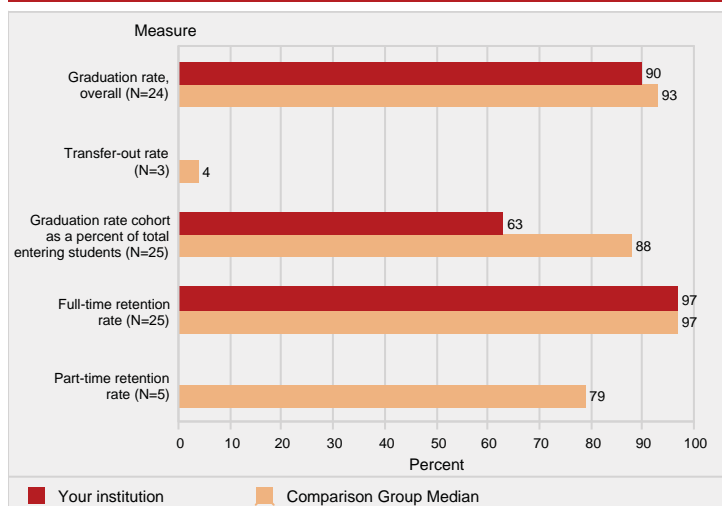
NOTE: Any grant aid above includes grant or scholarship aid from the federal government, state/local government, the institution, or other sources. Federal loans includes only federal loans to students. N is the number of institutions in the comparison group.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2011-12, Student Financial Aid component.

Figure 9. Average amount of aid received by all undergraduates, by type of aid: 2010-11



NOTE: Any grant aid above includes grant or scholarship aid from the federal government, state/local government, the institution, or other sources. Federal loans includes federal loans to students. Average amounts of aid were calculated by dividing the total aid awarded by the total number of recipients in each institution. N is the number of institutions in the comparison group.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2011-12, Student Financial Aid component.

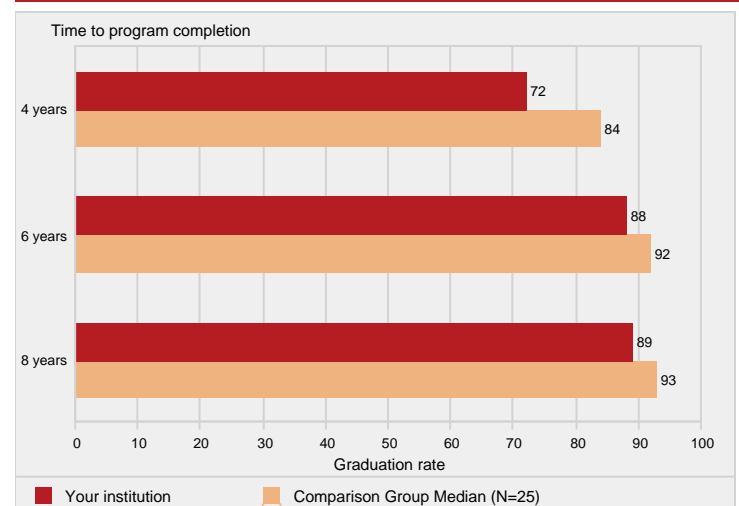
Figure 10. Graduation rate and transfer-out rate (2005 cohort); graduation rate cohort as a percent of total entering students and retention rates of first-time students (Fall 2011)



NOTE: Graduation rate cohort includes all full-time, first-time, degree/certificate-seeking undergraduate students. Entering class includes all students coming to the institution for the first time. Only institutions with a mission to prepare students to transfer are required to report transfers out. Graduation and transfer-out rates are the Student Right-to-Know rates. Retention rates are measured from the fall of first enrollment to the following fall. 4-yr institutions report retention rates for students seeking a bachelor's degree. Median values for the comparison group will not add to 100 percent. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2012, Graduation Rates component and Fall Enrollment component.

Figure 11. Bachelor's degree graduation rates of full-time, first-time, degree/certificate-seeking undergraduates within 4 years, 6 years, and 8 years: 2003 cohort

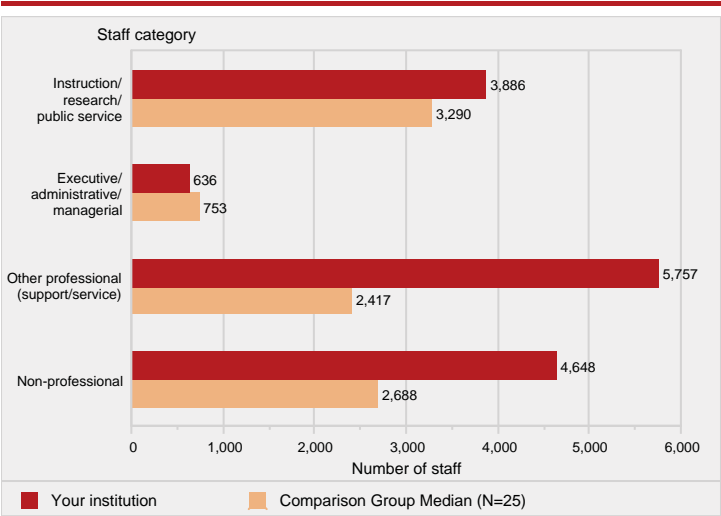


NOTE: The 6-year graduation rate is the Student Right-to-Know (SRK) rate; the 4- and 8-year rates are calculated using the same methodology. For more information see the Methodological Notes at the end of the report. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2012, 200% Graduation Rates component.

IPEDS DATA FEEDBACK REPORT

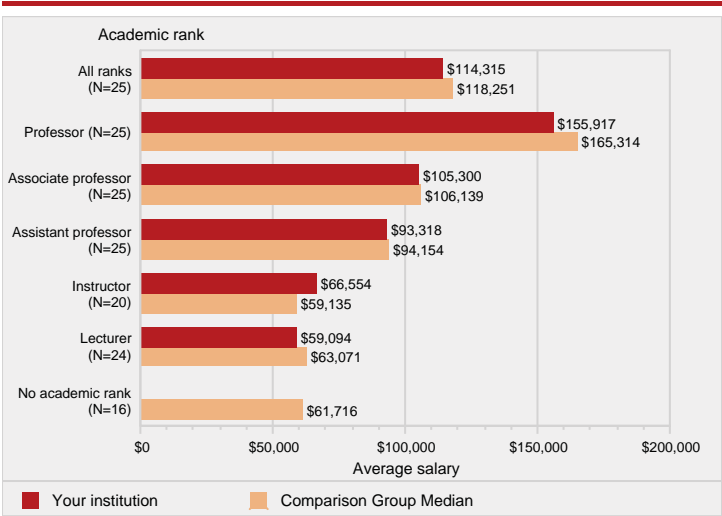
Figure 12. Full-time equivalent staff, by assigned position: Fall 2011



NOTE: Graduate assistants are not included in this figure. For information on the calculation of FTE of staff, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2011-12, Human Resources component.

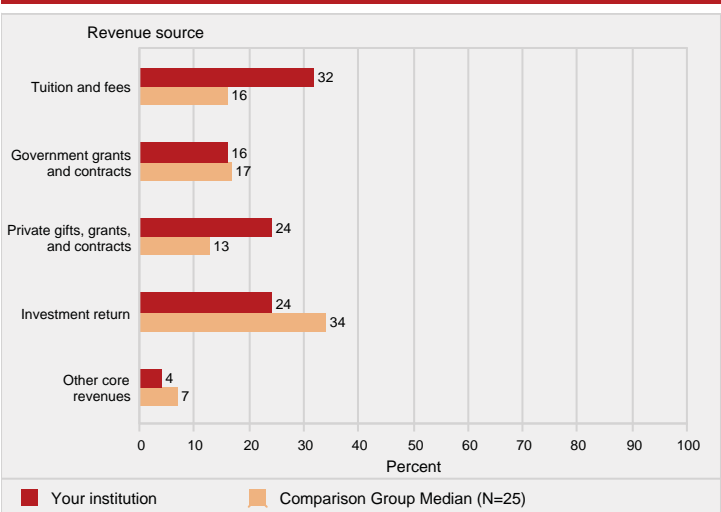
Figure 13. Average salaries of full-time instructional staff equated to 9-month contracts, by academic rank: Academic year 2011-12



NOTE: Average full-time instructional staff salaries for 11/12-month contracts were equated to 9-month average salaries by multiplying the 11/12-month salary by .8182. Salaries based on less than 9-month contracts are not included. Medical school salaries are not included. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2011-12, Human Resources component.

