

EVIDENCE REVIEWED DURING PREPARATION OF C&P REVIEW

Standard 1. Defining Institutional Purposes and Ensuring Educational Objectives

CFR	Evidence
1.1 The institution's formally approved statements of purpose and operational practices are appropriate for an institution of higher education and clearly define its essential values and character.	<ul style="list-style-type: none"> * Copy of <i>Vision, Mission and Values</i> statement * Copy of mission statement for each college/school and service departments * Program review schedule for academic and service units
1.2 Educational objectives are clearly recognized throughout the institution and are consistent with stated purposes. The institution has developed indicators and evidence to ascertain the level of achievement of its purposes and educational objectives.	<ul style="list-style-type: none"> * Institutional learning outcomes * Table on educational effectiveness indicators * Learning outcomes for all programs (online Catalog) * Academic program review schedule and procedures * Last accreditation reports and self-studies for SOBAM, SOL, SON, SOE * Results of assessment of learning outcomes by program and for Core Curriculum * Assessment/program review results of service units as they support student learning outcomes
1.3 The institution's leadership creates and sustains a leadership system at all levels that is marked by high performance, appropriate responsibility, and accountability.	<ul style="list-style-type: none"> * Schedule of 360 reviews of administrators * Log of University-wide committees that include students and faculty * Organizational chart
1.4 The institution publicly states its commitment to academic freedom for faculty, staff, and students, and acts accordingly. This commitment affirms that those in the academy are free to share their convictions and responsible conclusions with their colleagues and students in their teaching and in their writing.	<ul style="list-style-type: none"> * University <i>Vision, Mission and Values</i> statement * Academic freedom statement in CBAs, faculty handbooks and library collection policy * <i>Fogcutter</i> and <i>Catalog</i> section on due process policies and description of Ombudsperson office
1.5 Consistent with its purposes and character, the institution demonstrates an appropriate response to the increasing diversity in society through its policies, its educational and co-curricular programs, and its administrative and organizational practices.	<ul style="list-style-type: none"> * University <i>Vision, Mission and Values</i> statement * Data on student/faculty/staff diversity and copy of recruitment procedures * Data on courses reflecting ethnic or gender diversity * Survey results on diversity (NSSE, GSS)
1.6 Even when supported by or affiliated with political, corporate, or religious organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy.	<ul style="list-style-type: none"> * University bylaws (separately incorporated from Jesuit community) * Absence of external sanctions for violations of academic freedom or evidence of lack of autonomy

CFR	Evidence
<p>1.7 The institution truthfully represents its academic goals, programs, and services to students and to the larger public; demonstrates that its academic programs can be completed in a timely fashion and treats students fairly and equitably through established policies and procedures addressing student conduct, grievances, human subjects in research and refunds.</p>	<ul style="list-style-type: none"> * Policies found in <i>Fogcutter</i>, <i>Catalog</i> and IRBPHS Manual * Academic program review schedule * Executive summaries of academic program reviews, reports and schedules * Procedures or bylaws for college/school curriculum committees * Summary of judicial cases and student grievances and disposition
<p>1.8 The institution exhibits integrity in its operations as demonstrated by the implementation of appropriate policies, sound business practices, timely and fair responses to complaints and grievances, and regular evaluation of its performance in these areas.</p>	<ul style="list-style-type: none"> * Faculty grievance procedures (CBAs & CPS Handbook), OPE employee grievance procedures, and student grievance procedures in <i>Fogcutter</i> and <i>Catalog</i> * Business and Finance policies (travel, PC, etc.) * Deloitte & Touche audit, and Internal audit procedures

