



UNIVERSITY *of*
SAN FRANCISCO

REAFFIRMATION OF ACCREDITATION

Appendices

PRESENTED TO THE WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES (WASC) BY THE UNIVERSITY OF SAN FRANCISCO

15 JULY 2009

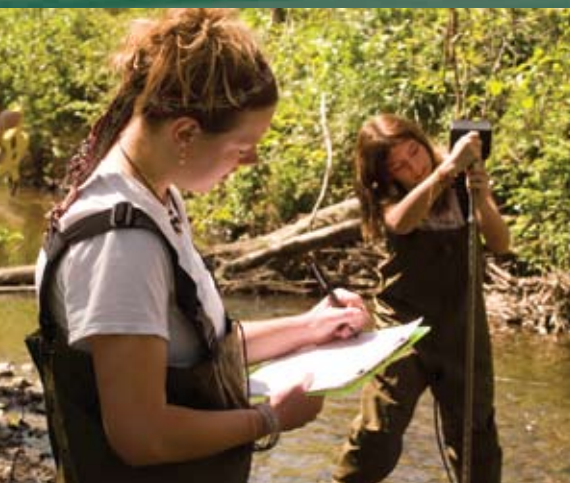


Table of Contents: Appendices

- APPENDIX 1.** Inventory of Educational Effectiveness Indicators, April 2009
- APPENDIX 2.** Worksheet for Preliminary Self-Review Under the Standards, April 2009
- APPENDIX 3.** Inventory of Concurrent Accreditation and Key Performance Indicators
- APPENDIX 4.** Supplemental Report on 2008 Changes to the CFRs
- APPENDIX 5.** WASC/ACSCU Summary Data
- APPENDIX 6.** Major Assessment Projects
- APPENDIX 7.** Institutional Stipulations



APPENDIX 1

Appendix 1: Inventory of Educational Effectiveness Indicators April 2009, College of Arts & Sciences

CATEGORY	HAVE FORMAL LEARNING OUTCOMES BEEN DEVELOPED?	WHERE ARE THESE LEARNING OUTCOMES PUBLISHED? (PLEASE SPECIFY)	OTHER THAN GPA, WHAT MEASURES/INDICATORS ARE USED TO DETERMINE THAT GRADUATES HAVE ACHIEVED THE STATED OUTCOMES FOR THE DEGREE? (E.G., CAPSTONE COURSE, PORTFOLIO REVIEW, LICENSURE EXAMINATION)	WHO INTERPRETS THE EVIDENCE? WHAT IS THE PROCESS?	HOW ARE THE FINDINGS USED?	DATE OF LAST PROGRAM REVIEW FOR THIS DEGREE PROGRAM
<p>CAS: B. A. IN ARCHITECTURE AND COMMUNITY DESIGN</p>	<p>Yes</p>	<p>Online Catalog</p>	<p>The Art and Architecture Department has developed an overall assessment plan for the degree program to determine whether the stated outcomes are successfully achieved.</p>	<p>Department or program faculty gather assessment data in the fall and spring semesters and reflect on it at years end in order to determine whether any changes are necessary to better meet the program learning outcomes. Curricular changes agreed to by the department and are then sent to the College Curriculum Committee.</p>	<p>The faculty examines assessment findings on an annual basis in order to determine what curricular changes may be necessary. These changes are implemented via course syllabi, etc. Both the department or program faculty and the College Curriculum Committee approve any program changes.</p>	<p>March 2009 Next: AY 15-16</p>
<p>CAS: B. A. ART HISTORY/ ARTS MANAGEMENT</p>	<p>Yes</p>	<p>Online Catalog</p>	<p>The Art and Architecture Department has developed an overall assessment plan for the degree program to determine whether the stated outcomes are successfully achieved.</p>	<p>Department or program faculty gather assessment data in the fall and spring semesters and reflect on it at years end in order to determine whether any changes are necessary to better meet the program learning outcomes. Curricular changes agreed to by the department and are then sent to the College Curriculum Committee.</p>	<p>The faculty examines assessment findings on an annual basis in order to determine what curricular changes may be necessary. These changes are implemented via course syllabi, etc. Both the department or program faculty and the College Curriculum Committee approve any program changes.</p>	<p>March 2009 Next: AY 15-16</p>

Appendix 1: Inventory of Educational Effectiveness Indicators, April 2009, College of Arts & Sciences

CATEGORY	HAVE FORMAL LEARNING OUTCOMES BEEN DEVELOPED?	WHERE ARE THESE LEARNING OUTCOMES PUBLISHED? (PLEASE SPECIFY)	OTHER THAN GPA, WHAT MEASURES/INDICATORS ARE USED TO DETERMINE THAT GRADUATES HAVE ACHIEVED THE STATED OUTCOMES FOR THE DEGREE? (E.G., CAPSTONE COURSE, PORTFOLIO REVIEW, LICENSURE EXAMINATION)	WHO INTERPRETS THE EVIDENCE? WHAT IS THE PROCESS?	HOW ARE THE FINDINGS USED?	DATE OF LAST PROGRAM REVIEW FOR THIS DEGREE PROGRAM
CAS: B.A. IN ASIAN STUDIES	Yes	Online Catalog	The faculty in the Asian Studies program have developed an overall assessment plan for the degree program to determine whether the stated outcomes are successfully achieved	Department or program faculty gather assessment data in the fall and spring semesters and reflect on it at years end in order to determine whether any changes are necessary to better meet the program learning outcomes. Curricular changes agreed to by the department and are then sent to the College Curriculum Committee.	The faculty examines assessment findings on an annual basis in order to determine what curricular changes may be necessary. These changes are implemented via course syllabi, etc. Both the department or program faculty and the College Curriculum Committee approve any program changes.	Next: AY 09-10
CAS: MASTER OF ASIAN PACIFIC STUDIES	Yes	Online Catalog	The faculty in the Asia Pacific Studies graduate program have developed an overall assessment plan for the degree program to determine whether the stated outcomes are successfully achieved	Department or program faculty gather assessment data in the fall and spring semesters and reflect on it at years end in order to determine whether any changes are necessary to better meet the program learning outcomes. Curricular changes agreed to by the department and are then sent to the College Curriculum Committee.	The faculty examines assessment findings on an annual basis in order to determine what curricular changes may be necessary. These changes are implemented via course syllabi, etc. Both the department or program faculty and the College Curriculum Committee approve any program changes.	November 1997 Next: AY 09-10
CAS: B.S. IN BIOLOGY	Yes	Online Catalog	The Biology Department has developed an overall assessment plan for the degree program to determine whether the stated outcomes are successfully achieved.	Department or program faculty gather assessment data in the fall and spring semesters and reflect on it at years end in order to determine whether any changes are necessary to better meet the program learning outcomes. Curricular changes agreed to by the department and are then sent to the College Curriculum Committee.	The faculty examines assessment findings on an annual basis in order to determine what curricular changes may be necessary. These changes are implemented via course syllabi, etc. Both the department or program faculty and the College Curriculum Committee approve any program changes.	April 2007 Next: AY 13-14

Appendix 1: Inventory of Educational Effectiveness Indicators, April 2009, College of Arts & Sciences

CATEGORY	HAVE FORMAL LEARNING OUTCOMES BEEN DEVELOPED?	WHERE ARE THESE LEARNING OUTCOMES PUBLISHED? (PLEASE SPECIFY)	OTHER THAN GPA, WHAT MEASURES/INDICATORS ARE USED TO DETERMINE THAT GRADUATES HAVE ACHIEVED THE STATED OUTCOMES FOR THE DEGREE? (E.G., CAPSTONE COURSE, PORTFOLIO REVIEW, LICENSURE EXAMINATION)	WHO INTERPRETS THE EVIDENCE? WHAT IS THE PROCESS?	HOW ARE THE FINDINGS USED?	DATE OF LAST PROGRAM REVIEW FOR THIS DEGREE PROGRAM
CAS: M.S. IN BIOLOGY	Yes	Online Catalog	The Biology Department has developed an overall assessment plan for the degree program to determine whether the stated outcomes are successfully achieved.	Department or program faculty gather assessment data in the fall and spring semesters and reflect on it at years end in order to determine whether any changes are necessary to better meet the program learning outcomes. Curricular changes agreed to by the department and are then sent to the College Curriculum Committee.	The faculty examines assessment findings on an annual basis in order to determine what curricular changes may be necessary. These changes are implemented via course syllabi, etc. Both the department or program faculty and the College Curriculum Committee approve any program changes.	April 2007 Next: AY 13-14
CAS: B.S. IN CHEMISTRY	Yes	Online Catalog	The Chemistry Department has developed an overall assessment plan for the degree program to determine whether the stated learning outcomes are successfully achieved.	Department or program faculty gather assessment data in the fall and spring semesters and reflect on it at years end in order to determine whether any changes are necessary to better meet the program learning outcomes. Curricular changes agreed to by the department and are then sent to the College Curriculum Committee.	The faculty examines assessment findings on an annual basis in order to determine what curricular changes may be necessary. These changes are implemented via course syllabi, etc. Both the department or program faculty and the College Curriculum Committee approve any program changes.	March 2005 Next: AY 11-12
CAS: M.S. IN CHEMISTRY	Yes	Online Catalog	The Chemistry Department has developed an overall assessment plan for the degree program to determine whether the stated outcomes are successfully achieved.	Department or program faculty gather assessment data in the fall and spring semesters and reflect on it at years end in order to determine whether any changes are necessary to better meet the program learning outcomes. Curricular changes agreed to by the department and are then sent to the College Curriculum Committee.	The faculty examines assessment findings on an annual basis in order to determine what curricular changes may be necessary. These changes are implemented via course syllabi, etc. Both the department or program faculty and the College Curriculum Committee approve any program changes.	March 2005 Next: AY 11-12

