

REAFFIRMATION OF ACCREDITATION
CAPACITY AND PREPARATORY REVIEW

ATTACHMENTS

presented to

The Western Association of Schools and Colleges
(WASC) by the University of San Francisco

8 AUGUST 2007



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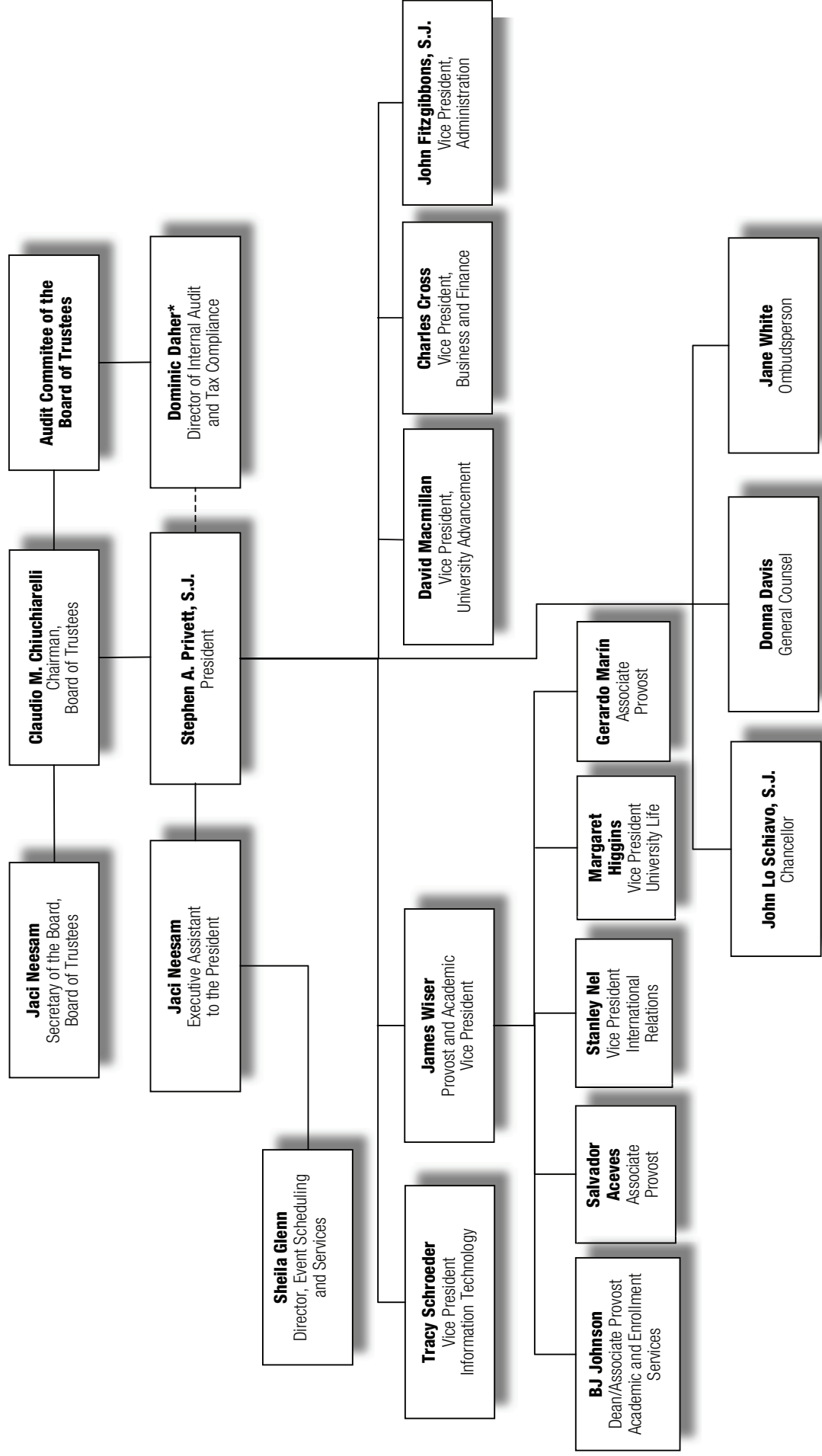
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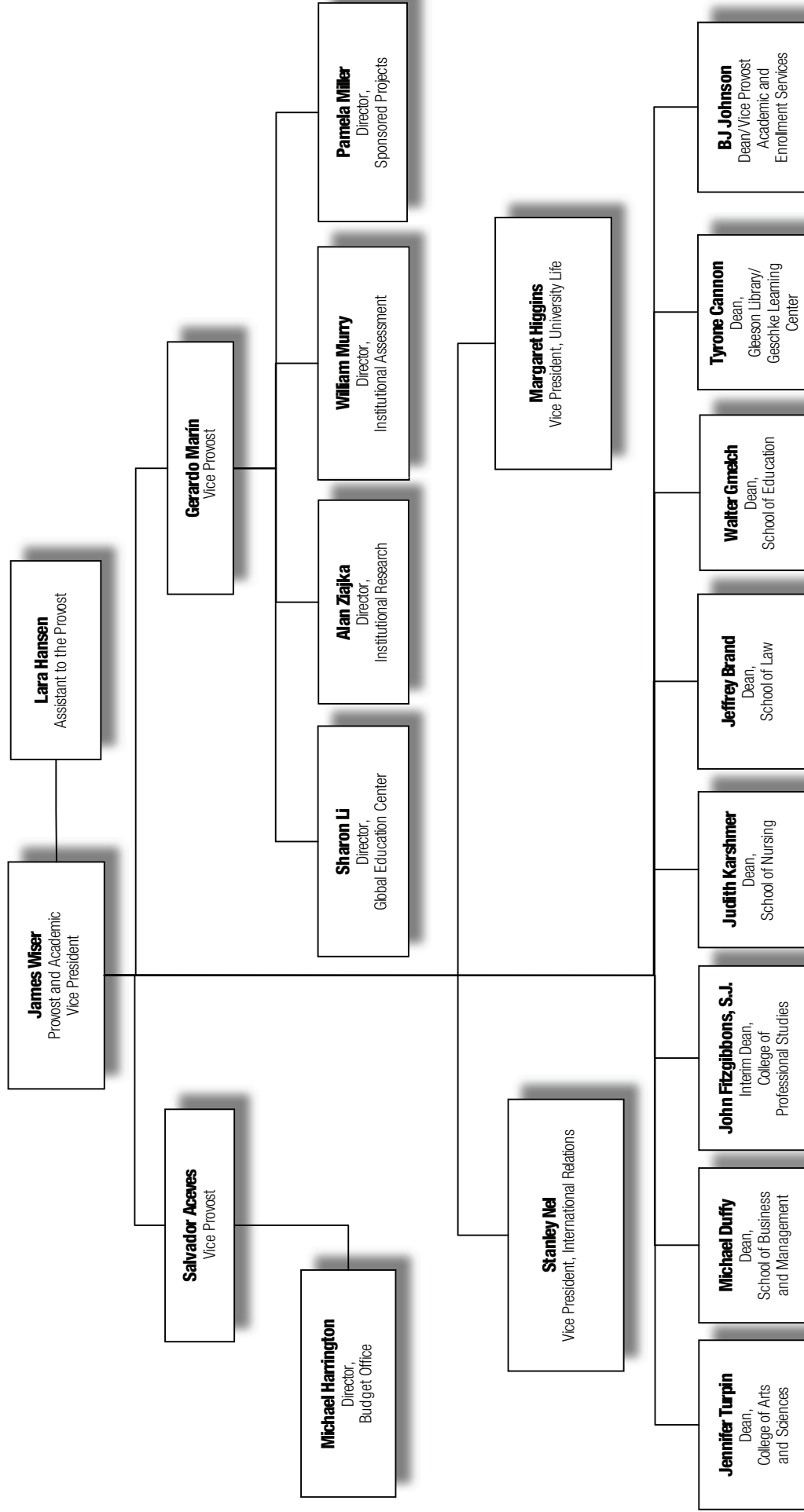
TAB 1

ATTACHMENT 1: Executive Division

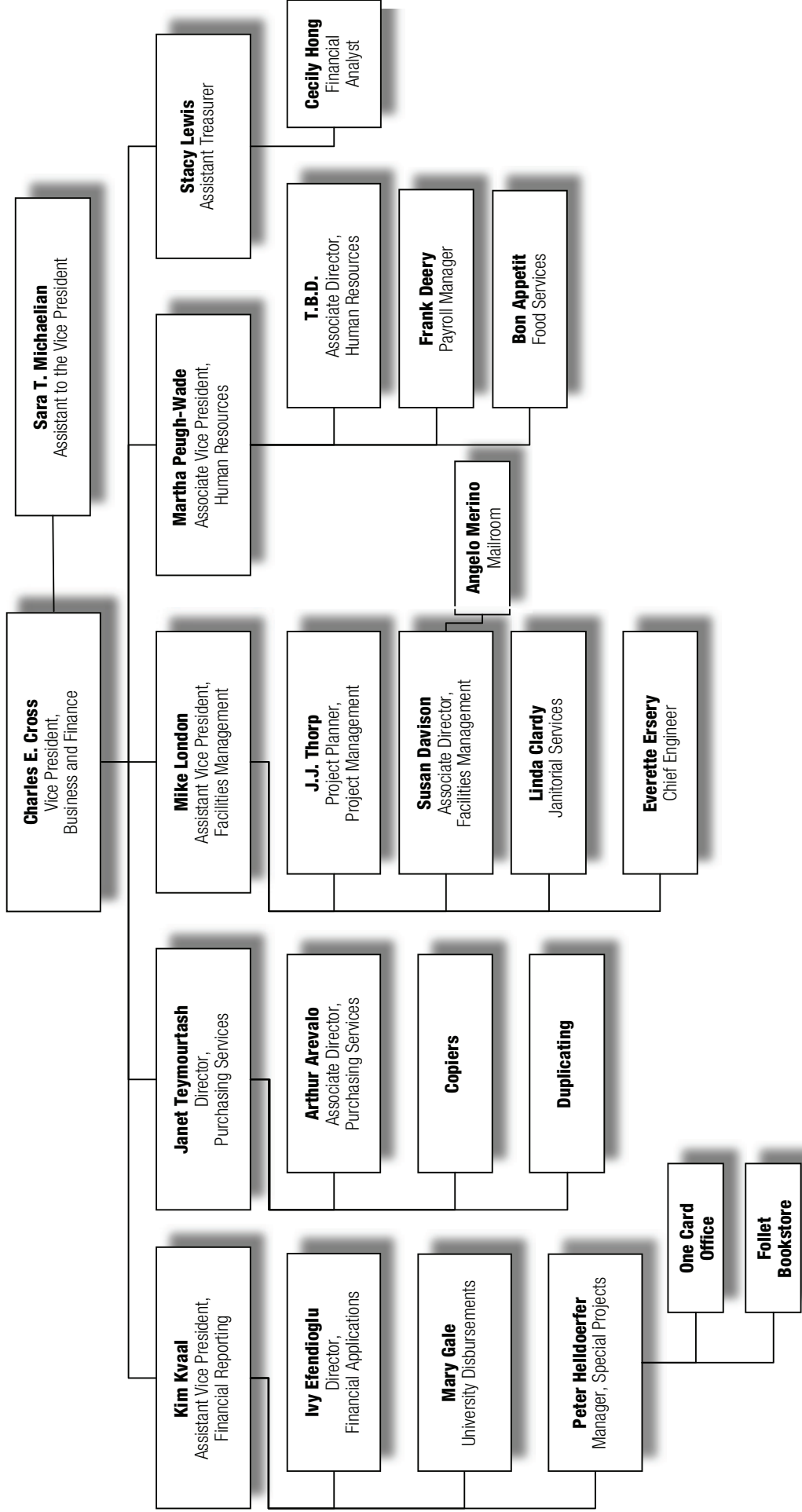


*The Director of Internal Audit and Tax Compliance reports functionally to the Audit Committee and administratively to the President

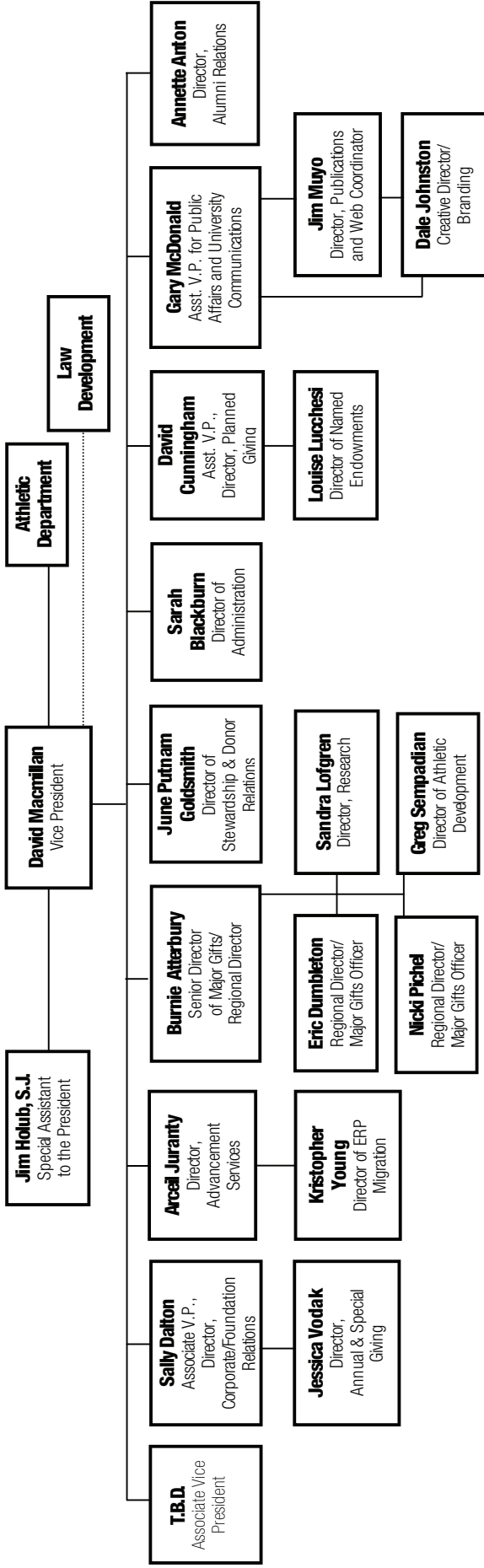
ATTACHMENT 1: Provost Division



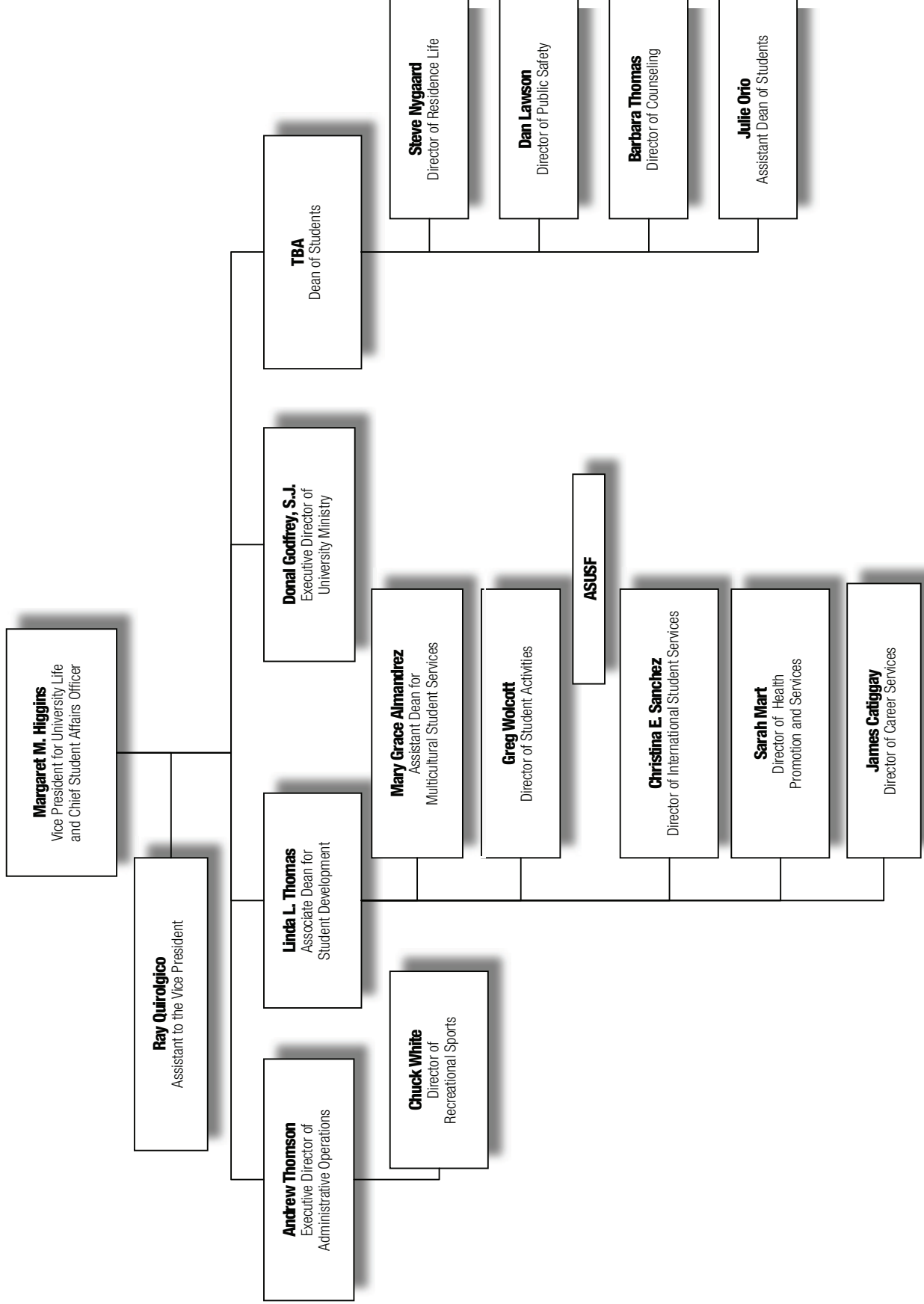
ATTACHMENT 1: Business and Finance Division



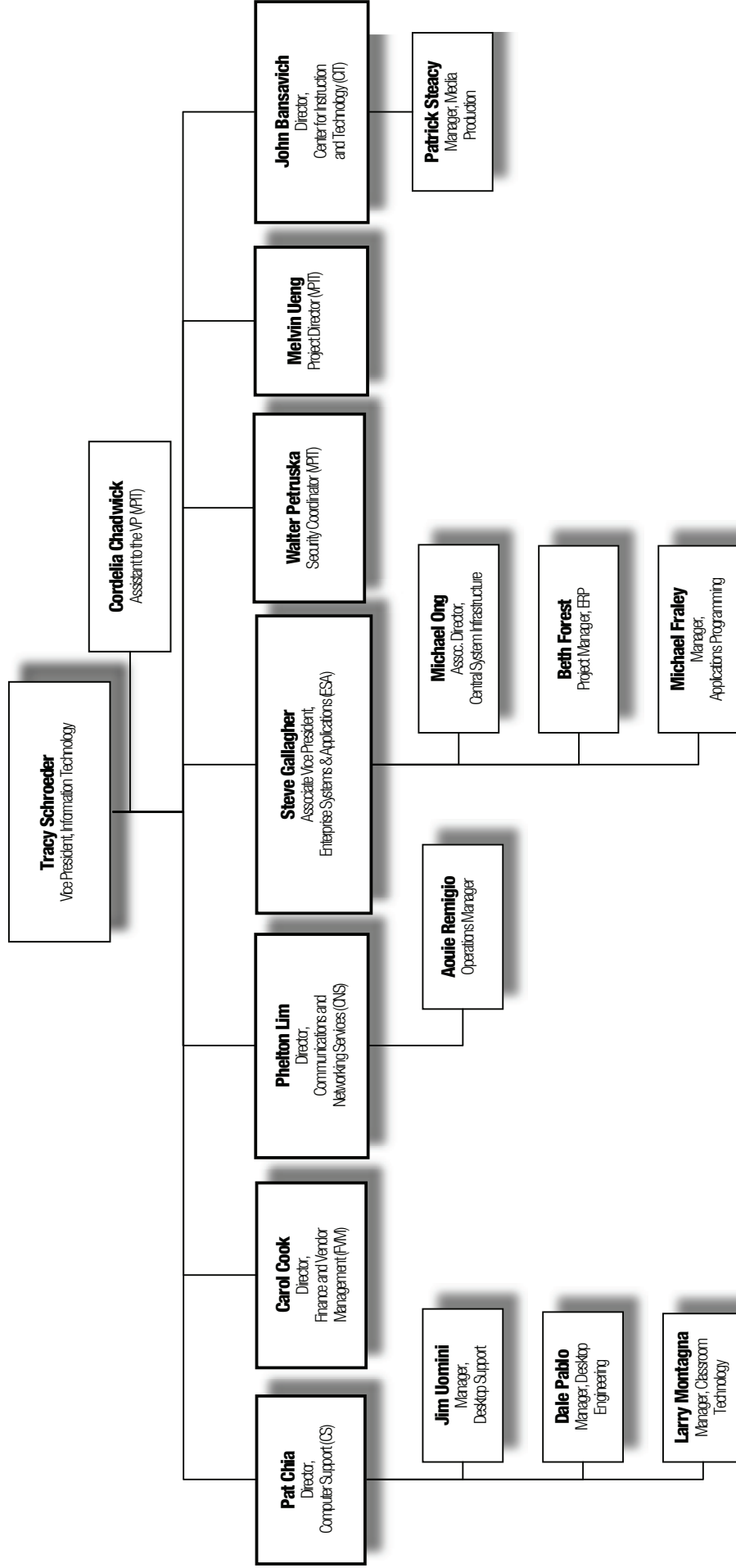
ATTACHMENT 1: University Advancement Division



ATTACHMENT 1: University Life Division



ATTACHMENT 1: Information Technology Services Division



TAB 2

ATTACHMENT 2: Improvement of a Sense of Social Justice While at USF

Undergraduate Students	2002	2003	2004	2005	2006
Arts & Sciences	67.4%	69.1%	78.4%	85.5%	81.4%
Business and Management	64.9%	67.3%	74.1%	57.2%	81.3%
Nursing	56.1%	60.0%	80.9%	90.0%	88.4%
Professional Studies	55.9%	70.6%	70.1%	64.9%	61.1%
Overall	64.0%	69.3%	75.9%	76.3%	78.2%

Graduate Students	2002	2003	2004	2005	2006
Arts & Sciences	35.4%	34.4%	45.2%	48.3%	38.9%
Business and Management	43.3%	48.4%	37.9%	61.2%	50.7%
School of Education	73.1%	72.8%	79.0%	78.1%	70.7%
Professional Studies	45.7%	60.6%	57.9%	46.5%	47.4%
Overall	49.9%	55.3%	58.0%	62.6%	52.3%

* Percent who responded positively ("Yes, Very Much" or "Yes, Somewhat") to the question on the USF Graduating Student Survey: "Did your sense of social justice improve at USF as a result of your experience here?"