Standard 2. Achieving Educational Objectives through Core Functions

CFR	Evidence
<p>2.1 The institution's educational programs are appropriate in content, standards, and nomenclature for the degree level awarded, regardless of mode of delivery, and are staffed by sufficient numbers of faculty qualified for the type and level of curriculum offered.</p>	<ul style="list-style-type: none"> * Executive summaries of recent academic program reviews, reports and schedules * Accreditation letters for SOBAM, SON, SOL and SOE Credential approval letter
<p>2.2 All degrees—undergraduate and graduate—awarded by the institution are clearly defined in terms of entry-level requirements and in terms of levels of student achievement necessary for graduation that represent more than simply an accumulation of courses or credits.</p>	<ul style="list-style-type: none"> * <i>Catalog</i> * Core Curriculum learning outcomes and syllabi for Core and courses in majors * Data on SON's HESI exam results * Report on learning communities, SOE's student teaching and description of internships, capstone experiences * Educational effectiveness indicators table * NSSE results
<p>◆ Baccalaureate programs engage students in an integrated course of study of sufficient breadth and depth to prepare them for work, citizenship, and a fulfilling life. These programs also ensure the development of core learning abilities and competencies including, but not limited to, college-level written and oral communication; college-level quantitative skills; information literacy; and the habit of critical analysis of data and argument. In addition, baccalaureate programs actively foster an understanding of diversity; civic responsibility; the ability to work with others; and the capability to engage in lifelong learning.</p>	<ul style="list-style-type: none"> * <i>Catalog</i> * Core Curriculum learning outcomes and syllabi for Core and courses in majors * Data on SON's HESI exam results * Report on learning communities, SOE's student teaching and description of internships, capstone experiences * Educational effectiveness indicators table
<p>Baccalaureate programs also ensure breadth for all students in the areas of cultural and aesthetic, social and political, as well as scientific and technical knowledge expected of educated persons in this society. Finally, students are required to engage in an in-depth, focused, and sustained program of study as part of their baccalaureate programs.</p>	<ul style="list-style-type: none"> * <i>Catalog</i> * Core Curriculum learning outcomes and syllabi for Core and courses in majors * Data on SON's HESI exam results * Report on learning communities, SOE's student teaching and description of internships, capstone experiences * Educational effectiveness indicators table

CFR	Evidence
<p>Graduate programs are consistent with the purpose and character of their institutions; are in keeping with the expectations of their respective disciplines and professions; and are described through nomenclature that is appropriate to the several levels of graduate and professional degrees offered. Graduate curricula are visibly structured to include active involvement with the literature of the field and ongoing student engagement in research and/or appropriate high-level professional practice and training experiences. Additionally, admission criteria to graduate programs normally include a baccalaureate degree in an appropriate undergraduate program</p>	<ul style="list-style-type: none"> * List of full-time faculty assignments in graduate programs * Copies of accreditation reports for professional programs (SOBAM, SON, SOL) * Summaries of program reviews of graduate programs * Theses, dissertations, student portfolios, SOE's student teaching reports
<p>2.3 The institution's expectations for learning and student attainment are clearly reflected in its academic programs and policies. These include the organization and content of the institution's curricula; admissions and graduation policies; the organization and delivery of advisement; the use of its library and information resources; and (where applicable) experience in the wider learning environment provided by the campus and/or co-curriculum.</p>	<ul style="list-style-type: none"> * <i>Catalog</i> * Sample of syllabi approved by college/school curriculum committees demonstrating high expectations and learning beyond textbooks (e.g., service learning, "Smart Activism," co-curricular activities, learning communities, student research projects, integrative or capstone projects) * Learning opportunities beyond course or classroom (e.g., library services, IT instructional resources, study abroad and immersion programs/ opportunities, student produced publications including "Discourse," "Writing for a Real World," "Ignatian," and student written performances) * Capstone projects
<p>2.4 The institution's expectations for learning and student attainment are developed and widely shared among its members (including faculty, students, staff, and where appropriate, external stakeholders). The institution's faculty takes collective responsibility for establishing, reviewing, fostering, and demonstrating the attainment of these expectations.</p>	<ul style="list-style-type: none"> * School/colleges curriculum committees bylaws or procedures * Sample syllabi of recently approved courses * WASC table on educational effectiveness indicators
<p>2.5 The institution's academic programs actively involve students in learning, challenge them to achieve high expectations, and provide them with appropriate and ongoing feedback about their performance and how it can be improved.</p>	<ul style="list-style-type: none"> * Examples of active student learning (e.g., service learning courses, living learning communities, online simulations being used in the classroom, problem-based learning) * Examples of special challenges presented to students (e.g., capstone courses, honors programs, hierarchical curriculum learning outcomes) * Examples of feedback to students on paper and online (e.g., Progress Report (A&S), Academic Improvement Forms (SON) and procedures), NSSE and SSI data on student feedback, summary evaluations of teaching (SUMMA)