Appendix 1: Inventory of Educational Effectiveness Indicators, April 2009, College of Arts & Sciences

CATEGORY	HAVE FORMAL LEARNING OUTCOMES BEEN DEVELOPED?	WHERE ARE THESE LEARNING OUTCOMES PUBLISHED? (PLEASE SPECIFY)	OTHER THAN GPA, WHAT MEASURES/INDICATORS ARE USED TO DETERMINE THAT GRADUATES HAVE ACHIEVED THE STATED OUTCOMES FOR THE DEGREE? (E.G., CAPSTONE COURSE, PORTFOLIO REVIEW, LICENSURE EXAMINATION)	WHO INTERPRETS THE EVIDENCE? WHAT IS THE PROCESS?	HOW ARE THE FINDINGS USED?	DATE OF LAST PROGRAM REVIEW FOR THIS DEGREE PROGRAM
CAS: B.A. IN COMMUNICATION STUDIES	Yes	Online Catalog	The Communication Studies Department has developed an overall assessment plan for the degree program to determine whether the stated outcomes are successfully achieved.	Department or program faculty gather assessment data in the fall and spring semesters and reflect on it at years end in order to determine whether any changes are necessary to better meet the program learning outcomes. Curricular changes agreed to by the department and are then sent to the College Curriculum Committee.	The faculty examines assessment findings on an annual basis in order to determine what curricular changes may be necessary. These changes are implemented via course syllabi, etc. Both the department or program faculty and the College Curriculum Committee approve any program changes.	April 2008 AY 07-08
CAS: B.A. IN COMPARATIVE LITERATURE AND CULTURE	Yes	Online Catalog	The faculty in the Comparative Literature and Culture program have developed an overall assessment plan for the degree program to determine whether the stated outcomes are successfully achieved.	Department or program faculty gather assessment data in the fall and spring semesters and reflect on it at years end in order to determine whether any changes are necessary to better meet the program learning outcomes. Curricular changes agreed to by the department and are then sent to the College Curriculum Committee.	The faculty examines assessment findings on an annual basis in order to determine what curricular changes may be necessary. These changes are implemented via course syllabi, etc. Both the department or program faculty and the College Curriculum Committee approve any program changes.	AY 11-12
CAS: B.S. IN COMPUTER SCIENCE	Yes	Online Catalog	The Computer Science Department has developed an overall assessment plan for the degree program to determine whether the stated outcomes are successfully achieved.	Department or program faculty gather assessment data in the fall and spring semesters and reflect on it at years end in order to determine whether any changes are necessary to better meet the program learning outcomes. Curricular changes agreed to by the department and are then sent to the College Curriculum Committee.	The faculty examines assessment findings on an annual basis in order to determine what curricular changes may be necessary. These changes are implemented via course syllabi, etc. Both the department or program faculty and the College Curriculum Committee approve any program changes.	April 2008 Next: AY 14-15

Appendix 1: Inventory of Educational Effectiveness Indicators, April 2009, College of Arts & Sciences

CATEGORY	HAVE FORMAL LEARNING OUTCOMES BEEN DEVELOPED?	WHERE ARE THESE LEARNING OUTCOMES PUBLISHED? (PLEASE SPECIFY)	OTHER THAN GPA, WHAT MEASURES/INDICATORS ARE USED TO DETERMINE THAT GRADUATES HAVE ACHIEVED THE STATED OUTCOMES FOR THE DEGREE? (E.G., CAPSTONE COURSE, PORTFOLIO REVIEW, LICENSURE EXAMINATION)	WHO INTERPRETS THE EVIDENCE? WHAT IS THE PROCESS?	HOW ARE THE FINDINGS USED?	DATE OF LAST PROGRAM REVIEW FOR THIS DEGREE PROGRAM
CAS: M.S. IN COMPUTER SCIENCE	Yes	Online Catalog	The Computer Science Department has developed an overall assessment plan for the degree program to determine whether the stated outcomes are successfully achieved.	Department or program faculty gather assessment data in the fall and spring semesters and reflect on it at years end in order to determine whether any changes are necessary to better meet the program learning outcomes. Curricular changes agreed to by the department and are then sent to the College Curriculum Committee.	The faculty examines assessment findings on an annual basis in order to determine what curricular changes may be necessary. These changes are implemented via course syllabi, etc. Both the department or program faculty and the College Curriculum Committee approve any program changes.	April 2008 Next: AY 14-15
CAS: B.A. IN DESIGN	Yes	Online Catalog	The Art and Architecture Department has developed an overall assessment plan for the degree program to determine whether the stated outcomes are successfully achieved.	Department or program faculty gather assessment data in the fall and spring semesters and reflect on it at years end in order to determine whether any changes are necessary to better meet the program learning outcomes. Curricular changes agreed to by the department and are then sent to the College Curriculum Committee.	The faculty examines assessment findings on an annual basis in order to determine what curricular changes may be necessary. These changes are implemented via course syllabi, etc. Both the department or program faculty and the College Curriculum Committee approve any program changes.	March 2009 Next: AY 15-16
CAS: B.A. IN ECONOMICS	Yes	Online Catalog	The Economics Department has developed an overall assessment plan for the degree program to determine whether the stated outcomes are successfully achieved.	Department or program faculty gather assessment data in the fall and spring semesters and reflect on it at years end in order to determine whether any changes are necessary to better meet the program learning outcomes. Curricular changes agreed to by the department and are then sent to the College Curriculum Committee.	The faculty examines assessment findings on an annual basis in order to determine what curricular changes may be necessary. These changes are implemented via course syllabi, etc. Both the department or program faculty and the College Curriculum Committee approve any program changes.	March 2007 Next: AY 13-14

Appendix 1: Inventory of Educational Effectiveness Indicators, April 2009, College of Arts & Sciences

CATEGORY	HAVE FORMAL LEARNING OUTCOMES BEEN DEVELOPED?	WHERE ARE THESE LEARNING OUTCOMES PUBLISHED? (PLEASE SPECIFY)	OTHER THAN GPA, WHAT MEASURES/INDICATORS ARE USED TO DETERMINE THAT GRADUATES HAVE ACHIEVED THE STATED OUTCOMES FOR THE DEGREE? (E.G., CAPSTONE COURSE, PORTFOLIO REVIEW, LICENSURE EXAMINATION)	WHO INTERPRETS THE EVIDENCE? WHAT IS THE PROCESS?	HOW ARE THE FINDINGS USED?	DATE OF LAST PROGRAM REVIEW FOR THIS DEGREE PROGRAM
CAS: M.A. IN ECONOMICS	Yes	Online Catalog	The Economics Department has developed an overall assessment plan for the degree program to determine whether the stated outcomes are successfully achieved.	Department or program faculty gather assessment data in the fall and spring semesters and reflect on it at years end in order to determine whether any changes are necessary to better meet the program learning outcomes. Curricular changes agreed to by the department and are then sent to the College Curriculum Committee.	The faculty examines assessment findings on an annual basis in order to determine what curricular changes may be necessary. These changes are implemented via course syllabi, etc. Both the department or program faculty and the College Curriculum Committee approve any program changes.	March 2007 Next: AY 13-14
CAS: B.A. IN ENGLISH	Yes	Online Catalog	The English Department has developed an overall assessment plan for the degree program to determine whether the stated outcomes are successfully achieved.	Department or program faculty gather assessment data in the fall and spring semesters and reflect on it at years end in order to determine whether any changes are necessary to better meet the program learning outcomes. Curricular changes agreed to by the department and are then sent to the College Curriculum Committee.	The faculty examines assessment findings on an annual basis in order to determine what curricular changes may be necessary. These changes are implemented via course syllabi, etc. Both the department or program faculty and the College Curriculum Committee approve any program changes.	April 2009 Next: AY 15-16
CAS: B.A. IN ENVIRONMENTAL STUDIES	Yes	Online Catalog	The faculty in the Environmental Studies program have developed an overall assessment plan for the degree program to determine whether the stated outcomes are successfully achieved	Department or program faculty gather assessment data in the fall and spring semesters and reflect on it at years end in order to determine whether any changes are necessary to better meet the program learning outcomes. Curricular changes agreed to by the department and are then sent to the College Curriculum Committee.	The faculty examines assessment findings on an annual basis in order to determine what curricular changes may be necessary. These changes are implemented via course syllabi, etc. Both the department or program faculty and the College Curriculum Committee approve any program changes.	Next: AY 12-13