TAB 3

ATTACHMENT 3: Satisfaction with Skills Learned while at USF

	OVERALL (N=848)	ARTS AND SCIENCES	BUSINESS AND MANAGEMENT	COLLEGE OF PROFESSIONAL STUDIES	NURSING
How closely related is your current job to the major/field you pursued at USF? [Very much related and Somewhat related]	74.4%	68.2%	79.6%	77.8%	97.2%
How well did your total experience at USF prepare you for your first job after graduation? [Very well and Well]	92.7%	94.4%	92.0%	90.9%	93.2%
My experiences while at USF gave me the skills to appreciate the needs of others. [Strongly agree and Agree]	92.7%	92.8%	92.6%	93.0%	97.2%
My experiences while at USF gave me the skills to participate in activities that assist the underserved and marginalized. [Strongly agree and Agree]	82.7%	83.8%	75.9%	81.6%	97.2%
My experiences while at USF gave me the skills to contribute positively to society. [Strongly agree and Agree]	95.2%	96.0%	93.4%	94.7%	100.0%
My experiences while at USF gave me the skills to act ethically in my profession. [Strongly agree and Agree]	95.9%	95.8%	95.5%	96.3%	100.0%
My experiences while at USF gave me the skills to be a "person for others." [Strongly agree and Agree]	90.6%	90.2%	88.1%	92.0%	100.0%

TAB 4

UNIVERSITY OF SAN FRANCISCO

**ATTACHMENT 4: Headcount Enrollment by Ethnicity
for All USF Students, 1991-2006***

	1991		1992		1993		1994		1995		1996		1997		1998	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Asian-American	752	11.0%	841	11.5%	1032	13.5%	1156	14.6%	1205	15.4%	1275	16.2%	1261	16.2%	1301	17.1%
African American	361	5.3%	380	5.2%	435	5.7%	449	5.7%	388	5.0%	417	5.3%	430	5.5%	420	5.5%
Latino/Latina	413	6.0%	469	6.4%	542	7.1%	557	7.0%	605	7.7%	649	8.2%	652	8.4%	642	8.4%
Native American	38	0.6%	34	0.5%	29	0.4%	37	0.5%	34	0.4%	36	0.5%	37	0.5%	51	0.7%
Pacific Islander	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	20	0.3%
Multi-Ethnic	0	0.0%	0	0.0%	0	0.0%	0	0.0%	83	1.1%	182	2.3%	250	3.2%	234	3.1%
Other	0	0.0%	0	0.0%	0	0.0%	0	0.0%	134	1.7%	143	1.8%	159	2.0%	163	2.1%
International	843	12.3%	853	11.6%	802	10.5%	800	10.1%	800	10.2%	738	9.4%	798	10.2%	756	9.9%
Unspecified	936	13.7%	1129	15.4%	1202	15.7%	1238	15.6%	1048	13.4%	953	12.1%	698	8.9%	560	7.4%
White	3510	51.1%	3622	49.4%	3620	47.2%	3684	46.5%	3536	45.1%	3495	44.2%	3518	45.1%	3464	45.5%
TOTAL	6853	100.0%	7328	100.0%	7662	100.1%	7921	100.0%	7833	100.0%	7888	100.0%	7803	100.0%	7611	100.0%

	1999		2000		2001		2002		2003		2004		2005		2006	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Asian-American	1242	16.8%	1232	16.7%	1314	17.3%	1386	17.4%	1369	16.8%	1428	17.3%	1457	17.2%	1510	17.6%
African American	419	5.7%	418	5.7%	446	5.9%	435	5.5%	472	5.8%	479	5.8%	449	5.3%	479	5.6%
Latino/Latina	666	9.0%	684	9.3%	716	9.4%	808	10.2%	888	10.9%	951	11.5%	976	11.6%	993	11.6%
Native American	53	0.7%	49	0.7%	49	0.6%	43	0.5%	36	0.4%	31	0.4%	48	0.6%	54	0.6%
Pacific Islander	77	1.0%	128	1.7%	178	2.3%	207	2.6%	244	3.0%	242	2.9%	209	2.5%	196	2.3%
Multi-Ethnic	174	2.4%	166	2.3%	142	1.9%	168	2.2%	213	2.6%	250	3.0%	263	3.1%	272	3.2%
Other	154	2.1%	150	2.0%	166	2.2%	193	2.4%	322	4.0%	357	4.3%	355	4.2%	364	4.2%
International	656	8.9%	657	8.9%	720	9.5%	790	9.9%	688	8.5%	635	7.7%	591	7.0%	743	8.7%
Unspecified	586	7.9%	598	8.1%	554	7.3%	532	6.7%	426	5.2%	414	5.0%	527	6.2%	500	5.8%
White	3356	45.5%	3284	44.6%	3315	43.6%	3389	42.6%	3481	42.8%	3487	42.1%	3572	42.3%	3457	40.3%
TOTAL	7383	100.0%	7366	100.0%	7600	100.0%	7951	100.0%	8139	100.0%	8274	100.0%	8447	100.0%	8568	100.0%

*As of Census Date (mid-September each Fall semester)

UNIVERSITY OF SAN FRANCISCO

**ATTACHMENT 4: Headcount Enrollment by Ethnicity
for USF Undergraduates, 1991-2006****

	1991		1992		1993		1994		1995		1996		1997		1998	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Asian-American	519	14.2%	614	15.9%	767	18.1%	839	19.4%	895	20.4%	959	21.3%	950	21.3%	994	22.3%
African American	193	5.3%	180	4.7%	231	5.4%	240	5.6%	213	4.8%	221	4.9%	210	4.7%	211	4.7%
Latino/Latina	262	7.2%	279	7.2%	358	8.4%	382	8.8%	415	9.4%	438	9.7%	445	10.0%	453	10.2%
Native American	27	0.7%	18	0.5%	19	0.4%	23	0.5%	20	0.5%	22	0.5%	21	0.5%	34	0.8%
Pacific Islander	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	19	0.4%
Multi-Ethnic	0	0.0%	0	0.0%	0	0.0%	0	0.0%	65	1.5%	142	3.2%	200	4.5%	187	4.2%
Other	0	0.0%	0	0.0%	0	0.0%	0	0.0%	128	2.9%	132	2.9%	127	2.9%	110	2.5%
International	454	12.4%	491	12.7%	487	11.5%	478	11.1%	469	10.7%	426	9.5%	424	9.5%	407	9.1%
Unspecified	247	6.8%	320	8.3%	366	8.6%	386	8.9%	265	6.0%	307	6.8%	255	5.7%	225	5.0%
White	1945	53.3%	1959	50.7%	2019	47.5%	1971	45.6%	1928	43.8%	1850	41.1%	1820	40.9%	1820	40.8%
TOTAL	3647	100.0%	3861	100.0%	4247	100.0%	4319	100.0%	4398	100.0%	4497	100.0%	4452	100.0%	4460	100.0%

	2000		2001		2002		2003		2004		2005		2006	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Asian-American	922	21.6%	925	21.3%	950	21.1%	936	20.5%	1010	20.9%	1009	20.1%	1087	20.7%
African American	215	5.0%	225	5.2%	241	5.4%	243	5.3%	275	5.7%	270	5.4%	288	5.5%
Latino/Latina	450	10.5%	500	11.5%	563	12.5%	600	13.1%	655	13.5%	677	13.5%	694	13.2%
Native American	36	0.8%	22	0.5%	23	0.5%	19	0.4%	20	0.4%	39	0.8%	41	0.8%
Pacific Islander	76	1.8%	169	3.9%	191	4.3%	222	4.9%	200	4.1%	171	3.4%	149	2.8%
Multi-Ethnic	129	3.0%	109	2.5%	137	3.1%	169	3.7%	201	4.2%	216	4.3%	234	4.5%
Other	103	2.4%	99	2.3%	124	2.8%	155	3.4%	147	3.0%	125	2.5%	107	2.0%
International	360	8.4%	349	8.0%	312	6.9%	308	6.7%	302	6.2%	292	5.8%	323	6.2%
Unspecified	217	5.1%	222	5.1%	217	4.8%	172	3.8%	180	3.7%	247	4.9%	291	5.6%
White	1765	41.3%	1723	39.7%	1736	38.6%	1750	38.3%	1851	38.2%	1966	39.2%	2028	38.7%
TOTAL	4273	100.0%	4343	100.0%	4494	100.0%	4574	100.0%	4841	100.0%	5012	100.0%	5242	100.0%

*As of Census Date (mid-September each Fall semester)

UNIVERSITY OF SAN FRANCISCO

**ATTACHMENT 4: Headcount Enrollment by Ethnicity
for USF Traditional Undergraduates, 1991-2006***

	1991		1992		1993		1994		1995		1996		1997		1998	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Asian-American	443	16.2%	537	17.4%	686	20.7%	785	22.5%	832	23.3%	875	24.2%	848	23.7%	870	24.6%
African American	72	2.6%	90	2.9%	118	3.6%	129	3.7%	120	3.4%	122	3.4%	116	3.2%	122	3.4%
Latino/Latina	167	6.1%	201	6.5%	257	7.8%	288	8.3%	336	9.4%	356	9.8%	360	10.1%	362	10.2%
Native American	20	0.7%	15	0.5%	14	0.4%	15	0.4%	16	0.4%	15	0.4%	15	0.4%	26	0.7%
Pacific Islander	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	17	0.5%
Multi-Ethnic	0	0.0%	0	0.0%	0	0.0%	0	0.0%	64	1.8%	136	3.8%	183	5.1%	155	4.4%
Other	0	0.0%	0	0.0%	0	0.0%	0	0.0%	123	3.4%	127	3.5%	120	3.4%	91	2.6%
International	453	16.6%	491	15.9%	487	14.7%	477	13.7%	442	12.4%	426	11.8%	424	11.9%	406	11.5%
Unspecified	181	6.6%	247	8.0%	267	8.1%	276	7.9%	160	4.5%	162	4.5%	166	4.6%	166	4.7%
White	1396	51.1%	1514	48.9%	1486	44.8%	1512	43.4%	1484	41.5%	1403	38.7%	1340	37.5%	1322	37.4%
TOTAL	2732	100.0%	3095	100.0%	3315	100.0%	3482	100.0%	3577	100.0%	3622	100.0%	3572	100.0%	3537	100.0%

	2000		2001		2002		2003		2004		2005		2006			
	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Asian-American	829	23.6%	817	22.8%	841	22.7%	844	21.8%	851	21.1%	927	21.7%	941	21.2%	1030	21.5%
African American	122	3.5%	134	3.7%	160	4.3%	179	4.6%	193	4.8%	227	5.3%	218	4.9%	240	5.0%
Latino/Latina	375	10.7%	402	11.2%	425	11.5%	481	12.4%	522	13.0%	574	13.4%	595	13.4%	629	13.1%
Native American	29	0.8%	22	0.6%	20	0.5%	18	0.5%	15	0.4%	15	0.4%	28	0.6%	34	0.7%
Pacific Islander	70	2.0%	114	3.2%	150	4.1%	174	4.5%	204	5.1%	186	4.4%	161	3.6%	137	2.9%
Multi-Ethnic	109	3.1%	110	3.1%	93	2.5%	126	3.3%	153	3.8%	178	4.2%	199	4.5%	220	4.6%
Other	89	2.5%	80	2.2%	82	2.2%	110	2.8%	134	3.3%	123	2.9%	113	2.5%	100	2.1%
International	358	10.2%	348	9.7%	347	9.4%	310	8.0%	308	7.7%	302	7.1%	292	6.6%	322	6.7%
Unspecified	161	4.6%	160	4.5%	137	3.7%	156	4.0%	141	3.5%	144	3.4%	199	4.5%	250	5.2%
White	1368	39.0%	1392	38.9%	1442	39.0%	1472	38.0%	1505	37.4%	1598	37.4%	1702	38.3%	1831	38.2%
TOTAL	3510	100.0%	3579	100.0%	3697	100.0%	3870	100.0%	4026	100.0%	4274	100.0%	4448	100.0%	4793	100.0%

*As of Census Date (mid-September each Fall semester)

TAB 5

UNIVERSITY OF SAN FRANCISCO

**ATTACHMENT 5: Headcount Enrollment by Gender
for all USF Students, 1991-2006***

	1991		1992		1993		1994		1995		1996		1997		1998	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Male	2834	41.40%	2983	40.70%	3076	40.10%	3148	39.70%	3133	40.00%	3089	39.20%	3017	38.70%	2945	38.70%
Female	4019	58.60%	4345	59.30%	4586	59.90%	4773	60.30%	4700	60.00%	4799	60.80%	4786	61.30%	4666	61.30%
TOTAL	6853	100.00%	7328	100.00%	7662	100.00%	7921	100.00%	7833	100.00%	7888	100.00%	7803	100.00%	7611	100.00%

	1999		2000		2001		2002		2003		2004		2005		2006	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Male	2852	38.60%	2788	37.80%	2913	38.30%	2980	37.50%	3014	37.00%	3148	38.00%	3229	38.20%	3245	37.90%
Female	4531	61.40%	4578	62.20%	4687	61.70%	4971	62.50%	5125	63.00%	5126	62.00%	5218	61.80%	5323	62.10%
TOTAL	7383	100.00%	7366	100.00%	7600	100.00%	7951	100.00%	8139	100.00%	8274	100.00%	8447	100.00%	8568	100.00%

*As of Census Date (mid-September each Fall Semester)

Headcount Enrollment by Gender For Undergraduate USF Students, 1991-2006*

	1991		1992		1993		1994		1995		1996		1997		1998	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Male	1478	40.50%	1523	39.40%	1659	39.10%	1648	38.20%	1634	37.50%	1663	37.00%	1673	37.60%	1664	37.30%
Female	2169	59.50%	2338	60.60%	2588	60.90%	2671	61.80%	2719	62.50%	2834	63.00%	2779	62.40%	2796	62.70%
TOTAL	3647	100.00%	3861	100.00%	4247	100.00%	4319	100.00%	4353	100.00%	4497	100.00%	4452	100.00%	4460	100.00%

	1999		2000		2001		2002		2003		2004		2005		2006	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Male	1600	37.40%	1542	36.40%	1624	37.40%	1631	36.30%	1598	34.90%	1755	36.30%	1798	35.90%	1857	35.40%
Female	2673	62.60%	2690	63.60%	2719	62.60%	2863	63.70%	2976	65.10%	3086	63.70%	3214	64.10%	3385	64.60%
TOTAL	4273	100.00%	4232	100.00%	4343	100.00%	4494	100.00%	4574	100.00%	4841	100.00%	5012	100.00%	5242	100.00%

*As of Census Date (mid-September each Fall Semester)

Headcount Enrollment by Gender For Traditional Undergraduate USF Students, 1991-2006*

	1991		1992		1993		1994		1995		1996		1997		1998	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Male	1120	41.00%	1205	38.93%	1281	38.64%	1293	37.13%	1303	36.43%	1309	36.14%	1298	36.34%	1272	35.96%
Female	1612	59.00%	1890	61.07%	2034	61.36%	2189	62.87%	2274	63.57%	2313	63.86%	2274	63.66%	2265	64.04%
TOTAL	2732	100.00%	3095	100.00%	3315	100.00%	3482	100.00%	3577	100.00%	3622	100.00%	3572	100.00%	3537	100.00%

	1999		2000		2001		2002		2003		2004		2005		2006	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Male	1286	36.64%	1259	35.18%	1313	35.52%	1344	34.73%	1365	33.90%	1503	35.17%	1528	34.35%	1635	34.11%
Female	2224	63.36%	2320	64.82%	2384	64.48%	2526	65.27%	2661	66.01%	2771	64.83%	2920	65.65%	3158	65.89%
TOTAL	3510	100.00%	3579	100.00%	3697	100.00%	3870	100.00%	4026	100.00%	4274	100.00%	4448	100.00%	4793	100.00%

*As of Census Date (mid-September each Fall Semester)

TAB 6

ATTACHMENT 6: Faculty Gender Distribution, 2005-2006

Full-Time Faculty	WOMEN		MEN	
	N	%	N	%
All Colleges and Universities (n = 1,445)	150,709	39.1%	234,456	60.9%
All Doctoral Universities (n = 221)	62,265	34.1%	120,489	65.9%
USF	145	42.8%	194	57.2%

Tenure-Track Faculty	WOMEN		MEN	
	N	%	N	%
All Colleges and Universities (n = 1,445)	40,549	44.8%	50,032	55.2%
All Doctoral Universities (n = 221)	16,632	40.9%	24,078	59.1%
USF	38	57.6%	28	42.4%

Tenured-Faculty	WOMEN		MEN	
	N	%	N	%
All Colleges and Universities (n = 1,445)	64,895	31.2%	143,338	68.8%
All Doctoral Universities (n = 221)	27,807	25.8%	80,116	74.2%
USF	81	37.2%	137	62.8%

Full-Professor Rank	WOMEN		MEN	
	N	%	N	%
All Colleges and Universities (n = 1,445)	30,056	24.4%	93,325	75.6%
All Doctoral Universities (n = 221)	13,246	19.3%	55,217	80.7%
USF	42	32.3%	88	67.7%

Average Salaries for All Ranks

	AVERAGE SALARY WOMEN	AVERAGE SALARY MEN	WOMEN %
All Colleges and Universities (n = 1,445)	60,930	75,534	80.7%
All Doctoral Universities (n = 221)	68,262	87,396	78.1%
USF	84,764	94,906	89.3%

SOURCE: AAUP

Faculty Gender Indicators Among Jesuit Institutions, 2005-2006

Institution Name	FULL-TIME FACULTY		TENURE-TRACK FACULTY		TENURED- FACULTY		FULL-PROFESSOR RANK		AVERAGE SALARY WOMEN AS % OF MEN
	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	
UNIVERSITY OF SAN FRANCISCO	42.8%	57.2%	57.6%	42.4%	37.2%	62.8%	32.3%	67.7%	89.3%
Boston College	38.1%	61.9%	49.6%	50.4%	32.5%	67.5%	28.5%	71.5%	82.1%
Canisius College	34.2%	65.8%	48.8%	51.2%	30.9%	69.1%	23.8%	76.2%	87.8%
Creighton University	42.4%	57.6%	51.8%	48.2%	29.6%	70.4%	14.6%	85.4%	80.3%
Fairfield University	48.4%	51.6%	56.8%	43.2%	43.4%	56.6%	35.9%	64.1%	87.4%
Fordham University	39.6%	60.4%	51.3%	48.7%	32.3%	67.7%	28.8%	71.2%	89.4%
Georgetown University	37.4%	62.6%	42.1%	57.9%	30.2%	69.8%	22.7%	77.3%	78.5%
Gonzaga University*									
Holy Cross College*	42.6%	57.4%	55.6%	44.4%	36.9%	63.1%	30.9%	69.1%	89.9%
John Carroll University	35.2%	64.8%	44.0%	56.0%	29.4%	70.6%	29.2%	70.8%	85.2%
Le Moyne College	41.6%	58.4%	50.0%	50.0%	36.6%	63.4%	36.2%	63.8%	94.6%
Loyola College	44.2%	55.8%	50.0%	50.0%	34.3%	65.7%	23.0%	77.0%	81.0%
Loyola Marymount University*									
Loyola University	43.4%	56.6%	60.4%	39.6%	34.9%	65.1%	25.1%	74.9%	80.2%
Loyola University	39.0%	61.0%	36.7%	63.3%	33.7%	66.3%	25.0%	75.0%	82.2%
Marquette University	36.3%	63.7%	44.5%	55.5%	24.3%	75.7%	14.8%	85.2%	79.1%
Regis University*									
Rockhurst College	43.8%	56.2%	55.9%	44.1%	36.4%	63.6%	25.0%	75.0%	89.4%
Santa Clara University	38.3%	61.7%	39.1%	60.9%	32.7%	67.3%	23.8%	76.2%	85.7%
Seattle University	48.1%	51.9%	52.8%	47.2%	39.6%	60.4%	32.8%	67.2%	90.1%
Spring Hill College	44.4%	55.6%	68.4%	31.6%	27.3%	72.7%	20.8%	79.2%	79.9%
St. Joseph's University	39.8%	60.2%	46.2%	53.8%	34.5%	65.5%	21.6%	78.4%	85.2%
St. Louis University	39.9%	60.1%	47.6%	52.4%	26.8%	73.2%	16.6%	83.4%	80.4%
St. Peter's College	41.3%	58.7%	40.5%	59.5%	40.0%	60.0%	31.0%	69.0%	85.9%
University of Detroit Mercy	46.3%	53.7%	53.4%	46.6%	36.8%	63.2%	23.7%	76.3%	79.6%
University of Scranton	34.3%	65.7%	46.9%	53.1%	29.9%	70.1%	17.4%	82.6%	84.3%
Wheeling College	41.6%	58.4%	62.5%	37.5%	29.3%	70.7%	18.2%	81.8%	89.6%
Xavier University	45.9%	54.1%	38.0%	62.0%	40.8%	59.2%	26.3%	73.7%	88.8%

SOURCE: AAUP

* Data not available for these schools

Gender Diversity of USF Faculty by Employment Status

Full-Time	2001	2003	2004	2005	2006
Women	N=125 (40.3%)	N=143 (41.4%)	N=139 (40.4%)	N=149 (42.8%)	N=164 (44.7%)
Men	N=185 (59.7%)	N=202 (58.6%)	N=205 (59.6%)	N=199 (57.2%)	N=203 (55.3%)
TOTAL	310	345	344	348	367

Part-Time	2001	2003	2004	2005	2006
Women	N=154 (42.7%)	N=209 (49.5%)	N=237 (50.2%)	N=272 (53.0%)	N=288 (55.7%)
Men	N=207 (57.3%)	N=213 (50.5%)	N=235 (49.8%)	N=241 (47.0%)	N=229 (44.3%)
TOTAL	361	422	472	513	517

SOURCES: IPEDS reports

Gender Diversity of USF Full-Time Faculty by Tenure Status

Tenured	2001	2003	2004	2005	2006
Women	N=68 (36.0%)	N=72 (37.3%)	N=77 (36.7%)	N=77 (36.3%)	N=85 (38.1%)
Men	N=121 (64.0%)	N=121 (62.7%)	N=133 (63.3%)	N=135 (63.7%)	N=138 (61.9%)
TOTAL	189	193	210	212	223

Probationary	2001	2003	2004	2005	2006
Women	N=37 (44.6%)	N=36 (48.6%)	N=42 (48.8%)	N=42 (60.9%)	N=44 (56.4%)
Men	N=46 (55.4%)	N=38 (51.4%)	N=44 (51.2%)	N=27 (39.1%)	N=34 (43.6%)
TOTAL	83	74	86	69	78

SOURCES: IPEDS reports

Breakdown of Women by Rank (Full Time Faculty)

	2001	2003	2004	2005	2006
Professor	N=34 (27.2%)	N=43 (30.1%)	N=42 (30.2%)	N=40 (26.8%)	N=46 (28.0%)
Associate Professor	N=36 (28.8%)	N=32 (22.4%)	N=35 (25.2%)	N=37 (24.8%)	N=40 (24.4%)
Assistant Professor	N=48 (38.4%)	N=58 (40.6%)	N=51 (36.7%)	N=58 (38.9%)	N=60 (36.6%)
Instructor	N=7 (5.6%)	N=10 (7.0%)	N=11 (7.9%)	N=14 (9.4%)	N=18 (10.9%)
TOTAL	125	143	139	149	164

SOURCES: IPEDS reports

Breakdown of USF Full-Time Faculty by Gender and Rank

Women	2001	2003	2004	2005	2006
Professor	N=34 (11.0%)	N=43 (12.5%)	N=42 (12.2%)	N=40 (11.5%)	N=46 (12.5%)
Associate Professor	N=36 (11.6%)	N=32 (9.3%)	N=35 (10.2%)	N=37 (10.6%)	N=40 (10.9%)
Assistant Professor	N=48 (15.5%)	N=58 (16.8%)	N=51 (14.8%)	N=58 (16.7%)	N=60 (16.3%)
Instructor	N=7 (2.3%)	N=10 (2.9%)	N=11 (3.2%)	N=14 (4.0%)	N=18 (4.9%)
SUB-TOTAL	125	143	139	149	164

Men	2001	2003	2004	2005	2006
Professor	N=76 (24.5%)	N=84 (24.3%)	N=82 (23.8%)	N=86 (24.7%)	N=86 (23.4%)
Associate Professor	N=50 (16.1%)	N=54 (15.7%)	N=53 (15.4%)	N=55 (15.8%)	N=57 (15.5%)
Assistant Professor	N=54 (17.4%)	N=54 (15.7%)	N=58 (16.9%)	N=49 (14.1%)	N=52 (14.2%)
Instructor	N=5 (1.6%)	N=10 (2.9%)	N=12 (3.5%)	N=9 (2.6%)	N=8 (2.2%)
SUB-TOTAL	185	202	205	199	203
Grand Total	310	345	344	348	367

SOURCES: IPEDS reports

Newly Hired Full-Time Faculty by Gender

Tenured	2004	2005	2006	TOTAL
Women	0	1	0	1 (100%)
Men	0	0	0	0
TOTAL	0	1	0	1

Tenure-Track	2004	2005	2006	TOTAL
Women	4	13	10	27 (56.2%)
Men	4	4	13	21 (43.8%)
TOTAL	8	17	23	48

Not Tenure-Track	2004	2005	2006	TOTAL
Women	6	11	8	25 (56.8%)
Men	6	10	3	19 (43.2%)
TOTAL	12	21	11	44

NOTE: Includes international hires. SOURCES: Academic Affairs offices

Gender Diversity of Full Time Staff By IPEDS Job Categories (2001-2006)