CFR	Evidence
<p>2.6 The institution demonstrates that its graduates consistently achieve its stated levels of attainment and ensures that its expectations for student learning are embedded in the standards faculty use to evaluate student work.</p>	<ul style="list-style-type: none"> * Table on educational effectiveness indicators * Examples of capstone projects * Results of alumni surveys in SON, CPS, SOL * Results of employer survey in SON, data on alumni who receive doctorates
<p>2.7 In order to improve currency and effectiveness, all programs offered by the institution are subject to review, including analyses of the achievement of the program's learning objectives and outcomes. Where appropriate, evidence from external constituencies such as employers and professional societies is included in such reviews.</p>	<ul style="list-style-type: none"> * Student placements in graduate school in health-related and Law programs * Summaries of program reviews and program review schedule * Examples of student achievement after graduation (e.g., licensure results in Nursing, Bar passing rate in SOL, alumni who receive doctorates)
<p>2.8 The institution actively values and promotes scholarship, curricular and instructional innovations, and creative activity, as well as their dissemination at levels and of the kinds appropriate to the institution's purposes and character.</p>	<ul style="list-style-type: none"> * Allocation of faculty development funds and projects recently funded by Jesuit Foundation * Relevant text from collective bargaining agreements (CBAs) and handbooks * List of teaching development workshops (colleges and CIT) and of first-year faculty workshops (Provost and colleges/schools) * List of activities and presentations related to the effects of the Mission on teaching and research * List of teaching, research, technology, service learning awards and faculty awardees and of awards given by each school/college * Fromm Institute description and programming * List of USF Justice Lecture Series presenters and conferences held on campus or co-sponsored by USF * Report on proposals submitted through Office of Sponsored Projects
<p>2.9 The institution recognizes and promotes appropriate linkages among scholarship, teaching, student learning and service.</p>	<ul style="list-style-type: none"> * Text concerning faculty promotion in CBAs and handbooks * List of relevant awards and awardees (teaching, research, University Life) - Examples of how research has impacted teaching and how students have participated in faculty-directed research
<p>2.10. Regardless of mode of program delivery, the institution regularly identifies the characteristics of its students and assesses their needs, experiences and levels of satisfaction. This information is used to help shape a learning-centered environment and to actively promote student success</p>	<ul style="list-style-type: none"> * Copy of grade appeals process in <i>Fogcutter</i> and <i>Catalog</i> * NSSE, GSS and SSI data on student satisfaction * EBI survey in SON * M. Higgins report to Trustees on student experience at USF * Results of health survey and EBI conducted by UL and examples of how data were used to improve student experience

CFR	Evidence
<p>2.11 Consistent with its purposes, the institution develops and implements co-curricular programs that are integrated with its academic goals and programs, and supports student professional and personal development.</p>	<ul style="list-style-type: none"> * New student orientation description and assessment * Resident Ministers program description * Description of off-campus and co-curricular programs (e.g., study abroad, service learning, living learning communities, student service organizations, career services center, etc.) * Description of student match programs – former students with incoming students (SOBAM & SON) * NSSE data on participation; GSS and SSI data on satisfaction
<p>2.12. The institution ensures that all students understand the requirements of their academic programs and receive timely, useful, and regular information and advising about relevant academic requirements.</p>	<ul style="list-style-type: none"> * Copies of Admission Office brochures and advertisements, admissions video and blogs * CAS and SON Advising manuals * Description of departmental orientation sessions for new students * Assessment of New Student Orientation
<p>2.13. Student support services—including financial aid, registration, advising, career counseling, computer labs, and library and information serves—are designed to meet the needs of the specific types of students the institution serves and the curricula it offers.</p>	<ul style="list-style-type: none"> * survey of graduating students (GSS) data on satisfaction with support services * Description of CIT services and ITS survey on service satisfaction including a description of new smart classrooms and portal system * Description of changes in A&S advising * information on financial aid awarded and unmet gaps (including Pell eligibility trends) * List of services available through library and results of Library surveys * Description of One Stop and student feedback * NSSE and SSI data on satisfaction with support services * Summary of student feedback on advising quality and satisfaction
<p>2.14. Institutions that serve transfer students assume an obligation to provide clear and accurate information about transfer requirements, ensure equitable treatment for such students with respect to academic policies, and ensure that such students are not unduly disadvantaged by transfer requirements.</p>	<ul style="list-style-type: none"> * Admissions publications targeting transfers * Orientation for transfer students * Articulation agreements (descriptions, summaries, and/or full agreements) * NSSE data for transfer students

Standard 3. Developing and Applying Resources and Organizational Structures to Ensure Sustainability