Appendix 1: Inventory of Educational Effectiveness Indicators, April 2009, College of Arts & Sciences

CATEGORY	HAVE FORMAL LEARNING OUTCOMES BEEN DEVELOPED?	WHERE ARE THESE LEARNING OUTCOMES PUBLISHED? (PLEASE SPECIFY)	OTHER THAN GPA, WHAT MEASURES/INDICATORS ARE USED TO DETERMINE THAT GRADUATES HAVE ACHIEVED THE STATED OUTCOMES FOR THE DEGREE? (E.G., CAPSTONE COURSE, PORTFOLIO REVIEW, LICENSURE EXAMINATION)	WHO INTERPRETS THE EVIDENCE? WHAT IS THE PROCESS?	HOW ARE THE FINDINGS USED?	DATE OF LAST PROGRAM REVIEW FOR THIS DEGREE PROGRAM
CAS: B.S. IN ENVIRONMENTAL SCIENCE	Yes	Online Catalog	The Environmental Science Department has developed an overall assessment plan for the degree program to determine whether the stated outcomes are successfully achieved.	Department or program faculty gather assessment data in the fall and spring semesters and reflect on it at years end in order to determine whether any changes are necessary to better meet the program learning outcomes. Curricular changes agreed to by the department and are then sent to the College Curriculum Committee.	The faculty examines assessment findings on an annual basis in order to determine what curricular changes may be necessary. These changes are implemented via course syllabi, etc. Both the department or program faculty and the College Curriculum Committee approve any program changes.	April 2006 Next: AY 12-13
CAS: M.S. ENVIRONMENTAL MANAGEMENT	Yes	Online Catalog	The Environmental Science Department has developed an overall assessment plan for the degree program to determine whether the stated outcomes are successfully achieved.	Department or program faculty gather assessment data in the fall and spring semesters and reflect on it at years end in order to determine whether any changes are necessary to better meet the program learning outcomes. Curricular changes agreed to by the department and are then sent to the College Curriculum Committee.	The faculty examines assessment findings on an annual basis in order to determine what curricular changes may be necessary. These changes are implemented via course syllabi, etc. Both the department or program faculty and the College Curriculum Committee approve any program changes.	April 2006 Next: AY 12-13

Appendix 1: Inventory of Educational Effectiveness Indicators, April 2009, College of Arts & Sciences

CATEGORY	HAVE FORMAL LEARNING OUTCOMES BEEN DEVELOPED?	WHERE ARE THESE LEARNING OUTCOMES PUBLISHED? (PLEASE SPECIFY)	OTHER THAN GPA, WHAT MEASURES/INDICATORS ARE USED TO DETERMINE THAT GRADUATES HAVE ACHIEVED THE STATED OUTCOMES FOR THE DEGREE? (E.G., CAPSTONE COURSE, PORTFOLIO REVIEW, LICENSURE EXAMINATION)	WHO INTERPRETS THE EVIDENCE? WHAT IS THE PROCESS?	HOW ARE THE FINDINGS USED?	DATE OF LAST PROGRAM REVIEW FOR THIS DEGREE PROGRAM
CAS: B.S. IN EXERCISE AND SPORT SCIENCE	Yes	Online Catalog	The Exercise and Sports Science Department has developed an overall assessment plan for the degree program to determine whether the stated outcomes are successfully achieved.	Department or program faculty gather assessment data in the fall and spring semesters and reflect on it at years end in order to determine whether any changes are necessary to better meet the program learning outcomes. Curricular changes agreed to by the department and are then sent to the College Curriculum Committee.	The faculty examines assessment findings on an annual basis in order to determine what curricular changes may be necessary. These changes are implemented via course syllabi, etc. Both the department or program faculty and the College Curriculum Committee approve any program changes.	April 2005 Next: AY 11-12
CAS: M.A. FINANCIAL ANALYSIS	Yes	Online Catalog	The Economics Department has developed an overall assessment plan for the degree program to determine whether the stated outcomes are successfully achieved.	Department or program faculty gather assessment data in the fall and spring semesters and reflect on it at years end in order to determine whether any changes are necessary to better meet the program learning outcomes. Curricular changes agreed to by the department and are then sent to the College Curriculum Committee.	The faculty examines assessment findings on an annual basis in order to determine what curricular changes may be necessary. These changes are implemented via course syllabi, etc. Both the department or program faculty and the College Curriculum Committee approve any program changes.	March 2007 Next: AY 13-14
CAS: B.A. IN FINE ARTS	Yes	Online Catalog	The Art and Architecture Department has developed an overall assessment plan for the degree program to determine whether the stated outcomes are successfully achieved.	Department or program faculty gather assessment data in the fall and spring semesters and reflect on it at years end in order to determine whether any changes are necessary to better meet the program learning outcomes. Curricular changes agreed to by the department and are then sent to the College Curriculum Committee.	The faculty examines assessment findings on an annual basis in order to determine what curricular changes may be necessary. These changes are implemented via course syllabi, etc. Both the department or program faculty and the College Curriculum Committee approve any program changes.	March 2009 Next: AY 15-16

Appendix 1: Inventory of Educational Effectiveness Indicators, April 2009, College of Arts & Sciences

CATEGORY	HAVE FORMAL LEARNING OUTCOMES BEEN DEVELOPED?	WHERE ARE THESE LEARNING OUTCOMES PUBLISHED? (PLEASE SPECIFY)	OTHER THAN GPA, WHAT MEASURES/INDICATORS ARE USED TO DETERMINE THAT GRADUATES HAVE ACHIEVED THE STATED OUTCOMES FOR THE DEGREE? (E.G., CAPSTONE COURSE, PORTFOLIO REVIEW, LICENSURE EXAMINATION)	WHO INTERPRETS THE EVIDENCE? WHAT IS THE PROCESS?	HOW ARE THE FINDINGS USED?	DATE OF LAST PROGRAM REVIEW FOR THIS DEGREE PROGRAM
CAS: B.A. IN FRENCH STUDIES	Yes	Online Catalog	The Modern and Classical Languages Department has developed an overall assessment plan for the degree program to determine whether the stated outcomes are successfully achieved.	Department or program faculty gather assessment data in the fall and spring semesters and reflect on it at years end in order to determine whether any changes are necessary to better meet the program learning outcomes. Curricular changes agreed to by the department and are then sent to the College Curriculum Committee.	The faculty examines assessment findings on an annual basis in order to determine what curricular changes may be necessary. These changes are implemented via course syllabi, etc. Both the department or program faculty and the College Curriculum Committee approve any program changes.	October 1994 Next: AY 09-10
CAS: B.A. IN HISTORY	Yes	Online Catalog	The History Department has developed an overall assessment plan for the degree program to determine whether the stated outcomes are successfully achieved.	Department or program faculty gather assessment data in the fall and spring semesters and reflect on it at years end in order to determine whether any changes are necessary to better meet the program learning outcomes. Curricular changes agreed to by the department and are then sent to the College Curriculum Committee.	The faculty examines assessment findings on an annual basis in order to determine what curricular changes may be necessary. These changes are implemented via course syllabi, etc. Both the department or program faculty and the College Curriculum Committee approve any program changes.	April 2005 Next: AY 11-12
CAS: B.A. IN INTERNATIONAL STUDIES	Yes	Online Catalog	The faculty in the International Studies program have developed an overall assessment plan for the degree program to determine whether the stated outcomes are successfully achieved	Department or program faculty gather assessment data in the fall and spring semesters and reflect on it at years end in order to determine whether any changes are necessary to better meet the program learning outcomes. Curricular changes agreed to by the department and are then sent to the College Curriculum Committee.	The faculty examines assessment findings on an annual basis in order to determine what curricular changes may be necessary. These changes are implemented via course syllabi, etc. Both the department or program faculty and the College Curriculum Committee approve any program changes.	Next: AY 09-10

Appendix 1: Inventory of Educational Effectiveness Indicators, April 2009, College of Arts & Sciences