	WOMEN	MEN	TOTAL
Executive/ Administrative			
2001	31.8%	68.2%	66
2003	42.9%	57.1%	63
2004	44.9%	55.1%	78
2005	48.8%	51.2%	82
2006	49.3%	50.7%	75
Non-Faculty Professional			
2001	60.4%	39.6%	328
2003	58.8%	41.2%	391
2004	56.7%	43.3%	381
2005	56.6%	43.4%	385
2006	57.3%	42.7%	398
Technical/ Paraprofessional			
2001	28.6%	71.4%	28
2003	34.5%	65.5%	29
2004	36.0%	64.0%	25
2005	38.1%	61.9%	21
2006	20.0%	80.0%	20
Clerical/ Secretarial			
2001	72.5%	27.5%	171
2003	69.0%	31.0%	155
2004	76.0%	24.0%	175
2005	77.5%	22.5%	173
2006	71.0%	29.0%	176
Skilled Crafts			
2001	11.8%	88.2%	17
2003	17.6%	82.4%	17
2004	20.0%	80.0%	15
2005	20.0%	80.0%	15
2006	25.0%	75.0%	12
Service/ Maintenance			
2001	0%	100%	15
2003	0%	100%	22
2004	4.3%	95.7%	23
2005	3.7%	96.3%	27
2006	18.8%	81.2%	32

SOURCE: IPEDS Reports

TAB 7

ATTACHMENT 7: Percentage of Students Receiving Need-Based Federal Pell Grants at Jesuit Universities and Colleges, 2005–2006*

INSTITUTION	NUMBER OF PELL GRANTS RECIPIENTS	PERCENTAGE OF UNDERGRADUATES RECEIVING AID
Boston College	972	11.00%
Canisius College	774	22.80%
College Holy Cross	267	10.00%
Creighton University	593	17.50%
Fairfield University	278	6.80%
Fordham University	1,463	24.50%
Georgetown University	647	9.40%
Gonzaga University	111	11.30%
John Carroll University	541	15.60%
Le Moyne College	863	31.00%
Loyola College MD	N/A	N/A
Loyola Marymount University	1,084	19.00%
Loyola University Chicago	2,172	23.40%
Loyola University New Orleans	N/A	N/A
Marquette University	1,048	13.10%
Regis University	257	16.00%
Rockhurst University	286	22.00%
Saint Joseph's University	590	14.00%
Saint Louis University	224	14.00%
Saint Peter's College	816	N/A
Santa Clara University	540	15.40%
Seattle University	N/A	N/A
Spring Hill College	261	24.40%
University of Detroit Mercy	966	30.00%
University of San Francisco	1,001	22.50%
University of Scranton	626	16.00%
Wheeling Jesuit University	279	27.00%
Xavier University	583	15.00%

* Full-Time, First-Time Degree Seeking Undergraduates from IPEDS

TAB 8

ATTACHMENT 8: Valuing Individual, Ethnic, and Religious Differences at USF***Graduating Student Survey**

Undergraduate Students	2002	2003	2004	2005	2006
Arts & Sciences	84.8%	84.8%	94.5%	92.4%	94.4%
Business and Management	84.1%	77.6%	92.0%	90.8%	89.0%
Nursing	81.4%	80.0%	90.9%	95.0%	88.5%
Professional Studies	82.8%	88.2%	81.1%	81.6%	88.1%
Overall	84.5%	84.7%	91.3%	89.0%	92.2%

Graduate Students	2002	2003	2004	2005	2006
Arts & Sciences	63.2%	51.8%	65.1%	61.4%	68.8%
Business and Management	74.7%	81.8%	70.0%	84.6%	74.9%
School of Education	77.2%	93.3%	80.0%	85.2%	81.2%
Professional Studies	80.5%	79.4%	72.7%	72.0%	69.8%
Overall	74.1%	77.6%	72.5%	77.3%	73.9%

* Percent who responded positively ("Yes, Very Much" or "Yes, Somewhat") to the question on the USF Graduating Student Survey: "From your perspective are individual, ethnic, religious, and other differences valued at USF?"

Increased Appreciation for Individual, Ethnic, and Religious Differences While at USF*

Undergraduate Students	2002	2003	2004	2005	2006
Arts & Sciences	76.1%	79.1%	77.3%	80.5%	85.5%
Business and Management	71.6%	71.4%	78.4%	76.9%	77.2%
Nursing	81.4%	70.0%	68.2%	90.0%	84.7%
Professional Studies	70.3%	64.7%	81.0%	66.7%	73.2%
Overall	74.6%	73.6%	77.2%	76.2%	81.9%

Graduate Students	2002	2003	2004	2005	2006
Arts & Sciences	37.5%	34.5%	50.0%	42.3%	50.3%
Business and Management	65.1%	54.6%	55.2%	67.3%	64.0%
School of Education	67.1%	75.6%	63.8%	72.3%	70.9%
Professional Studies	57.7%	52.9%	53.0%	47.5%	42.7%
Overall	58.3%	56.0%	55.6%	59.5%	58.2%

* Percent who responded positively ("Yes, Very Much" or "Yes, Somewhat") to the question on the USF Graduating Student Survey: "Did your personal appreciation of individual, ethnic, religious, and other differences increase at USF?"

Engagement in Diverse Perspectives

CLASS STANDING	2004		2005		2006		
	MINORITY	WHITE	MINORITY	WHITE	MINORITY	WHITE	
(1.e) The extent to which I included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments. [Often and Very Often]	FIRST YEAR	60.9%	77.6%	75.6%	73.5%	74.0%	
	SENIORS	69.6%	72.7%	78.8%	68.5%	81.8%	80.0%
(1.u) The extent to which I had serious conversations with students of a different race or ethnicity than my own. [Often and Very Often]	FIRST YEAR	65.2%	75.5%	71.1%	70.7%	62.7%	76.0%
	SENIORS	63.0%	70.1%	72.0%	65.7%	66.2%	72.0%
(1.v) The extent to which I had serious conversations with students who are very different from me in terms of their religious beliefs, political opinions, or personal values. [Often and Very Often]	FIRST YEAR	65.2%	79.6%	62.2%	69.6%	54.5%	72.0%
	SENIORS	50.0%	59.7%	62.7%	60.2%	64.9%	67.2%
(10.c) The extent to which USF encourage contact among students from different economic, social and racial or ethnic backgrounds. [Quite a bit and Very Much]	FIRST YEAR	67.4%	83.3%	74.4%	74.7%	64.7%	72.7%
	SENIORS	63.0%	66.2%	64.1%	64.1%	58.8%	64.8%
(11.i) The extent to which USF contributed to my knowledge, skills and personal development in understanding people of other racial and ethnic backgrounds. [Quite a bit and Very Much]	FIRST YEAR	69.6%	59.2%	73.3%	73.3%	71.3%	67.0%
	SENIORS	73.9%	58.4%	75.9%	75.9%	75.7%	61.6%

SOURCE: National Survey on Student Engagement

TAB 9

ATTACHMENT 9: Ability to Work in a Diverse Work Environment

	OVERALL (N=848)	ARTS AND SCIENCES	BUSINESS AND MANAGEMENT	COLLEGE OF PROFESSIONAL STUDIES	NURSING
USF developed my ability to relate positively to people who are racially/ethnically different from me. [Very well and Well]	93.8%	93.7%	97.8%	91.4%	95.8%
USF developed my ability to relate positively to people who are religiously different from me. [Very well and Well]	90.5%	91.6%	92.0%	86.8%	94.2%
USF developed my ability to relate positively to people who have a different socioeconomic background than mine. [Very well and Well]	89.6%	88.1%	94.9%	89.1%	91.5%
USF prepared me well for working in a multicultural environment. [Very well and Well]	91.6%	94.1%	94.9%	92.8%	95.8%
USF prepared me well to appreciate differences between people. [Very well and Well]	93.7%	93.7%	95.6%	92.4%	95.8%
My experiences while at USF helped me to relate positively to people who have different political beliefs/values than mine. [Strongly agree and Agree]	88.5%	89.7%	90.5%	84.5%	90.1%
My experiences while at USF helped me to relate positively to people that have a different sexual orientation than mine. [Strongly agree and Agree]	86.9%	91.3%	92.0%	74.6%	90.1%
My experiences while at USF helped me to personally and/or professionally advocate for diversity. [Strongly agree and Agree]	87.5%	89.2%	90.4%	80.4%	91.5%

TAB 10

**UNIVERSITY OF SAN FRANCISCO
ATTACHMENT 10: NSSE Results (2004, 2005 and 2006)**

Learning Skills Outcome

NSSE QUESTION	USF 2004	USF 2005	USF 2006	JESUIT UNIVERSITIES 2004	JESUIT UNIVERSITIES 2005	JESUIT UNIVERSITIES 2006	NSSE SAMPLE 2004	NSSE SAMPLE 2005	NSSE SAMPLE 2006
(11.a) To what extent has your experience at USF contributed to your knowledge, skills, and personal development in: Acquiring a broad general education. [Quite a bit and Very Much]	88% [F] 85% [S]	90% [F] 85% [S]	86% [F] 85% [S]	88% [F] 92% [S]	88% [F] 93% [S]	89% [F] 91% [S]	82% [F] 86% [S]	81% [F] 86% [S]	80% [F] 83% [S]
(11.b) To what extent has your experience at USF contributed to your knowledge, skills, and personal development in: Acquiring job or work-related knowledge and skills. [Quite a bit and Very Much]	60% [F] 66% [S]	58% [F] 70% [S]	59% [F] 74% [S]	58% [F] 71% [S]	62% [F] 73% [S]	63% [F] 71% [S]	56% [F] 71% [S]	59% [F] 72% [S]	58% [F] 71% [S]
(11.c) To what extent has your experience at USF contributed to your knowledge, skills, and personal development in: Writing clearly and effectively. [Quite a bit and Very Much]	86% [F] 81% [S]	84% [F] 84% [S]	81% [F] 81% [S]	77% [F] 82% [S]	80% [F] 83% [S]	77% [F] 82% [S]	72% [F] 77% [S]	73% [F] 77% [S]	71% [F] 75% [S]
(11.d) To what extent has your experience at USF contributed to your knowledge, skills, and personal development in: Speaking clearly and effectively. [Quite a bit and Very Much]	80% [F] 71% [S]	80% [F] 75% [S]	77% [F] 78% [S]	58% [F] 75% [S]	66% [F] 77% [S]	64% [F] 75% [S]	61% [F] 72% [S]	62% [F] 73% [S]	61% [F] 70% [S]
(11.e) To what extent has your experience at USF contributed to your knowledge, skills, and personal development in: Thinking critically and analytically. [Quite a bit and Very Much]	89% [F] 88% [S]	87% [F] 90% [S]	84% [F] 85% [S]	85% [F] 90% [S]	86% [F] 91% [S]	86% [F] 91% [S]	81% [F] 87% [S]	82% [F] 87% [S]	80% [F] 87% [S]

[F] = First-Year Students

[S] = Seniors

ATTACHMENT 10: NSSE Results (2004, 2005 and 2006) continued

NSSE QUESTION	USF 2004	USF 2005	USF 2006	JESUIT UNIVERSITIES 2004	JESUIT UNIVERSITIES 2005	JESUIT UNIVERSITIES 2006	NSSE SAMPLE 2004	NSSE SAMPLE 2005	NSSE SAMPLE 2006
(11.f) To what extent has your experience at USF contributed to your knowledge, skills, and personal development in: Analyzing quantitative problems. [Quite a bit and Very Much]	63% [F] 60% [S]	65% [F] 75% [S]	69% [F] 73% [S]	58% [F] 69% [S]	71% [F] 75% [S]	72% [F] 76% [S]	55% [F] 65% [S]	65% [F] 72% [S]	66% [F] 72% [S]
(11.g) To what extent has your experience at USF contributed to your knowledge, skills, and personal development in: Using computing and information technology. [Quite a bit and Very Much]	65% [F] 69% [S]	68% [F] 79% [S]	72% [F] 72% [S]	61% [F] 72% [S]	70% [F] 79% [S]	71% [F] 75% [S]	65% [F] 77% [S]	70% [F] 78% [S]	72% [F] 79% [S]
(11.h) To what extent has your experience at USF contributed to your knowledge, skills, and personal development in: Working effectively with others. [Quite a bit and Very Much]	72% [F] 74% [S]	72% [F] 81% [S]	73% [F] 80% [S]	66% [F] 82% [S]	72% [F] 83% [S]	73% [F] 81% [S]	66% [F] 78% [S]	70% [F] 79% [S]	69% [F] 76% [S]
(11.i) To what extent has your experience at USF contributed to your knowledge, skills, and personal development in: Learning effectively on your own. [Quite a bit and Very Much]	75% [F] 73% [S]	70% [F] 70% [S]	70% [F] 71% [S]	75% [F] 79% [S]	74% [F] 79% [S]	69% [F] 76% [S]	71% [F] 77% [S]	71% [F] 76% [S]	67% [F] 73% [S]
(11.m) To what extent has your experience at USF contributed to your knowledge, skills, and personal development in: Solving complex real-world problems. [Quite a bit and Very Much]	61% [F] 58% [S]	57% [F] 63% [S]	63% [F] 67% [S]	57% [F] 60% [S]	55% [F] 64% [S]	56% [F] 64% [S]	48% [F] 58% [S]	52% [F] 59% [S]	53% [F] 59% [S]

[F] = First-Year Students

[S] = Seniors

TAB 11

ATTACHMENT 11: Satisfaction with USF Experience in Developing Basic Skills

	OVERALL (N=848)	ARTS AND SCIENCES	BUSINESS AND MANAGEMENT	COLLEGE OF PROFESSIONAL STUDIES	NURSING
USF developed my critical thinking and problem solving capabilities. [Very well and Well]	95.0%	95.6%	93.5%	95.7%	95.7%
USF developed my leadership capabilities. [Very well and Well]	88.1%	87.4%	86.0%	89.4%	92.9%
USF developed my interpersonal skills. [Very well and Well]	93.2%	93.2%	93.4%	92.6%	95.7%
USF developed my oral and written communication skills. [Very well and Well]	94.9%	95.4%	90.5%	97.4%	95.8%
USF developed my ability to work with others. [Very well and Well]	96.5%	96.5%	99.3%	95.2%	97.2%
USF developed my ability to locate, organize and evaluate information from multiple sources. [Very well and Well]	93.4%	93.0%	93.5%	93.6%	97.2%
USF developed my ability to think creatively. [Very well and Well]	89.8%	89.8%	85.3%	93.6%	90.1%
USF developed my ability to analyze quantitative issues. [Very well and Well]	86.7%	85.2%	88.3%	88.8%	91.4%
USF developed my ability to express ideas in an articulate and persuasive way. [Very well and Well]	92.0%	92.6%	89.1%	94.6%	90.0%
USF developed my appreciation of the arts. [Very well and Well]	82.8%	87.7%	79.6%	74.2%	84.5%

Satisfaction with USF Experience in Developing Basic Skills (continued)

	OVERALL (N=848)	ARTS AND SCIENCES	BUSINESS AND MANAGEMENT	COLLEGE OF PROFESSIONAL STUDIES	NURSING
USF prepared me in becoming more aware of international issues. [Very well and Well]	79.8%	82.3%	83.8%	71.7%	81.4%
USF prepared me in understanding the scientific method. [Very well and Well]	77.9%	75.9%	75.2%	79.0%	94.4%
USF prepared me in understanding the implications of technology. [Very well and Well]	77.2%	71.1%	84.7%	80.4%	90.1%

SOURCE: USF Alumni Survey 2007

TAB 12

ATTACHMENT 12: NSSE Results (2004, 2005 and 2006)

How Hard Students Work

NSSE QUESTION	USF 2004	USF 2005	USF 2006	JESUIT UNIVERSITIES 2004	JESUIT UNIVERSITIES 2005	JESUIT UNIVERSITIES 2006	NSSE SAMPLE 2004	NSSE SAMPLE 2005	NSSE SAMPLE 2006
(1.r) During the current school year, how often have you worked harder than you thought you could to meet an instructor's standards or expectations? [Often and Very Often]	63% [F] 54% [S]	54% [F] 61% [S]	52% [F] 61% [S]	54% [F] 59% [S]	58% [F] 64% [S]	55% [F] 60% [S]	52% [F] 58% [S]	54% [F] 60% [S]	52% [F] 57% [S]
(9.a) How many hours do you spend in a typical 7-day week preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)? [10 hrs or more]	68% [F] 50% [S]	60% [F] 52% [S]	65% [F] 60% [S]	63% [F] 55% [S]	64% [F] 55% [S]	69% [F] 59% [S]	54% [F] 54% [S]	55% [F] 55% [S]	55% [F] 55% [S]

[F] = First-Year Students

[S] = Seniors

TAB 13

ATTACHMENT 13: NSSE Results (2004, 2005 and 2006)

Academic Work Outside of the Classroom

NSSE QUESTION	USF 2004	USF 2005	USF 2006	JESUIT UNIVERSITIES 2004	JESUIT UNIVERSITIES 2005	JESUIT UNIVERSITIES 2006	NSSE SAMPLE 2004	NSSE SAMPLE 2005	NSSE SAMPLE 2006
(1.h) During the current school year, how often have you worked with classmates outside of class to prepare class assignments? [Often and Very Often]	39% [F] 56% [S]	47% [F] 64% [S]	41% [F] 61% [S]	42% [F] 59% [S]	44% [F] 65% [S]	46% [F] 63% [S]	41% [F] 57% [S]	43% [F] 60% [S]	40% [F] 58% [S]
(9.b) How many hours do you spend in a typical 7-day week working for pay on campus? [10 hrs or less]	84% [F] 80% [S]	87% [F] 80% [S]	86% [F] 79% [S]	89% [F] 83% [S]	89% [F] 84% [S]	92% [F] 84% [S]	90% [F] 85% [S]	90% [F] 85% [S]	91% [F] 85% [S]
(9.c) How many hours do you spend in a typical 7-day week working for pay off campus? [10 hrs or less]	92% [F] 47% [S]	90% [F] 53% [S]	87% [F] 50% [S]	85% [F] 58% [S]	84% [F] 61% [S]	85% [F] 59% [S]	77% [F] 57% [S]	77% [F] 58% [S]	72% [F] 52% [S]

[F] = First-Year Students

[S] = Seniors

TAB 14

ATTACHMENT 14: Books Published by USF Faculty

College of Arts and Sciences

- Amati-Camperi, Alexandra.** *Verdelot, Philippe: Madrigali a sei voci: edizione critica.* Volume 3 in Studi Musicali Toscani. Musiche, general editor Carolyn Gianturco. Pisa, Italy: ETS, 2004.
- Bretzke, S.J., James T.** *A Research Bibliography in Christian Ethics and Catholic Moral Theology.* Lewiston NY: Edwin Mellen Press, 2006.
- Bretzke, S.J., James T.** *A Morally Complex World: Engaging Contemporary Moral Theology.* Collegeville: The Liturgical Press, 2004.
Also published in the Philippines by Jesuit Communications Foundation, 2004.
- Friedman, Daniel and **Alessandra Cassar** (with contributions by R. Selten et al.). *Economics Lab: An Intensive Course in Experimental Economics.* Routledge, 2004.
- Cavanaugh, Thomas.** *Double-Effect Reasoning: Doing Good and Avoiding Evil.* Oxford: Clarendon, 2006.
- Claussen, M.A.** *The Reform of the Frankish Church: Chrodegang of Metz and the Regula canonicorum.* Cambridge Studies in Medieval Life and Thought, fourth series. Cambridge University Press, 2004.
- Elias, Rob.** *The Deadly Tools of Ignorance: A Debs Kafka Mystery.* Cambridge: Rounder Books, 2005.
- Spiriduso, Waneen, **Karen L. Francis**, and Priscilla MacRae. *Physical Dimensions of Aging.* Human Kinetics, 2005.
- Friedman, Elisabeth Jay**, Kathryn Hochstetler, and Ann Marie Clark. *Sovereignty, Democracy, and Global Civil Society: State-Society Relations at UN World Conferences.* SUNY Press, 2005 (paper January 2006).
- Gamson, Joshua.** *The Fabulous Sylvester: The Legend, The Music, The Seventies in San Francisco.* NY: Henry Holt, Inc., 2005.
- Johnson, Roberta Ann** (Editor). *The Struggle Against Corruption: A Comparative Study.* Palgrave/Macmillan, 2004.
- Kaiser, Susana.** *Postmemories of Terror.* New York: Palgrave MacMillan, 2005.
- Kendall, S.J., Daniel**, with Rebecca Nappi. *101 Questions and Answers about Catholic Marriage Preparation.* Mahwah, NJ: Paulist, 2004.
- Kendall, S.J., Daniel**, with Gerald O'Collins and Stephen Davis. *Redemption.* Oxford: Oxford University Press, 2006.
(Note: this is a paperback reprint of a hardback volume Oxford put out 3 years ago)
- Kendall, S.J., Daniel**, with Catherine Johnson and Rebecca Nappi. *101 Questions and Answers about Catholic Married Life.* Mahwah, NJ: Paulist, 2006.
- Gary Erickson with **Lois Lorentzen.** *Raising the Bar: Integrity and Passion in Life and Business.* Jossey-Bass, 2004.
- Vincent Pizzuto.** *A Cosmic Leap of Faith: An Authorial, Structural and Theological Investigation of the Cosmic Christology in Colossians 1:15-20.* Leuven: Peeters, 2006.
- D. A. Powell.** *Cocktails.* Graywolf, 2004.
- Raeburn, Nicole C.** *Changing Corporate America from Inside Out: Lesbian and Gay Workplace Rights.* Minneapolis: University of Minnesota Press, 2004.
- Ruland, S.J., Vernon.** *Living Out the Questions: A Jesuit Confession.* Association of Jesuit University Presses, 2006.
- Santos, Cecilia MacDowell.** *Women's Police Stations: Gender, Violence, and Justice in São Paulo, Brazil.* New York: Palgrave MacMillan, 2005.
- Schloesser, Stephen.** *Jazz Age Catholicism.* University of Toronto Press, 2005.
- Shurin, Aaron.** *Involuntary Lyrics.* Richmond, CA: Omnidawn Publishing, 2005.

- Silver, David** and Adrienne Massanari, eds. *Critical Cyberculture Studies*. NYU Press, 2006.
- Silverthorne, Colin**. *Organizational Psychology in Cross-Cultural Perspective*. New York University Press, 2005.
- Spencer, J. V.** *Deadly Diseases and Epidemics: Herpes*. Philadelphia, PA: Chelsea House Publishers, 2005
- Spencer, J. V.** *Deadly Diseases and Epidemics: Cervical Cancer*. New York, NY: Chelsea House Publishers, forthcoming 2006. (due out any time now)
- Steinberg, Susan**. *Hydroplane*. Fiction Collective 2, 2006.
- Stillwell, John**. *The Four Pillars of Geometry*. New York: Springer, 2005.
- Stillwell, John**. *Yearning for the Impossible*. Wellesley, Mass: A. K. Peters, 2006.
- Sullivan, John T.** *A Color Atlas of Parasitology*. 6th edition, with CD. San Francisco, 2004.
- Weiner, Brian**. *Sins of the Parents: The Politics of National Apologies in the United States*. Temple University Press, 2005.
- Granato, Jim and **M.C. Sunny Wong**. *The Role of Policymakers in Business Cycle Fluctuations*. Cambridge University Press, 2006.
- Brown, Phil, and **Stephen Zavestoski** (eds.). *Social Movements in Health*. Malden, MA: Blackwell, 2005.

College of Professional Studies

- Brewster, Lawrence G.** *A Primer of California Politics*. Belmont, CA: Wadsworth/Thomson Learning, c2004.
- Brewster, Lawrence G.** *The Public Agenda: Issues in American Politics*. Belmont, CA: Wadsworth/Thomson Learning, c2004.

School of Business and Management

- Aceves, Salvador** (2006). *Interest Expense Deductions* (Revision: 536-2nd T.M). The Bureau of National Affairs, Inc. With Dominic Daher. (forthcoming)
- Alter, Steven** (2006). *The Work System Method: Connecting People, Processes, and IT for Business Results*, Work System Press, 2006.
- Bell, Art** (2004). *Writing Effective Letters and Memos*. Barron's, 3rd ed. 2004.
- Bell, Art** (2004). *Winning with Difficult People*. Barron's, Third Edition, 2004. With **Dayle Smith**.
- Bell, Art** (2005). *Aprenda a Lidar com Pessoas Conflitivas: em uma Semana*. Temas de Hoje, 2005.
- Bell, Art** (2005). *You Can't Talk to Me Like That! Stopping Abusive Language in the Workplace*. Career Press, 2005.
- Bell, Art** (2005). *Phobias and How to Overcome Them*. Career Press, 2005. With James Gardner, MD.
- Bell, Art** (2006). *The McGraw-Hill Reference Guide to Speaker's Nerves*. McGraw-Hill, 2006. (forthcoming)
- Bell, Art** (2006). *Winning with Truth in Business*. Pelican, 2006. With Richard Cohn. (forthcoming)
- Bell, Art** (2006). *Management Communication*. Wiley, Second Edition, 2006. With **Dayle Smith**.
- Bell, Art** (2006). *Difficult People at Work: How to Cope, How to Win*. MJF Books/Fine Communication, 2006. With **Dayle Smith**.
- Bell, Art** (2006). *Speed Reading for Professionals*. Barron's, 2006.
- Bell, Art** (2004). *Building Your Network Through Communication, Net Effect Series*. Prentice Hall, 2004. With **Dayle Smith**
- Devine, George** (2006). *For Sale by Owner in California*. Berkeley, Nolo.com, 8th Edition, 2006.