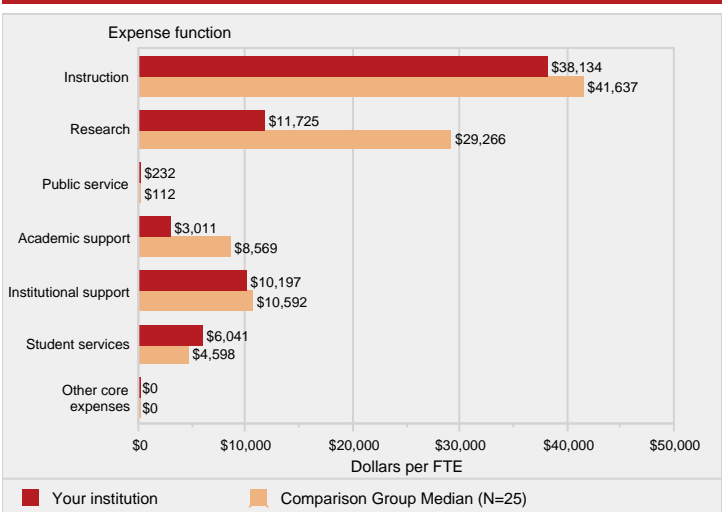
Figure 14. Percent distribution of core revenues, by source: Fiscal year 2011



NOTE: The comparison group median is based on those members of the comparison group that report finance data using the same accounting standards as the comparison institution. For a detailed definition of core revenues, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2012, Finance component.

Figure 15. Core expenses per FTE enrollment, by function: Fiscal year 2011



NOTE: Expenses per full-time equivalent (FTE) enrollment, particularly instruction, may be inflated because finance data includes all core expenses while FTE reflects credit activity only. For details on calculating FTE enrollment and a detailed definition of core expenses, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2011, 12-month Enrollment component and Spring 2012, Finance component.

METHODOLOGICAL NOTES

Overview

This report is based on data supplied by institutions to IPEDS during the 2011-12 survey year. Response rates exceeded 99 percent for most surveys. Detailed response tables are included in IPEDS First Look reports, which can be found at <http://nces.ed.gov/pubsearch/getpubcats.asp?sid=010>.

Use of Median Values for Comparison Group

The value for the comparison institution is compared to the median value for the comparison group for each statistic included in the figure. If more than one statistic is presented in a figure, the median values are determined separately for each indicator or statistic. Medians are not reported for comparison groups with less than three values. Where percentage distributions are presented, median values may not add to 100 percent. Through the ExPT, users have access to all of the data used to create the figures included in this report.

Missing Statistics

If a statistic is not reported for your institution, the omission indicates that the statistic is not relevant to your institution and the data were not collected. As such, not all notes listed below may be applicable to your report.

Use of Imputed Data

All IPEDS data are subject to imputation for total (institutional) and partial (item) nonresponse. If necessary, imputed values were used to prepare your report.

Data Confidentiality

IPEDS data are not collected under a pledge of confidentiality.

Disaggregation of Data by Race/Ethnicity

When applicable, some statistics are disaggregated by race/ethnicity. Data disaggregated by race/ethnicity have been reported using the 1997 (new) Office of Management and Budget categories. Detailed information about the recent race/ethnicity changes can be found at <http://nces.ed.gov/ipeds/reic/resource.asp>.

Postbaccalaureate Degree Categories

The use of new postbaccalaureate degree categories was mandatory in the 2011-12 collection year. These categories are: doctor's degree-research/scholarship, doctor's degree-professional practice, and doctor's degree-other. (The first-professional degree and certificate categories and the single doctor's degree category have been eliminated.)

Cohort Determination for Reporting Student Financial Aid and Graduation Rates

Student cohorts for reporting Student Financial Aid and Graduation Rates data are based on the reporting type of the institution. For institutions that report based on an academic year (those operating on standard academic terms), student counts and cohorts are based on fall term data. Student counts and cohorts for program reporters (those that do not operate on standard academic terms) are based on unduplicated counts of students enrolled during a full 12-month period.

Description of Statistics Used in the Figures

Average Institutional Net Price

Average net price is calculated for full-time, first-time degree/certificate-seeking undergraduates who were awarded grant or scholarship aid from the federal government, state/local government, or the institution anytime during the full aid year. For public institutions, this includes only students who paid the in-state or in-district tuition rate. Other sources of grant aid are excluded. Average net price is generated by subtracting the average amount of federal, state/local government, and institutional grant and scholarship aid from the total cost of attendance. Total cost of attendance is the sum of published tuition and required fees, books and supplies, and the average room and board and other expenses.

For the purpose of the IPEDS reporting, aid received refers to financial aid that was awarded to, and accepted by, a student. This amount may differ from the aid amount that is disbursed to a student.

Core Revenues

Core revenues for public institutions reporting under GASB standards include tuition and fees; state and local appropriations; government grants and contracts; private gifts, grants, and contracts; sales and services of educational activities; investment income; other operating and non-operating sources; and other revenues and additions (federal and capital appropriations and grants and additions to permanent endowments). Core revenues for private, not-for-profit institutions (and a small number of public institutions) reporting under FASB standards include tuition and fees; government appropriations (federal, state, and local); government grants and contracts; private gifts, grants, and contracts (including contributions from affiliated entities); investment return; sales and services of educational activities; and other sources. Core revenues for private, for-profit institutions reporting under FASB standards include tuition and fees; government appropriations, grants, and contracts (federal, state, and local); private grants and contracts; investment income; sales and services of educational activities; and other sources. At degree-granting institutions, core revenues exclude revenues from auxiliary enterprises (e.g., bookstores, dormitories), hospitals, and independent operations. Nondegree-granting institutions do not report revenue from auxiliary enterprises in a separate category. These amounts may be included in the core revenues from other sources.

Core Expenses

Core expenses include expenses for instruction, research, public service, academic support, institutional support, student services, scholarships and fellowships (net of discounts and allowances), and other expenses. Expenses for operation and maintenance of plant, depreciation, and interest are allocated to each of the other functions. Core expenses at degree-granting institutions exclude expenses for auxiliary enterprises (e.g., bookstores, dormitories), hospitals, and independent operations. Nondegree-granting institutions do not report expenses for auxiliary enterprises in a separate category. These amounts may be included in the core expenses as other expenses.

IPEDS DATA FEEDBACK REPORT

Equated Instructional Staff Salaries

Total salary outlays for full-time instructional staff on 11/12-month contracts were equated to 9-month outlays by multiplying the outlay for 11/12-month contracted instructional staff by 0.8182. The equated outlays were then added to the outlays for 9/10-month instructional staff to determine an average salary for each rank. Salaries are not included for medical school staff or staff on less-than-9-month contracts.

FTE for Enrollment

The full-time equivalent (FTE) enrollment used in this report is the sum of the institution's FTE undergraduate enrollment and FTE graduate enrollment (as calculated from or reported on the 12-month Enrollment component). Undergraduate and graduate FTE are estimated using 12-month instructional activity (credit and/or contact hours). See "Calculation of FTE Students (using instructional activity)" in the IPEDS Glossary at <http://nces.ed.gov/ipeds/glossary/>.

FTE for Staff

The full-time equivalent (FTE) of staff is calculated by summing the total number of full-time staff from the Employees by Assigned Position (EAP) section of the Human Resources component and adding one-third of the total number of part-time staff.