CATEGORY	HAVE FORMAL LEARNING OUTCOMES BEEN DEVELOPED?	WHERE ARE THESE LEARNING OUTCOMES PUBLISHED? (PLEASE SPECIFY)	OTHER THAN GPA, WHAT MEASURES/INDICATORS ARE USED TO DETERMINE THAT GRADUATES HAVE ACHIEVED THE STATED OUTCOMES FOR THE DEGREE? (E.G., CAPSTONE COURSE, PORTFOLIO REVIEW, LICENSURE EXAMINATION)	WHO INTERPRETS THE EVIDENCE? WHAT IS THE PROCESS?	HOW ARE THE FINDINGS USED?	DATE OF LAST PROGRAM REVIEW FOR THIS DEGREE PROGRAM
CAS: M.A. INTERNATIONAL AND DEVELOPMENT ECONOMICS	Yes	Online Catalog	The Economics Department has developed an overall assessment plan for the degree program to determine whether the stated outcomes are successfully achieved.	Department or program faculty gather assessment data in the fall and spring semesters and reflect on it at years end in order to determine whether any changes are necessary to better meet the program learning outcomes. Curricular changes agreed to by the department and are then sent to the College Curriculum Committee.	The faculty examines assessment findings on an annual basis in order to determine what curricular changes may be necessary. These changes are implemented via course syllabi, etc. Both the department or program faculty and the College Curriculum Committee approve any program changes.	March 2007 Next: AY 13-14
CAS: M.S. IN INTERNET ENGINEERING	Yes	Online Catalog	The Computer Science Department has developed an overall assessment plan for the degree program to determine whether the stated outcomes are successfully achieved.	Department or program faculty gather assessment data in the fall and spring semesters and reflect on it at years end in order to determine whether any changes are necessary to better meet the program learning outcomes. Curricular changes agreed to by the department and are then sent to the College Curriculum Committee.	The faculty examines assessment findings on an annual basis in order to determine what curricular changes may be necessary. These changes are implemented via course syllabi, etc. Both the department or program faculty and the College Curriculum Committee approve any program changes.	Next: AY 14-15
CAS: B.A. IN JAPANESE STUDIES	Yes	Online Catalog	The Modern and Classical Languages Department has developed an overall assessment plan for the degree program to determine whether the stated outcomes are successfully achieved.	Department or program faculty gather assessment data in the fall and spring semesters and reflect on it at years end in order to determine whether any changes are necessary to better meet the program learning outcomes. Curricular changes agreed to by the department and are then sent to the College Curriculum Committee.	The faculty examines assessment findings on an annual basis in order to determine what curricular changes may be necessary. These changes are implemented via course syllabi, etc. Both the department or program faculty and the College Curriculum Committee approve any program changes.	Next: AY 09-10

Appendix 1: Inventory of Educational Effectiveness Indicators, April 2009, College of Arts & Sciences

CATEGORY	HAVE FORMAL LEARNING OUTCOMES BEEN DEVELOPED?	WHERE ARE THESE LEARNING OUTCOMES PUBLISHED? (PLEASE SPECIFY)	OTHER THAN GPA, WHAT MEASURES/INDICATORS ARE USED TO DETERMINE THAT GRADUATES HAVE ACHIEVED THE STATED OUTCOMES FOR THE DEGREE? (E.G., CAPSTONE COURSE, PORTFOLIO REVIEW, LICENSURE EXAMINATION)	WHO INTERPRETS THE EVIDENCE? WHAT IS THE PROCESS?	HOW ARE THE FINDINGS USED?	DATE OF LAST PROGRAM REVIEW FOR THIS DEGREE PROGRAM
CAS: B.A. IN LATIN AMERICAN STUDIES	Yes	Online Catalog	The faculty in the Latin American Studies program have developed an overall assessment plan for the degree program to determine whether the stated outcomes are successfully achieved	Department or program faculty gather assessment data in the fall and spring semesters and reflect on it at years end in order to determine whether any changes are necessary to better meet the program learning outcomes. Curricular changes agreed to by the department and are then sent to the College Curriculum Committee.	The faculty examines assessment findings on an annual basis in order to determine what curricular changes may be necessary. These changes are implemented via course syllabi, etc. Both the department or program faculty and the College Curriculum Committee approve any program changes.	Next: AY 09-10
CAS: B.S. IN MATHEMATICS	Yes	Online Catalog	The Mathematics Department has developed an overall assessment plan for the degree program to determine whether the stated outcomes are successfully achieved.	Department or program faculty gather assessment data in the fall and spring semesters and reflect on it at years end in order to determine whether any changes are necessary to better meet the program learning outcomes. Curricular changes agreed to by the department and are then sent to the College Curriculum Committee.	The faculty examines assessment findings on an annual basis in order to determine what curricular changes may be necessary. These changes are implemented via course syllabi, etc. Both the department or program faculty and the College Curriculum Committee approve any program changes.	April 2004 Next: AY 10-11

Appendix 1: Inventory of Educational Effectiveness Indicators, April 2009, College of Arts & Sciences

CATEGORY	HAVE FORMAL LEARNING OUTCOMES BEEN DEVELOPED?	WHERE ARE THESE LEARNING OUTCOMES PUBLISHED? (PLEASE SPECIFY)	OTHER THAN GPA, WHAT MEASURES/INDICATORS ARE USED TO DETERMINE THAT GRADUATES HAVE ACHIEVED THE STATED OUTCOMES FOR THE DEGREE? (E.G., CAPSTONE COURSE, PORTFOLIO REVIEW, LICENSURE EXAMINATION)	WHO INTERPRETS THE EVIDENCE? WHAT IS THE PROCESS?	HOW ARE THE FINDINGS USED?	DATE OF LAST PROGRAM REVIEW FOR THIS DEGREE PROGRAM
CAS: B.A. IN MEDIA STUDIES	Yes	Online Catalog	The Media Studies Department has developed an overall assessment plan for the degree program to determine whether the stated outcomes are successfully achieved.	Department or program faculty gather assessment data in the fall and spring semesters and reflect on it at years end in order to determine whether any changes are necessary to better meet the program learning outcomes. Curricular changes agreed to by the department and are then sent to the College Curriculum Committee.	The faculty examines assessment findings on an annual basis in order to determine what curricular changes may be necessary. These changes are implemented via course syllabi, etc. Both the department or program faculty and the College Curriculum Committee approve any program changes.	March 2008 Next: AY 14-15
CAS: B.A. IN PERFORMING ARTS AND SOCIAL JUSTICE	Yes	Online Catalog	The Performing Arts Department has developed an overall assessment plan for the degree program to determine whether the stated outcomes are successfully achieved.	Department or program faculty gather assessment data in the fall and spring semesters and reflect on it at years end in order to determine whether any changes are necessary to better meet the program learning outcomes. Curricular changes agreed to by the department and are then sent to the College Curriculum Committee.	The faculty examines assessment findings on an annual basis in order to determine what curricular changes may be necessary. These changes are implemented via course syllabi, etc. Both the department or program faculty and the College Curriculum Committee approve any program changes.	April 2009 Next: AY 15-16
CAS: B.A. IN PHILOSOPHY	Yes	Online Catalog	The Philosophy Department has developed an overall assessment plan for the degree program to determine whether the stated outcomes are successfully achieved.	Department or program faculty gather assessment data in the fall and spring semesters and reflect on it at years end in order to determine whether any changes are necessary to better meet the program learning outcomes. Curricular changes agreed to by the department and are then sent to the College Curriculum Committee.	The faculty examines assessment findings on an annual basis in order to determine what curricular changes may be necessary. These changes are implemented via course syllabi, etc. Both the department or program faculty and the College Curriculum Committee approve any program changes.	April 2006 Next: AY 12-13

Appendix 1: Inventory of Educational Effectiveness Indicators, April 2009, College of Arts & Sciences