- Harari, Owen** (2006). *Break From the Pack: How to Compete in a Copycat Economy*. FT Press (Prentice Hall), 2006. (forthcoming)
- Hudson, Heather** (2006). *From Rural Village to Global Village: Telecommunications for Development in the Information Age*. Mahwah, NJ: Erlbaum, January 2006.
- Huxley, Stephen J.** (2005). *Asset Dedication: How to Get Wealthy with the Next Generation of Asset Allocation*. New York: McGraw-Hill
- Middleton, Michael** (2004). *Data Analysis Using Microsoft Excel: Updated for Office XP*. Duxbury 2004.
- Middleton, Michael** (2004). *Microsoft Excel w analize danych*. Wydawnictwo RM, Warsaw, 2004. (Polish translation of *Data Analysis Using Microsoft Excel*)
- Middleton, Michael** (2004). *Analisi statistica con Excel*. Apogeo, Milano, 2004. (Italian translation of *Data Analysis Using Microsoft Excel*)
- Smith, Dayle** (2004). *Building Your Network Through Communication, Net Effect Series*. Prentice Hall, 2004. With **A. Bell**.
- Smith, Dayle** (2006). *Management Communication*. With **A. Bell**. Wiley, 2nd Edition, 2006.
- Smith, Dayle** (2004). *Winning with Difficult People*. Barron's, Third Edition, 2004. With **A. Bell**.
- Smith, Dayle** (2006). *Difficult People at Work: How to Cope, How to Win*. MJF Books/Fine Communication, 2006. With **A. Bell**.
- Wehrich, Heinz** (2005). *Management: A Global Perspective*. 11th edition, McGraw-Hill Education (Asia).
- Wehrich, Heinz** (2005). *Management: A Global Perspective*. 11th edition (Chinese-language Edition), Beijing: Economic Science Press. (previous edition rated as the most influential management book in China).
- Wehrich, Heinz** (2005). *Essentials of Management: An International Perspective*. 6th edition (Chinese Language Edition), 2005.
- Wehrich, Heinz** (2005). *Management: A Global Perspective*. 11th edition (Korean Language Edition).
- Wehrich, Heinz** (2004). *Administraciion: Una Perspectiva Global*. Mexico City: McGraw-Hill Internamericana, Editorias, 2004. With the late Harold Koontz.
- Wehrich, Heinz** (2004). *Principles of Management*. New Delhi: Tata McGraw-Hill Publishing Company, 2004. With A Ramachandra Arysari and the late Harold Koontz.
- Wehrich, Heinz** (2004). *Essentials of Management: An International Perspective*. 6th edition, New Delhi: Tata McGraw-Hill Publishing Company, 2004. With the late Harold Koontz.

School of Education

- Pace, Judith L.** and Hemmings, Annette (Eds.) (2006) *Classroom Authority: Theory, Research, and Practice*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Jonson, K.** (2006). *60 Strategies for Improving Reading Comprehension in Grades K-8*. Thousand Oaks, CA: Corwin Press.
- Meyen, E. L., & **Bui, Y. N.** (Eds.)(2006). *Exceptional children in today's schools: What teachers need to know*. Denver, CO: Love Publishing. (Note: This text includes an e-book and electronic instructor's manual).
- James, J. T. & **Vercruyssen, R. J.** (Eds.) (2005). *Development of the President Principal Model in Catholic High Schools*. Washington, DC: National Catholic Educational Association.
- W.H. Gmelch** & John H. Schuh (Eds.) (2004). *The Life Cycle of a Department Chair*. SF.
- W.H. Gmelch** & Val D. Miskin (Eds) (2004). *Chairing An Academic Department*. Madison, WI

School of Law

Dibadj, Reza (2006). *Rescuing Regulation*. State University of New York (SUNY) Press

Iglesias, Tim, & Lento, Rochelle E., eds., *The Legal Guide to Affordable Housing Development* (Chicago, Ill.: American Bar Association: Section of State and Local Government Law: Forum on Affordable Housing & Community Development Law, c2005.)

Ontiveros, Maria L., Belton, Robert, Avery, Dianne & Corrada, Roberto L., *Employment Discrimination Law: Cases and Materials on Equality in the Workplace*, 7th ed. (St. Paul, MN): ThomsonWest, c2004.)

Shatz, Steven F. *California Criminal Law: Cases and Problems*, 2d ed. (LexisNexis, 2004)

School of Nursing

Wilkinson, J.M. & **Van Leuven, K.** (2007). *Fundamentals of nursing: Theory, concepts, and applications*. Philadelphia: F.A. Davis.

Wilkinson, J.M. & **Van Leuven, K.** (2007). *Fundamentals of nursing: Thinking and doing*. Philadelphia: F.A. Davis.

TAB 15

**ATTACHMENT 15: Total Funds Awarded (New and Continuing Projects)
by Type of Funding Agency, FY 2006 and FY 2007**

	FY 2006	FY2007	% CHANGE
TOTAL GOVERNMENT	\$3,315,025	\$4,079,059	23.05%
Federal	\$3,235,070	\$4,014,180	24.08%
State	\$79,955	\$64,879	-18.86%
PRIVATE	\$1,469,647	\$1,466,398	-0.22%
Grand Total	\$4,784,672	\$5,545,457	15.90%

Number of New Proposals Submitted by Type of Funding Agency, FY 2006 and FY 2007

	FY 2006	FY2007	% CHANGE
TOTAL GOVERNMENT	33	41	24.24%
Federal	20	29	45.00%
State	13	12	-7.69%
PRIVATE	14	27	92.86%
Grand Total	47	68	44.68%

TAB 16

ATTACHMENT 16: NSSE Results (2004, 2005 and 2006)

Student Involvement in Extra- or Co-curricular Activities

NSSE QUESTION	USF 2004	USF 2005	USF 2006	JESUIT UNIVERSITIES 2004	JESUIT UNIVERSITIES 2005	JESUIT UNIVERSITIES 2006	NSSE SAMPLE 2004	NSSE SAMPLE 2005	NSSE SAMPLE 2006
(1.s) During the current school year, how often have you worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)? [Often and Very Often]	16% [F] 19% [S]	17% [F] 22% [S]	26% [F] 20% [S]	14% [F] 28% [S]	16% [F] 30% [S]	16% [F] 26% [S]	13% [F] 24% [S]	14% [F] 26% [S]	13% [F] 21% [S]
(6.a) During the current school year, about how often have you attended an art exhibit, gallery, play, dance, or other theater performance? [Often and Very Often]	38% [F] 22% [S]	34% [F] 26% [S]	29% [F] 33% [S]	25% [F] 24% [S]	26% [F] 28% [S]	27% [F] 28% [S]	28% [F] 25% [S]	29% [F] 26% [S]	28% [F] 23% [S]
(6.b) During the current school year, about how often have you exercised or participated in physical fitness activities? [Often and Very Often]	64% [F] 48% [S]	62% [F] 55% [S]	63% [F] 53% [S]	63% [F] 58% [S]	65% [F] 58% [S]	68% [F] 59% [S]	56% [F] 50% [S]	61% [F] 55% [S]	58% [F] 54% [S]
(6.c) During the current school year, about how often have you participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)? [Often and Very Often]	27% [F] 28% [S]	27% [F] 29% [S]	31% [F] 30% [S]	39% [F] 34% [S]	37% [F] 39% [S]	39% [F] 36% [S]	32% [F] 31% [S]	33% [F] 36% [S]	32% [F] 35% [S]
(7.a) I have done or plan to do: Practicum, internship, field experience, co-op experience, or clinical assignment before I graduate. [Plan to do and Done]	86% [F] 64% [S]	88% [F] 67% [S]	86% [F] 71% [S]	87% [F] 74% [S]	88% [F] 79% [S]	87% [F] 76% [S]	82% [F] 75% [S]	83% [F] 77% [S]	80% [F] 76% [S]
(7.b) I have done or plan to do: Community service or volunteer work before I graduate. [Plan to do and Done]	91% [F] 80% [S]	89% [F] 86% [S]	88% [F] 88% [S]	88% [F] 78% [S]	88% [F] 83% [S]	86% [F] 80% [S]	77% [F] 71% [S]	80% [F] 76% [S]	76% [F] 73% [S]

Student Involvement in Extra- or Co-curricular Activities (continued)

NSSE QUESTION	USF 2004	USF 2005	USF 2006	JESUIT UNIVERSITIES 2004	JESUIT UNIVERSITIES 2005	JESUIT UNIVERSITIES 2006	NSSE SAMPLE 2004	NSSE SAMPLE 2005	NSSE SAMPLE 2006
(7.c) I have done or plan to do: Participate in a learning community or some other formal program where groups of students take two or more classes together before I graduate. [Plan to do and Done]	41% [F] 35% [S]	39% [F] 42% [S]	43% [F] 45% [S]	31% [F] 26% [S]	35% [F] 33% [S]	43% [F] 36% [S]	32% [F] 29% [S]	36% [F] 34% [S]	38% [F] 33% [S]
(7.d) I have done or plan to do: Work on a research project with a faculty member outside of course or program requirements before I graduate. [Plan to do and Done]	35% [F] 28% [S]	37% [F] 28% [S]	38% [F] 34% [S]	32% [F] 28% [S]	36% [F] 35% [S]	34% [F] 32% [S]	30% [F] 29% [S]	34% [F] 31% [S]	34% [F] 31% [S]
(7.f) I have done or plan to do: Study abroad before I graduate. [Plan to do and Done]	65% [F] 30% [S]	61% [F] 29% [S]	61% [F] 29% [S]	52% [F] 25% [S]	51% [F] 29% [S]	54% [F] 29% [S]	43% [F] 32% [S]	45% [F] 25% [S]	42% [F] 22% [S]
(9.d) How many hours do you spend in a typical 7-day week participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)? [6 hrs or more]	22% [F] 18% [S]	21% [F] 19% [S]	23% [F] 21% [S]	33% [F] 32% [S]	34% [F] 35% [S]	38% [F] 35% [S]	28% [F] 26% [S]	32% [F] 27% [S]	28% [F] 25% [S]
(10.e) "To what extent does your institution emphasize providing the support you need to thrive socially?" [Quite a bit and Very Much]	41% [F] 25% [S]	41% [F] 30% [S]	49% [F] 33% [S]	46% [F] 37% [S]	49% [F] 42% [S]	52% [F] 38% [S]	42% [F] 31% [S]	44% [F] 34% [S]	43% [F] 33% [S]
(10.f) "To what extent does your institution emphasize attending campus events and activities (special speakers, cultural performances, athletic events, etc.?" [Quite a bit and Very Much]	57% [F] 42% [S]	63% [F] 48% [S]	62% [F] 48% [S]	71% [F] 61% [S]	68% [F] 62% [S]	69% [F] 61% [S]	65% [F] 55% [S]	66% [F] 56% [S]	61% [F] 53% [S]

TAB 17

**UNIVERSITY OF SAN FRANCISCO
ATTACHMENT 17: NSSE Results (2004, 2005 and 2006)**

Advising

NSSE QUESTION	USF 2004	USF 2005	USF 2006	JESUIT UNIVERSITIES 2004	JESUIT UNIVERSITIES 2005	JESUIT UNIVERSITIES 2006	NSSE SAMPLE 2004	NSSE SAMPLE 2005	NSSE SAMPLE 2006
(1.0) During the current school year, how often have you talked about career plans with a faculty member or advisor? [Often and Very Often]	36% [F] 32% [S]	25% [F] 36% [S]	25% [F] 38% [S]	26% [F] 50% [S]	34% [F] 49% [S]	28% [F] 46% [S]	29% [F] 45% [S]	30% [F] 47% [S]	27% [F] 42% [S]
(12) Overall, how would you evaluate the quality of academic advising you have received at your institution? [Good and Excellent]	69% [F] 70% [S]	71% [F] 69% [S]	74% [F] 72% [S]	77% [F] 72% [S]	79% [F] 71% [S]	75% [F] 68% [S]	78% [F] 72% [S]	76% [F] 71% [S]	74% [F] 66% [S]

[F] = First-Year Students

[S] = Seniors

ATTACHMENT 17: Academic Advising/Graduating Student Survey

Short-term Academic Advising, May 2006*

UNDERGRADUATES	NUMBER	PERCENTAGE RESPONSES					DOESN'T APPLY
		EXCELLENT	GOOD	ADEQUATE	POOR		
Arts and Science	446	26.3%	32.5%	23.4%	12.2%	5.5%	
Business and Management	146	19.1%	34.8%	22.7%	17.0%	6.4%	
Nursing	29	19.2%	30.8%	38.5%	3.8%	7.7%	
College of Professional Studies	130	25.0%	26.7%	19.2%	3.3%	25.8%	
GRADUATES	NUMBER	EXCELLENT	GOOD	ADEQUATE	POOR	DOESN'T APPLY	
Arts and Science	169	7.9%	25.8%	18.5%	8.6%	39.1%	
Business and Management	145	7.6%	23.7%	24.4%	20.6%	23.7%	
School of Education	171	18.8%	28.9%	23.5%	8.1%	20.8%	
College of Professional Studies	100	4.4%	15.6%	16.7%	8.9%	54.4%	

*Responses to USF Graduating Students Survey Item: "Please rate your satisfaction with the following services and facilities at USF...Short-term Academic Advising"

Long-term Academic Advising, May 2006*

UNDERGRADUATES	NUMBER	PERCENTAGE RESPONSES					DOESN'T APPLY
		EXCELLENT	GOOD	ADEQUATE	POOR		
Arts and Science	446	28.3%	30.9%	24.5%	14.1%	2.2%	
Business and Management	146	19.0%	31.0%	21.1%	21.8%	7.0%	
Nursing	29	20.0%	32.0%	36.0%	8.0%	4.0%	
College of Professional Studies	130	23.6%	32.5%	17.1%	4.1%	22.8%	
GRADUATES	NUMBER	EXCELLENT	GOOD	ADEQUATE	POOR	DOESN'T APPLY	
Arts and Science	169	8.7%	26.7%	18.7%	9.3%	36.7%	
Business and Management	145	6.1%	15.2%	26.5%	28.0%	24.2%	
School of Education	171	18.0%	28.0%	24.7%	8.7%	20.7%	
College of Professional Studies	100	6.6%	13.2%	14.3%	9.9%	56.0%	

*Responses to USF Graduating Student Survey Item: "Please rate your satisfaction with the following services and facilities at USF...Long-term Academic Advising"

ATTACHMENT 17: Academic Advising/Graduating Student Survey

Academic Advising-Career Advising May 2006*

UNDERGRADUATES	NUMBER	PERCENTAGE RESPONSES				
		EXCELLENT	GOOD	ADEQUATE	POOR	DOESNT APPLY
Arts and Science	446	11.8%	20.1%	25.3%	20.6%	22.2%
Business and Management	146	15.6%	22.7%	26.2%	22.0%	13.5%
Nursing	29	11.5%	26.9%	34.6%	7.7%	19.2%
College of Professional Studies	130	5.0%	10.0%	10.0%	6.7%	68.3%
GRADUATES	NUMBER	EXCELLENT	GOOD	ADEQUATE	POOR	DOESNT APPLY
Arts and Science	169	8.0%	19.3%	18.7%	12.7%	41.3%
Business and Management	145	6.1%	15.2%	26.5%	28.0%	24.2%
School of Education	171	7.9%	21.2%	19.9%	12.6%	38.4%
College of Professional Studies	100	3.4%	6.7%	9.0%	14.6%	66.3%

*Responses to USF Graduating Student Survey Item: "Please rate your satisfaction with the following services and facilities at USF... Academic Advising-Career Advising"

Short-term Academic Advising, May 2005*

UNDERGRADUATES	NUMBER	PERCENTAGE RESPONSES				
		EXCELLENT	GOOD	ADEQUATE	POOR	DOESNT APPLY
Arts and Science	353	21.2%	34.4%	24.2%	13.9%	6.3%
Business and Management	72	13.1%	21.3%	36.1%	23.0%	6.6%
Nursing	22	12.5%	31.3%	31.3%	12.5%	12.5%
College of Professional Studies	186	12.4%	29.2%	16.8%	10.6%	31.1%
GRADUATES	NUMBER	EXCELLENT	GOOD	ADEQUATE	POOR	DOESNT APPLY
Arts and Science	130	11.9%	24.8%	11.0%	2.8%	49.5%
Business and Management	55	6.7%	15.6%	42.2%	17.8%	17.8%
School of Education	207	24.6%	25.1%	22.8%	10.5%	17.0%
College of Professional Studies	109	5.3%	10.6%	9.6%	8.5%	66.0%

*Responses to USF Graduating Students Survey Item: "Please rate your satisfaction with the following services and facilities at USF... Short-term Academic Advising"

ATTACHMENT 17: Academic Advising/Graduating Student Survey

Long-term Academic Advising, May 2005*

UNDERGRADUATES	NUMBER	PERCENTAGE RESPONSES				
		EXCELLENT	GOOD	ADEQUATE	POOR	DOESN'T APPLY
Arts and Science	353	27.1%	32.0%	22.4%	14.9%	3.6%
Business and Management	72	9.8%	21.3%	36.1%	26.2%	6.6%
Nursing	22	11.8%	41.2%	29.4%	11.8%	5.9%
College of Professional Studies	186	16.6%	31.3%	16.6%	8.6%	27.0%
GRADUATES	NUMBER	EXCELLENT	GOOD	ADEQUATE	POOR	DOESN'T APPLY
Arts and Science	130	15.5%	22.7%	14.5%	3.6%	43.6%
Business and Management	55	4.4%	8.9%	37.8%	17.8%	31.1%
School of Education	207	26.0%	32.4%	17.3%	12.1%	12.1%
College of Professional Studies	109	8.5%	12.8%	10.6%	8.5%	59.6%

*Responses to USF Graduating Student Survey Item: "Please rate your satisfaction with the following services and facilities at USF... Long-term Academic Advising"

Long-term Academic Advising, May 2005*

UNDERGRADUATES	NUMBER	PERCENTAGE RESPONSES				
		EXCELLENT	GOOD	ADEQUATE	POOR	DOESN'T APPLY
Arts and Science	353	5.6%	24.9%	23.6%	18.6%	27.2%
Business and Management	72	5.0%	13.3%	35.0%	23.3%	23.3%
Nursing	22	12.5%	25.0%	25.0%	12.5%	25.0%
College of Professional Studies	186	5.0%	8.7%	5.0%	8.1%	73.3%
GRADUATES	NUMBER	EXCELLENT	GOOD	ADEQUATE	POOR	DOESN'T APPLY
Arts and Science	130	12.6%	21.6%	20.7%	6.3%	38.7%
Business and Management	55	2.2%	11.1%	40.0%	26.7%	20.0%
School of Education	207	9.9%	19.2%	19.8%	13.4%	37.8%
College of Professional Studies	109	2.2%	10.8%	10.8%	11.8%	64.5%

*Responses to USF Graduating Student Survey Item: "Please rate your satisfaction with the following services and facilities at USF... Academic Advising-Career Advising"

ATTACHMENT 17: Academic Advising/Graduating Student Survey

Academic Advising, May 2004*

		PERCENTAGE RESPONSES						
		NUMBER	EXCELLENT	GOOD	ADEQUATE	POOR	DOESN'T APPLY	
UNDERGRADUATES								
Arts and Science	223	22.1%	36.5%	28.8%	10.1%	2.4%		
Business and Management	90	9.5%	33.3%	26.2%	29.8%	1.2%		
Nursing	22	31.8%	36.4%	22.7%	4.5%	4.5%		
College of Professional Studies	59	40.4%	26.9%	11.5%	3.8%	17.3%		
GRADUATES								
Arts and Science	46	12.5%	25.0%	17.5%	0.0%	45.0%		
Business and Management	33	3.7%	14.8%	37.0%	37.0%	7.4%		
School of Education	63	20.4%	27.8%	18.5%	16.7%	16.7%		
College of Professional Studies	70	10.9%	21.9%	20.3%	9.4%	37.5%		

*Responses to USF Graduating Students Survey Item: "Please rate your satisfaction with the following services and facilities at USF...Academic Advising"

**UNIVERSITY OF SAN FRANCISCO
ATTACHMENT 17: NSSE Results (2004, 2005 and 2006)**

Advising

NSSE QUESTION	USF 2004	USF 2005	USF 2006	JESUIT UNIVERSITIES 2004	JESUIT UNIVERSITIES 2005	JESUIT UNIVERSITIES 2006	NSSE SAMPLE 2004	NSSE SAMPLE 2005	NSSE SAMPLE 2006
(1.0) During the current school year, how often have you talked about career plans with a faculty member or advisor? [Often and Very Often]	36% [F] 32% [S]	25% [F] 36% [S]	25% [F] 38% [S]	26% [F] 50% [S]	34% [F] 49% [S]	28% [F] 46% [S]	29% [F] 45% [S]	30% [F] 47% [S]	27% [F] 42% [S]
(12) Overall, how would you evaluate the quality of academic advising you have received at your institution? [Good and Excellent]	69% [F] 70% [S]	71% [F] 69% [S]	74% [F] 72% [S]	77% [F] 72% [S]	79% [F] 71% [S]	75% [F] 68% [S]	78% [F] 72% [S]	76% [F] 71% [S]	74% [F] 66% [S]

[F] = First-Year Students

[S] = Seniors

TAB 18

ATTACHMENT 18: Ethnic Diversity of USF Faculty

Full Time	1991	2001	2003	2004	2005	2006
African Americans	N=10 (4%)	N=13 (4.2%)	N=14 (4.1%)	N=15 (4.4%)	N=18 (5.2%)	N=19 (5.2%)
Asian Americans	N=11 (5%)	N=20 (6.5%)	N=21 (6.1%)	N=24 (7.0%)	N=26 (7.5%)	N=33 (9.0%)
Latinos	N=7 (3%)	N=23 (7.4%)	N=23 (6.7%)	N=20 (5.8%)	N=24 (6.9%)	N=24 (6.5%)
Native Americans	N=0	N=0	N=0	N=0	N=0	N=1 (0.3%)
Non-Hispanic Whites	N=203 (88%)	N=246 (79.4%)	N=275 (79.7%)	N=274 (79.7%)	N=269 (77.3%)	N=278 (75.7%)
International		N=8 (2.6%)	N=12 (3.5%)	N=11 (3.2%)	N=11 (3.2%)	N=12 (3.3%)
TOTAL	231	310	345	344	348	367

Part Time	1991	2001	2003	2004	2005	2006
African Americans	Not Available	N=6 (1.7%)	N=13 (3.1%)	N=14 (3.0%)	N=12 (2.3%)	N=12 (2.3%)
Asian Americans	Not Available	N=17 (4.7%)	N=35 (8.3%)	N=36 (7.6%)	N=37 (7.2%)	N=42 (8.1%)
Latinos	Not Available	N=10 (2.8%)	N=12 (2.8%)	N=13 (2.8%)	N=19 (3.7%)	N=23 (4.4%)
Native Americans	Not Available	N=0	N=3 (1.0%)	N=3 (1.0%)	N=4 (1.0%)	N=3 (0.6%)
Non-Hispanic Whites	Not Available	N= 178 (49.3%)	N=200 (47.4%)	N=277 (58.7%)	N=254 (49.5%)	N=326 (63.1%)
International	Not Available	N=3 (1.0%)	N=3 (1.0%)	N=4 (1.0%)	N=3 (0.5%)	N=0
Unspecified	Not Available	N=147 (40.7%)	N=156 (37.0%)	N=125 (26.5%)	N=184 (35.9%)	N=111 (21.5%)
TOTAL		361	422	472	513	517

SOURCES: IPEDS reports

NOTE: In 1991, individuals who did not specify ethnicity were considered "Non-Hispanic Whites"