Graduation Rates and Transfer-out Rate

Graduation rates are those developed to satisfy the requirements of the Student Right-to-Know and Higher Education Opportunity Acts and are defined as the total number of individuals from a given cohort of full-time, first-time, degree/certificate-seeking undergraduates who completed a degree or certificate within a given percent of normal time (for the degree or certificate) before the ending status date of August 31, 2011, divided by the entire cohort of full-time, first-time, degree/certificate-seeking undergraduates minus any allowable exclusions. Institutions are permitted to exclude from the initial cohort students who died or were totally and permanently disabled; those who left school to serve in the armed forces or were called to active duty; those who left to serve with a foreign aid service of the federal government, such as the Peace Corps; and those who left to serve on an official church mission. Transfer-out rate is the total number of students from the cohort who are known to have transferred out of the reporting institution within the same time period, divided by the same adjusted cohort. Only institutions with a mission that includes preparing students to transfer are required to report transfers out.

Retention Rates

Full-time retention rates are defined as the number of full-time, first-time, degree/certificate-seeking undergraduate students who enter the institution for the first time in the fall and who return to the same institution the following fall (as either full- or part-time), divided by the total number of full-time, first-time, degree/certificate-seeking undergraduates in the fall of first entrance. Part-time retention rates are similarly defined. For 4-year institutions offering a bachelor's degree, this rate is reported only for those first-time students seeking a bachelor's degree. For less than 4-year institutions, the rate is calculated for all first-time degree/certificate-seeking students.

Salaries, Wages, and Benefits

Salaries, wages, and benefits, for public institutions under GASB standards, and private, not-for-profit institutions under FASB standards, include amounts paid as compensation for services to all employees

regardless of the duration of service, and amounts made to or on behalf of an individual over and above that received in the form of a salary or wage. Frequently, benefits are associated with an insurance payment. Private, for-profit institutions under FASB standards do not report salaries.

Total Entering Undergraduate Students

Total entering students are students at the undergraduate level, both full- and part-time, new to the institution in the fall term (or the prior summer term who returned in the fall). This includes all first-time undergraduate students, students transferring into the institution at the undergraduate level, and nondegree/certificate-seeking undergraduates entering in the fall. Only degree-granting, academic year reporting institutions provide total entering student data.

Tuition and Required Fees

Tuition is defined as the amount of money charged to students for instructional services; required fees are those fixed sum charges to students for items not covered by tuition that are required of such a large proportion of all students that the student who does not pay the charge is an exception. The amounts used in this report are for full-time, first-time, degree/certificate-seeking undergraduates and are those used by the financial aid office to determine need. For institutions that have differential tuition rates for in-district or in-state students, the lowest tuition rate is used in the figure. Only institutions that operate on standard academic terms will have tuition figures included in their report.

Additional Methodological Information

Additional methodological information on the IPEDS components can be found in the publications available at

<http://nces.ed.gov/pubsearch/getpubcats.asp?sid=010>.

Additional definitions of variables used in this report can be found in the IPEDS online glossary available at <http://nces.ed.gov/ipeds/glossary/>.

C.L. Max Nikias, President
University of Southern California (ID: 123961)
University Park
Los Angeles, CA 90089

Fall 2013 Entering Freshman Class

New freshmen 2,922

USC Mork Family Scholars (full tuition + stipend)	14
Stamps Leadership Scholars (full tuition + stipend)	5
USC Trustee Scholars (full tuition)	117
USC Presidential Scholars (half tuition)	353
USC Dean's Scholars (quarter tuition)	156
Recipients of other USC merit scholarships	50

National Merit Scholars 249

Scions (legacy students) 21%
First generation college goers 13%

Gender

Male 49%
Female 51%

Race/Ethnicity

African American 6%
Latino / Hispanic 14%
Native American / Pacific Islander 2%
Asian / Asian American 19%
Caucasian 43%
International (student visa holders) 15%

Most Represented Public High Schools

PV Peninsula HS; Rolling Hills Estates, CA 21
Palos Verdes HS; Palos Verdes Estates, CA 18
Henry M. Gunn HS; Palo Alto, CA 18
Arcadia HS; Arcadia, CA 17
Torrey Pines HS; San Diego, CA 16
Saratoga HS; Saratoga, CA 15

Most Represented Independent/Parochial Schools

Harvard-Westlake; North Hollywood, CA 16
Punahou School; Honolulu, HI 16
Loyola HS; Los Angeles, CA 15
Flintridge Prep; La Cañada, CA 14
Taipei American School; Taipei, Taiwan 10
Campbell Hall; North Hollywood, CA 10
St. Margaret's Episcopal; San Juan Capistrano, CA 9

Most Represented Geographic Areas

<u>U.S. States</u>	<u>Outside U.S.</u>
California	China (includes HK)
Illinois	India
Texas	Canada
New York	South Korea
Washington	Italy
Massachusetts	Taiwan

Academic Distribution

Dornsife College of Letters, Arts and Sciences 26%
Marshall School of Business 21%
USC's Arts Schools 17%
(Architecture, Cinematic Arts, Dramatic Arts,
Roski School of Fine Arts, Thornton School of
Music)
Viterbi School of Engineering 15%
Undecided / Undeclared 12%
Annenberg School for Comm. & Journalism 6%
Keck School of Medicine (Health Studies) 1%
Price School of Public Policy 1%
Davis School of Gerontology <1%
Occupational Therapy Program <1%

	Fall Enrolls	Fall Admits	Fall Applicants
	2,922	9,395	47,358
	31% yield	20% admitted	
Mean GPA (<i>un-weighted, 4.0 scale</i>)	3.73	3.82	3.56
Middle 50% SAT Critical Reading	620 – 720	640 – 740	550 – 690
Middle 50% SAT Math	660 – 760	680 – 780	590 – 740
Middle 50% SAT Writing	640 – 750	670 – 770	570 – 710
Middle 50% SAT composite	1960 – 2190	2030 – 2250	1740 – 2110
Middle 50% ACT composite	29 – 33	30 – 34	26 – 32
From public HS	54%	56%	60%
From independent or parochial HS	46%	44%	40%
From schools in California	47%	45%	49%
From schools outside CA, but in U.S.	37%	39%	39%
From schools outside of the U.S.	16%	16%	12%
Different high schools represented	1,525	3,181	8,783

Pre-Professional Emphases

Pre-Medicine 12%
Pre-Law 6%
Pre-Health (Dentistry, Pharmacy, PT, etc.) 2%
Pre-Accounting 2%
Pre-Teaching 1%

Cost and Financial Aid

USC practices need-blind admission. A student's ability to pay has no bearing on his or her admission.

USC has a long tradition of fully meeting the USC-determined need of undergraduates through a combination of merit scholarships, need-based grants, Federal Work-Study and loans.

Nearly 25% of the 2013 entering freshman class received a merit-based scholarship from USC. Over 70% received some form of financial assistance.

Although international students are not eligible to receive federal or USC need-based financial aid, they may be awarded merit scholarships and/or other departmental awards. AB 540 students may be eligible to receive a Cal Grant.

Info Used to Determine Financial Aid Eligibility

- CSS PROFILE
- FAFSA
- Other specific information may be required, depending upon family's situation

2013-14 Undergraduate Annual Cost of Attendance

Tuition and fees	\$46,363
Room and board	\$12,902
Miscellaneous expenses and transportation	\$1,480
Books and supplies	\$1,500
Annual Total	\$62,245

2014 Freshman Application Process

USC accepts the Common Application exclusively and does not offer early action or early decision admission programs.