CATEGORY	HAVE FORMAL LEARNING OUTCOMES BEEN DEVELOPED?	WHERE ARE THESE LEARNING OUTCOMES PUBLISHED? (PLEASE SPECIFY)	OTHER THAN GPA, WHAT MEASURES/INDICATORS ARE USED TO DETERMINE THAT GRADUATES HAVE ACHIEVED THE STATED OUTCOMES FOR THE DEGREE? (E.G., CAPSTONE COURSE, PORTFOLIO REVIEW, LICENSURE EXAMINATION)	WHO INTERPRETS THE EVIDENCE? WHAT IS THE PROCESS?	HOW ARE THE FINDINGS USED?	DATE OF LAST PROGRAM REVIEW FOR THIS DEGREE PROGRAM
CAS: B.S. IN PHYSICS AND ASTRONOMY	Yes	Online Catalog	The Physics and Astronomy Department has developed an overall assessment plan for the degree program to determine whether the stated outcomes are successfully achieved.	Department or program faculty gather assessment data in the fall and spring semesters and reflect on it at years end in order to determine whether any changes are necessary to better meet the program learning outcomes. Curricular changes agreed to by the department and are then sent to the College Curriculum Committee.	The faculty examines assessment findings on an annual basis in order to determine what curricular changes may be necessary. These changes are implemented via course syllabi, etc. Both the department or program faculty and the College Curriculum Committee approve any program changes.	March 2004 Next: AY 10-11
CAS: B.A. IN POLITICS	Yes	Online Catalog	The Politics Department has developed an overall assessment plan for the degree program to determine whether the stated outcomes are successfully achieved.	Department or program faculty gather assessment data in the fall and spring semesters and reflect on it at years end in order to determine whether any changes are necessary to better meet the program learning outcomes. Curricular changes agreed to by the department and are then sent to the College Curriculum Committee.	The faculty examines assessment findings on an annual basis in order to determine what curricular changes may be necessary. These changes are implemented via course syllabi, etc. Both the department or program faculty and the College Curriculum Committee approve any program changes.	March 2006 Next: AY 12-13
CAS: B.A. IN PSYCHOLOGY	Yes	Online Catalog	The Psychology Department has developed an overall assessment plan for the degree program to determine whether the stated outcomes are successfully achieved.	Department or program faculty gather assessment data in the fall and spring semesters and reflect on it at years end in order to determine whether any changes are necessary to better meet the program learning outcomes. Curricular changes agreed to by the department and are then sent to the College Curriculum Committee.	The faculty examines assessment findings on an annual basis in order to determine what curricular changes may be necessary. These changes are implemented via course syllabi, etc. Both the department or program faculty and the College Curriculum Committee approve any program changes.	March 2004 Next: AY 10-11

Appendix 1: Inventory of Educational Effectiveness Indicators, April 2009, College of Arts & Sciences

CATEGORY	HAVE FORMAL LEARNING OUTCOMES BEEN DEVELOPED?	WHERE ARE THESE LEARNING OUTCOMES PUBLISHED? (PLEASE SPECIFY)	OTHER THAN GPA, WHAT MEASURES/INDICATORS ARE USED TO DETERMINE THAT GRADUATES HAVE ACHIEVED THE STATED OUTCOMES FOR THE DEGREE? (E.G., CAPSTONE COURSE, PORTFOLIO REVIEW, LICENSURE EXAMINATION)	WHO INTERPRETS THE EVIDENCE? WHAT IS THE PROCESS?	HOW ARE THE FINDINGS USED?	DATE OF LAST PROGRAM REVIEW FOR THIS DEGREE PROGRAM
CAS: B.A. IN SOCIOLOGY	Yes	Online Catalog	The Sociology Department has developed an overall assessment plan for the degree program to determine whether the stated outcomes are successfully achieved.	Department or program faculty gather assessment data in the fall and spring semesters and reflect on it at years end in order to determine whether any changes are necessary to better meet the program learning outcomes. Curricular changes agreed to by the department and are then sent to the College Curriculum Committee.	The faculty examines assessment findings on an annual basis in order to determine what curricular changes may be necessary. These changes are implemented via course syllabi, etc. Both the department or program faculty and the College Curriculum Committee approve any program changes.	April 2006 Next: AY 12-13
CAS: B.A. IN SPANISH	Yes	Online Catalog	The Modern and Classical Languages Department has developed an overall assessment plan for the degree program to determine whether the stated outcomes are successfully achieved.	Department or program faculty gather assessment data in the fall and spring semesters and reflect on it at years end in order to determine whether any changes are necessary to better meet the program learning outcomes. Curricular changes agreed to by the department and are then sent to the College Curriculum Committee.	The faculty examines assessment findings on an annual basis in order to determine what curricular changes may be necessary. These changes are implemented via course syllabi, etc. Both the department or program faculty and the College Curriculum Committee approve any program changes.	October 1994 Next: AY 09-10
CAS: M.A. IN SPORT MANAGEMENT	Yes	Online Catalog	The faculty in the Sports Management program have developed an overall assessment plan for the degree program to determine whether the stated outcomes are successfully achieved	Department or program faculty gather assessment data in the fall and spring semesters and reflect on it at years end in order to determine whether any changes are necessary to better meet the program learning outcomes. Curricular changes agreed to by the department and are then sent to the College Curriculum Committee.	The faculty examines assessment findings on an annual basis in order to determine what curricular changes may be necessary. These changes are implemented via course syllabi, etc. Both the department or program faculty and the College Curriculum Committee approve any program changes.	February 2008 Next: AY 14-15

Appendix 1: Inventory of Educational Effectiveness Indicators, April 2009, College of Arts & Sciences

CATEGORY	HAVE FORMAL LEARNING OUTCOMES BEEN DEVELOPED?	WHERE ARE THESE LEARNING OUTCOMES PUBLISHED? (PLEASE SPECIFY)	OTHER THAN GPA, WHAT MEASURES/INDICATORS ARE USED TO DETERMINE THAT GRADUATES HAVE ACHIEVED THE STATED OUTCOMES FOR THE DEGREE? (E.G., CAPSTONE COURSE, PORTFOLIO REVIEW, LICENSURE EXAMINATION)	WHO INTERPRETS THE EVIDENCE? WHAT IS THE PROCESS?	HOW ARE THE FINDINGS USED?	DATE OF LAST PROGRAM REVIEW FOR THIS DEGREE PROGRAM
CAS: B.A. IN THEOLOGY AND RELIGIOUS STUDIES	Yes	Online Catalog	The Theology and Religious Studies Department has developed an overall assessment plan for the degree program to determine whether the stated outcomes are successfully achieved.	Department or program faculty gather assessment data in the fall and spring semesters and reflect on it at years end in order to determine whether any changes are necessary to better meet the program learning outcomes. Curricular changes agreed to by the department and are then sent to the College Curriculum Committee.	The faculty examines assessment findings on an annual basis in order to determine what curricular changes may be necessary. These changes are implemented via course syllabi, etc. Both the department or program faculty and the College Curriculum Committee approve any program changes.	April 2004 Next: AY 10-11
CAS: M.A. IN THEOLOGY	Yes	Online Catalog	The Theology and Religious Studies Department has developed an overall assessment plan for the degree program to determine whether the stated learning outcomes are successfully achieved.	Department or program faculty gather assessment data in the fall and spring semesters and reflect on it at years end in order to determine whether any changes are necessary to better meet the program learning outcomes. Curricular changes agreed to by the department and are then sent to the College Curriculum Committee.	The faculty examines assessment findings on an annual basis in order to determine what curricular changes may be necessary. These changes are implemented via course syllabi, etc. Both the department or program faculty and the College Curriculum Committee approve any program changes.	April 2004 Next: AY 10-11
CAS: M.F.A. IN WRITING	Yes	Online Catalog	The faculty in the MFA graduate program have developed an overall assessment plan for the degree program to determine whether the stated learning outcomes are successfully achieved	Department or program faculty gather assessment data in the fall and spring semesters and reflect on it at years end in order to determine whether any changes are necessary to better meet the program learning outcomes. Curricular changes agreed to by the department and are then sent to the College Curriculum Committee.	The faculty examines assessment findings on an annual basis in order to determine what curricular changes may be necessary. These changes are implemented via course syllabi, etc. Both the department or program faculty and the College Curriculum Committee approve any program changes.	April 2007 Next: AY 13-14

Appendix 1: Inventory of Educational Effectiveness Indicators April 2009, School of Business and Management

CATEGORY	HAVE FORMAL LEARNING OUTCOMES BEEN DEVELOPED?	WHERE ARE THESE LEARNING OUTCOMES PUBLISHED? (PLEASE SPECIFY)	OTHER THAN GPA, WHAT MEASURES/INDICATORS ARE USED TO DETERMINE THAT GRADUATES HAVE ACHIEVED THE STATED OUTCOMES FOR THE DEGREE? (E.G., CAPSTONE COURSE, PORTFOLIO REVIEW, LICENSURE EXAMINATION)	WHO INTERPRETS THE EVIDENCE? WHAT IS THE PROCESS?	HOW ARE THE FINDINGS USED?	DATE OF LAST PROGRAM REVIEW FOR THIS DEGREE PROGRAM
<p>SOBAM: B.S./B.A. IN ACCOUNTING</p>	<p>Yes</p>	<p>Online Catalog</p>	<p>The Accounting Department has developed an overall assessment plan for the degree program to determine whether the stated learning outcomes are successfully achieved.</p>	<p>Evidence is discussed and interpreted by Program Committees in consultation with Dept Chairs and faculty of individual degree program.</p>	<p>Findings are used to determine what curriculum aspects need to be changed. Changes will be approved by program committee, department chair and faculty.</p>	<p>AY 01-02 (AACSB) Next: 2011</p>
<p>SOBAM: B.S./B.A. IN BUSINESS ADMINISTRATION</p>	<p>Yes</p>	<p>Online Catalog</p>	<p>The Department of Communication, Leadership, Organization, and Social Responsibility has developed an overall assessment plan for the degree program to determine whether the stated learning outcomes are successfully achieved.</p>	<p>Evidence is discussed and interpreted by Program Committees in consultation with Dept Chairs and faculty of individual degree program.</p>	<p>Findings are used to determine what curriculum aspects need to be changed. Changes will be approved by program committee, department chair and faculty.</p>	<p>AY 01-02 (AACSB) Next: 2011</p>