Rank Distribution of USF Full Time Faculty within Ethnic Group

AFRICAN AMERICAN	2001	2003	2004	2005	2006
Professors	N=3 (23.1%)	N=6 (42.9%)	N=6 (40.0%)	N=6 (33.3%)	N=7 (36.8%)
Associate Professors	N=5 (38.5%)	N=4 (28.6%)	N=3 (20.0%)	N=4 (22.2%)	N=5 (26.3%)
Assistant Professors	N=5 (38.5%)	N=3 (21.4%)	N=5 (33.3%)	N=6 (33.3%)	N=5 (26.3%)
Instructors	N=0	N=1 (7.1%)	N=1 (6.7%)	N=2 (11.1%)	N=2 (10.5%)
TOTAL	13	14	15	18	19

ASIAN/PACIFIC ISLANDER	2001	2003	2004	2005	2006
Professors	N=4 (20.0%)	N=4 (19.0%)	N=5 (20.8%)	N=6 (23.1%)	N=7 (21.2%)
Associate Professors	N=7 (35.0%)	N= 8 (38.1%)	N=7 (29.2%)	N=11 (42.3%)	N=10 (30.3%)
Assistant Professors	N=8 (40.0%)	N=6 (28.6%)	N=6 (25.0%)	N=5 (19.2%)	N=12 (36.4%)
Instructors	N=1 (5.0%)	N=3 (14.3%)	N=6 (25.0%)	N=4 (15.4%)	N=4 (12.1%)
TOTAL	20	21	24	26	33

LATINO	2001	2003	2004	2005	2006
Professors	N=5 (21.7%)	N=7 (30.4%)	N=3 (15.0%)	N=3 (12.5%)	N=3 (12.5%)
Associate Professors	N=6 (26.1%)	N=5 (21.7%)	N=6 (30.0%)	N=7 (29.2%)	N=11 (45.8%)
Assistant Professors	N=12 (52.2%)	N=11 (47.8%)	N=11 (55.0%)	N=14 (58.3%)	N=9 (37.5%)
Instructors	N=0	N=0	N=0	N=0	N=1 (4.2%)
TOTAL	23	23	20	24	24

WHITE	2001	2003	2004	2005	2006
Professors	N=98 (39.8%)	N=109 (39.6%)	N=109 (39.8%)	N=109 (40.5%)	N=114 (41.0%)
Associate Professors	N=66 (26.8%)	N=64 (23.3%)	N=66 (24.1%)	N=66 (24.5%)	N=64 (23.0%)
Assistant Professors	N=71 (28.9%)	N=86 (31.3%)	N=83 (30.3%)	N=77 (28.6%)	N=81 (29.1%)
Instructors	N=11 (4.5%)	N=16 (5.8%)	N=16 (5.8%)	N=17 (6.3%)	N=19 (6.8%)
TOTAL	246	275	274	269	278

Grand Total	310	345	344	348	367
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SOURCES: IPEDS reports

Newly Hired Full-Time Faculty by Ethnicity

PROBATIONARY	2004	2005	2006	TOTAL
African American/ African	0	2	1	3 (6.3%)
Asian American/ Asian	1	3	8	12 (25.0%)
Latino/ Latin American	0	1	3	4 (8.3%)
White	6	11	11	28 (58.3%)
TOTAL				48

TERM APPOINTMENTS	2004	2005	2006	TOTAL
African American/ African	0	1	1	2 (4.5%)
Asian American/ Asian	3	0	3	6 (13.6%)
Latino/ Latin American	2	2	1	5 (11.4%)
White	6	18	6	30 (68.2%)
TOTAL				44

NOTE: Includes international hires

SOURCES: Academic Affairs offices

TAB 19

ATTACHMENT 19: Ethnic Diversity of Full Time Staff by IPEDS Job Categories, 2001-2006

EXECUTIVE/ ADMINISTRATIVE	AFRICAN AMERICAN	ASIAN AMERICAN	LATINO	WHITE	TOTAL
2001	6.1%	4.5%	4.5%	84.8%	66
2003	6.3%	7.9%	7.9%	77.8%	63
2004	5.1%	7.7%	7.7%	79.5%	78
2005	4.9%	11.0%	7.3%	75.6%	82
2006	6.7%	9.3%	5.3%	78.7%	75

NON-FACULTY PROFESSIONAL	AFRICAN AMERICAN	ASIAN AMERICAN	LATINO	WHITE	TOTAL
2001	6.1%	19.2%	6.7%	67.1%	328
2003	4.9%	18.4%	4.1%	70.8%	391
2004	5.8%	21.8%	4.7%	65.6%	381
2005	6.2%	20.5%	5.5%	66.0%	385
2006	6.3%	22.1%	5.8%	63.8%	398

TECHNICAL/PARAPROFESSIONAL	AFRICAN AMERICAN	ASIAN AMERICAN	LATINO	WHITE	TOTAL
2001	14.3%	25.0%	10.7%	50.0%	28
2003	13.8%	27.6%	10.3%	48.3%	29
2004	16.0%	28.0%	12.0%	44.0%	25
2005	19.0%	33.3%	9.5%	38.1%	21
2006	10.0%	35.0%	15.0%	40.0%	20

CLERICAL/SECRETARIAL	AFRICAN AMERICAN	ASIAN AMERICAN	LATINO	WHITE	TOTAL
2001	4.7%	27.5%	5.3%	61.4%	171
2003	5.2%	18.1%	8.4%	66.5%	155
2004	4.6%	25.1%	10.3%	58.3%	175
2005	3.5%	26.0%	9.8%	59.0%	173
2006	6.3%	25.0%	6.3%	59.0%	176

SKILLED CRAFTS	AFRICAN AMERICAN	ASIAN AMERICAN	LATINO	WHITE	TOTAL
2001	29.4%	17.6%	5.9%	47.1%	17
2003	23.5%	17.6%	5.9%	52.9%	17
2004	26.7%	13.3%	6.7%	53.3%	15
2005	20.0%	6.7%	13.3%	60.0%	15
2006	25.0%	8.3%	8.3%	58.3%	12

**ATTACHMENT 19: Ethnic Diversity of Full Time Staff
by IPEDS Job Categories, 2001-2006**

SERVICE/MAINTENANCE	AFRICAN AMERICAN	ASIAN AMERICAN	LATINO	WHITE	TOTAL
2001	13.3%	6.7%	40.0%	40.0%	15
2003	9.1%	9.1%	27.3%	54.5%	22
2004	8.7%	13.0%	30.4%	47.8%	23
2005	14.8%	7.4%	33.3%	44.4%	27
2006	12.5%	3.1%	34.4%	43.8%	32

SOURCE: IPEDS Reports

ATTACHMENT 19: Full-Time Staff by Function/ Occupation, Gender, and Ethnicity, 2003–2006

Full Time Staff, Fall 2006

Males	EXECUTIVE/ ADMINIS- TRATIVE	NON-FACULTY PROFES- SIONAL	TECHNICAL/ PARAPRO- FESSIONAL	CLERICAL/ SECRETARIAL	SKILLED CRAFTS	SERVICE/ MAINTE- NANCE	TOTAL MALES
Nonresident Alien	0	5	0	0	0	0	5
Black, Non-Hispanic	1	11	1	3	3	3	22
American Indian - Native	0	1	0	1	0	0	2
Asian/Pacific Islander	2	37	6	13	0	1	59
Hispanic	2	11	2	4	1	10	30
White, Non-Hispanic	33	105	7	29	5	12	191
Ethnicity Unknown	0	0	0	1	0	0	1
TOTAL MALES	38	170	16	51	9	26	310

Females	EXECUTIVE/ ADMINIS- TRATIVE	NON-FACULTY PROFES- SIONAL	TECHNICAL/ PARAPRO- FESSIONAL	CLERICAL/ SECRETARIAL	SKILLED CRAFTS	SERVICE/ MAINTE- NANCE	TOTAL MALES
Nonresident Alien	0	3	0	3	0	0	6
Black, Non-Hispanic	4	13	1	8	0	1	27
American Indian - Native	0	0	0	0	0	0	0
Asian/Pacific Islander	5	51	1	31	1	2	91
Hispanic	2	12	1	7	0	1	23
White, Non-Hispanic	26	149	1	73	2	2	253
Ethnicity Unknown	0	0	0	3	0	0	3
TOTAL FEMALES	37	228	4	125	3	6	403

Total Male and Female 2006	75	398	20	176	12	32	713
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ATTACHMENT 19: Full-Time Staff by Function/ Occupation, Gender, and Ethnicity, 2003–2006

Full Time Staff, Fall 2005

Males	EXECUTIVE/ ADMINIS- TRATIVE	NON-FACULTY PROFES- SIONAL	TECHNICAL/ PARAPRO- FESSIONAL	CLERICAL/ SECRETARIAL	SKILLED CRAFTS	SERVICE/ MAINTEN- NANCE	TOTAL MALES
Nonresident Alien	1	3	0	0	0	0	4
Black, Non-Hispanic	1	9	2	1	3	4	20
American Indian - Native	0	1	0	1	0	0	2
Asian/Pacific Islander	4	35	4	11	0	2	56
Hispanic	2	11	1	3	2	9	28
White, Non-Hispanic	34	108	6	23	7	11	189
Ethnicity Unknown	0	0	0	0	0	0	0
TOTAL MALES	42	167	13	39	12	26	299

Females	EXECUTIVE/ ADMINIS- TRATIVE	NON-FACULTY PROFES- SIONAL	TECHNICAL/ PARAPRO- FESSIONAL	CLERICAL/ SECRETARIAL	SKILLED CRAFTS	SERVICE/ MAINTEN- NANCE	TOTAL MALES
Nonresident Alien	0	3	0	2	0	0	5
Black, Non-Hispanic	3	15	2	5	0	0	25
American Indian - Native	0	0	0	0	0	0	0
Asian/Pacific Islander	5	44	3	34	1	0	87
Hispanic	4	10	1	14	0	0	29
White, Non-Hispanic	28	146	2	79	2	1	258
Ethnicity Unknown	0	0	0	0	0	0	0
TOTAL FEMALES	40	218	8	134	3	1	404
Total Male and Female 2005	82	385	21	173	15	27	703

**ATTACHMENT 19: Full-Time Staff by Function/
Occupation, Gender, and Ethnicity, 2003–2006**

Full Time Staff, Fall 2004

Males	EXECUTIVE/ ADMINIS- TRATIVE	NON-FACULTY PROFES- SIONAL	TECHNICAL/ PARAPRO- FESSIONAL	CLERICAL/ SECRETARIAL	SKILLED CRAFTS	SERVICE/ MAINTEN- NANCE	TOTAL MALES
Nonresident Alien	0	2	0	0	0	0	2
Black, Non-Hispanic	1	8	1	2	4	2	18
American Indian - Native	0	1	0	1	0	0	2
Asian/Pacific Islander	1	41	5	9	1	3	60
Hispanic	3	7	2	2	1	7	22
White, Non-Hispanic	38	106	8	28	6	10	196
Ethnicity Unknown	0	0	0	0	0	0	0
TOTAL MALES	43	165	16	42	12	22	300

Females	EXECUTIVE/ ADMINIS- TRATIVE	NON-FACULTY PROFES- SIONAL	TECHNICAL/ PARAPRO- FESSIONAL	CLERICAL/ SECRETARIAL	SKILLED CRAFTS	SERVICE/ MAINTEN- NANCE	TOTAL MALES
Nonresident Alien	0	5	0	2	0	0	7
Black, Non-Hispanic	3	14	3	6	0	0	26
American Indian - Native	0	0	0	0	0	0	0
Asian/Pacific Islander	5	42	2	35	1	0	85
Hispanic	3	11	1	16	0	0	31
White, Non-Hispanic	24	144	3	74	2	1	248
Ethnicity Unknown	0	0	0	0	0	0	0
TOTAL FEMALES	35	216	9	133	3	1	397

Total Male and Female 2004	78	381	25	175	15	23	697
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ATTACHMENT 19: Full-Time Staff by Function/ Occupation, Gender, and Ethnicity, 2003–2006

Full Time Staff, Fall 2003

Males	EXECUTIVE/ ADMINIS- TRATIVE	NON-FACULTY PROFES- SIONAL	TECHNICAL/ PARAPRO- FESSIONAL	CLERICAL/ SECRETARIAL	SKILLED CRAFTS	SERVICE/ MAINTEN- NANCE	TOTAL MALES
Nonresident Alien	0	3	0	0	0	0	3
Black, Non-Hispanic	1	6	2	2	4	2	17
American Indian - Native	0	0	0	1	0	0	1
Asian/Pacific Islander	1	31	5	12	2	2	53
Hispanic	3	4	2	2	1	6	18
White, Non-Hispanic	31	117	10	31	7	12	208
Ethnicity Unknown	0	0	0	0	0	0	0
TOTAL MALES	36	161	19	48	14	22	300

Females	EXECUTIVE/ ADMINIS- TRATIVE	NON-FACULTY PROFES- SIONAL	TECHNICAL/ PARAPRO- FESSIONAL	CLERICAL/ SECRETARIAL	SKILLED CRAFTS	SERVICE/ MAINTEN- NANCE	TOTAL MALES
Nonresident Alien	0	4	0	2	0	0	6
Black, Non-Hispanic	3	13	2	6	0	0	24
American Indian - Native	0	0	0	0	0	0	0
Asian/Pacific Islander	4	41	3	16	1	0	65
Hispanic	2	12	1	11	0	0	26
White, Non-Hispanic	18	160	4	72	2	0	256
Ethnicity Unknown	0	0	0	0	0	0	0
TOTAL FEMALES	27	230	10	107	3	0	377

Total Male and Female 2003	63	391	29	155	17	22	677
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TAB 20

ATTACHMENT 20: NSSE Results (2004, 2005 and 2006)

Use of Technology

NSSE QUESTION	USF 2004	USF 2005	USF 2006	JESUIT UNIVERSITIES 2004	JESUIT UNIVERSITIES 2005	JESUIT UNIVERSITIES 2006	NSSE SAMPLE 2004	NSSE SAMPLE 2005	NSSE SAMPLE 2006
(1-1) During the current school year, how often have you used an electronic medium (listserv, chat group, internet, instant messaging, etc.) to discuss or complete an assignment? [Often and Very Often]	60% [F] 65% [S]	56% [F] 65% [S]	56% [F] 67% [S]	56% [F] 60% [S]	56% [F] 64% [S]	59% [F] 61% [S]	53% [F] 59% [S]	52% [F] 60% [S]	53% [F] 62% [S]
(1-1m) During the current school year, how often have you used e-mail to communicate with an instructor? [Often and Very Often]	71% [F] 84% [S]	77% [F] 84% [S]	80% [F] 87% [S]	74% [F] 86% [S]	76% [F] 89% [S]	77% [F] 89% [S]	69% [F] 79% [S]	72% [F] 83% [S]	70% [F] 82% [S]
(10-g) "To what extent does your institution emphasize using computers in academic work?" [Quite a bit and Very Much]	89% [F] 88% [S]	88% [F] 82% [S]	85% [F] 89% [S]	84% [F] 88% [S]	85% [F] 91% [S]	85% [F] 86% [S]	84% [F] 88% [S]	85% [F] 89% [S]	84% [F] 89% [S]

[F] = First-Year Students

[S] = Seniors

TAB 21

UNIVERSITY OF SAN FRANCISCO
ATTACHMENT 21: Library Services

RATING*	2006	2005	2004	2003	2002
Excellent	35.6%	32.9%	31.6%	29.0%	27.2%
Good	43.0%	40.6%	43.5%	45.6%	42.5%
Adequate	13.7%	15.3%	13.9%	16.3%	19.5%
Poor	1.6%	2.6%	2.5%	2.8%	1.5%
Does Not Apply	6.2%	8.6%	8.6%	6.4%	9.3%

* Percentage responses by all undergraduate and graduate students on the Graduating Student Survey for USF Library Services

TAB 22

UNIVERSITY OF SAN FRANCISCO

ATTACHMENT 22: Mapping of Institutional Surveys Administered at USF

ASSESSMENT	ADMINISTERING OFFICE CONTACT	EXTERNAL COLLABORATION CONTACT	POPULATION TO BE ASSESSED	METHOD	CYCLE	ACADEMIC YEAR												Undergraduate Students	Report Due	Report (Tentative)
						2006-2007				2007-2008				2008-2009						
(ALS) University Alumni Survey	Institutional Assessment: Bill Murry		Alumni 2-10 years out	Online	5 years															
(BCSSE) Beginning College Survey of Student Engagement	Institutional Assessment: Bill Murry	National Survey of Student Engagement: Lowell Davis	Freshmen	Online	Annual															
(CAAS) Comprehensive Alumni Assessment Survey	Arts & Sciences: Mike Webber	NCHEMS: Clara Roberts	Alumni 2-10 years out for program reviews	Paper	Annual															
(CAMs) Core Assessment Matrix	Institutional Assessment: Bill Murry	Nore	Core faculty	Paper	Annual															
(CSBY) College Students Beliefs and Values Follow-up Survey	Institutional Assessment: Bill Murry	Higher Education Research Institute: Jennifer Lindholm	Juniors who took previous survey	Paper	Once															
(EB) Educational Benchmarking Inventory HOUSING	Housing: Golden Venters	Educational Benchmarking Inc.	Residence halls	Paper	Bi-annual															
(GSS) Graduating Student Survey	Institutional Research: Alan Ziajka	Nore	All graduating students	Online	Revised 07-08															
(HERI) Higher Education Research Institute Faculty Survey	Institutional Assessment: Bill Murry	Higher Education Research Institute	Faculty	Paper	TBD															
(ITS) Information Technology Survey	ITS: Tracy Schroder		All students, faculty and staff	Online	Annual															
(LibQual) Library Quality	Library: Shawn Calhoun	Association of Research Libraries	All students, faculty and staff	Online	Bi-annual															
TBD: To Be Determined																				

TAB 23

ATTACHMENT 23: Institutional Learning Goals Associated with USF’s Mission Statement

Mission Statement	Associated Learning Goals
<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>GRADUATES OF THE UNIVERSITY OF SAN FRANCISCO WILL DEMONSTRATE:</p> <ol style="list-style-type: none"> 1. Behaviors and express values showing sensitivity to the needs of others and a commitment to pursue social justice through scholarly and professional excellence 2. A commitment to life-long scholarly excellence including knowledge of their chosen discipline and acquisition of skills appropriate to their degree and professions
<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>	<ol style="list-style-type: none"> 3. A commitment to the University’s core values and involvement in efforts on behalf of the underserved and the marginalized 4. Learning through service with activities that benefit the community and that are supplemented by a carefully articulated reflection process on their experience 5. An understanding of the factors that create diversity in human societies, including ancestry, nationality, religion, religious creed, sex, gender identity, race, economic status, physical ability, ethnicity, political ideology, sexual orientation, marital status, and age 6. Effective functioning and engagement in a diverse, multicultural world 7. Engagement in a life-long learning community that supports excellence in scholarship through discovery, integration and application
<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>	<ol style="list-style-type: none"> 8. Knowledge of the interdependence of the countries and cultures of the Pacific Rim 9. Engagement with the diversity of the campus community and with the cultures of the San Francisco Bay Area.

TAB 24

ATTACHMENT 24: Core Assessment Matrix Review

Ethics

CORE CURRICULUM GOALS	LEARNING OUTCOMES	EXAMPLES OF MEASUREMENT	EXAMPLES OF EVIDENCE	FACULTY FOLLOW-UP PLANS
<ul style="list-style-type: none"> Students should understand the process of seeking truth and disseminating knowledge. Students should understand the nature of society and the relationships between individuals and groups. Students should understand the moral dimension of every significant human choice, taking seriously how and who we choose to be in the world. 	<p>Identify and articulate central ethical problems concerning equality, justice, and rights, and understand the role these play in personal and professional life.</p>	<ul style="list-style-type: none"> Service portfolios Presentations Fieldwork Paper Research paper Discussions Essays Exams Oral discussion & Blackboard Case studies Weekly journals 	<p>Grades</p>	<ul style="list-style-type: none"> Gain more participation Use small group discussion
<ul style="list-style-type: none"> Students should understand the moral dimension of every significant human choice, taking seriously how and who we choose to be in the world. 	<p>Compare and contrast major ethical theories, to show how actions can be determined to be just or unjust, right or wrong, or good or bad, and to demonstrate knowledge of the strengths and weaknesses of major ethical theories.</p>	<ul style="list-style-type: none"> Case Studies Discussion Exams Role playing Oral discussion & Blackboard Case studies Weekly journals 	<p>Grades</p>	<ul style="list-style-type: none"> Change readings
<ul style="list-style-type: none"> Students should understand the process of seeking truth and disseminating knowledge. 	<p>Investigate ways of settling ethical disputes in arriving at ethical judgments.</p>	<ul style="list-style-type: none"> Case studies Presentations Research paper Essays Discussion Oral discussion & Blackboard Case studies Weekly journals 	<p>Grades Presentations</p>	

ATTACHMENT 24: Core Assessment Matrix Review

Ethics

CORE CURRICULUM GOALS	LEARNING OUTCOMES	EXAMPLES OF MEASUREMENT	EXAMPLES OF EVIDENCE	FACULTY FOLLOW-UP PLANS
<ul style="list-style-type: none"> Students should be able to speak and write effectively. Students should understand historical traditions. Students should understand the moral dimension of every significant human choice, taking seriously how and who we choose to be in the world. 	<p>Think and write critically about classic and contemporary moral issues.</p>	<ul style="list-style-type: none"> Case studies Papers Weekly reflection papers Research paper Book review 	<p>Grades</p>	<ul style="list-style-type: none"> Follow-up with students Stress writing lab Require Strunk and White More open ended questions
<ul style="list-style-type: none"> Students should understand and value cultural and ethnic differences in a multicultural society and globalizing world. 	<p>Identify the contributions of diversity and recognize the challenge that it presents in resolving contemporary ethical issues.</p>	<ul style="list-style-type: none"> Written assignments Weekly reflection papers Exams 	<p>Grades</p>	<ul style="list-style-type: none"> Follow-up with students
	<p>Demonstrate an ability to apply ethical theories and values in personal decision-making.</p>	<ul style="list-style-type: none"> Service portfolios Discussions Weekly reflection papers Exams Papers Case studies Weekly journals 	<p>Grades</p>	<ul style="list-style-type: none"> Add decision making questions to exam

ATTACHMENT 24: Core Assessment Matrix Review

History

CORE CURRICULUM GOALS	LEARNING OUTCOMES	EXAMPLES OF MEASUREMENT	EXAMPLES OF EVIDENCE	FACULTY FOLLOW-UP PLANS
<ul style="list-style-type: none"> Students should understand historical traditions. 	<p>Demonstrate a basic understanding of a significant span of history over a wide geographic area.</p>	<ul style="list-style-type: none"> Lectures Discussions Exams Quizzes Essay 	<p>Grades Student feedback</p>	<ul style="list-style-type: none"> Move to essay exams More quizzes
<ul style="list-style-type: none"> Students should understand historical traditions. Students should understand the nature of society and the relationships between individuals and groups. 	<p>Exhibit historical consciousness by understanding past societies and civilizations in their own contexts and times.</p>	<ul style="list-style-type: none"> Lectures Essay Discussions Exams Oral presentations Class activities Readings Student peer review 	<p>Grades Student feedback Blackboard discussions</p>	<ul style="list-style-type: none"> Emphasize blackboard discussion
<ul style="list-style-type: none"> Students should understand historical traditions. Students should understand and value cultural and ethnic differences in a multicultural society and globalizing world. 	<p>Demonstrate a sense of how historical thinking can establish a valuable framework for considering ethical issues in the past and present.</p>	<ul style="list-style-type: none"> Lectures Discussions Exams Oral presentations Class activities 	<p>Grades Student feedback</p>	<ul style="list-style-type: none"> Introduce debates Give essay examples

