

Congruence Between BSN Program Outcomes And USF Institutional Learning Outcomes

1. Students reflect on and analyze their attitudes, beliefs, values, and assumptions about diverse communities and cultures and contribute to the common good. *(Critical Thinking)*
2. Students explain and apply disciplinary concepts, practices, and ethics of their chosen academic discipline in diverse communities. *(Critical Thinking)*
3. Students construct, interpret, analyze, and evaluate information and ideas derived from a multitude of sources. *(Critical Thinking; Quantitative Reasoning; Information Literacy)*
4. Students communicate effectively in written and oral forms to interact within their personal and professional communities. *(Written and Oral Communication)*
5. Students use technology to access and communicate information in their personal and professional lives. *(Information Literacy, Written and Oral Communication)*
6. Students use multiple methods of inquiry and research processes to answer questions and solve problems. *(Critical Thinking; Quantitative Reasoning; Information Literacy)*
7. Students describe, analyze, and evaluate global interconnectedness in social, economic, environmental and political systems that shape diverse groups within the San Francisco Bay Area and the world. *(Critical Thinking)*

BSN PROGRAM OUTCOMES	INSTITUTIONAL LEARNING OUTCOMES
1. Work collaboratively as a member of the interdisciplinary healthcare team, utilizing effective written and oral communication, and professional behaviors to foster shared decision-making and accountability among team members for patient care outcomes.	4. Students communicate effectively in written and oral forms to interact within their personal and professional communities. <i>(Written and Oral Communication)</i>
2. Synthesize data, research information, and clinical expertise to develop, implement, and evaluate patient care protocols and guidelines for clinical practice that achieve optimal client outcomes, improve access to care, and manage healthcare costs.	5. Students use technology to access and communicate information in their personal and professional lives. <i>(Information Literacy, Written and Oral Communication)</i> 6. Students use multiple methods of inquiry and research processes to answer questions and solve problems. <i>(Critical Thinking; Quantitative Reasoning; Information Literacy)</i>
3. Participate in critical analyses of systems and utilize data to continuously monitor patient outcomes and to inform decisions for change that improve the quality of care delivered to individuals, families and communities.	3. Students construct, interpret, analyze, and evaluate information and ideas derived from a multitude of sources. <i>(Critical Thinking; Quantitative Reasoning; Information Literacy)</i> 6. Students use multiple methods of inquiry and research processes to answer questions and solve problems. <i>(Critical Thinking; Quantitative Reasoning; Information Literacy)</i>

BSN PROGRAM OUTCOMES	INSTITUTIONAL LEARNING OUTCOMES
4. Advocate for social justice, equitable access to health care, and policy change through political action.	1. Students reflect on and analyze their attitudes, beliefs, values, and assumptions about diverse communities and cultures and contribute to the common good. <i>(Critical Thinking)</i>
5. Demonstrate health care technology and information literacy to access, monitor, manage, and communicate data to plan, deliver, and evaluate direct and indirect patient care to improve healthcare outcomes.	3. Students construct, interpret, analyze, and evaluate information and ideas derived from a multitude of sources. <i>(Critical Thinking; Quantitative Reasoning; Information Literacy)</i> 4. Students communicate effectively in written and oral forms to interact within their personal and professional communities. <i>(Written and Oral Communication)</i> 6. Students use multiple methods of inquiry and research processes to answer questions and solve problems. <i>(Critical Thinking; Quantitative Reasoning; Information Literacy)</i>
6. Demonstrate knowledge of regulatory requirements to employ safeguards to protect the privacy of patients and their healthcare data.	7. Students describe, analyze, and evaluate global interconnectedness in social, economic, environmental and political systems that shape diverse groups within the San Francisco Bay Area and the world. (Critical Thinking)
7. Employ knowledge of human factors implicated in adverse patient outcomes to continuously analyze the delivery and outcomes of care within the context of the healthcare system to identify and minimize patient risk, harm, and error.	7. Students describe, analyze, and evaluate global interconnectedness in social, economic, environmental and political systems that shape diverse groups within the San Francisco Bay Area and the world. (Critical Thinking)
8. Design, coordinate, implement, and evaluate population-sensitive care to individuals, families, and communities utilizing primary, secondary and tertiary prevention strategies in a variety of environments.	7. Students describe, analyze, and evaluate global interconnectedness in social, economic, environmental and political systems that shape diverse groups within the San Francisco Bay Area and the world. (Critical Thinking)
9. Incorporate caring and compassionate behaviors to demonstrate advocacy and respect for patient choice and values that are ethically and legally grounded.	1. Students reflect on and analyze their attitudes, beliefs, values, and assumptions about diverse communities and cultures and contribute to the common good. <i>(Critical Thinking)</i> 2. Students explain and apply disciplinary concepts, practices, and ethics of their chosen academic discipline in diverse communities. <i>(Critical Thinking)</i>