Appendix 1: Inventory of Educational Effectiveness Indicators April 2009, School of Business and Management

CATEGORY	HAVE FORMAL LEARNING OUTCOMES BEEN DEVELOPED?	WHERE ARE THESE LEARNING OUTCOMES PUBLISHED? (PLEASE SPECIFY)	OTHER THAN GPA, WHAT MEASURES/INDICATORS ARE USED TO DETERMINE THAT GRADUATES HAVE ACHIEVED THE STATED OUTCOMES FOR THE DEGREE? (E.G., CAPSTONE COURSE, PORTFOLIO REVIEW, LICENSURE EXAMINATION)	WHO INTERPRETS THE EVIDENCE? WHAT IS THE PROCESS?	HOW ARE THE FINDINGS USED?	DATE OF LAST PROGRAM REVIEW FOR THIS DEGREE PROGRAM
SOBAM: B.S./B.A. IN FINANCE	Yes	Online Catalog	Finance Department has developed an overall assessment plan for the degree program to determine whether the stated learning outcomes are successfully achieved.	Evidence is discussed and interpreted by Program Committees in consultation with Dept Chairs and faculty of individual degree program.	Findings are used to determine what curriculum aspects need to be changed. Changes will be approved by program committee, department chair and faculty.	AY 01-02 (AACSB) Next: 2011 Program Review: AY 06-07
SOBAM: B.S./B.A. IN ENTREPRENEURSHIP	Yes	Online Catalog	An overall assessment plan for the degree program to determine whether the stated learning outcomes are successfully achieved takes place in a capstone course where students develop a Business Plan.	Evidence is discussed and interpreted by Program Committees in consultation with Dept Chairs and faculty of individual degree program.	Findings are used to determine what curriculum aspects need to be changed. Changes will be approved by program committee, department chair and faculty.	AACSB Next: 2011

Appendix 1: Inventory of Educational Effectiveness Indicators April 2009, School of Business and Management

CATEGORY	HAVE FORMAL LEARNING OUTCOMES BEEN DEVELOPED?	WHERE ARE THESE LEARNING OUTCOMES PUBLISHED? (PLEASE SPECIFY)	OTHER THAN GPA, WHAT MEASURES/INDICATORS ARE USED TO DETERMINE THAT GRADUATES HAVE ACHIEVED THE STATED OUTCOMES FOR THE DEGREE? (E.G., CAPSTONE COURSE, PORTFOLIO REVIEW, LICENSURE EXAMINATION)	WHO INTERPRETS THE EVIDENCE? WHAT IS THE PROCESS?	HOW ARE THE FINDINGS USED?	DATE OF LAST PROGRAM REVIEW FOR THIS DEGREE PROGRAM
SOBAM: B.S./B.A. IN HOSPITALITY INDUSTRY MANAGEMENT	<p style="text-align: center;">Yes</p>	<p style="text-align: center;">Online Catalog</p>	<p>The Hospitality Department has developed an overall assessment plan for the degree program to determine whether the stated learning outcomes are successfully achieved. In addition students are required to achieve 800 hrs of professional work prior to graduation.</p>	<p>Evidence is discussed and interpreted by Program Committees in consultation with Dept Chairs and faculty of individual degree program.</p>	<p>Findings are used to determine what curriculum aspects need to be changed. Changes will be approved by program committee, department chair and faculty.</p>	<p style="text-align: center;">AY 01-02 (AACSB) Next: 2011</p>
SOBAM: B.S./B.A. IN INTERNATIONAL BUSINESS	<p style="text-align: center;">Yes</p>	<p style="text-align: center;">Online Catalog</p>	<p>International Business Department has developed an overall assessment plan for the degree program to determine whether the stated learning outcomes are successfully achieved.</p>	<p>Evidence is discussed and interpreted by Program Committees in consultation with Dept Chairs and faculty of individual degree program.</p>	<p>Findings are used to determine what curriculum aspects need to be changed. Changes will be approved by program committee, department chair and faculty.</p>	<p style="text-align: center;">AY 01-02 (AACSB) Next: 2011</p>

Appendix 1: Inventory of Educational Effectiveness Indicators April 2009, School of Business and Management

CATEGORY	HAVE FORMAL LEARNING OUTCOMES BEEN DEVELOPED?	WHERE ARE THESE LEARNING OUTCOMES PUBLISHED? (PLEASE SPECIFY)	OTHER THAN GPA, WHAT MEASURES/INDICATORS ARE USED TO DETERMINE THAT GRADUATES HAVE ACHIEVED THE STATED OUTCOMES FOR THE DEGREE? (E.G., CAPSTONE COURSE, PORTFOLIO REVIEW, LICENSURE EXAMINATION)	WHO INTERPRETS THE EVIDENCE? WHAT IS THE PROCESS?	HOW ARE THE FINDINGS USED?	DATE OF LAST PROGRAM REVIEW FOR THIS DEGREE PROGRAM
SOBAM: B.S./B.A. IN MANAGEMENT	Yes	Online Catalog	This major is in the process of being phased out.			AACSB Next: 2011

Appendix 1: Inventory of Educational Effectiveness Indicators April 2009, School of Nursing

CATEGORY	HAVE FORMAL LEARNING OUTCOMES BEEN DEVELOPED?	WHERE ARE THESE LEARNING OUTCOMES PUBLISHED? (PLEASE SPECIFY)	OTHER THAN GPA, WHAT MEASURES/INDICATORS ARE USED TO DETERMINE THAT GRADUATES HAVE ACHIEVED THE STATED OUTCOMES FOR THE DEGREE? (E.G., CAPSTONE COURSE, PORTFOLIO REVIEW, LICENSURE EXAMINATION)	WHO INTERPRETS THE EVIDENCE? WHAT IS THE PROCESS?	HOW ARE THE FINDINGS USED?	DATE OF LAST PROGRAM REVIEW FOR THIS DEGREE PROGRAM
SON: B.S.N.	Yes	Online Catalog; Course syllabi; SON BSN Student Handbook; SON Student Online Student Portal: http://blackboard.usfca.edu/webapps/portal/frameset.jsp	Clinical Capstone Course HESI (comprehensive exam) NCLEX (licensure exam) Public health nurse license	SON Program Evaluation Committee (PEC) reviews the outcome data and makes reports and recommendations as appropriate to Administrative Council, Curriculum Committee, Department Chairs and Faculty.	Faculty and SON Administration use the outcome data to modify curricular expectations as appropriate; review clinical expectations to assure highest standards for evidence-based practice; and, enhance clinical settings in order to facilitate student performance. Specifics are documented in the CCNE Self-Study Report.	Spring 2008 (CCNE) Spring 2005 Spring 2009 (CA BRN) Program review: AY 08-09

Appendix 1: Inventory of Educational Effectiveness Indicators, April 2009, School of Nursing

CATEGORY	HAVE FORMAL LEARNING OUTCOMES BEEN DEVELOPED?	WHERE ARE THESE LEARNING OUTCOMES PUBLISHED? (PLEASE SPECIFY)	OTHER THAN GPA, WHAT MEASURES/INDICATORS ARE USED TO DETERMINE THAT GRADUATES HAVE ACHIEVED THE STATED OUTCOMES FOR THE DEGREE? (E.G., CAPSTONE COURSE, PORTFOLIO REVIEW, LICENSURE EXAMINATION)	WHO INTERPRETS THE EVIDENCE? WHAT IS THE PROCESS?	HOW ARE THE FINDINGS USED?	DATE OF LAST PROGRAM REVIEW FOR THIS DEGREE PROGRAM
<p>SON: M.S.N. IN CLINICAL NURSE LEADER (FOR THE NON-NURSE)</p> <p>B.S.N. TO M.S.N.</p>	<p>Yes</p>	<p>SON Website Course syllabi; SON MSN Student Handbook; SON Student Online Student Portal: http://blackboard.usfca.edu/webapps/portal/frameset.jsp</p>	<p>CNL Roles Courses</p> <p>HESI (comprehensive exam)</p> <p>Public Health License</p> <p>NCLEX (licensure exam)</p> <p>Nursing CNL Internship</p> <p>Clinical Labs and Clinical Internship</p> <p>AAON CNL Certification</p>	<p>SON Program Evaluation Committee (PEC) reviews the outcome data and makes reports and recommendations as appropriate to Administrative Council, Curriculum Committee, Department Chairs and Faculty.</p>	<p>Faculty and SON Administration use the outcome data to modify curricular expectations as appropriate; review clinical expectations to assure highest standards for evidence-based practice; and, enhance clinical settings in order to facilitate student performance. Specifics are documented in the CCNE Self-Study Report.</p>	<p>Spring 2009 (CA BRN)</p> <p>Spring 2008 (CCNE)</p> <p>Program review: AY 07-08</p>