CFR	Evidence
<p>3.1 The institution employs personnel sufficient in number and professional qualifications to maintain its operations and to support its academic programs, consistent with its institutional and educational objectives.</p>	<ul style="list-style-type: none"> * Data on faculty and staff number and characteristics (including number with terminal degrees) * Faculty/student ratio * Copies of hiring procedures for faculty and staff and suggestions for diversifying candidate pools * Results of Job Group Analysis on staff positions
<p>3.2. The institution demonstrates that it employs a faculty with substantial and continuing commitment to the institution sufficient in number, professional qualifications, and diversity to achieve its educational objectives, to establish and oversee academic policies, and to ensure the integrity and continuity of its academic programs wherever and however delivered.</p>	<ul style="list-style-type: none"> * Data on faculty number and characteristics and comparative gender/ethnicity data from UC * Document on suggestions for diversifying candidate pools * Executive summaries of recent academic program reviews * CVs or general descriptions of recently hired faculty * List of recent faculty publications
<p>3.3. Faculty and staff recruitment, workload, incentive, and evaluation practices are aligned with institutional purposes and educational objectives. Evaluation processes are systematic, include appropriate peer review, and, for instructional faculty and other teaching staff, involve consideration of evidence of teaching effectiveness, including student evaluations of instruction.</p>	<ul style="list-style-type: none"> * CBAs and faculty handbooks * Copy of blank SUMMA and summary data * Copy of blank ACP * Procedures for staff recruitment
<p>3.4. The institution maintains appropriate and sufficiently supported faculty development activities designed to improve teaching and learning consistent with its educational objectives and institutional purposes.</p>	<ul style="list-style-type: none"> * Description of faculty development fund allocations * Listing of faculty development activities by school/college * Orientation for new faculty and list of mentoring monthly lunches * List and assessment of special faculty development activities such as writing retreats, mentoring workshops for minority faculty, master teacher seminars (SOBAM), service learning seminars, mentoring workshops for recently hired faculty (CAS), appointment of peer mentors for new faculty (CAS), Western Conversations * List and projects of University-wide faculty development activities in CIT, NYU Summer Seminars, 4th Year Sabbatical * Special projects sponsored by departments or colleges supporting teaching and learning (e.g., Rhetoric 2006 Conference)

CFR	Evidence
3.5. Fiscal and physical resources are effectively aligned with institutional purposes and educational objectives, and are sufficiently developed to support and maintain the level and kinds of educational programs offered both now and for the foreseeable future.	<ul style="list-style-type: none"> * Copy of recent University budgets * Copy of Physical Plant Master Plan * Copy of Financial report
3.6. The institution holds, or provides access to, information resources sufficient in scope, quality, currency, and kind to support its academic offerings and the scholarship of its members. For on-campus students and students enrolled at a distance, physical and information resources, services, and information technology facilities are sufficient in scope and kinds to support and maintain the level and kind of education offered. These resources, services and facilities are consistent with the institution's purposes, and are appropriate, sufficient, and sustainable.	<ul style="list-style-type: none"> * Results of IT survey and feedback on use of USFconnect * Results of Library surveys * Description of information resources available at regional campuses * Description and number of smart classroom * Report on new ERP * Summary of external reviewers' evaluation of information resources available for programs being reviewed
3.7. The institution's information technology resources are sufficiently coordinated and supported to fulfill its educational purposes and to provide key academic and administrative functions.	<ul style="list-style-type: none"> * IT Master Plan * CIT training schedule * Data on <i>Blackboard</i> usage * Progress report on new ERP and Banner * Computer replacement policy * Classroom upgrade schedule/report
3.8. The institution's organizational structures and decision-making processes are clear, consistent with its purposes, and sufficient to support effective decision-making.	<ul style="list-style-type: none"> * Organizational chart * List of advisory boards and membership * Membership of Cabinet , Provost Council and Leadership Team * Description of the Planning, Budget and Review process * List of joint committees with membership
3.9. The institution has an independent governing board or similar authority that, consistent with its legal and fiduciary authority, exercises appropriate oversight over institutional integrity, policies, and ongoing operations, including hiring and evaluating the chief executive officer.	<ul style="list-style-type: none"> * Membership of Board of Trustees * Bylaws of Board of Trustees * Minutes of recent meetings of the Board of Trustees
3.10. The institution has a chief executive whose full-time responsibility is to the institution, together with a cadre of administrators qualified and able to provide effective educational leadership and management at all levels.	<ul style="list-style-type: none"> * Description of qualifications of members of Leadership Team * Report on Leadership Team retreats in El Salvador and Tijuana
3.11. The institution's faculty exercises effective academic leadership and acts consistently to ensure both academic quality and the appropriate maintenance of the institution's educational purposes and character.	<ul style="list-style-type: none"> * Bylaws/procedures of curriculum committees in each school or college * List of faculty who sit on Trustee committees * List of faculty members in college or school councils