Required Application Materials

- Completed Common Application form and USC's Common Application Supplement
- Official high school transcripts, grades 9 – 11 (and eventually, final high school transcripts)
- Results from the SAT or ACT (with writing)
- Essay and responses to short answer topics
- Activities list
- Counselor/teacher recommendation form and letter

Optional Application Materials

- Supplemental materials and/or auditions, depending upon major
- TOEFL, IELTS or PTE Academic results (required for some applicants)
- Personal interview

Important Dates and Deadlines

December 1, 2013
App. deadline for scholarship consideration

January 15, 2014
Final application deadline

February 10, 2014
PROFILE and FAFSA should be filed by this date for priority financial aid consideration

March 3, 2014
Deadline for Cal Grant application (CA residents only)

April 1, 2014
Admission notification date

May 1, 2014
National candidates' reply date

August 20, 2014
New student move-in day

August 25, 2014
First day of fall 2014 classes

Fall 2012 Entering Freshman Class

New freshmen 3,021

USC Mork Family Scholars (full tuition + stipend) 20
Stamps Leadership Scholars (full tuition + stipend) 5
USC Trustee Scholars (full tuition) 114
USC Presidential Scholars (half tuition) 366
USC Dean's Scholars (quarter tuition) 100
Recipients of other USC merit scholarships 75

National Merit Scholars 251

Scions (legacy students) 24%
First generation college goers 14%

Gender
Male 48%
Female 52%

Race/Ethnicity
African American 6%
Latino / Hispanic 13%
Native American / Pacific Islander 2%
Asian / Asian American 23%
Caucasian 45%
International (student visa holders) 10%

Most Represented Public High Schools

Arcadia HS; Arcadia, CA 28
PV Peninsula HS; Rolling Hills Estates, CA 23
Troy HS; Fullerton, CA 20
Henry M. Gunn HS; Palo Alto, CA 18
Corona Del Mar HS; Newport Beach, CA 17
Granada Hills HS; Granada Hills, CA 17

Most Represented Independent/Parochial Schools

Harvard-Westlake; North Hollywood, CA 19
Punahou School; Honolulu, HI 18
Loyola HS; Los Angeles, CA 16
Oaks Christian HS; Westlake Village, CA 16
Taipei American School; Taipei, Taiwan 13
The Harker School; San Jose, CA 12
Chaminade College Prep; West Hills, CA 12

Most Represented Geographic Areas

<u>U.S. States</u>	<u>Outside U.S.</u>
California	China (includes HK)
Texas	South Korea
New York	Canada
Illinois	Taiwan
New Jersey	India
Washington	Mexico

Academic Distribution

Dornsife College of Letters, Arts and Sciences 29%
Marshall School of Business 19%
Viterbi School of Engineering 15%
Undeclared / Undeclared 13%
USC's Arts Schools 12%
(Architecture, Dramatic Arts, Roski School of Fine Arts, Thornton School of Music)
Annenberg School for Comm. & Journalism 5%
School of Cinematic Arts 5%
Keck School of Medicine (Health Studies) 1%
Price School of Public Policy <1%
Davis School of Gerontology <1%
Occupational Therapy Program <1%

	Fall Enrolls	Fall Admits	Fall Applicants
	3,021	9,187	46,104
	33% yield	20% admitted	
Mean GPA (<i>un-weighted, 4.0 scale</i>)	3.70	3.80	3.56
Middle 50% SAT Critical Reading	620 – 720	640 – 740	550 – 690
Middle 50% SAT Math	650 – 760	680 – 780	590 – 740
Middle 50% SAT Writing	640 – 740	670 – 770	570 – 710
Middle 50% SAT composite	1950 – 2190	2030 – 2250	1750 – 2100
Middle 50% ACT composite	29 – 33	30 – 33	26 – 32
From public HS	56%	58%	60%
From independent or parochial HS	44%	42%	40%
From schools in California	51%	48%	51%
From schools outside CA, but in U.S.	37%	38%	36%
From schools outside of the U.S.	12%	14%	13%
Different high schools represented	1,476	3,019	8,441

Pre-Professional Emphases

Pre-Medicine 12%
Pre-Law 6%
Pre-Health (Dentistry, Pharmacy, PT, etc.) 2%
Pre-Accounting 1%
Pre-Teaching 1%

Cost and Financial Aid

USC practices need-blind admission. A student's ability to pay has no bearing on his or her admission.

USC has a long tradition of fully meeting the USC-determined need of undergraduates through a combination of merit scholarships, need-based grants, Federal Work-Study and loans.

Nearly 30% of the 2012 entering freshman class received a merit-based scholarship from USC. Over 60% received some form of financial assistance.

Although international students are not eligible to receive federal or USC need-based financial aid, they may be awarded merit scholarships and/or other departmental awards. Beginning January 1, 2013, AB 540 students may be eligible to receive a Cal Grant.

Info Used to Determine Financial Aid Eligibility

- CSS PROFILE
- FAFSA
- Other specific information may be required, depending upon family's situation

2012-13 Undergraduate Annual Cost of Attendance

Tuition and fees	\$44,463
Room and board	\$12,440
Miscellaneous expenses and transportation	\$1,480
Books and supplies	\$1,500
Annual Total	\$59,883

2013 Freshman Application Process

USC is an exclusive user of the Common Application and does not offer early action or early decision admission programs.

Required Application Materials

- Completed Common Application form and USC's Common Application Supplement
- Official high school transcripts, grades 9 – 11 (and eventually, final high school transcripts)
- Results from the SAT or ACT (with writing)
- Essay and responses to short answer topics
- Activities list
- Counselor/teacher recommendation form and letter

Optional Application Materials

- Supplemental materials and/or auditions, depending upon major
- TOEFL results (from some applicants)
- Personal interview

Important Dates and Deadlines

December 1, 2012
App. deadline for scholarship consideration
January 10, 2013
Final application deadline
February 2, 2013
PROFILE and FAFSA should be filed by this date for priority financial aid consideration
March 2, 2013
Deadline for Cal Grant application (CA residents only)
April 1, 2013
Admission notification date
May 1, 2013
National candidates' reply date
August 21, 2013
New student move-in day
August 26, 2013
First day of fall 2013 classes



University of Southern California Freshman Profile and Admission Information 2011 - 2012

Fall 2011 Entering Freshman Class

New freshmen 2,931

USC Mork Family Scholars (full tuition + stipend) 20
USC Trustee Scholars (full tuition) 140
USC Presidential Scholars (half tuition) 349
USC Dean's Scholars (quarter tuition) 107
Recipients of other USC merit scholarships 63

National Merit Scholars 247

Scions (legacy students) 20%
First generation college goers 14%

Gender

Male 50%
Female 50%

Race/Ethnicity

African American 7%
Latino / Hispanic 12%
Native American / Pacific Islander 2%
Asian / Asian American 25%
Caucasian 39%
International (student visa holders) 15%

Most Represented Public High Schools

Arcadia HS; Arcadia, CA 30
Troy HS; Fullerton, CA 28
PV Peninsula HS; Rolling Hills Estates, CA 25
Mira Costa HS; Manhattan Beach, CA 22
Palos Verdes HS; Palos Verdes Estates, CA 22

Most Represented Independent/Parochial Schools

Harvard-Westlake; North Hollywood, CA 19
Punahou School; Honolulu, HI 17
Loyola HS; Los Angeles, CA 13
Mater Dei HS; Santa Ana, CA 12
The Harker School; San Jose, CA 12

Top Geographic Areas

<u>U.S. States</u>	<u>Outside U.S.</u>
California	China (includes HK)
Texas	South Korea
Washington	Canada
New York	India
Illinois	Taiwan
Florida	Singapore
Massachusetts	Indonesia

Academic Distribution

Dornsife College of Letters, Arts and Sciences 28%
Marshall School of Business 19%
Viterbi School of Engineering 14%
USC's Arts Schools 13%
(Architecture, Roski School of Fine Arts, Thornton School of Music, Theatre)
Undecided / Undeclared 13%
Annenberg School for Comm. & Journalism 5%
School of Cinematic Arts 5%
Keck School of Medicine (Health Studies) 1%
School of Policy, Planning & Development <1%
Davis School of Gerontology <1%
Occupational Therapy Program <1%

	Fall Enrolls	Fall Admits	Fall Applicants
	2,931	8,566	37,210
	34% yield	23% admitted	
Mean GPA (<i>un-weighted, 4.0 scale</i>)	3.72	3.80	3.54
Middle 50% SAT Critical Reading	610 – 720	640 – 740	550 – 680
Middle 50% SAT Math	670 – 770	680 – 770	600 – 740
Middle 50% SAT Writing	650 – 740	670 – 760	570 – 700
Middle 50% SAT composite	1970 – 2180	2020 – 2240	1750 – 2100
Middle 50% ACT composite	29 – 33	30 – 34	26 – 31
From public HS	58%	60%	62%
From independent or parochial HS	42%	40%	38%
From schools in California	48%	49%	52%
From schools outside CA, but in U.S.	38%	38%	37%
From schools outside of the U.S.	14%	13%	11%
Different high schools represented	1,449	2,784	7,356

Pre-Professional Emphases

Pre-Medicine 13%
Pre-Law 6%
Pre-Health (Dentistry, Pharmacy, PT, etc.) 3%
Pre-Teaching 1%

Cost and Financial Aid

USC practices need-blind admission. A student's ability to pay has no bearing on his or her admission.