Appendix 1: Inventory of Educational Effectiveness Indicators, April 2009, School of Nursing

CATEGORY	HAVE FORMAL LEARNING OUTCOMES BEEN DEVELOPED?	WHERE ARE THESE LEARNING OUTCOMES PUBLISHED? (PLEASE SPECIFY)	OTHER THAN GPA, WHAT MEASURES/INDICATORS ARE USED TO DETERMINE THAT GRADUATES HAVE ACHIEVED THE STATED OUTCOMES FOR THE DEGREE? (E.G., CAPSTONE COURSE, PORTFOLIO REVIEW, LICENSURE EXAMINATION)	WHO INTERPRETS THE EVIDENCE? WHAT IS THE PROCESS?	HOW ARE THE FINDINGS USED?	DATE OF LAST PROGRAM REVIEW FOR THIS DEGREE PROGRAM
<p>SON: M.S.N. IN CLINICAL NURSE LEADER (FOR THE RN) B.S.N. TO M.S.N.</p>	<p>Yes</p>	<p>SON Website Course syllabi; SON MSN Student Handbook; SON Student Online Student Portal: http://blackboard.usfca.edu/webapps/portal/frameset.jsp</p>	<p>CNL Roles Courses Nursing CNL Internship AACN CNL Certification</p>	<p>SON Program Evaluation Committee (PEC) reviews the outcome data and makes reports and recommendations as appropriate to Administrative Council, Curriculum Committee, Department Chairs and Faculty.</p>	<p>Faculty and SON Administration use the outcome data to modify curricular expectations as appropriate; review clinical expectations to assure highest standards for evidence-based practice; and, enhance clinical settings in order to facilitate student performance. Specifics are documented in the CCNE Self-Study Report.</p>	<p>Spring 2008 (CCNE) Program review: AY 07-08</p>

Appendix 1: Inventory of Educational Effectiveness Indicators, April 2009, School of Nursing

CATEGORY	HAVE FORMAL LEARNING OUTCOMES BEEN DEVELOPED?	WHERE ARE THESE LEARNING OUTCOMES PUBLISHED? (PLEASE SPECIFY)	OTHER THAN GPA, WHAT MEASURES/INDICATORS ARE USED TO DETERMINE THAT GRADUATES HAVE ACHIEVED THE STATED OUTCOMES FOR THE DEGREE? (E.G., CAPSTONE COURSE, PORTFOLIO REVIEW, LICENSURE EXAMINATION)	WHO INTERPRETS THE EVIDENCE? WHAT IS THE PROCESS?	HOW ARE THE FINDINGS USED?	DATE OF LAST PROGRAM REVIEW FOR THIS DEGREE PROGRAM
<p>SON: M.S.N. IN CLINICAL NURSE LEADER (FOR THE RN) A.D.N. TO M.S.N.</p>	<p style="text-align: center;">Yes</p>	<p>SON Website Course syllabi; SON MSN Student Handbook; SON Student Online Student Portal: http://blackboard.usfca.edu/webapps/portal/frameset.jsp</p>	<p>Public Health License CNL Roles Courses Nursing CNL Internship AACN CNL Certification</p>	<p>SON Program Evaluation Committee (PEC) reviews the outcome data and makes reports and recommendations as appropriate to Administrative Council, Curriculum Committee, Department Chairs and Faculty.</p>	<p>Faculty and SON Administration use the outcome data to modify curricular expectations as appropriate; review clinical expectations to assure highest standards for evidence-based practice; and, enhance clinical settings in order to facilitate student performance. Specifics are documented in the CCNE Self-Study Report.</p>	<p>Spring 2003 Spring 2008 (CCNE) Program review: AY 07-08</p>

Appendix 1: Inventory of Educational Effectiveness Indicators, April 2009, School of Nursing

CATEGORY	HAVE FORMAL LEARNING OUTCOMES BEEN DEVELOPED?	WHERE ARE THESE LEARNING OUTCOMES PUBLISHED? (PLEASE SPECIFY)	OTHER THAN GPA, WHAT MEASURES/INDICATORS ARE USED TO DETERMINE THAT GRADUATES HAVE ACHIEVED THE STATED OUTCOMES FOR THE DEGREE? (E.G., CAPSTONE COURSE, PORTFOLIO REVIEW, LICENSURE EXAMINATION)	WHO INTERPRETS THE EVIDENCE? WHAT IS THE PROCESS?	HOW ARE THE FINDINGS USED?	DATE OF LAST PROGRAM REVIEW FOR THIS DEGREE PROGRAM
<p>SON: M.S.N. IN CLINICAL NURSE LEADER (FOR THE RN) B.A./B.S. NON-NURSING TO M.S.N.</p>	<p style="text-align: center;">Yes</p>	<p>SON Website Course syllabi; SON MSN Student Handbook; SON Student Online Student Portal: http://blackboard.usfca.edu/webapps/portal/frameset.jsp</p>	<p>Public Health License CNL Roles Courses Nursing CNL Internship AACN CNL Certification</p>	<p>SON Program Evaluation Committee (PEC) reviews the outcome data and makes reports and recommendations as appropriate to Administrative Council, Curriculum Committee, Department Chairs and Faculty.</p>	<p>Faculty and SON Administration use the outcome data to modify curricular expectations as appropriate; review clinical expectations to assure highest standards for evidence-based practice; and, enhance clinical settings in order to facilitate student performance. Specifics are documented in the CCNE Self-Study Report.</p>	<p>Spring 2003 Spring 2008 (CCNE) Program review: AY 07-08</p>

Appendix 1: Inventory of Educational Effectiveness Indicators, April 2009, School of Nursing

CATEGORY	HAVE FORMAL LEARNING OUTCOMES BEEN DEVELOPED?	WHERE ARE THESE LEARNING OUTCOMES PUBLISHED? (PLEASE SPECIFY)	OTHER THAN GPA, WHAT MEASURES/INDICATORS ARE USED TO DETERMINE THAT GRADUATES HAVE ACHIEVED THE STATED OUTCOMES FOR THE DEGREE? (E.G., CAPSTONE COURSE, PORTFOLIO REVIEW, LICENSURE EXAMINATION)	WHO INTERPRETS THE EVIDENCE? WHAT IS THE PROCESS?	HOW ARE THE FINDINGS USED?	DATE OF LAST PROGRAM REVIEW FOR THIS DEGREE PROGRAM
SON: M.E.O. IN HEALTHCARE SYSTEMS MANAGEMENT (FOR THE NON-NURSE)	Yes	Online Catalog Course syllabi; SON MSN Student Handbook; SON Student Online Student Portal: http://blackboard.usfca.edu/webapps/portal/frameset.jsp	Comprehensive Exam Nursing Practicum & Final Project HESI (comprehensive exam) Public Health Nurse License NCLEX (licensure exam)	In response to the AACN endorsement of doctoral preparation for advanced practice, the SON Program Evaluation Committee (PEC), Administration and faculty voted to phase out the MSN in Health care Systems and start a DNP program.	Faculty reviewed how the DNP and MSN programs should be articulated and made the decision to offer the generalists MSN (CNL) and specialty preparation at the DNP level.	Spring 2008 (CCNE) Spring 2009 (CA BRN) Program review: AY 08-09
SON: M.S.N. / M.S.I.S.	Yes	Online Catalog Course syllabi; SON MSN Student Handbook; SON Student Online Student Portal: http://blackboard.usfca.edu/webapps/portal/frameset.jsp	Comprehensive Exam Nursing Practicum & Final Project	Review of outcome data and the relationship of the dual –degree to the new CNL curriculum to re-evaluate the MSN/MSIS program. A new configuration will be forthcoming.	Faculty from both SON and CPS are reviewing student outcome information in light of the new CCNE guidance regarding MSN preparation. Recommendations will be developed to re-envision the MSN/MSIS.	Spring 2008 (CCNE) Spring 2009 (CA BRN)

Appendix 1: Inventory of Educational Effectiveness Indicators, April 2009, School of Nursing