ATTACHMENT 24: Core Assessment Matrix Review

Literature

CORE CURRICULUM GOALS	LEARNING OUTCOMES	EXAMPLES OF MEASUREMENT	EXAMPLES OF EVIDENCE	FACULTY FOLLOW-UP PLANS
<ul style="list-style-type: none"> Students should understand the nature of society and the relationships between individuals and groups. Students should understand and value cultural and ethnic differences in a multicultural society and globalizing world. 	<p>Demonstrate a basic understanding of the literary, historical, social, or cultural influences that inform literary works, including diversity of perspectives, experiences, and traditions.</p>	<ul style="list-style-type: none"> Exams One page summaries Discussions Quizzes Written homework Oral presentation Reflection 	<p>Grades</p>	<ul style="list-style-type: none"> More syllabus specificity Balance perspectives Re-evaluate lectures Add recent literature book
<ul style="list-style-type: none"> Students should be able to speak and write effectively. Students should be able to express ideas in an articulate and persuasive way. 	<p>Articulate in writing and discussion their responses to literary texts with a view to equipping them with the knowledge, values, and sensitivity to succeed as persons and professionals.</p>	<ul style="list-style-type: none"> Research paper Discussions Quizzes Written homework Writing sample Oral presentation Reflection 	<p>Grades</p>	<ul style="list-style-type: none"> Select new venues Integrate interactive exercises Increase quizzes More group work
<ul style="list-style-type: none"> Students should understand the process of seeking truth and disseminating knowledge. 	<p>Demonstrate a basic critical ability to identify, interpret, and evaluate the ideas and formal features of an integrated body of literary texts in the context of a socially responsible learning community of high quality scholarship and academic rigor.</p>	<ul style="list-style-type: none"> Exams Research paper Discussions Quizzes Written homework Oral presentation Activities Group oral presentation 	<p>Grades Student discussion questions</p>	<ul style="list-style-type: none"> Early explanation Focus on building basic skills Increase study sessions Increase quizzes
<ul style="list-style-type: none"> Students should understand the moral dimension of every significant human choice, taking seriously how and who we choose to be in the world. 	<p>Show a sensitivity to the plurality of meanings within a literary text, including the moral implications of human choices.</p>	<ul style="list-style-type: none"> Research papers Discussions Quizzes Written homework Exams 	<p>Grades</p>	<ul style="list-style-type: none"> Add rough drafts of paper

ATTACHMENT 24: Core Assessment Matrix Review

Math

CORE CURRICULUM GOALS	LEARNING OUTCOMES	EXAMPLES OF MEASUREMENT	EXAMPLES OF EVIDENCE	FACULTY FOLLOW-UP PLANS
<ul style="list-style-type: none"> Students should be able to understand a mathematical problem and design a solution. 	<p>Determine whether a problem lends itself to a mathematical* solution, and, if so, design a mathematical solution.</p>	<ul style="list-style-type: none"> Exams & quizzes Homework assignments Exercises Lab sets First day "readiness" survey 	<p>Grades Participation</p>	<ul style="list-style-type: none"> More group work More problem sets Make attendance mandatory Use pop quizzes
<ul style="list-style-type: none"> Students should be able to understand a mathematical problem and design a solution. 	<p>Implement the design or identify and correct problems with the design.</p>	<ul style="list-style-type: none"> Exams & Quizzes Homework assignments Exercises Lab sets 	<p>Grades</p>	<ul style="list-style-type: none"> Encourage use of Blackboard
<ul style="list-style-type: none"> Students should be able to express ideas in an articulate and persuasive way. Students should be able to understand a mathematical problem and design a solution. 	<p>Evaluate the validity of a solution and its relevance to the original problem using reasoned discourse as the norm for decision-making.</p>	<ul style="list-style-type: none"> Exams 	<p>Grades Participation</p>	<ul style="list-style-type: none"> More group work More class activities Encourage use of Blackboard

ATTACHMENT 24: Core Assessment Matrix Review

Mission-Related: Cultural Diversity

CORE CURRICULUM GOALS	LEARNING OUTCOMES	EXAMPLES OF MEASUREMENT	EXAMPLES OF EVIDENCE	FACULTY FOLLOW-UP PLANS
<ul style="list-style-type: none"> Students should understand the nature of society and the relationships between individuals and groups. Students should understand and value cultural and ethnic differences in a multicultural society and globalizing world. 	<p>Demonstrate familiarity with the factors that create diversity in human societies, including, for example, gender, race, class, and ethnicity.</p>	<ul style="list-style-type: none"> Readings & Discussions Tests Written assignments Quizzes Student presentations 	<p>Grades Participation</p>	<ul style="list-style-type: none"> Add regular quizzes Add assignments
<ul style="list-style-type: none"> Students should understand the nature of society and the relationships between individuals and groups. Students should understand and value cultural and ethnic differences in a multicultural society and globalizing world. Students should be exposed to opportunities to work for social justice. 	<p>Understand the relationships among diversity, inequality, and justice.</p>	<ul style="list-style-type: none"> Exercises Reading assignments Tests Student led discussion Short papers 	<p>Blackboard posting of work Participation</p>	<ul style="list-style-type: none"> Supervise project more closely
<ul style="list-style-type: none"> Students should understand and value cultural and ethnic differences in a multicultural society and globalizing world. 	<p>Demonstrate an understanding of the effects of global interdependence on contemporary societies, for example, the role of migration and immigration, economic, political, and cultural globalization on contemporary societies.</p>	<ul style="list-style-type: none"> Tests Reading & assignments Class Report Discussions Class trip paper Research paper 	<p>Class report Grades Papers Participation</p>	<ul style="list-style-type: none"> Add the use of films Targeted assignment

ATTACHMENT 24: Core Assessment Matrix Review

Mission-Related: Cultural Diversity

CORE CURRICULUM GOALS	LEARNING OUTCOMES	EXAMPLES OF MEASUREMENT	EXAMPLES OF EVIDENCE	FACULTY FOLLOW-UP PLANS
<ul style="list-style-type: none"> • Students should understand the nature of society and the relationships between individuals and groups. • Students should understand historical traditions. • Students should understand and value cultural and ethnic differences in a multicultural society and globalizing world. 	<p>Demonstrate familiarity with the historical contributions of traditionally marginalized groups to contemporary ideas, values and culture.</p>	<ul style="list-style-type: none"> • Readings & Discussion • Research paper or creative project • Oral presentation • Tests • Assignments • Teaching Presentations 	<p>Grades</p>	<ul style="list-style-type: none"> • Allow time for revisions

ATTACHMENT 24: Core Assessment Matrix Review

Philosophy

CORE CURRICULUM GOALS	LEARNING OUTCOMES	EXAMPLES OF MEASUREMENT	EXAMPLES OF EVIDENCE	FACULTY FOLLOW-UP PLANS
<ul style="list-style-type: none"> Students should understand the moral dimension of every significant human choice, taking seriously how and who we choose to be in the world. 	<p>Understand the value of thinking philosophically by reflecting on the meaning of one's own life, the conceptual foundations of human actions and beliefs, and the nature of the self and of human responsibility.</p>	<ul style="list-style-type: none"> Exams Writing assignments Class activities Participation Paper Discussion Oral presentations 	<p>Grades Participation</p>	<ul style="list-style-type: none"> Refine readings Adapt to learning level of student More reading of classics More class discussion
<ul style="list-style-type: none"> Students should be able to express ideas in an articulate and persuasive way. Students should comprehend the variations of people's relationship with God and develop respect for the religious beliefs of others. 	<p>Understand and discuss coherently the central philosophical issues, such as the problem of evil, the existence of God, free will, the mind/body relation, human knowledge, and the question of being.</p>	<ul style="list-style-type: none"> Exams Writing assignments Class activities Participation Paper Oral Presentations 	<p>Grades</p>	<ul style="list-style-type: none"> Refine readings Reduce oral presentation Provide more background More classics emphasis
<ul style="list-style-type: none"> Students should be able to speak and write effectively. Students should be able to express ideas in an articulate and persuasive way. 	<p>Demonstrate an ability to identify and articulate, both orally and in writing, the primary philosophical themes and issues found in the writings of the major philosophers.</p>	<ul style="list-style-type: none"> Exams Writing assignments Class activities Participation Paper Oral presentations 	<p>Grades Participation</p>	<ul style="list-style-type: none"> Refine readings Provide more background More classics emphasis
<ul style="list-style-type: none"> Students should be able to speak and write effectively. Students should be able to express ideas in an articulate and persuasive way. Students should understand the process of seeking truth and disseminating knowledge. Students should understand historical traditions. 	<p>Demonstrate an ability to evaluate philosophical arguments critically, both orally and in writing, using philosophical methods that have been developed by either historical or contemporary philosophers.</p>	<ul style="list-style-type: none"> Exams Writing assignments Class activities Participation Paper 	<p>Grades Participation</p>	<ul style="list-style-type: none"> Refine readings Provide more background More classics emphasis

ATTACHMENT 24: Core Assessment Matrix Review

Public Speaking

CORE CURRICULUM GOALS	LEARNING OUTCOMES	EXAMPLES OF MEASUREMENT	EXAMPLES OF EVIDENCE	FACULTY FOLLOW-UP PLANS
<ul style="list-style-type: none"> Students should be able to speak and write effectively. Students should understand the nature of society and the relationships between individuals and groups. 	<p>Understand the importance of oral argument in citizenship and public decision-making.</p>	<ul style="list-style-type: none"> Essays Policy proposal speech Community development proposal Readings & discussions Oral and written assignments Group projects Video tape of speech given Tests 	<p>Grades</p>	<ul style="list-style-type: none"> Link lectures to tests Add exercises More readings/discussions More frequent speeches More Q&A after speech More use of current events
<ul style="list-style-type: none"> Students should be able to speak and write effectively. 	<p>Understand key concepts from the tradition of rhetoric and use these concepts to assess both their own speaking and that of others.</p>	<ul style="list-style-type: none"> Essays Student debates Test items Student peer critique Letter to self Exercises 	<p>Grades Video taped speeches</p>	<ul style="list-style-type: none"> Continue use of audio and video critique More explanation More prompting in debates Student to create concept list
<ul style="list-style-type: none"> Students should understand the process of seeking truth and disseminating knowledge. Students should understand and value cultural and ethnic differences in a multicultural society and globalizing world. 	<p>Identify and evaluate ethical issues in public address, including plagiarism and gender and cultural stereotyping.</p>	<ul style="list-style-type: none"> Exercises & Discussion Readings Instructor observation Articles & advertisements Tests Feedback Role plays Case studies 	<p>Source citations Grades</p>	<ul style="list-style-type: none"> More examples More readings More use of current events Add case study Add supplemental text
<ul style="list-style-type: none"> Students should be able to speak and write effectively. Students should be able to express ideas in an articulate and persuasive way. 	<p>Fashion a clear and concise thesis statement.</p>	<ul style="list-style-type: none"> Outlines of speech Readings and Exercises Tests Outside speaker evaluation Group thesis statement writing 	<p>Grades</p>	<ul style="list-style-type: none"> Workshop More examples/practice

ATTACHMENT 24: Core Assessment Matrix Review

Public Speaking

CORE CURRICULUM GOALS	LEARNING OUTCOMES	EXAMPLES OF MEASUREMENT	EXAMPLES OF EVIDENCE	FACULTY FOLLOW-UP PLANS
<ul style="list-style-type: none"> Students should be able to express ideas in an articulate and persuasive way. 	Identify and use compelling, credible evidence and anticipate audience support of, or opposition to, evidentiary claims.	<ul style="list-style-type: none"> Audience analysis Written analysis Exams 	Grades	<ul style="list-style-type: none"> More library time More examples
<ul style="list-style-type: none"> Students should understand the process of seeking truth and disseminating knowledge. 	Identify and evaluate lines of reasoning (both logical and fallacious), and types of proofs and appeals.	<ul style="list-style-type: none"> Exercises Discussions and readings Regular impromptu Test items Written analysis 	Completed exercises Grades	<ul style="list-style-type: none"> More examples/readings More than just exercises
<ul style="list-style-type: none"> Students should understand the nature of society and the relationships between individuals and groups. 	Adapt arguments to various audiences and occasions.	<ul style="list-style-type: none"> Speeches Audience analysis 	Grades	<ul style="list-style-type: none"> More examples/readings Group audience analysis
<ul style="list-style-type: none"> Students should be able to express ideas in an articulate and persuasive way. 	Demonstrate facility in multiple genres/modes of public discourse, organizing material in a manner appropriate to the speech genre/mode.	<ul style="list-style-type: none"> Speeches Assignments Outlines Exams 	Outline evaluation Presentations Grades	<ul style="list-style-type: none"> More examples More discussion Broader range of speeches More impromptu speeches
<ul style="list-style-type: none"> Students should be able to express ideas in an articulate and persuasive way. 	Create a speech outline that categorizes and subordinates ideas to produce a clear, appropriate organizational pattern.	<ul style="list-style-type: none"> Speech outline Tests Exams 	Grades	<ul style="list-style-type: none"> More examples More meetings with students
<ul style="list-style-type: none"> Students should be able to speak and write effectively. 	Properly cite a variety of sources.	<ul style="list-style-type: none"> Homework Outlines Exams 	Grades	<ul style="list-style-type: none"> Increase activity More direct discussion

ATTACHMENT 24: Core Assessment Matrix Review

Public Speaking

CORE CURRICULUM GOALS	LEARNING OUTCOMES	EXAMPLES OF MEASUREMENT	EXAMPLES OF EVIDENCE	FACULTY FOLLOW-UP PLANS
<ul style="list-style-type: none"> Students should be able to speak and write effectively. Students should be able to express ideas in an articulate and persuasive way. 	<p>Adjust voice appropriately to audience, room and material.</p>	<ul style="list-style-type: none"> Feedback sheet to student Outlines 	<p>Grades</p>	<ul style="list-style-type: none"> Detailed feedback to students Outdoor vocal exercise More impromptu speeches Use different venues Small group practice
<ul style="list-style-type: none"> Students should be able to speak and write effectively. Students should be able to express ideas in an articulate and persuasive way. 	<p>Demonstrate appropriate vocal variety (e.g., pitch, rate, volume) while controlling speech anxiety.</p>	<ul style="list-style-type: none"> Feedback sheet to student Exercises Outlines 	<p>Grades</p>	<ul style="list-style-type: none"> Greater use of speech tutors Detailed feedback to students More impromptu speeches Early semester presentation Videotape speeches
<ul style="list-style-type: none"> Students should be able to speak and write effectively. Students should be able to express ideas in an articulate and persuasive way. 	<p>Demonstrate fluency when delivering speech from notes or outline.</p>	<ul style="list-style-type: none"> Speech outline Feedback sheet to student 	<p>Grades Video taped</p>	<ul style="list-style-type: none"> Greater use of speech tutors Special workshop Detailed feedback to students Students to submit prepare outline Provide more readings More activities
<ul style="list-style-type: none"> Students should be able to speak and write effectively. Students should be able to express ideas in an articulate and persuasive way. 	<p>Use nonverbal cues to enhance the speech rather than detract from it.</p>	<ul style="list-style-type: none"> Feedback sheet to student Outlines 	<p>Grades</p>	<ul style="list-style-type: none"> Greater use of speech tutors Workshop Detailed feedback to students Greater use of videos Exercises
<ul style="list-style-type: none"> Students should be able to express ideas in an articulate and persuasive way. 	<p>Use visual aids (e.g., multimedia) effectively.</p>	<ul style="list-style-type: none"> Visual aids use Outlines 	<p>Grades</p>	<ul style="list-style-type: none"> Require PowerPoint More examples

ATTACHMENT 24: Core Assessment Matrix Review

Rhetoric and Composition

CORE CURRICULUM GOALS	LEARNING OUTCOMES	EXAMPLES OF MEASUREMENT	EXAMPLES OF EVIDENCE	FACULTY FOLLOW-UP PLANS
<ul style="list-style-type: none"> Students should understand the process of seeking truth and disseminating knowledge. 	<p>Critical analysis of academic discourse: Students critically analyze linguistic and rhetorical strategies used in long and complex texts from a variety of genres, subjects, and fields.</p>	<ul style="list-style-type: none"> Four written papers Class discussion of readings Class presentation of findings Readings, homework, papers, exams Quizzes and essays Rhetorical analysis Case studies 	<p>Grades</p>	<ul style="list-style-type: none"> More examples More readings and essays Tailored discussions Quizzes Multiple drafts of papers More guidance by faculty Give more time to complete
<ul style="list-style-type: none"> Students should be able to speak and write effectively. Students should be able to express ideas in an articulate and persuasive way. 	<p>Integrating multiple academic sources: Students incorporate multiple texts of length and complexity within a unified argumentative essay, addressing connections and differences among them.</p>	<ul style="list-style-type: none"> Speech, Papers Exercises Proposal argument Debate and discussion Readings, homework, papers, exams Student conferences Peer reviews of papers 	<p>Grades Participation</p>	<ul style="list-style-type: none"> More writing More text specific assignments Complex readings Tailor discussions More practice through HW More examples Give more time to complete
<ul style="list-style-type: none"> Students should be able to speak and write effectively. Students should be able to express ideas in an articulate and persuasive way. Students should understand the process of seeking truth and disseminating knowledge. 	<p>Academic research: Students develop sophisticated research questions and compose substantial arguments in response to those questions, incorporating extensive independent library research and demonstrating mastery of standard academic documentation modes.</p>	<ul style="list-style-type: none"> Student conferences Workshops Draft writings Peer reviews of papers Readings, research paper, handouts Literature review Library sessions Exercises 	<p>Grades</p>	<ul style="list-style-type: none"> Continuity bet. assignments More One-on-one w/ students Align assignment w/ majors Students to submit resources Tougher grading

ATTACHMENT 24: Core Assessment Matrix Review

Rhetoric and Composition

CORE CURRICULUM GOALS	LEARNING OUTCOMES	EXAMPLES OF MEASUREMENT	EXAMPLES OF EVIDENCE	FACULTY FOLLOW-UP PLANS
<ul style="list-style-type: none"> Students should be able to speak and write effectively. 	<p>Style: Students edit their own prose to achieve a clear and mature writing style in keeping with the conventions of academic and/or professional discourse.</p>	<ul style="list-style-type: none"> Peer reading and editing Speech lab and Writing center participation. Assignments and discussions Student conferences Exams In-class critiquing Readings, homework, portfolios Multiple revisions of paper 	<p>Feedback Grades</p>	<ul style="list-style-type: none"> More readings and exercises More samples More class time on topic More individual assignments
<ul style="list-style-type: none"> Students should be able to speak and write effectively. 	<p>Revision: Students develop their own revision strategies for extending and enriching early drafts and for producing polished advanced academic writing.</p>	<ul style="list-style-type: none"> Student conferences Group workshops Class discussions Readings, homework, portfolios Peer revisions Multiple drafts of paper 	<p>Revised drafts Attendance Grades</p>	<ul style="list-style-type: none"> More individual assignments Encourage more revisions More guidelines More “morning” sessions More in-class time

ATTACHMENT 24: Core Assessment Matrix Review

Science

CORE CURRICULUM GOALS	LEARNING OUTCOMES	EXAMPLES OF MEASUREMENT	EXAMPLES OF EVIDENCE	FACULTY FOLLOW-UP PLANS
<ul style="list-style-type: none"> Students should understand the nature of the physical world, the uses of the scientific method, and the implications of technology. 	<p>Demonstrate understanding of and literacy in the content and principles of a scientific discipline.</p>	<ul style="list-style-type: none"> Exams & quizzes Homework assignments Exercises Lab sets Discussions Writing assignments 	<p>Grades Participation Term paper Lab notebooks</p>	<ul style="list-style-type: none"> Provide additional help Increase review time Clarify exam questions Add additional exam Use clickers Add Blackboard quizzes Provide more topic detail
<ul style="list-style-type: none"> Students should understand the process of seeking truth and disseminating knowledge. 	<p>Perform laboratory or field procedures that explore the content and principles of these disciplines.</p>	<ul style="list-style-type: none"> Laboratory activities Exams & Quizzes Weekly question sets Lab report Writing assignments Homework 	<p>Grades Participation Term paper Lab notebooks</p>	<ul style="list-style-type: none"> Provide more lab exercises Use pre-quizzes to prep labs Use new experiments Use outside resources Add more sophisticated experiments Provide more topic detail Collect lab observations weekly
<ul style="list-style-type: none"> Students should be able to express ideas in an articulate and persuasive way. Students should understand the process of seeking truth and disseminating knowledge. 	<p>Carry out scientific procedures in a socially responsible manner.</p>	<ul style="list-style-type: none"> Laboratory activities Discussions Lab assignments Student group assignments Writing assignments Homework 	<p>Grades Participation</p>	<ul style="list-style-type: none"> Provide more topic detail
<ul style="list-style-type: none"> Students should understand the process of seeking truth and disseminating knowledge. 	<p>Accurately observe, record, analyze, and report data collected in the scientific laboratory or the field.</p>	<ul style="list-style-type: none"> Lab datasheets Weekly question sets Lab reports Class presentation Writing assignments Homework Oral presentations Lab activities 	<p>Grades Participation Student feedback Essays Lab reports</p>	<ul style="list-style-type: none"> Provide add data activities Require more short lab reports Require more formal reports Allow multiple drafts of report

ATTACHMENT 24: Core Assessment Matrix Review

Social Science

CORE CURRICULUM GOALS	LEARNING OUTCOMES	EXAMPLES OF MEASUREMENT	EXAMPLES OF EVIDENCE	FACULTY FOLLOW-UP PLANS
<ul style="list-style-type: none"> Students should understand the nature of society and the relationships between individuals and groups. 	<p>Engage in the systematic and logical study of human beings and their inter-relationships, with an appreciation of human diversity.</p>	<ul style="list-style-type: none"> Lectures & Readings Problem sets Exams & Papers Service learning Discussions Ethnographic project Quizzes & assignments 	<p>Grades Participation Term paper</p>	<ul style="list-style-type: none"> Meet students with course problems Increase topic focus Include topic reader Reinforce topics
<ul style="list-style-type: none"> Students should understand the nature of society and the relationships between individuals and groups. 	<p>Employ one or more social science methods or social science theories and philosophies.</p>	<ul style="list-style-type: none"> Problem sets Exams & Quizzes Exercises Literature review Term paper Meeting with students 	<p>Grades Participation Term paper</p>	<ul style="list-style-type: none"> Meet students with course problems Add more discussion Add peer student editing
<ul style="list-style-type: none"> Students should understand the nature of society and the relationships between individuals and groups. 	<p>Analyze explanations of human behavior, human relations, or human institutions.</p>	<ul style="list-style-type: none"> Lectures & Readings Problem sets Exams & Quizzes Papers Discussions Service learning Reading logs External social observation 	<p>Grades Participation</p>	<ul style="list-style-type: none"> Meet students with course problems Add in-class assignments Add in-class debates
<ul style="list-style-type: none"> Students should be exposed to opportunities to work for social justice. 	<p>Apply social science knowledge to contemporary social problems, including ways to improve the human condition and promote justice.</p>	<ul style="list-style-type: none"> Lectures Discussions Papers Research proposal Exams & quizzes Problem sets Oral presentations 	<p>Grades Participation Student feedback Essays</p>	<ul style="list-style-type: none"> Utilize writing center Assign short papers More examples

ATTACHMENT 24: Core Assessment Matrix Review

Social Science

CORE CURRICULUM GOALS	LEARNING OUTCOMES	EXAMPLES OF MEASUREMENT	EXAMPLES OF EVIDENCE	FACULTY FOLLOW-UP PLANS
<ul style="list-style-type: none"> Students should understand and value cultural and ethnic differences in a multicultural society and globalizing world. 	Understand and demonstrate social responsibility.	<ul style="list-style-type: none"> Class discussion Papers Service Learning Role-playing 	Grades Participation	<ul style="list-style-type: none"> More structure to lectures Role playing Add guest speaker
<ul style="list-style-type: none"> Students should understand and value cultural and ethnic differences in a multicultural society and globalizing world. 	Communicate social science knowledge to a world shared by all people and held in trust for future generations.	<ul style="list-style-type: none"> Exams Papers Class discussion Literature review Research proposal 	Grades Participation Term paper	<ul style="list-style-type: none"> Utilize writing center Monitor papers more closely Provide more participation opportunities