USC is committed to meeting every student's USC-determined financial need through a combination of merit scholarships, university grants, state and federal aid, student loans and work.

23% of the 2011 entering freshman class received a merit-based scholarship from USC. Over 60% received some form of financial assistance.

Although need-based financial aid is only available to U.S. citizens and permanent residents, international students are eligible to receive USC's merit-based scholarships.

Info Used to Determine Financial Aid Eligibility

- CSS PROFILE
- FAFSA
- 2011 parents' and student tax information
- Other specific information may be required, depending upon family's situation

2011-2012 Undergrad Annual Cost of Attendance

Tuition and fees	\$42,818
Room and board	\$12,078
Miscellaneous expenses and transportation	\$1,480
Books and supplies	\$1,500
Annual Total	\$57,876

2012 Freshman Application Process

USC is an exclusive user of the Common Application and does not offer early action or early decision admission programs.

Required Application Materials

- Completed Common Application form and USC's Common Application Supplement
- Official high school transcripts, grades 9 – 11 (and eventually, final high school transcripts)
- Results from the SAT or ACT (with writing)
- Essay and responses to short answer topics
- Activities list
- Counselor/teacher recommendation form and letter

Optional Application Materials

- Supplemental materials and/or auditions, depending upon major
- TOEFL results (from some applicants)
- Personal interview

Important Dates and Deadlines

December 1, 2011
App. deadline for scholarship consideration

January 10, 2012
Final application deadline

February 2, 2012
PROFILE and FAFSA should be filed by this date for priority financial aid consideration

March 2, 2012
Financial aid applicants should submit student and parent tax information by this date

April 2, 2012
Admission notification date

May 1, 2012
National candidates' reply date

August 22, 2012
New student move-in day

August 27, 2012
First day of fall 2012 classes



University of Southern California

Freshman Profile and Admission Information

2010 - 2011

Fall 2010 Entering Freshman Class

New freshmen 2,972

USC Trustee Scholars (full tuition) 146
USC Presidential Scholars (half tuition) 399
USC Dean's Scholars (quarter tuition) 121

National Merit Scholars 245

Scions (legacy students) 20%
First generation college goers 12%

Gender

Male 45%
Female 55%

Race/Ethnicity

African American / Black 7%
Latino / Hispanic 13%
Native American / Pacific Islander 2%
Asian / Asian American 25%
Caucasian 42%
International (student visa holders) 11%

Most Represented Public Schools

Troy HS; Fullerton, CA 42
Arcadia HS; Arcadia, CA 28
La Cañada HS; La Cañada, CA 24
University HS; Irvine, CA 21
Mission San Jose HS; Fremont, CA 18
Monta Vista HS; Cupertino, CA 18

Most Represented Independent Schools

Harvard-Westlake; North Hollywood, CA 23
Punahou School; Honolulu, HI 19
Shanghai American School; China 19
Loyola HS; Los Angeles, CA 17
Cathedral Catholic HS; San Diego, CA 11

Top non-California Origins of the Class

<u>U.S. States</u>	<u>Outside U.S.</u>
Texas	China (incl. HK)
Illinois	South Korea
New York	Canada
Washington	India
Massachusetts	United Kingdom
Oregon	Taiwan
Florida	Indonesia
New Jersey	Turkey

Academic Distribution

College of Letters, Arts and Sciences 25%
Marshall School of Business 18%
Undecided / Undeclared 15%
Viterbi School of Engineering 15%
USC's Arts Schools 13%
(Architecture, Roski School of Fine Arts,
Thornton School of Music, Theatre)
Annenberg School for Comm. & Journalism 7%
School of Cinematic Arts 5%
Keck School of Medicine (Health Studies) 1%
School of Policy, Planning & Development <1%
Davis School of Gerontology <1%

	Fall Enrolls	Fall Admits	Fall Applicants
	2,972	8,715	35,794
	34% yield	24% admitted	
Mean GPA (un-weighted, 4.0 scale)	3.7	3.8	3.5
Middle 50% SAT Critical Reading	620 – 720	640 – 740	550 – 680
Middle 50% SAT Math	650 – 750	680 – 770	580 – 730
Middle 50% SAT Writing	640 – 740	660 – 760	570 – 700
Middle 50% SAT composite	1950 – 2170	2020 – 2230	1720 – 2090
Middle 50% ACT composite	29 – 33	30 – 33	25 – 31
From public HS	59%	60%	63%
From independent or parochial HS	41%	40%	37%
From schools in California	53%	51%	54%
From schools outside CA, but in U.S.	35%	37%	37%
From schools outside of the U.S.	12%	12%	9%
Different high schools represented	1,397	2,694	6,844

Pre-Professional Emphases

Pre-Medicine 12%
Pre-Law 6%
Pre-Health (Dentistry, Pharmacy, etc.) 2%
Pre-Teaching 1%

Cost and Financial Aid

USC practices need-blind admission. A student's ability to pay has no bearing on his or her admission.

USC is committed to meeting every student's USC-determined financial need through a combination of merit scholarships, university grants, state and federal aid, student loans and work.

24% of the entering freshman class received a merit-based scholarship from USC. Over 60% received need-based financial assistance. Many received both.

Although need-based financial aid is only available to U.S. citizens and permanent residents, international students are eligible for USC's merit-based scholarships.

Information Used to Determine USC Aid

- FAFSA
- CSS PROFILE
- 2010 parents' and student tax returns
- Other specific information may be required, depending upon family's situation

2010-2011 Annual Cost of Attendance

Tuition and fees	\$41,022
Room and board	\$11,580
Miscellaneous expenses and transportation	\$1,476
Books and supplies	\$1,500
Annual Total	\$55,578

2011 Freshman Application Process

USC does not offer early action or early decision admission programs. USC is a partner institution of both the Posse Foundation and QuestBridge.

Required Application Materials

- Completed part 2 application
- Official high school transcripts, grades 9 – 11 (and eventually, final high school transcripts)
- Results from the SAT or ACT (with writing)
- Essay and responses to short answer topics
- Activities list
- Counselor/teacher recommendation form and letter

Optional Application Materials

- Completed part 1 application
- Supplemental materials and/or auditions, depending upon major
- Personal interview

Important Dates and Deadlines

October 15, 2010
Part 1 application deadline

December 1, 2010
Part 2 deadline for scholarship applicants

January 10, 2011
Final part 2 application deadline

February 2, 2011
FAFSA and PROFILE should be filed by this date for priority financial aid consideration

March 1, 2011
Financial aid applicants should submit student and parent tax returns by this date

April 1, 2011
Admission notification date

May 2, 2011
National candidates' reply date

August 17, 2011
New student move-in day

August 22, 2011
First day of fall 2011 classes



University of Southern California

Freshman Profile and Admission Information

2009 - 2010

Fall 2009 Entering Freshman Class

New freshmen 2,869

USC Trustee Scholars (full tuition) 132
USC Presidential Scholars (half tuition) 288
USC Dean's Scholars (quarter tuition) 137

National Merit Scholars 232

Scions (legacy students) 22%
First generation college goers 12%

Gender

Male 47%
Female 53%

Race/Ethnicity

African American 7%
Latino / Hispanic 13%
Native American / Pacific Islander 2%
Asian / Asian American 24%
Caucasian 43%
International (student visa holders) 11%

Most Represented Public Schools

Arcadia HS; Arcadia, CA 30
Palos Verdes Peninsula HS; Rolling Hills, CA 23
Palos Verdes HS; Palos Verdes Estates, CA 18
Troy HS; Fullerton, CA 18
Whitney HS; Cerritos, CA 17
Torrey Pines HS; Encinitas, CA 17

Most Represented Independent Schools

Harvard-Westlake; North Hollywood, CA 37
The Harker School; San Jose, CA 25
Loyola HS; Los Angeles, CA 23
Punahou School; Honolulu, HI 21
'Iolani School; Honolulu, HI 17