**UNIVERSITY OF
SAN FRANCISCO**

School of
Management

Mission and Accreditation Summaries Institution and School (Undergraduate) Learning Goals Alignment

UNIVERSITY OF SAN FRANCISCO. The University will distinguish itself as a diverse, socially responsible learning community of high quality scholarship and academic rigor sustained by a faith that does justice. The University will draw from the cultural, intellectual and economic resources of the San Francisco Bay Area and its location on the Pacific Rim to enrich and strengthen its educational programs.

USF 2028. Jesuit, Catholic tradition. Academic excellence. San Francisco location. Diversity. Global perspective.

SCHOOL OF MANAGEMENT. The School of Management is a catalyst for change in business, government and non-profit managerial practices. Through research and teaching that draws on the global diversity and entrepreneurial energy of our region, we educate students to build more productive and compassionate organizations. We value human dignity and integrity, open and disciplined inquiry, and a collaborative and enterprising spirit that combine to facilitate significant contributions by our graduates, students, faculty, and staff.

STRATEGIC LEVERS. San Francisco location. Sector emphasis. Small school advantage. Social justice orientation.

AACSB. Innovation. Impact. Engagement.

General Skill Areas:

- Written and oral communication.
- Ethical Understanding and reasoning.
- Analytical thinking.
- Information technology.
- Diverse/multicultural environments.
- Reflective thinking.
- Application of knowledge.

General Business/Mgt. Knowledge Areas:

- Social responsibility, including sustainability, and ethical behavior.
- Statistics, data analysis, and decision-making.
- Economic, political, regulatory, legal, technological, and social contexts of organizations in a global society.
- Financial theories, analysis, reporting and markets.
- Systems and processes, including planning/design, production/operations, supply chains, marketing, and distribution.
- Group and individual behaviors in organizations and society.

Specific areas of study related to concentrations, majors, or emphasis areas.

WASC CORE COMPETENCES. Communication (Oral and Written) [CO], Critical Thinking [CT], Information Literacy [IL], Quantitative Reasoning [QR].

USF Institutional Learning Outcomes and SOM Undergraduate Learning Goals and Objectives