ATTACHMENT 24: Core Assessment Matrix Review

Theology and Religious Studies

CORE CURRICULUM GOALS	LEARNING OUTCOMES	EXAMPLES OF MEASUREMENT	EXAMPLES OF EVIDENCE	FACULTY FOLLOW-UP PLANS
<ul style="list-style-type: none"> Students should understand the nature of society and the relationships between individuals and groups. 	<p>Students will be able to understand their own spirituality and recognize how religion, theology, and spirituality underlie and correlate with a broad range of human experience.</p>	<ul style="list-style-type: none"> Exams & quizzes Essays Writing assignments Case studies Initial reflection paper 	<p>Grades Reflection binders</p>	<ul style="list-style-type: none"> More historical context Postpone first case study
<ul style="list-style-type: none"> Students should understand historical traditions. Students should comprehend the variations of people's relationship with God and develop respect for the religious beliefs of others. Students should understand the moral dimension of every significant human choice, taking seriously how and who we choose to be in the world. 	<p>Students will be able to understand, differentiate, and appreciate various religious traditions, as encouraged by Vatican II's stance on the Catholic Church's relationship with other faiths. This understanding will entail the creedal vision, moral teachings, historical context, social expression, and key rites and symbols of these faith traditions.</p>	<ul style="list-style-type: none"> Exams Papers Essays Discussion Project Reflection papers Writing assignments 	<p>Grades Papers</p>	<ul style="list-style-type: none"> More discussion Require weekly response papers
<ul style="list-style-type: none"> Students should understand historical traditions. Students should be exposed to opportunities to work for social justice. 	<p>Students will investigate and discuss how religious and theological traditions can work effectively for social justice and for the good of the entire human family and the environment that sustains it.</p>	<ul style="list-style-type: none"> Exams Annotated bibliography Case study Discussion Reflection paper Group discussions 	<p>Grades Website work Reflective work</p>	<ul style="list-style-type: none"> Increase service learning More topic focus Drop mid-term Develop reflection Add outside speakers

ATTACHMENT 24: Core Assessment Matrix Review

Visual and Performing Arts

CORE CURRICULUM GOALS	LEARNING OUTCOMES	EXAMPLES OF MEASUREMENT	EXAMPLES OF EVIDENCE	FACULTY FOLLOW-UP PLANS
<ul style="list-style-type: none"> Students should be able to speak and write effectively. 	<p>Demonstrate orally or in writing the social, political and economic context surrounding significant works of art.</p>	<ul style="list-style-type: none"> Essays Exams and quizzes Laboratory work Reports Participation Discussions Paper Journals Research paper Oral presentation 	<p>Grades Papers Essays</p>	<ul style="list-style-type: none"> Narrow list of paper topics Create discussion worksheets Greater use of Blackboard Alter journal assignment
<ul style="list-style-type: none"> Students should be able to speak and write effectively. Students should appreciate and be able to critically evaluate the arts. 	<p>Demonstrate orally or in writing the ability to chronologically sequence selected works of art.</p>	<ul style="list-style-type: none"> Essays Exams & quizzes 	<p>Grades Papers</p>	<ul style="list-style-type: none"> Reduce periods into smaller increments Focus on specific topics Stress historical context Create visual timeline
<ul style="list-style-type: none"> Students should be able to speak and write effectively. Students should understand historical traditions. Students should understand the nature of society and the relationships between individuals and groups. 	<p>Demonstrate orally, in writing, or through production, how themes or movements developed over time in the subject art. Such demonstration should include social, political and aesthetic development.</p>	<ul style="list-style-type: none"> Essays Exams & quizzes Discussion Journals Research project 	<p>Grades Presentations Quizzes</p>	<ul style="list-style-type: none"> More topic emphasis Create discussion worksheets Alter journal assignment

ATTACHMENT 24: Core Assessment Matrix Review

Visual and Performing Arts

CORE CURRICULUM GOALS	LEARNING OUTCOMES	EXAMPLES OF MEASUREMENT	EXAMPLES OF EVIDENCE	FACULTY FOLLOW-UP PLANS
<ul style="list-style-type: none"> Students should be able to speak and write effectively. 	<p>Demonstrate orally or in writing an understanding of critical approaches to evaluating key works in the subject art.</p>	<ul style="list-style-type: none"> Papers Oral presentation Exams Class exercises Debates Discussions Journals 	<p>Grades Essays</p>	<ul style="list-style-type: none"> Allot more time Greater use of Blackboard Alter journal assignment
<ul style="list-style-type: none"> Students should understand the process of seeking truth and disseminating knowledge. 	<p>Recognize evaluative norms proper to specific works and movements.</p>	<ul style="list-style-type: none"> Papers Exams Written assignments Participation Discussions 	<p>Grades Essays</p>	<ul style="list-style-type: none"> More topic focus Greater use of Blackboard Alter journal assignment
<ul style="list-style-type: none"> Students should be able to express ideas in an articulate and persuasive way. 	<p>Articulate and defend their judgments through a studied, engaged, and informed process of reflection as well as action.</p>	<ul style="list-style-type: none"> Papers Oral presentation Exams & quizzes Discussions Creation of play Journals Blackboard discussions Group projects 	<p>Grades Papers</p>	<ul style="list-style-type: none"> Allot more time Change quizzes to writings
<ul style="list-style-type: none"> Students should be exposed to opportunities to work for social justice. 	<p>Attend displays of the subject art (performance, museum, etc.) outside classroom/campus experience, with an emphasis on marginalized/artistically under-represented communities as well as the traditional canon.</p>	<ul style="list-style-type: none"> Written assignment Paper Blackboard discussions Class survey Concert reports 	<p>Written work Papers</p>	<ul style="list-style-type: none"> Expand discussions Require attendance Narrow film list Assign short papers

ATTACHMENT 24: Core Assessment Matrix Review

Visual and Performing Arts

CORE CURRICULUM GOALS	LEARNING OUTCOMES	EXAMPLES OF MEASUREMENT	EXAMPLES OF EVIDENCE	FACULTY FOLLOW-UP PLANS
<ul style="list-style-type: none"> Students should understand and value cultural and ethnic differences in a multicultural society and globalizing world. 	Access a broad variety of traditional and non-traditional cultural resources locally and globally.	<ul style="list-style-type: none"> Quizzes Papers Research project Class survey Weekly articles 	Written work	<ul style="list-style-type: none"> Review library research skills

TAB 25

ATTACHMENT 25: NSSE Results (2004, 2005 and 2006)

Culminating Projects

NSSE QUESTION	USF 2004	USF 2005	USF 2006	JESUIT UNIVERSITIES 2004	JESUIT UNIVERSITIES 2005	JESUIT UNIVERSITIES 2006	NSSE SAMPLE 2004	NSSE SAMPLE 2005	NSSE SAMPLE 2006
(7.h) I have done or plan to do: Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.). [Done]	15% [S]	22% [S]	23% [S]	37% [S]	41% [S]	44% [S]	35% [S]	38% [S]	32% [S]

[F] = First-Year Students

[S] = Seniors

TAB 26

**USF Planning, Budget and Review
Master Calendar: Academic Program and Service Unit Reviews**

		Academic Program Review			Financial Reviews		
		1	2	3	1	2	3
2007-08	Arts and Sciences Computer Science						
External Reviewers							
	Media Studies						
External Reviewers							
	Sport Management						
External Reviewers							

- # Description
1. Unit leader/budget manager sign off
 2. Date presented to executive officers
 3. Follow-up action review

**USF Planning, Budget and Review
Master Calendar: Academic Program and Service Unit Reviews**

	Academic Program Review			Financial Review		
	1	2	3	1	2	3
2006-07	Arts and Sciences					
	Economics					
External Reviewers	<p>Jack W. Aber, Professor of Finance and Chair, Dept. of Finance & Economics, Boston U. School of Management David Colander, Christian A. Johnson Distinguished Professor of Economics, Middlebury College David Kennet, Professor of Economics, Vassar College Enrico Spolaore, Professor and Chair, Dept. of Economics, Tufts U.</p>					
	MFA in Writing					
External Reviewers	<p>Mary Jo Bang, Director of the Creative Writing Program, Washington U., St. Louis Melissa Hammerle, Director of the Creative Writing Program, New York U. James Kastely, Director of Creative Writing, U. of Houston</p>					
	Biology					
External Reviewers	<p>Clarissa Cheney, Associate Professor and Chair of Biology, Pomona College Joe Pelliccia, Associate Professor of Biology, Bates College Deborah L. Robertson, Associate Professor of Biology, Clark U.</p>					

- # Description in
1. Unit leader/budget manager sign off
 2. Date presented to executive officers
 3. Follow-up action review

**USF Planning, Budget and Review
Master Calendar: Academic Program and Service Unit Reviews**

		Academic Program Reviews			Financial Reviews		
2005-06	Arts and Sciences	1	2	3	1	2	3
External Reviewers	Philosophy	X	1/23/07				
	Margaret Urban Walker, Professor of Philosophy, Arizona State U.						
	Mark Murphy, Professor and Director of Undergraduate Studies, Georgetown U. Karen J. Warren, Professor of Philosophy, Macalester College						
External Reviewers	Environmental Science/Management	X	1/23/07				
	Jose D. Fuentes, Associate Professor of Environmental Science and Director of the Virginia Forest Research Facility, U. of Virginia						
	Joanne Fox-Przeworski, Director of the Bard Ctr. For Environmental, Bard College						
	Kenneth H. Reckhow, Professor of Water Resources and Chair of the Division of Environmental Sciences and Policy, Duke U. Anne Sturz, Professor & Chair, Marine Science and Environmental Studies, U. of San Diego						
External Reviewers	Politics	X	1/23/07				
	Lorr Foster, Charles and Henrietta Johnson Deto Professor of American Government and Professor of Politics, Pomona College						
	Katharine H. S. Moon, Professor of Political Science, Wellesley College						
	Peter Steinberger, Professor of Political Science, Reed College						
External Reviewers	Sociology	X	1/23/07				
	Miguel Angel Centeno, Professor of Sociology, Princeton University						
	Jill S. Grigsby, Professor and Chair of Sociology, Pomona College Karin Martin, Associate Professor and Director of Graduate Studies, U. of Michigan						

- # Description
1. Unit leader/budget manager sign off
 2. Date presented to executive officers
 3. Follow-up action review

**USF Planning, Budget and Review
Master Calendar: Academic Program and Service Unit Reviews**

		Academic Program Review			Financial Review		
2004-05	Arts and Sciences Chemistry	1	2	3	1	2	3
External Reviewers	Adele J. Wolfson, Professor of Chemistry and Associate Dean of the College, Wellesley College Bert Holmes, Philip g. Carson Distinguished Chair of Science and Professor of Chemistry, U. of North Carolina, Asheville Thomas Poon, Associate Professor of Chemistry, Claremont-McKenna College	X	10/18/05	3			
External Reviewers	Exercise & Sport Science Jeffrey A. McCubbin, Professor and Associate Dean, College of Health and Human Sciences, Oregon State U. Janet C. Harris, Professor and Director of the School of Kinesiology and Nutritional Science, CSU, Los Angeles Arlette Perry, Professor and Chair, Department of Exercise & Sport Sciences, U. of Miami	X	10/18/05				
External Reviewers	History Craig Steven Wilder, Professor of History, Dartmouth College Leslie S. Offutt, Associate Professor of History, Vassar College Richard Lim, Associate Professor of History, Smith College	X	10/18/05				

- # Description
1. Unit leader/budget manager sign off
 2. Date presented to executive officers
 3. Follow-up action review

**USF Planning, Budget and Review
Master Calendar: Academic Program and Service Unit Reviews**

	Academic Program Reviews				Financial Reviews		
	1	2	3		1	2	3
2003-04							
Arts and Sciences	1	2	3		1	2	3
Mathematics	x	x	2004				
External Reviewers	Priscilla S. Bremser, Professor, Dept. of Mathematics, Middlebury College Erica Flapan, Professor and Chair, Dept. of Mathematics, Pomona College William G. McCallum, Professor, Dept. of Mathematics, U. of Arizona						
	Physics						
External Reviewers	David Griffiths, Howard Vollum Professor of Science, Dept. of Physics, Reed College Henri Jansen, Professor and Chair, Oregon State U. Douglas Osheroff, Professor, Dept. of Physics, Stanford U.						
	Psychology						
External Reviewers	Richard Gonzalez, Professor and Chair, Dept. of Psychology, U. of Michigan Richard S. Lewis, Associate Professor of Psychology and Neuroscience, Pomona College Deborah Phillips, Professor and Chair, Dept. of Psychology, Georgetown U.						
	Theology & Religious Studies						
External Reviewers	Susan Ackerman, Professor, Dept. of Religion, Dartmouth College Francis X. Clooney, S.J., Professor, Dept. of Theology, Boston College Yvonne P. Chireau, Professor and Chair, Dept. of Religion, Swarthmore College Gerald P. Fogarty, S.J., William R. Kenna Professor, Dept. of Religious Studies, U. of Virginia						

Description

1. Unit leader/budget manager sign off
2. Date presented to executive officers
3. Follow-up action review

USF Planning, Budget and Review
 Master Calendar: Academic Program and Service Unit Reviews

2007-08	School of Business and Management Finance and Quantitative Analysis	Academic Program Reviews			Financial Reviews		
		1	2	3	1	2	3
External Reviewers							
External Reviewers	Marketing, Globalization, and Strategy						

- # Description
1. Unit leader/budget manager sign off
 2. Date presented to executive officers
 3. Follow-up action review

**USF Planning, Budget and Review
Master Calendar: Academic Program and Service Unit Reviews**

2007-08 External Reviewers	Academic Program Reviews			Financial Reviews		
	1	2	3	1	2	3
School of Education Teacher Education						

- # Description
1. Unit leader/budget manager sign off
 2. Date presented to executive officers
 3. Follow-up action review

**USF Planning, Budget and Review
Master Calendar: Academic Program and Service Unit Reviews**

2006-07	School of Education	Academic Program Reviews					Financial Reviews		
		1	2	3	1	2	3		
External Reviewers Dr. John James, St. Louis U. Dr. Claire Helm, NCEA	Catholic Educational Leadership	x	1/23/07						
	Counseling Psychology	x	1/23/07						
External Reviewers Dr. Amy Hittner, Former Associate Dean, Faculty of Health & Sciences, SFSU Dr. Michael Carter, Associate Professor & Coordinator, MFT, CSU, Los Angeles									

- # Description
1. Unit leader/budget manager sign off
 2. Date presented to executive officers
 3. Follow-up action review

**USF Planning, Budget and Review
Master Calendar: Academic Program and Service Unit Reviews**

2005-06	School of Education International & Multicultural Education	Academic Program Reviews			Financial Program Review		
		1	2	3	1	2	3
External Reviewers Dr. Mary Poplin, Claremont U. Dr. Maria Torres-Guzman, Columbia U.		x	10/18/05				
	Learning & Instruction	x	10/18/05				
External Reviewers Dr. Michael Gerber, UC Riverside Dr. Steve Bossert, UC Santa Barbara							

- # Description
1. Unit leader/budget manager sign off
 2. Date presented to executive officers
 3. Follow-up action review

**USF Planning, Budget and Review
Master Calendar: Academic and Service Unit Reviews**

2006-07	School of Law Admissions and Financial Aid Policies in light of Grutter American Bar Association	Academic Program Review			Financial Review		
		1	2	3	1	2	3
External Reviewers							

- # Description
1. Unit leader/budger manager sign off
 2. Date presented to executive officers
 3. Follow-up action review

**USF Planning, Budget and Review
Master Calendar: Academic Program and Service Unit Reviews**

2007-08	School of Nursing Healthcare Systems	Academic Program Reviews			Financial Reviews		
		1	2	3	1	2	3
External Reviewers							
External Reviewers	Leadership (RN)						
External Reviewers	Advanced Practice Nurse (RN)						

- # Description
1. Unit leader/budget manager sign off
 2. Date presented to executive officers
 3. Follow-up action review

**USF Planning, Budget and Review
Master Calendar: Academic Program and Service Unit Reviews**

2007-08	College of Professional Studies MA of Non-profit Administration	Academic Program Reviews			Financial Reviews		
		1	2	3	1	2	3
External Reviewers							

- # Description
1. Unit leader/budget manager sign off
 2. Date presented to executive officers
 3. Follow-up action review

**USF Planning, Budget and Review
Master Calendar: Academic Program and Service Unit Reviews**

		Academic Program Reviews			Financial Reviews		
2006-07		1	2	3	1	2	3
External Reviewers	College of Professional Studies						
	Master of Organization Development						
External Reviewers	BA/MA of Science in Information Systems						

- # Description
1. Unit leader/budget manager sign off
 2. Date presented to executive officers
 3. Follow-up action review

**USF Planning, Budget and Review
Master Calendar: Academic Program and Service Unit Reviews**

		Academic Program Reviews			Financial Reviews		
2004-05 External Reviewer	College of Professional Studies	1	2	3	1	2	3
	BA/MA of Public Administration	x	x	10/18/05	x	x	10/18/05
Tim Hodson, Professor of Public Administration & Executive Director, Ctr. for Professional Studies							
External Reviewers	Applied Economics	x	x	10/18/05	x	x	10/18/05
	Andrew T. Williams , Professor of Economics, St. Mary's College (California)						
	Edward M. Cooper , Professor of Business & Chair of the M.S. in International Management, Regis U.						
	Raymond Sfier , Associate Professor of Economics, Chapman U.						

- # Description
1. Unit leader/budget manager sign off
 2. Date presented to executive officers
 3. Follow-up action review

**USF Planning, Budget and Review
Master Calendar: Academic Program and Service Unit Reviews**

		Academic Program Reviews				Financial Reviews		
2003-04	College of Professional Studies	1	2	3	1	2	3	
External Reviewers	Interdisciplinary Studies Susan Mancuso, Associate Professor and Chair, Dept. of Educational Leadership, Wester Washington U. John Strange, Professor of Behavioral Studies & Educational Technology, U. of South Alabama	X	X	4/14/04				
External Reviewers	Organizational Behavior Thomas Mayes, Professor of Management, California State U. Fullerton Asbjorn Osland, Associate Professor of Organization & Management, San Jose State U. Larry Robertson, Associate Dean, Executive Education, Leavey School of Business, Santa Clara U.	X	X	4/14/04				

- # Description
1. Unit leader/budget manager sign off
 2. Date presented to executive officers
 3. Follow-up action review

**USF Planning, Budget and Review
Master Calendar: Academic Program and Service Unit Reviews**

2007-08	Gleeson Library / Geschke Center Gleeson Library	Academic Program Reviews			Financial Reviews		
		1	2	3	1	2	3
External Reviewers							

- # Description
1. Unit leader/budget manager sign off
 2. Date presented to executive officers
 3. Follow-up action review

Academic Program Reviews Financial Reviews

2006-07	Academic & Enrollment Services Undergraduate Admissions	Academic Program Reviews			Financial Reviews		
		1	2	3	1	2	3
External Reviewers	Robert G. Blust, Dean Admission, Marquette U.						
	Thomas E. Glenn, Executive Director of Admission, U. of Illinois at Chicago Steven L. Shaw, Director, International Admissions, State U. of New York, Buffalo						
External Reviewers	Financial Aid Operations and Services						
	Lynn Fox, Associate Dean of Enrollment and Director of Financial Aid, U. of the Pacific Carrie Steere-Salazar, Director of Student Financial Services, U. of California, San Francisco Jim White, Associate Provost for Enrollment Services, Seattle U.						

**USF Planning, Budget and Review
Master Calendar: Academic Program Review and Service Unit Reviews**

2004-05	Academic & Enrollment Services	Academic Program Reviews			Financial Reviews		
		1	2	3	1	2	3
External Reviewers	Academic Support Services (includes Student Disability Services)	x	x				

- # Description
1. Unit leader/budget manager sign off
 2. Date presented to executive officers
 3. Follow-up action review

**USF Planning, Budget and Review
Master Calendar: Academic Program and Service Unit Reviews**

2007-08	University Life Recreational Sports	Academic Program Reviews			Financial Reviews		
		1	2	3	1	2	3
External Reviewers							
External Reviewers							

- # Description
1. Unit leader/budget manager sign off
 2. Date presented to executive officers
 3. Follow-up action review

**USF Planning, Budget and Review
Master Calendar: Academic Program and Service Unit Reviews**

	Academic Program Reviews						Financial Reviews		
	1	2	3	1	2	3			
2006-07									
University Life									
International Student Services	x	11/14/06							
Delores (Delo) Blough, James Madison U. Mary Jacob, U. of California Santa Barbara Salvatore Longario, Fordham U.									
Career Services	x	2/20/07							
Andrew Ceperley, Director, Career Services Center, U. of California, San Diego Mary Rittler Heitkemper, Director, The Career Center, Gonzaga U. Manuel Perez, Director, Career Development Center, California State U., Long Beach									
University Ministry	x	5/16/07							
Sue Weitz, Vice President of Student Life, Gonzaga U. Joe Currie, S.J., Director, Campus Ministry, Fordham U. Lulu Santana, Campus Minister, Santa Clara U.									

- # Description
1. Unit leader/budget manager sign off
 2. Date presented to executive officers
 3. Follow-up action review

**USF Planning, Budget and Review
Master Calendar: Academic Program and Service Unit Reviews**

2007-08	University Advancement Corporate Regional Council	Service Reviews			Financial Reviews		
		1	2	3	1	2	3
External Reviewers							
External Reviewers	Planned & Major Giving						

- # Description
1. Unit leader/budget manager sign off
 2. Presentation to executive officers
 3. Follow-up action review

USF Planning, Budget and Review
 Master Calendar: Academic Program and Service Unit Reviews

2006-07	University Advancement Alumni Development Council	Service Unit Reviews			Financial Reviews		
		1	2	3	1	2	3
External Reviewers							

- # Description
1. Unit leader/budget manager sign off
 2. Date of presentation to executive officers
 3. Follow-up action review

**USF Budget, Planning and Review
Master Calendar: Academic Program and Service Unit Reviews**

2007-08	Service Unit Reviews			Financial Reviews		
	1	2	3	1	2	3
External Reviewers	Office of Business & Finance					
	Office of VP and Treasury					
External Reviewers	Facilities Division			1	2	3

- # Description
1. Unit leader/budget manager sign off
 2. Date of presentation to executive officers
 3. Follow-action review

**USF Planning, Budget and Review
Master Calendar: Academic Program and Service Unit Reviews**

2006-07	Office of Business & Finance	Service Unit Reviews			Financial Reviews		
		1	2	3	1	2	3
External Reviewers	Bookstore Maryann Doyle, Independent Consultant						

- # Description
1. Unit leader/budget manager sign off
 2. Date presented to executive officers
 3. Follow-up action review

**USF Planning, Budget and Review
Master Calendar: Academic Program and Service Unit Reviews**

2007-08	Office of the General Counsel Legal & Labor Relations	Service Unit Reviews			Financial Reviews		
		1	2	3	1	2	3
External Reviewers							

- # Description
1. Unit leader/budget manager sign off
 2. Date presented to executive officers
 3. Follow-up action review

**USF Planning, Budget and Review
Master Calendar: Academic Program and Service Unit Reviews**

2007-08	Information Technology Services Classroom Technology	Service Unit Reviews			Financial Reviews		
		1	2	3	1	2	3
External Reviewers							
External Reviewers	Center for Instruction and Technology						

- # Description
1. Unit leader/budget manager sign off
 2. Date presented to executive officers
 3. Follow-up action review

**USF Planning, Budget and Review
Master Calendar: Academic Program and Service Unit Reviews**

2006-07	Information Technology Services Help Desk, Desktop Support, & Desktop Engineering	Service Unit Reviews			Financial Reviews		
		1	2	3	1	2	3
External Reviewers	CCS Consulting http://ccincorporated.com/						

- # Description
1. Unit leader/budget manager sign off
 2. Date presented to executive officers
 3. Follow-up action review

TAB 27

ATTACHMENT 27: NSSE Results (2004, 2005 and 2006)

Overall Satisfaction

NSSE QUESTION	USF 2004	USF 2005	USF 2006	JESUIT UNIVERSITIES 2004	JESUIT UNIVERSITIES 2005	JESUIT UNIVERSITIES 2006	NSSE SAMPLE 2004	NSSE SAMPLE 2005	NSSE SAMPLE 2006
(13) How would you evaluate your entire educational experience at this institution? [Good and Excellent]	89% [F] 87% [S]	89% [F] 86% [S]	89% [F] 86% [S]	90% [F] 92% [S]	90% [F] 90% [S]	90% [F] 91% [S]	84% [F] 88% [S]	87% [F] 89% [S]	86% [F] 85% [S]
(14) If you could start over again, would you go to the same institution you are now attending? [Probably Yes and Definitely Yes]	85% [F] 85% [S]	83% [F] 83% [S]	83% [F] 81% [S]	83% [F] 83% [S]	84% [F] 84% [S]	84% [F] 83% [S]	83% [F] 81% [S]	83% [F] 82% [S]	83% [F] 81% [S]

[F] = First-Year Students

[S] = Seniors

TAB 28

ATTACHMENT 28: Satisfaction with USF Experience

	OVERALL (N=848)	ARTS AND SCIENCES	BUSINESS AND MANAGEMENT	COLLEGE OF PROFESSIONAL STUDIES	NURSING
Current Satisfaction with academic course work while at USF. [Very satisfied and Satisfied]	93.4%	94.0%	93.5%	91.5%	97.2%
Would recommend USF to others. [Strongly agree and Agree]	95.4%	95.3%	97.1%	95.3%	95.8%

SOURCE: USF Alumni Survey 2007

TAB 29

ATTACHMENT 29: NSSE Results (2004, 2005 and 2006)

Contributions to Engagement and Welfare of Community

NSSE QUESTION	USF 2004	USF 2005	USF 2006	JESUIT UNIVERSITIES 2004	JESUIT UNIVERSITIES 2005	JESUIT UNIVERSITIES 2006	NSSE SAMPLE 2004	NSSE SAMPLE 2005	NSSE SAMPLE 2006
(1.k) During the current school year, how often have you participated in a community-based project (e.g., service learning) as part of a regular course? [Often and Very Often]	17% [F] 32% [S]	47% [F] 64% [S]	20% [F] 39% [S]	19% [F] 23% [S]	54% [F] 65% [S]	18% [F] 22% [S]	13% [F] 18% [S]	43% [F] 60% [S]	11% [F] 17% [S]
(7.b) I have done or plan to do: Community service or volunteer work before I graduate. [Plan to do and Done]	91% [F] 80% [S]	89% [F] 86% [S]	88% [F] 88% [S]	88% [F] 78% [S]	88% [F] 83% [S]	86% [F] 80% [S]	77% [F] 71% [S]	80% [F] 76% [S]	76% [F] 73% [S]
(11.o) To what extent has your experience at USF contributed to your knowledge, skills, and personal development in: Contributing to the welfare of your community. [Quite a bit and Very Much]	56% [F] 56% [S]	58% [F] 66% [S]	63% [F] 66% [S]	56% [F] 60% [S]	60% [F] 63% [S]	61% [F] 63% [S]	41% [F] 45% [S]	46% [F] 48% [S]	42% [F] 44% [S]

[F] = First-Year Students

[S] = Seniors

TAB 30

ATTACHMENT 30: Baccalaureate-Origins (AJCU Institutions) of Research Doctorate Recipients

The attached table shows the number of research doctorates received between 2004 and 2005 by individuals who obtained a baccalaureate degree from each of the Jesuit colleges and universities in the United States. Recipients of professional degrees (e.g., M.D., D.D.S., O.D., D.V.M., Psych.D., D.Min. and J.D.) are excluded. These figures have been obtained from the reports prepared by the National Opinion Research Center at the University of Chicago from surveys filled out by degree recipients and/or their graduate programs.