Top non-California States and Countries

<u>U.S. States</u>	<u>Outside U.S.</u>
Texas	China (incl. HK)
Washington	South Korea
New York	Canada
Illinois	India
Hawai'i	United Kingdom
Massachusetts	Singapore
New Jersey	Taiwan

Academic Unit Distribution

College of Letters, Arts and Sciences 25%
Marshall School of Business 19%
Undecided / Undeclared 16%
Viterbi School of Engineering 16%
USC's Arts Schools 13%
(Architecture, Roski School of Fine Arts,
Thornton School of Music, Theatre)
Annenberg School for Communication 6%
School of Cinematic Arts 5%
Keck School of Medicine (Health Studies) 1%
School of Policy, Planning & Development <1%
Davis School of Gerontology <1%

	Fall Enrolls	Fall Admits	Fall Applicants
	2,869	8,724	35,753
	33% yield	24% admitted	
Mean GPA (un-weighted, 4.0 scale)	3.7	3.8	3.5
Middle 50% SAT Critical Reading	620 – 710	630 – 730	550 – 680
Middle 50% SAT Math	650 – 740	670 – 770	580 – 720
Middle 50% SAT Writing	640 – 730	650 – 740	560 – 690
Middle 50% SAT composite	1930 – 2150	1990 – 2210	1710 – 2070
Middle 50% ACT composite	29 – 32	30 – 33	25 – 31
From public HS	57%	60%	64%
From independent or parochial HS	43%	40%	36%
From schools in California	52%	52%	53%
From schools outside CA, but in U.S.	37%	38%	38%
From schools outside of the U.S.	11%	10%	9%
Different high schools represented	1,382	2,702	7,063

Pre-Professional Emphases

Pre-Medicine 10%
Pre-Law 5%
Pre-Health (Dentistry, Pharmacy, etc.) 3%
Pre-Teaching 1%

Cost and Financial Aid

USC practices need-blind admission. A student's ability to pay has no bearing on his or her admission.

USC is committed to meeting every student's USC-determined financial need through a combination of merit scholarships, university grants, state and federal aid, student loans and work.

21% of the entering freshman class received a merit-based scholarship from USC. Over 60% received need-based financial assistance. Many received both.

Although need-based financial aid is only available to U.S. citizens and permanent residents, international students are eligible for USC's merit-based scholarships.

Information Used to Determine USC Aid

- FAFSA
- CSS PROFILE
- 2009 parents' and student tax returns
- Other specific information may be required, depending upon family's situation

2009-2010 Annual Cost of Attendance

Tuition and fees	\$39,184
Room and board	\$11,458
Miscellaneous expenses and transportation	\$1,476
Books and supplies	\$1,500
Annual Total	\$53,618

2010 Freshman Application Process

USC does not offer early action or early decision admission programs.

Required Application Materials

- Completed part 2 application
- Official high school transcripts, grades 9 – 11 (and eventually, final high school transcripts)
- Results from the SAT or ACT (with writing)
- Essay and responses to short answer topics
- Activities list
- Counselor/teacher recommendation form and letter

Optional Application Materials

- Completed part 1 application
- Supplemental materials and/or auditions, depending upon major
- Personal interview

Important Dates and Deadlines

October 15, 2009
Part 1 application deadline

December 1, 2009
Part 2 deadline for scholarship applicants

January 11, 2010
Final part 2 application deadline

February 2, 2010
FAFSA and PROFILE should be filed by this date for priority financial aid consideration

March 1, 2010
Financial aid applicants should submit student and parent tax returns by this date

April 1, 2010
Admission notification date

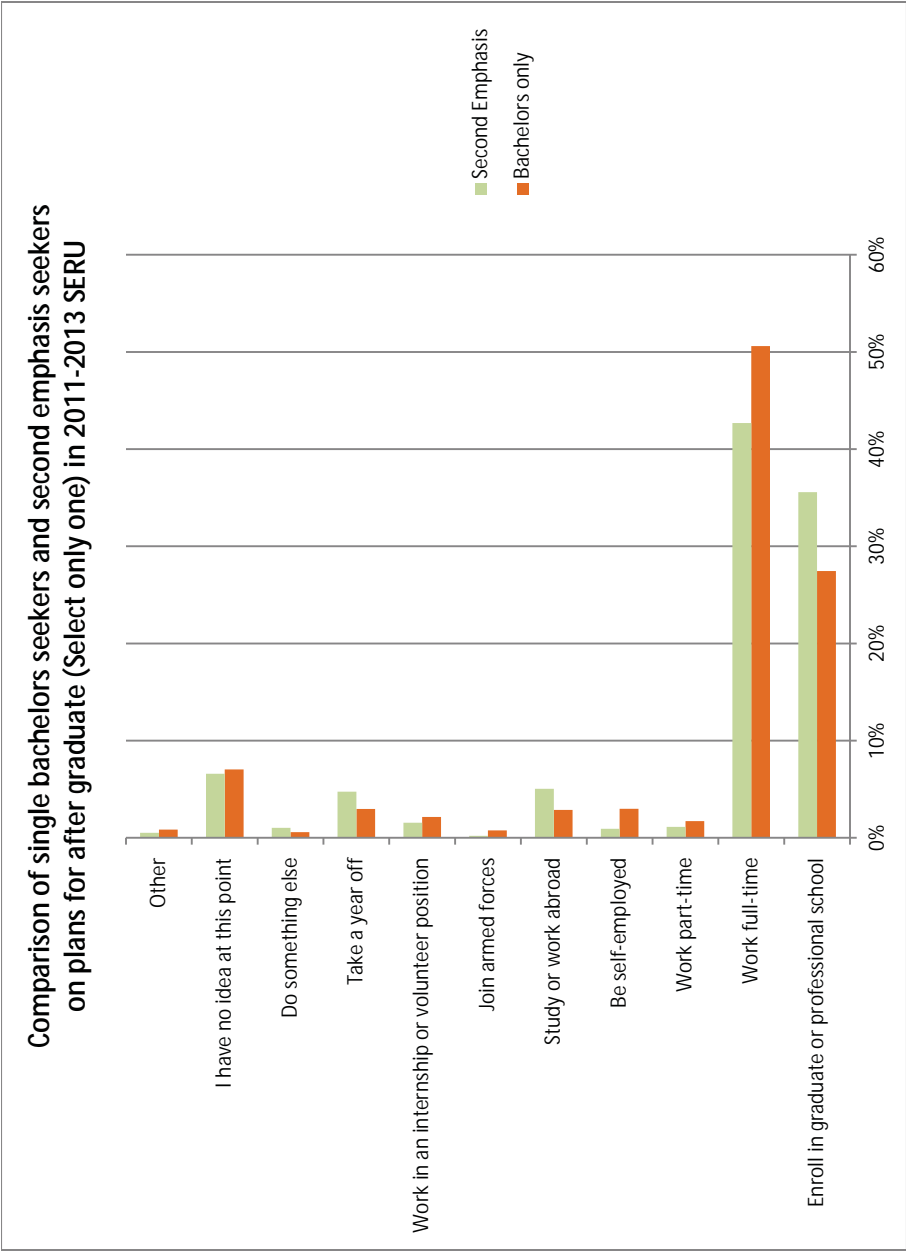
May 1, 2010
National candidates' reply date