Standard 4. Creating an Organization Committed to Learning and Improvement

CFR	Evidence
<p>4.1. The institution periodically engages its multiple constituencies in institutional reflection and planning processes that assess its strategic position; articulate priorities; examine the alignment of its purposes, core functions and resources; and define the future direction of the institution. The institution monitors the effectiveness of the implementation of its plans and revises them as appropriate.</p>	<ul style="list-style-type: none"> * Copy of Strategic Goals * Copy of Physical Plant Master Plan * Copy of Assessment Plan * Planning Priorities * "Report Card" to Board of Trustees on status of planning priorities
<p>4.2. Planning processes at the institution define and, to the extent possible, align academic, personnel, fiscal, physical, and technological needs with the strategic objectives and priorities of the institution.</p>	<ul style="list-style-type: none"> * Document on Planning, Budget and Review procedures * College/school strategic plans * Program review schedule for academic, co-curricular and service units * List of annual goals
<p>4.3. Planning processes are informed by appropriately defined and analyzed quantitative and qualitative data, and include consideration of evidence of educational effectiveness, including student learning.</p>	<ul style="list-style-type: none"> * Copies of benchmarking surveys from SOE and SON * Copies of employer surveys in SOL * Planning process documents * Strategic Plans procedures * Program review schedule
<p>4.4. The institution employs a deliberate set of quality assurance processes at each level of institutional functioning, including new curriculum and program approval processes, periodic program review, ongoing evaluation, and data collection. These processes involve assessments of effectiveness, track results over time, and use the results of these assessments to revise and improve structures, and processes, curricula, and pedagogy.</p>	<ul style="list-style-type: none"> * bylaws/procedures for school or college curriculum committees * copies of accreditation reports for SOBAM, SON, SOL, SOE * Schedule of academic, co-curricular and service unit program reviews and executive summaries of recent program reviews
<p>4.5. Institutional research addresses strategic data needs, is disseminated in a timely manner, and is incorporated in institutional review and decision-making processes. Included among the priorities of institutional research function are the identification of indicators and the collection of appropriate data to support the assessment of student learning consistent with the institution's purposes and educational objectives. Periodic reviews of institutional research and data collection are conducted to develop more effective indicators of performance and to assure the suitability and usefulness of data.</p>	<ul style="list-style-type: none"> * Print out of IR website and list of IR-produced recent reports * Print out of Institutional Assessment webpage * Copy of last reports about student enrollment, applications (Academic and Enrollment Services)

CFR	Evidence
<p>4.6 Leadership at all levels is committed to improvement based on the results of the processes of inquiry, evaluation and assessment used throughout the institution. The faculty takes responsibility for evaluating the effectiveness of the teaching and learning process and uses the results for improvement. Assessments of the campus environment in support of academic and co-curricular objectives are also undertaken and used, and are incorporated into institutional planning.</p>	<ul style="list-style-type: none"> * Copy of blank ACP * CAM instructions for assessment of Core Curriculum * Summary of CAM assessment for Spring 2006 * Summaries of teaching evaluation (SUMMA)
<p>4.7. The institution, with significant faculty involvement, engages in ongoing inquiry into the processes of teaching and learning, as well as into the conditions and practices that promote the kinds and levels of learning intended by the institution. The outcomes of such inquiries are applied to the design of curricula, the design and practice of pedagogy, and to the improvement of evaluation means and methodology.</p>	<ul style="list-style-type: none"> * List of faculty development activities in colleges and schools and University-wide including activities sponsored by Provost, CIT * Document on part-time faculty mentorship activities within department (Psychology, Sociology, Communication)
<p>4.8. Appropriate stakeholders, including alumni, employers, practitioners, and others defined by the institution, are involved in the assessment of the effectiveness of the educational programs.</p>	<ul style="list-style-type: none"> * Results of SON survey of employers on students' performance * List and membership of advisory boards (SOBAM, SON, CPS, SOL) * Results of alumni surveys in program reviews (A&S) * Results of last survey of alumni