Findings of note are:

- A total of 19 recipients of a research doctorate in 2004 reported USF as the institution where they obtained their baccalaureate degree. Ten of them were women and 12 were ethnic minorities. The corresponding figures for 2005 were a total of 15 doctorates (8 to women and 7 to ethnic minorities).
- In 2004, USF ranked 466th in the number of research doctorates awarded to its undergraduate alumni. Higher ranks were obtained by 13 other Jesuit universities or colleges (Georgetown, Loyola Chicago, Boston College, Loyola New Orleans, Holy Cross, St. Louis, Detroit Mercy, Creighton, Canisius, Fordham, John Carroll, Santa Clara and Marquette). Xavier and LMU shared the same rank with USF. In 2005, USF ranked 601 with 19 other Jesuit universities or colleges ranking higher.
- At USF, 52.6% of alumni who received their research doctorates in 2004 were women. A total of 11 other Jesuit universities or colleges had a higher proportion of women doctorates than USF (Spring Hill, LMU, Loyola Chicago, Loyola New Orleans, Loyola College, Boston College, Creighton, Canisius, Fordham, Le Moyne, Scranton). In 2005, 53.3% of alumni who received a doctorate were women and 10 Jesuit or universities had a higher proportion of alumni women doctorates.
- Among all Jesuit universities and colleges, USF had the highest proportion of alumni recipients of a research doctorate in 2004 and 2005 who were ethnic minorities.

SOURCES: NSF/NIH/USED/NEH/USDA/NASA, Survey of Earned Doctorates 2004. National Opinion Research Center, University of Chicago, 2006.
NSF/NIH/USED/NEH/USDA/NASA, Survey of Earned Doctorates 2005. National Opinion Research Center, University of Chicago, 2006.

ATTACHMENT 30: Baccalaureate-Origins of Doctorate Recipients (2004 and 2005)

	2004 RESEARCH DOCTORATE	2005 RESEARCH DOCTORATE	2004 RANK	2005 RANK	2004 WOMEN RECIPIENTS	2005 WOMEN RECIPIENTS	2004 NON-WHITE RECIPIENTS	2005 NON-WHITE RECIPIENTS
Spring Hill College	7	6	1,003	1,111	6 (85.7%)	4 (66.7%)	1 (14.3%)	0
Loyola Marymount University	19	29	466	324	15 (78.9%)	16 (55.2%)	5 (26.3%)	11 (37.9%)
Santa Clara University	26	27	340	346	13 (50.0%)	14 (51.9%)	12 (46.2%)	8 (29.6%)
University of San Francisco	19	15	466	601	10 (52.6%)	8 (53.3%)	12 (63.2%)	7 (46.7%)
Fairfield University	16	16	538	568	8 (50.00%)	9 (56.3%)	1 (6.3%)	1 (6.3%)
Regis University	5	8	1,212	932	2 (40.0%)	3 (37.5%)	0	1 (12.5%)
Georgetown University	85	70	79	106	41 (48.2%)	36 (51.4%)	23 (27.1%)	14 (20.0%)
Loyola University Chicago	56	44	139	200	30 (53.6%)	31 (70.5%)	16 (28.6%)	8 (18.2%)
Loyola University New Orleans	21	22	421	421	13 (61.9%)	11 (50.0%)	7 (33.3%)	2 (9.1%)
Loyola College	15	17	572	539	11 (73.3%)	7 (41.2%)	3 (20.0%)	2 (11.8%)
Boston College	56	75	139	98	31 (55.4%)	57 (76.0%)	7 (12.5%)	18 (24.0%)
College of the Holy Cross	43	25	191	371	22 (51.2%)	14 (56.0%)	3 (7.0%)	0
University of Detroit Mercy	21	8	421	932	7 (33.3%)	5 (62.5%)	7 (33.3%)	1 (12.5%)
Rockhurst University	11	8	725	932	5 (45.5%)	3 (37.5%)	2 (18.2%)	0
St. Louis University	38	30	221	313	19 (50.0%)	10 (33.3%)	5 (13.2%)	4 (13.3%)
Creighton University	23	20	389	457	13 (56.5%)	18 (90.0%)	4 (17.4%)	2 (10.0%)

Baccalaureate-Origins of Doctorate Recipients (2004 and 2005)

	2004 RESEARCH DOCTORATE	2005 RESEARCH DOCTORATE	2004 RANK	2005 RANK	2004 WOMEN RECIPIENTS	2005 WOMEN RECIPIENTS	2004 NON-WHITE RECIPIENTS	2005 NON-WHITE RECIPIENTS
St. Peter's College	0	7		1,006	0	4 (57.1%)	0	1 (14.3%)
Canisius College	22	16	405	568	16 (72.7%)	3 (18.8%)	3 (13.6%)	0
Fordham University	38	29	221	324	23 (60.5%)	13 (44.8%)	8 (21.1%)	8 (27.6%)
Le Moyne College	11	0	725		7 (63.6%)	0	1 (9.1%)	0
John Carroll University	25	23	361	405	12 (48.0%)	12 (52.2%)	1 (4.0%)	1 (4.3%)
Xavier University	19	14	466	631	8 (42.1%)	7 (50.0%)	2 (10.5%)	1 (7.1%)
St. Joseph's University	14	16	613	568	7 (50.0%)	9 (56.3%)	3 (21.4%)	1 (6.3%)
University of Scranton	18	32	491	293	10 (55.6%)	13 (40.6%)	2 (11.1%)	3 (9.4%)
Gonzaga University	11	18	725	511	5 (45.5%)	8 (44.4%)	2 (18.2%)	2 (11.1%)
Seattle University	10	14	772	631	4 (40.0%)	6 (42.9%)	3 (30.0%)	2 (14.3%)
Wheeling Jesuit University	6	0	1,102		3 (50.0%)	0	1 16.7%	0
Marquette University	40	48	204	179	15 (37.5%)	23 (47.9%)	4 (10.0%)	6 (12.5%)

TAB 31

ATTACHMENT 31: Attrition and Graduation Rates of Traditional Undergraduates at USF *

One Year Attrition Rate of Students by Gender (entering Freshman)

FIRST TERM	ALL	WOMEN	MEN
Fall 1995	13.8%	14.2%	13.0%
Fall 1996	13.9%	13.7%	14.2%
Fall 1997	15.4%	15.1%	16.1%
Fall 1998	15.7%	15.3%	16.3%
Fall 1999	17.4%	16.7%	18.9%
Fall 2000	18.4%	19.2%	16.8%
Fall 2001	18.5%	16.9%	21.9%
Fall 2002	13.9%	12.7%	16.5%
Fall 2003	11.2%	12.7%	7.8%
Fall 2004	14.2%	12.8%	16.8%
Fall 2005	16.0%	14.7%	19.0%

One Year Attrition Rate of Students by College/School (entering Freshman)

FIRST TERM	ALL	ARTS	SCIENCES	BUSINESS	NURSING
Fall 1995	13.8%	18.1%	12.1%	9.8%	7.4%
Fall 1996	13.9%	16.7%	12.1%	11.8%	10.3%
Fall 1997	15.4%	15.6%	12.7%	19.6%	7.3%
Fall 1998	15.7%	17.9%	18.7%	10.5%	9.4%
Fall 1999	17.4%	18.8%	14.3%	18.3%	13.6%
Fall 2000	18.4%	19.0%	17.6%	20.3%	8.7%
Fall 2001	18.5%	19.4%	13.4%	22.5%	12.5%
Fall 2002	13.9%	13.9%	16.3%	14.5%	6.1%
Fall 2003	11.2%	14.0%	7.4%	10.7%	5.2%
Fall 2004	14.2%	17.4%	8.3%	12.9%	9.5%
Fall 2005	16.0%	19.1%	12.3%	14.4%	10.9%

Attrition and Graduation Rates of Traditional Undergraduates at USF *

One Year Attrition Rate of Students by Ethnicity/Race (entering Freshman)

FIRST TERM	ALL	WHITE	AFRICAN AMERICANS	ASIAN AMERICANS	LATINO	INTERNATIONAL
Fall 1992	11.8%	14.1%	0%	10.9%	14.3%	8.5%
Fall 1993	12.1%	15.6%	26.3%	8.8%	8.7%	11.1%
Fall 1994	15.7%	16.8%	21.4%	12.2%	20.8%	22.2%
Fall 1995	13.8%	12.8%	9.1%	11.2%	15.9%	19.0%
Fall 1996	13.9%	15.2%	9.1%	10.8%	10.9%	17.7%
Fall 1997	15.4%	16.4%	19.0%	14.8%	15.2%	21.1%
Fall 1998	15.7%	19.9%	20.0%	13.2%	14.9%	10.6%
Fall 1999	17.4%	23.3%	11.4%	10.1%	12.5%	23.4%
Fall 2000	18.4%	22.2%	3.2%	13.9%	16.3%	15.5%
Fall 2001	18.5%	19.4%	26.3%	14.6%	14.4%	32.1%
Fall 2002	13.9%	20.1%	19.1%	7.1%	11.7%	18.6%
Fall 2003	11.2%	15.4%	1.9%	6.6%	10.9%	14.1%
Fall 2004	14.2%	16.1%	14.8%	10.0%	14.2%	17.1%
Fall 2005	16.0%	22.1%	12.0%	8.8%	7.8%	12.8%

Cumulative Two-Year Attrition of Students by Gender (entering Freshman)

FIRST TERM	ALL	WOMEN	MEN
Fall 1995	23.1%	24.2%	21.3%
Fall 1996	22.3%	21.4%	24.0%
Fall 1997	23.5%	23.7%	23.0%
Fall 1998	25.6%	25.7%	25.2%
Fall 1999	26.6%	25.6%	28.6%
Fall 2000	26.6%	25.5%	29.0%
Fall 2001	25.3%	23.8%	28.5%
Fall 2002	22.7%	22.3%	23.5%
Fall 2003	21.1%	22.0%	19.1%
Fall 2004	20.9%	19.2%	24.4%

Attrition and Graduation Rates of Traditional Undergraduates at USF *

Cumulative Two-Year Attrition of Students by College/School (entering Freshman)

FIRST TERM	ALL	ARTS	SCIENCES	BUSINESS	NURSING
Fall 1995	23.1%	29.4%	19.7%	17.4%	16.7%
Fall 1996	22.3%	26.0%	19.7%	18.4%	20.7%
Fall 1997	23.5%	24.7%	22.5%	23.9%	17.1%
Fall 1998	25.6%	30.5%	23.9%	19.7%	20.8%
Fall 1999	26.6%	31.0%	18.6%	25.8%	25.0%
Fall 2000	26.6%	28.6%	24.8%	27.1%	15.2%
Fall 2001	25.3%	26.0%	20.1%	31.6%	14.3%
Fall 2002	22.7%	23.1%	24.7%	23.1%	13.6%
Fall 2003	21.1%	24.4%	19.5%	21.4%	7.2%
Fall 2004	20.9%	24.0%	17.4%	21.0%	12.7%

Cumulative Two-Year Attrition of Students by Ethnicity/Race (entering Freshman)

FIRST TERM	ALL	WHITE	AFRICAN AMERICANS	ASIAN AMERICANS	LATINO	INTERNATIONAL
Fall 1992	22.4%	27.3%	29.4%	15.5%	23.8%	18.3%
Fall 1993	22.6%	25.1%	26.3%	21.4%	17.4%	20.0%
Fall 1994	26.3%	24.5%	35.7%	23.8%	28.3%	40.7%
Fall 1995	23.1%	24.5%	22.7%	18.2%	26.1%	23.8%
Fall 1996	22.3%	24.0%	22.7%	16.2%	20.3%	25.8%
Fall 1997	23.5%	27.6%	28.6%	20.6%	18.2%	31.6%
Fall 1998	25.6%	30.3%	24.0%	20.0%	28.4%	19.1%
Fall 1999	26.6%	32.7%	22.9%	17.4%	25.0%	34.0%
Fall 2000	26.6%	31.2%	12.9%	18.4%	28.3%	32.8%
Fall 2001	25.3%	28.6%	28.9%	18.0%	21.2%	41.5%
Fall 2002	22.7%	29.9%	29.8%	13.8%	19.2%	20.9%
Fall 2003	21.1%	25.3%	21.2%	14.6%	19.5%	25.0%
Fall 2004	20.9%	24.9%	24.1%	14.9%	18.1%	22.0%

Attrition and Graduation Rates of Traditional Undergraduates at USF *

One Year Attrition Rate of Students by Gender (entering Transfers)

FIRST TERM	ALL	WOMEN	MEN
Fall 1995	13.3%	14.6%	11.4%
Fall 1996	11.4%	10.7%	12.4%
Fall 1997	18.4%	18.1%	18.8%
Fall 1998	15.9%	16.1%	15.6%
Fall 1999	20.5%	17.0%	24.6%
Fall 2000	25.2%	24.0%	27.2%
Fall 2001	16.7%	18.5%	14.3%
Fall 2002	14.1%	13.0%	15.5%
Fall 2003	18.5%	19.0%	17.7%
Fall 2004	13.8%	12.6%	15.2%
Fall 2005	15.1%	15.0%	15.1%

One Year Attrition Rate of Students by College/School (entering Transfers)

FIRST TERM	ALL	ARTS	SCIENCES	BUSINESS	NURSING
Fall 1995	13.3%	15.9%	15.5%	11.7%	7.2%
Fall 1996	11.4%	17.6%	9.8%	9.4%	4.6%
Fall 1997	18.4%	19.9%	22.6%	15.6%	17.4%
Fall 1998	15.9%	19.5%	11.4%	14.0%	10.8%
Fall 1999	20.5%	25.4%	24.0%	18.2%	9.5%
Fall 2000	25.2%	24.7%	33.3%	25.2%	14.3%
Fall 2001	16.7%	17.7%	13.2%	18.3%	8.0%
Fall 2002	14.1%	15.9%	27.6%	9.5%	8.6%
Fall 2003	18.5%	22.6%	24.3%	11.9%	12.5%
Fall 2004	13.8%	16.7%	17.8%	9.9%	7.5%
Fall 2005	15.1%	17.5%	18.9%	11.2%	8.8%

Attrition and Graduation Rates of Traditional Undergraduates at USF *

One Year Attrition Rate of Students by Ethnicity/Race (entering Transfers)

FIRST TERM	ALL	WHITE	AFRICAN AMERICANS	ASIAN AMERICANS	LATINO	INTERNATIONAL
Fall 1995	13.3%	15.8%	16.7%	5.6%	7.1%	21.3%
Fall 1996	11.4%	13.0%	33.3%	5.9%	10.3%	15.7%
Fall 1997	18.4%	20.3%	0	9.1%	20.5%	22.9%
Fall 1998	15.9%	14.5%	38.5%	7.5%	12.9%	26.3%
Fall 1999	20.5%	21.1%	16.7%	17.9%	14.3%	31.8%
Fall 2000	25.2%	25.7%	25.0%	24.6%	16.7%	34.1%
Fall 2001	16.7%	15.3%	30.8%	11.5%	11.4%	14.3%
Fall 2002	14.1%	13.6%	25.0%	6.4%	14.3%	14.0%
Fall 2003	18.5%	23.2%	36.4%	8.8%	25.7%	11.5%
Fall 2004	13.8%	12.0%	25.0%	8.5%	16.7%	29.4%
Fall 2005	15.1%	11.4%	13.3%	20.3%	15.6%	11.8%

Cumulative Proportion of First Time Freshman Graduating Within Six Years by Gender

FIRST TERM	ALL	WOMEN	MEN
Fall 1995	64.1%	67.4%	58.5%
Fall 1996	66.9%	68.5%	63.7%
Fall 1997	65.4%	66.1%	64.1%
Fall 1998	65.7%	66.4%	64.4%
Fall 1999	65.8%	68.5%	60.6%
Fall 2000	64.9%	66.7%	60.9%
Fall 2001			

Attrition and Graduation Rates of Traditional Undergraduates at USF *

Cumulative Proportion of First Time Freshman Graduating Within Six Years by School/College

FIRST TERM	ALL	ARTS	SCIENCES	BUSINESS	NURSING
Fall 1995	64.1%	56.9%	65.2%	71.2%	77.8%
Fall 1996	66.9%	61.0%	69.4%	73.5%	72.4%
Fall 1997	65.4%	66.9%	65.5%	63.2%	63.4%
Fall 1998	65.7%	58.9%	66.5%	78.3%	64.2%
Fall 1999	65.8%	62.3%	70.8%	69.0%	59.1%
Fall 2000	64.9%	64.1%	61.8%	67.2%	71.7%
Fall 2001					

Cumulative Proportion of First Time Freshman Graduating Within Six Years by Ethnicity/Race

FIRST TERM	ALL	WHITE	AFRICAN AMERICAN	ASIAN AMERICAN	LATINO	INTERNATIONAL
Fall 1995	64.1%	62.2%	63.6%	71.3%	58.0%	60.3%
Fall 1996	66.9%	64.1%	63.6%	70.9%	68.8%	67.7%
Fall 1997	65.4%	67.3%	57.1%	65.2%	65.2%	59.6%
Fall 1998	65.7%	59.8%	52.0%	73.2%	64.9%	76.6%
Fall 1999	65.8%	63.3%	65.7%	72.5%	61.4%	53.2%
Fall 2000	64.9%	60.1%	71.0%	75.1%	62.0%	63.8%
Fall 2001						

Cumulative Proportion of Transfers Graduating Within Six Years by Gender

FIRST TERM	ALL	WOMEN	MEN
Fall 1995	68.2%	70.7%	64.5%
Fall 1996	69.5%	72.5%	65.5%
Fall 1997	67.6%	70.6%	63.9%
Fall 1998	65.0%	67.4%	61.5%
Fall 1999	67.8%	72.5%	62.2%
Fall 2000	63.7%	64.6%	62.4%
Fall 2001			

Attrition and Graduation Rates of Traditional Undergraduates at USF *

Cumulative Proportion of First Time Freshman Graduating Within Six Years by School/College

FIRST TERM	ALL	ARTS	SCIENCES	BUSINESS	NURSING
Fall 1995	68.2%	62.2%	65.0%	68.5%	85.4%
Fall 1996	69.5%	64.0%	58.2%	73.5%	79.1%
Fall 1997	67.6%	66.7%	61.7%	70.7%	68.0%
Fall 1998	65.0%	63.5%	54.9%	71.6%	62.7%
Fall 1999	67.8%	63.0%	60.0%	74.5%	71.4%
Fall 2000	63.7%	61.9%	51.7%	70.7%	65.9%
Fall 2001					

Cumulative Proportion of Transfers Graduating Within Six Years by Ethnicity/Race

FIRST TERM	ALL	WHITE	AFRICAN AMERICAN	ASIAN AMERICAN	LATINO	INTERNATIONAL
Fall 1995	68.2%	65.3%	62.5%	79.0%	67.3%	66.2%
Fall 1996	69.5%	71.0%	42.9%	70.1%	66.7%	71.4%
Fall 1997	67.6%	66.8%	50.0%	76.7%	68.8%	63.4%
Fall 1998	65.0%	71.1%	46.7%	66.3%	55.3%	61.8%
Fall 1999	67.8%	68.0%	55.6%	68.6%	82.1%	59.7%
Fall 2000	63.7%	64.0%	55.6%	59.3%	77.1%	58.8%
Fall 2001						

* As of Census date (mid-September of each Fall semester).

Updated: 15 November 2006

SOURCE: Academic and Enrollment Services (25 October 2006)

TAB 32

ATTACHMENT 32: Improving Retention at USF: A Report of the Retention Task Force

Executive Summary

The Retention Task Force was appointed by President Stephen A. Privett, S.J. to analyze retention and graduation rates for undergraduate students at USF and to suggest ways to improve both rates. The Task Force reviewed a wide array of documents related to student retention and graduation including professional articles and books, reviews of the relevant literature and reports from professional organizations. In addition, the Task Force reviewed institutional reports on attrition and graduation rates.

The Task Force members reached the following conclusions:

- Undergraduate student attrition at USF varies across years and within entering cohorts in terms of gender and ethnicity/race
- Six-year graduation rates of entering freshman students have been fairly stable for over five years
- Overall, USF compares poorly to other Jesuit universities in terms of student persistence (17th in one-year retention rates of freshman students; lowest six-year graduation rate for student athletes among all 19 Jesuit schools in Division I; and 21st in overall six-year graduation rates)
- As the scientific and professional literature on student persistence suggests, attrition and graduation rates at USF are the result of interactions of multiple variables and the rates are difficult to predict based on unique student entry characteristics
- Because of its multivariate nature, there is no single strategy or best practice that alone will improve retention or graduation rates
- Improving undergraduate student persistence requires the concerted effort of all divisions and offices at USF
- Although a number of strategies that support student persistence are currently in place, there is little assessment of their effectiveness and at times, limited coordination across offices

The Task Force makes the following recommendations in order to improve undergraduate student persistence:

1. *Continue the visible commitment to student persistence on the part of the administration of the University.*
2. *Continue improving the orientation of new students so that it is Mission-driven, involves faculty and communicates high expectations for scholarly and personal involvement (engagement) on the part of students.*
3. *Continue to strengthen academic and career advising of students.*
4. *Implement and/or strengthen early outreach and intrusive (proactive) advising procedures for new students and those at risk of academic failure.*
5. *Develop learning communities for entering students that incorporate different models (residential, linked courses, block scheduling, etc.).*
6. *Develop special academic experiences for University Scholars and students admitted with honors.*

7. *Develop pre-college summer activities that emphasize and support scholarly and personal engagement.*
8. *Develop re-engagement activities for returning sophomore students.*
9. *Continue to develop welcoming and supportive offices and systems that serve students' needs.*
10. *Strengthen and foster a culture of academic and personal success among student athletes.*

The Task Force recognizes that planning and implementation of the recommendations require the involvement of the President, the Provost, the vice-presidents and/or deans and their staff and the possible reallocation of resources and/or redefinition of current staff positions as well as the allocation of new funding. The Task Force is confident that the implementation of the ten recommendations will not only improve persistence rates but help the University provide a much enhanced learning environment for all of our students so that they can go and fashion a more humane and just world.

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Made from post-consumer recycled fiber.