August 18, 2010
New student move-in day

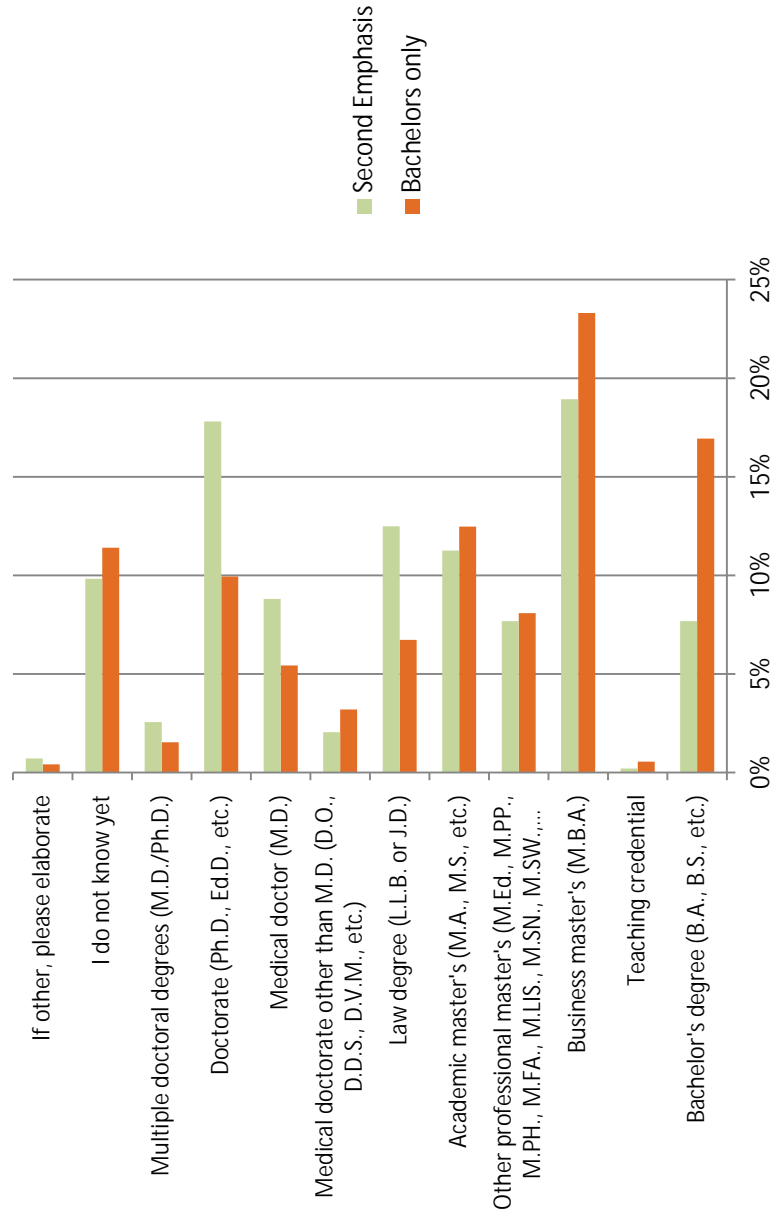
August 23, 2010
First day of fall 2010 classes

Appendix? Engagement Survey (SERU) Results

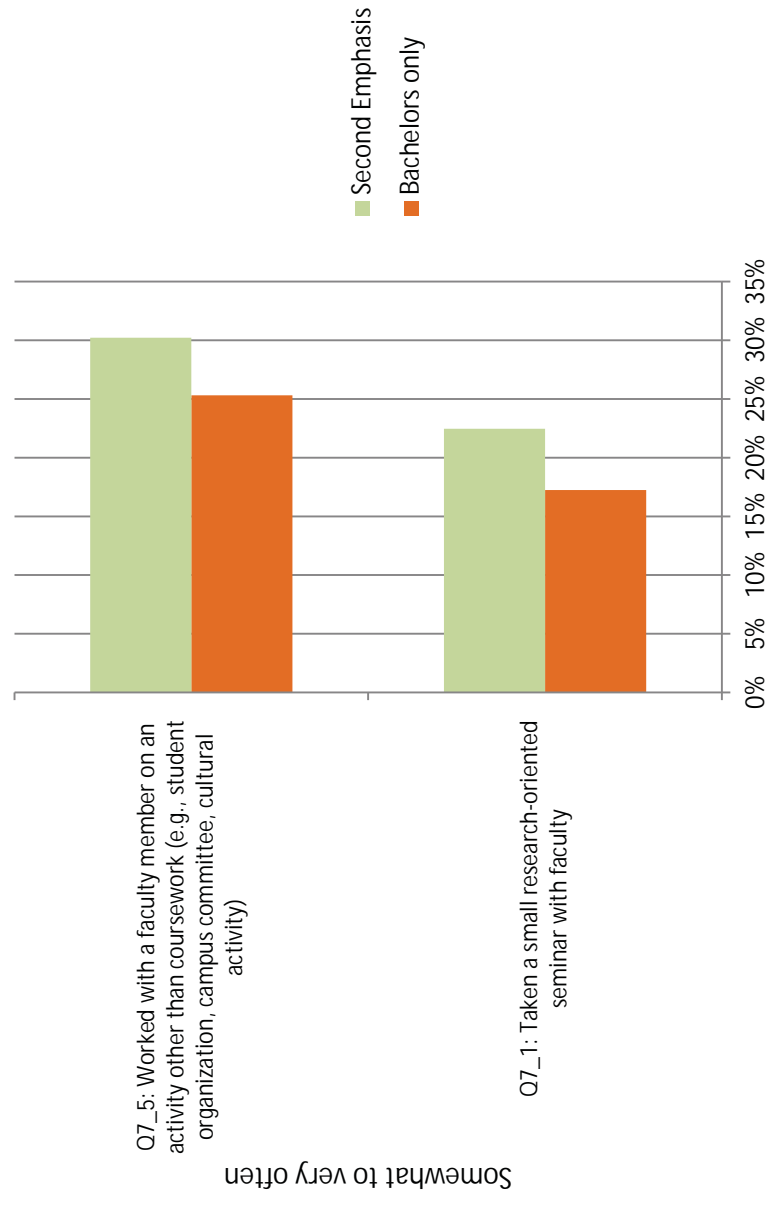
The Student Experience in the Research University (SERU) survey gathers information about student engagement in activities that have been empirically shown to influence student learning and positive educational outcomes, both inside and outside of the classroom. For this analysis we compared the results by grouping students who completed only one degree vs. a group of students who graduated with a Second Emphasis (double majors and at least one minor).