USF Mission Statement	USF Institutional Learning Outcomes ¹	SOM Undergraduate Learning Goals and Objectives ²
<p>The core mission of the University of San Francisco is to promote learning in the Jesuit Catholic tradition. The University offers undergraduate, graduate, and professional students the knowledge and skills needed to succeed as persons and professionals, and the values and sensitivity necessary to be men and women for others.</p>	<p>1. Students reflect on and analyze their attitudes, beliefs, values, and assumptions about diverse communities and cultures and contribute to the common good. [CT]</p>	<p><u>Ethical Leadership</u></p> <ul style="list-style-type: none"> • Leading and Managing—distinguish between leading and managing diverse individuals and groups in creating and sustaining organizational performance. • Ethical and legal behavior, and social responsibility—recognize and analyze ethical, legal and social implications of management decisions and devise appropriate responses.
<p>The University will distinguish itself as a diverse, socially responsible learning community of high quality scholarship and academic rigor sustained by a faith that does justice.</p>	<p>2. Students explain and disciplinary concepts, practices, and ethics of their chosen academic discipline in diverse communities. [CT]</p>	<p><u>Ethical Leadership [goal listed previously]</u></p> <ul style="list-style-type: none"> • Communication—effectively communicate orally and in writing using various mediums across unique situations.
<p>The University will draw from the cultural, intellectual, and economic resources of the San Francisco Bay area and its location on the Pacific Rim to enrich and strengthen its educational programs.</p>	<p>3. Students construct, interpret, analyze, and evaluate information and ideas derived from a multitude of sources. [CT; IL; QR]</p> <p>4. Students communicate effectively in written and oral forms to interact within their personal and professional communities. [CO]</p> <p>5. Students use technology to access and communicate information in their personal and professional lives. [CO; IL]</p> <p>6. Students use multiple methods of inquiry and research processes to answer questions and solve problems. [CT; IL; QA]</p>	<p><u>Innovative and Creative Decision-making</u></p> <ul style="list-style-type: none"> • Create, analyze and integrate relevant quantitative and qualitative information to develop and evaluate management decisions. <p><u>Domain Concepts</u></p> <ul style="list-style-type: none"> • Accounting—attain financial literacy in the understanding and interpretation of financial statements of organizations. • Finance—use financial information to assess economic value of real and financial assets, and make decisions to create value. • Organizational Behavior and Theory—develop and leverage human and social capital in organizations. • Technology and Logistics—grasp the core information technology concepts that enable organizational operation and understand how technology trends enable innovation. • Marketing—produce specific marketing tools needed for product development, consumer communications, pricing and distribution channels. • Strategy and Competitive Advantage—develop specific and actionable strategic options at different levels to enhance the organization’s competitive position through rigorous analysis of the changes in its competitive environment, its industry/sector, and its internal resources.
	<p>7. Students describe, analyze, and evaluate global interconnectedness in social, economic, environmental and political systems that shape diverse groups within the San Francisco Bay Area and the world. [CT]</p>	<p><u>Global Mindset</u></p> <ul style="list-style-type: none"> • Appreciate diversity and integrate cultural, economic, political, historical, geographic, and environmental perspectives in decision-making. • Recognize the opportunities and challenges facing organizations operating in an increasingly global economy.

¹WASC Core Competencies addressed by each ILO provided within [brackets].

²SOM UG Learning Goals and Objectives apply to BSBA and BSM programs.

AACSB Standard 9 [Curriculum Content] and SOM BSBA-BSM Curricula

General Skill Areas:	University Core	Business Core	Ethical Leadership	Innovative & Creative Decision-making	Global Mindset
Written and oral communication (able to communicate effectively orally and in writing).	X	X			
Ethical understanding and reasoning (able to identify ethical issues and address the issues in a socially responsible way).		X	X	X	
Analytical thinking (able to analyze and frame problems).		X		X	
Information technology (able to use current technologies in business and management contexts).		X		X	
Interpersonal relations and teamwork (able to work effectively with others and in team environments).		X	X		X
Diverse and multicultural work environments (able to work effectively in diverse environments).		X			X
Reflective thinking (able to understand oneself in the context of society).	X	X	X		
Application of knowledge (able to translate knowledge of business and management into practice).		X	X	X	X
General Business and Management Knowledge Areas:					Domain Concepts
Economic, political, regulatory, legal, technological, and social contexts of organizations in a global society.	X				BUS 301
Social responsibility, including sustainability, and ethical behavior approaches to management.	X				BUS 301, BUS 304
Financial theories, analysis, reporting, and markets.					BUS 201, BUS 305
Systems and processes in organizations, including planning and design, production/operations, supply chains, marketing, and distribution.					BUS 302, BUS 308
Group and individual behaviors in organizations and society.					BUS 304
Information technology and statistical/quantitative methods impacts on business practices to include data creation, data sharing, data analytics, data mining, data reporting, and storage between and across organizations including related ethical issues.	X				BUS 204, BUS 308
Other specified areas of study related to concentrations, majors, or emphasis areas.					Electives, Capstone