As a result of the second cycle of DePaul University's Academic Program Review Process (Cycle 2), the participants in the process enter into the following agreements. The participants understand that this document will be made public once the signatures are in place: for the unit, the chair of the unit's review committee; for the college/school, the dean; for the Academic Program Review Committee, the Chair/Director of APR and the chair of the unit subcommittee; for the university, the Associate Vice President for Academic Affairs and the Executive Vice President for Academic Affairs.

Common Issues in the College and University-level Commitments

During Cycle 2, both the undergraduate and graduate programs in the College of Commerce identified and addressed key issues unique to their units. From their self-studies and subsequent discussions about them, three cross-cutting issues emerged as relevant to the whole College of Commerce: 1) the diversity of students and faculty; 2) the promotion and tenure process; and 3) expansion to suburban campuses. To follow up on these common issues and determine the appropriate courses of action needed to address them at the college and university level, the Academic Program Review Committee and the Executive Vice President for Academic Affairs agree to do the following:

1. The Academic Program Review Committee agrees to prepare a summary report on Cycle 2 to the Executive Vice President for Academic Affairs which discusses these and other issues that have important connections to other university-wide initiatives, especially to the Strategic Plan. That report will be made public, along with the Memoranda of Agreement.

2. The Executive Vice President for Academic Affairs agrees to direct the appropriate university-level offices to work with the units and their deans on how to effectively address these issues.

3. The Executive Vice President for Academic Affairs will require a progress report in June of 2000 from the appropriate offices that will be shared with the Academic Program Review Committee.

4. The Director of Academic Program Review, working closely with the Associate Vice President for Academic Affairs, will contact the appropriate university offices and the dean to follow-up on these issues and discuss possible courses of action.

In addition to these university-level commitments, the following are issues and actions agreed upon at the unit and college levels.
Issues and actions agreed upon

[bullet points added with details from notes]

Advising. The Undergraduate College agrees that it will work to improve undergraduate student advising, especially by improving the communication among faculty and staff advisors at both the college and department levels. Suggested actions for accomplishing this include the following:

- invite staff advisors to departmental meetings so that information is shared regarding curriculum changes, prerequisite sequences, and course offerings
- continue the regular communication between the College Curriculum Committee and the Director of Undergraduate Advising
- encourage undecided students to select a major earlier, with the acknowledgement to students that the College is attempting to improve the availability of required courses for the first phase of the program
- emphasize the responsibility of the student to be aware of program requirements and to take advantage of advising opportunities
- improve the availability of required courses

Curriculum: program prerequisites. The Undergraduate College agrees to continue its work with the associate deans, department chairs, and the College Curriculum Committee to refine and articulate the prerequisite sequence for its degree program, work which will be especially important to inform the structure for the new PeopleSoft system.

- The College agrees to improve the communication and clarify expectations about prerequisites with students, faculty, and staff advisors, i.e. posting the checklist of required courses on the website and distributing it to students and faculty (see section on Advising above).
- The College also agrees to look at the transition from Phase 1 to Phase 2 of the Undergraduate program sequence and will try to find ways to improve the availability of required courses (e.g. offering more sections of the business writing course and scheduling more courses in the evening program).

Collection of Data on Student Academic Quality and Performance. The Undergraduate College agrees that it will work with OIPR to gather additional data on the academic performance of its undergraduate students so that this information can help the College decide how to meet students’ academic needs.

- Data is particularly needed on the performance of incoming students, currently-enrolled minority students, and transfer students.
There is also the possibility of a research project with OIPR to investigate how students perform academically based on their compliance with prerequisite sequences.

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[moved to this section from section 2]

**Technical and quantitative literacy of students.** The Undergraduate College agrees that it will address the need to assess and improve the technical literacy of its undergraduate students. Suggestions include the following:

- design an entrance/placement test to assess quantitative and technical skills of incoming students
- partner with existing university centers or programs (Quantitative Reasoning Center)
- work with Liberal Arts & Sciences' Quantitative Reasoning Program to create sections of ISP 120 that are specifically designed for Commerce majors
- reconsider the quantitative requirement of the program: possibly reinstating MIS 130 as a required course and/or revisiting the quantitative methods courses in each department

**Issues on which there is agreement, with action to be determined**

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**Transfer Students.** The Undergraduate College agrees that it needs to improve the way that it currently determines and addresses the special needs of transfer students. This includes improving the data collected on transfer student academic performance and improving the academic support systems available for transfer students (advising, mentoring, tutoring, etc.)

**Student Support Systems.** The UG College agrees that it will work with existing university student support systems (i.e. Writing Center, Office of Multicultural Student Affairs programs) and consider establishing its own programs to support undergraduate student success, especially minority and transfer students. Suggestions include… (revisiting the Early Alert Program/Anne Anderson's, tutoring, models of the Bridge Program, MAHA and similar associations, etc.)

**Promotion and Tenure.** The College agrees that something needs to be done to improve the promotion and tenure process, which is acknowledged as a long-standing problem and is currently perceived among College faculty and among the University P&T Committee as being unfair and inconsistent. Suggestions include the creation of a college-wide promotion and tenure committee, which would consider the departmental recommendations and inform the dean as he makes his recommendations to the university committee.
Improving the diversity of faculty. The UG college agrees that it needs to improve the diversity of its faculty and will consider some of the strategies suggested by the University Strategic Planning Task Force on Diversity. Some of these suggestions include… (increasing the pool of possible PhD candidates, supporting minority PhD students, creating an atmosphere supportive of minority faculty and students, and strategies for attracting faculty candidates to DPU, although a two-tiered faculty structure is not supported by the college…)

Issues on which further conversation is needed (may not necessarily require immediate action)

- Faculty perceptions of student diversity. The UG College acknowledges that faculty perceptions of minority student academic performance are not necessarily grounded in data on such and will consider further investigating these faculty perceptions, and the climate in which they arise. A first step might be to gather data on minority student performance and communicate such to the faculty.

Undergraduate evening program. Commerce Undergraduate evening program was put on hold due to the fact that enrollments had outpaced the space available for classes downtown. Since there is new classroom space now being renovated and constructed in the Lewis Center and O'Malley, the college will consider moving ahead with the UG evening program and will continue conversations with Academic Affairs about the scheduling/availability of classroom space.

Alumni data. The UG College acknowledges that better data is needed on its alumni. There is a need for more coordination with the Alumni Office and with OIPR to improve the information collected on alumni about their academic experiences at DPU, their current employment, etc. Currently, OIPR is piloting a graduating students survey, and Commerce already does exit interviews of its undergraduates. There is the possibility of soliciting the expertise of an external agency (associated with AACSB) to conduct alumni surveys which would provide external benchmarks.

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A hard copy of this document was signed by:

Chair of the Unit Review Committee and Department Chair

APRC Subcommittee members

Dean of the College

Executive V.P. for Academic Affairs
*The hard copy with signatures is on file in the Office of the Associate V.P. for Academic Affairs and is available upon request.