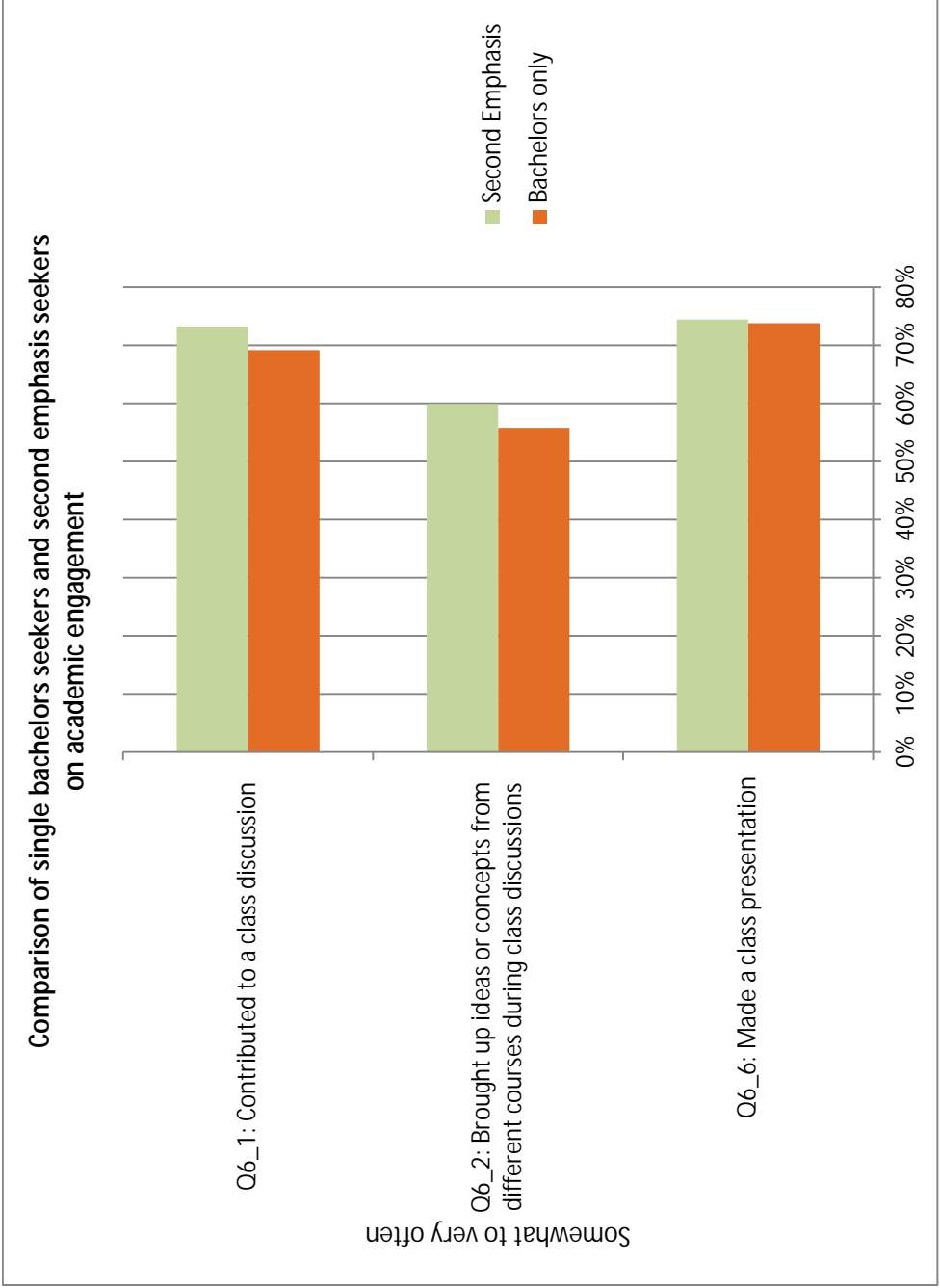


Comparison of single bachelors seekers and second emphasis seekers on HIGHEST academic degree or credential that you plan to eventually earn

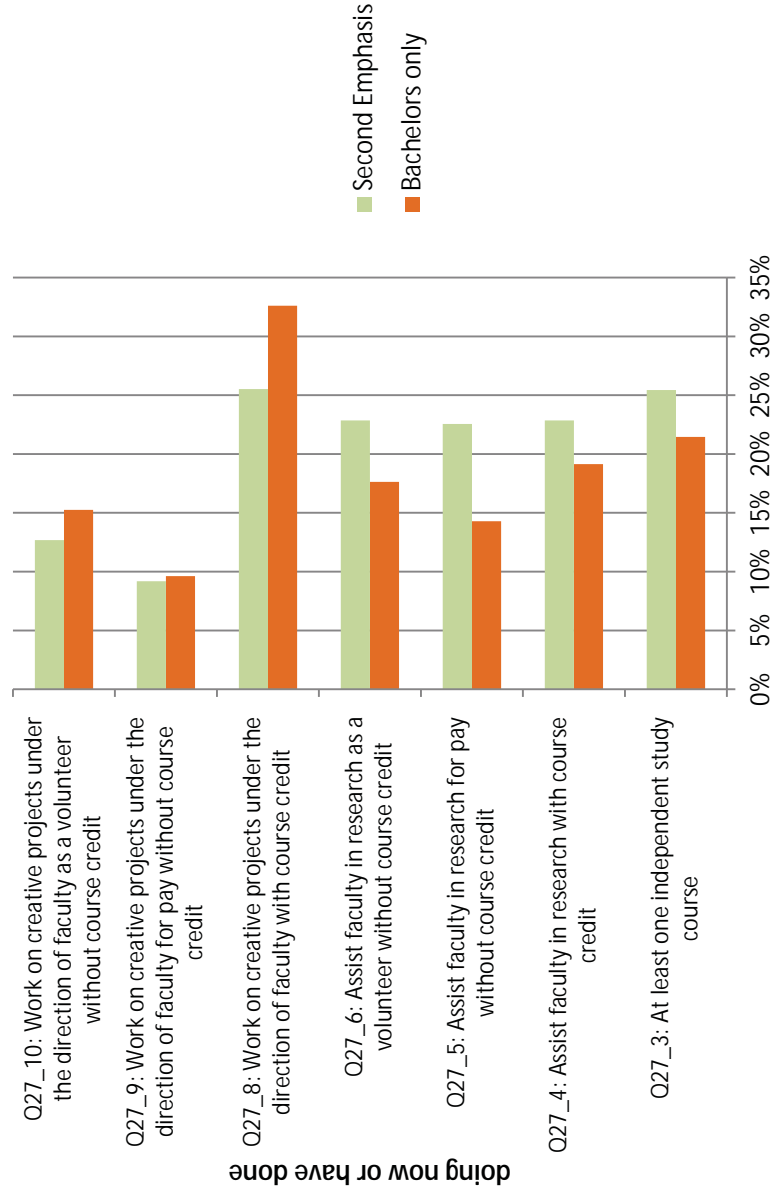


Comparison of single bachelors seekers and second emphasis seekers on academic engagement

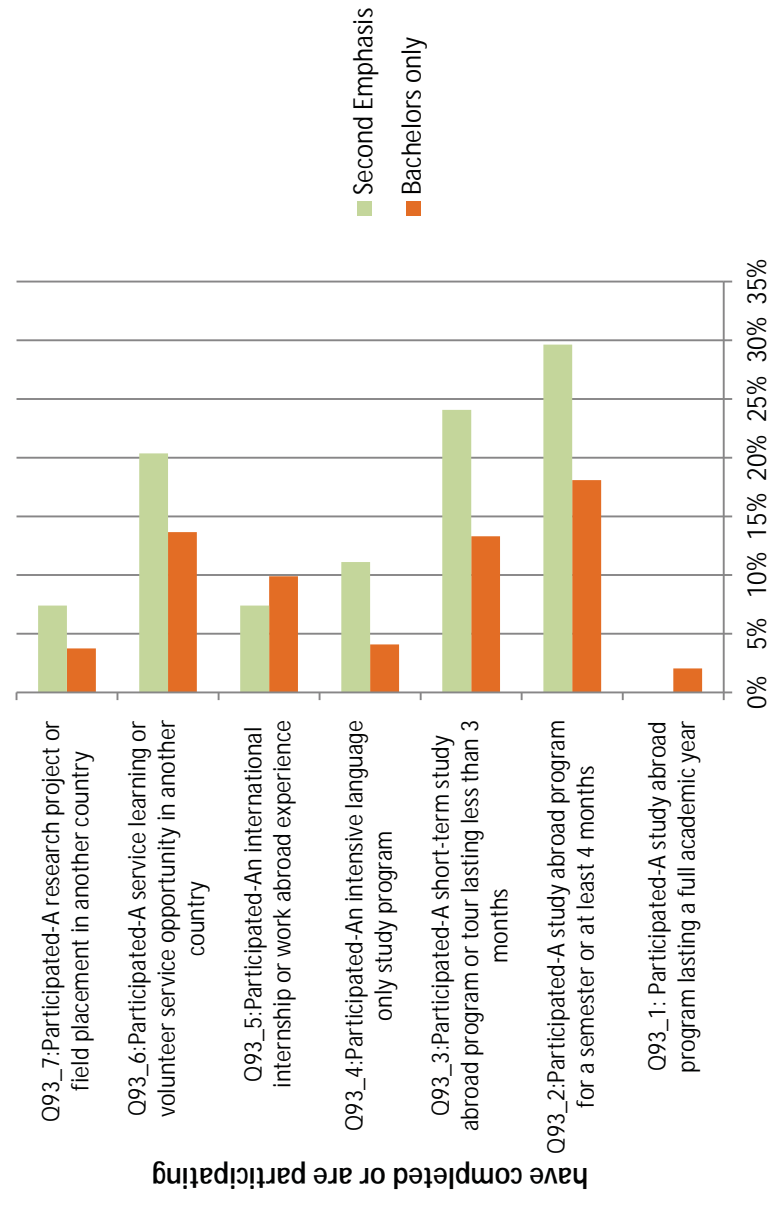




Comparison of single bachelors seekers and second emphasis seekers on scholarship, research, and creative activities



Comparison of single bachelors seekers and second emphasis seekers on Academic Experience (SERU 2014 Q93_1 to 7 from 2014 SERU)



Comparison of single bachelors seekers and second emphasis seekers
on overall satisfaction