CATEGORY	HAVE FORMAL LEARNING OUTCOMES BEEN DEVELOPED?	WHERE ARE THESE LEARNING OUTCOMES PUBLISHED? (PLEASE SPECIFY)	OTHER THAN GPA, WHAT MEASURES/INDICATORS ARE USED TO DETERMINE THAT GRADUATES HAVE ACHIEVED THE STATED OUTCOMES FOR THE DEGREE? (E.G., CAPSTONE COURSE, PORTFOLIO REVIEW, LICENSURE EXAMINATION)	WHO INTERPRETS THE EVIDENCE? WHAT IS THE PROCESS?	HOW ARE THE FINDINGS USED?	DATE OF LAST PROGRAM REVIEW FOR THIS DEGREE PROGRAM
SON: D.N.P. / B.S.N. - F.N.P	Yes	SON Website Course syllabi; SON DNP Student Handbook; SON Student Online Student Portal: http://blackboard.usfca.edu/webapps/portal/frameset.jsp	AACN outcome competences Practice standards Qualifying Exam, DNP Project, Comprehensive Exam & Oral Defense ANCC-Advanced Practice Certification	SON Program Evaluation Committee (PEC) reviews the outcome data and makes reports and recommendations as appropriate to Administrative Council, Curriculum Committee, Department Chairs and Faculty. DNP Coordinators review student progress and make recommendations as appropriate.	Faculty and SON Administration use the outcome data to modify curricular expectations as appropriate; review clinical expectations to assure highest standards for evidence-based practice; and, enhance clinical settings in order to facilitate student performance.	September 2009 CCNE

Appendix 1: Inventory of Educational Effectiveness Indicators, April 2009, School of Nursing

CATEGORY	HAVE FORMAL LEARNING OUTCOMES BEEN DEVELOPED?	WHERE ARE THESE LEARNING OUTCOMES PUBLISHED? (PLEASE SPECIFY)	OTHER THAN GPA, WHAT MEASURES/INDICATORS ARE USED TO DETERMINE THAT GRADUATES HAVE ACHIEVED THE STATED OUTCOMES FOR THE DEGREE? (E.G., CAPSTONE COURSE, PORTFOLIO REVIEW, LICENSURE EXAMINATION)	WHO INTERPRETS THE EVIDENCE? WHAT IS THE PROCESS?	HOW ARE THE FINDINGS USED?	DATE OF LAST PROGRAM REVIEW FOR THIS DEGREE PROGRAM
SON: D.N.P. / M.S.N. - F.N.P	Yes	<p>SON Website</p> <p>Course syllabi; SON DNP Student Handbook; SON Student Online Student Portal: http://blackboard.usfca.edu/webapps/portal/frameset.jsp</p>	<p>AACN outcome competences</p> <p>Practice standards</p> <p>Qualifying Exam, DNP Project, Comprehensive Exam & Oral Defense</p> <p>ANCC-Advanced Practice Certification</p>	<p>SON Program Evaluation Committee (PEC) reviews the outcome data and makes reports and recommendations as appropriate to Administrative Council, Curriculum Committee, Department Chairs and Faculty.</p> <p>DNP Coordinators review student progress and make recommendations as appropriate.</p>	<p>Faculty and SON Administration use the outcome data to modify curricular expectations as appropriate; review clinical expectations to assure highest standards for evidence-based practice; and, enhance clinical settings in order to facilitate student performance.</p>	September 2009 CCNE

Appendix 1: Inventory of Educational Effectiveness Indicators, April 2009, School of Nursing

CATEGORY	HAVE FORMAL LEARNING OUTCOMES BEEN DEVELOPED?	WHERE ARE THESE LEARNING OUTCOMES PUBLISHED? (PLEASE SPECIFY)	OTHER THAN GPA, WHAT MEASURES/INDICATORS ARE USED TO DETERMINE THAT GRADUATES HAVE ACHIEVED THE STATED OUTCOMES FOR THE DEGREE? (E.G., CAPSTONE COURSE, PORTFOLIO REVIEW, LICENSURE EXAMINATION)	WHO INTERPRETS THE EVIDENCE? WHAT IS THE PROCESS?	HOW ARE THE FINDINGS USED?	DATE OF LAST PROGRAM REVIEW FOR THIS DEGREE PROGRAM
SON: D.N.P. / B.S.N. - H.C.S.I	Yes	SON Website Course syllabi; SON DNP Student Handbook; SON Student Online Student Portal: http://blackboard.usfca.edu/webapps/portal/frameset.jsp	AACN outcome competences Practice standards Qualifying Exam, DNP Project, Comprehensive Exam & Oral Defense ANCC Advanced Practice Certification	SON Program Evaluation Committee (PEC) reviews the outcome data and makes reports and recommendations as appropriate to Administrative Council, Curriculum Committee, Department Chairs and Faculty. DNP Coordinators review student progress and make recommendations as appropriate.	Faculty and SON Administration use the outcome data to modify curricular expectations as appropriate; review clinical expectations to assure highest standards for evidence-based practice; and, enhance clinical settings in order to facilitate student performance.	September 2009 CCNE

Appendix 1: Inventory of Educational Effectiveness Indicators, April 2009, School of Nursing

CATEGORY	HAVE FORMAL LEARNING OUTCOMES BEEN DEVELOPED?	WHERE ARE THESE LEARNING OUTCOMES PUBLISHED? (PLEASE SPECIFY)	OTHER THAN GPA, WHAT MEASURES/INDICATORS ARE USED TO DETERMINE THAT GRADUATES HAVE ACHIEVED THE STATED OUTCOMES FOR THE DEGREE? (E.G., CAPSTONE COURSE, PORTFOLIO REVIEW, LICENSURE EXAMINATION)	WHO INTERPRETS THE EVIDENCE? WHAT IS THE PROCESS?	HOW ARE THE FINDINGS USED?	DATE OF LAST PROGRAM REVIEW FOR THIS DEGREE PROGRAM
SON: D.N.P. / M.S.N. - H.C.S.L	Yes	SON Website Course syllabi; SON DNP Student Handbook; SON Student Online Student Portal: http://blackboard.usfca.edu/webapps/portal/frameset.jsp	AACN outcome competences Practice standards Qualifying Exam, DNP Project, Comprehensive Exam & Oral Defense ANCC Advanced Practice Certification	SON Program Evaluation Committee (PEC) reviews the outcome data and makes reports and recommendations as appropriate to Administrative Council, Curriculum Committee, Department Chairs and Faculty. DNP Coordinators review student progress and make recommendations as appropriate.	Faculty and SON Administration use the outcome data to modify curricular expectations as appropriate; review clinical expectations to assure highest standards for evidence-based practice; and, enhance clinical settings in order to facilitate student performance.	September 2009 CCNE

Appendix 1: Inventory of Educational Effectiveness Indicators April 2009, School of Education

* CTC = California Commission on Teacher Credentialing is the body that reviews and accredits all credential programs. The Accreditation system is a seven (7) year process with each program submitting a self-study (response to program standards) in Year 4, a response to the Common Standards and a site visit in Year 6, and Biennial Reports due in all other years of the cycle. For USF credential programs, the internal program review is linked to the Year 6 site visit which will be in 2013-2014.

CATEGORY	HAVE FORMAL LEARNING OUTCOMES BEEN DEVELOPED?	WHERE ARE THESE LEARNING OUTCOMES PUBLISHED? (PLEASE SPECIFY)	OTHER THAN GPA, WHAT MEASURES/ INDICATORS ARE USED TO DETERMINE THAT GRADUATES HAVE ACHIEVED THE STATED OUTCOMES FOR THE DEGREE? (E.G., CAPSTONE COURSE, PORTFOLIO REVIEW, LICENSE EXAMINATION)	WHO INTERPRETS THE EVIDENCE?	HOW ARE THE FINDINGS USED?	DATE OF LAST PROGRAM REVIEW FOR THIS DEGREE PROGRAM
SOE: M.A. IN CATHOLIC SCHOOL LEADERSHIP	Yes	Online Catalog SOE Website Program Brochure Program Handbook	Culminating Project	Faculty	Confirm Program completion Program Review and Improvement	AY 06-07 Next: AY 12-13
SOE: M.A. IN CATHOLIC SCHOOL TEACHING	Yes	Online Catalog SOE Website Program Brochure Program Handbook	Culminating Project	Faculty	Confirm Program completion Program Review and Improvement	AY 06-07 Next: AY 12-13
SOE: M.A. IN CATHOLIC SCHOOL TEACHING (EMPHASIS IN RELIGIOUS EDUCATION)	Yes	Online Catalog SOE Website Program Brochure Program Handbook	Culminating Project	Faculty	Confirm Program completion Program Review and Improvement	AY 06-07 Next: AY 12-13
SOE: M.A. IN COUNSELING PSYCHOLOGY (EMPHASIS IN MARRIAGE AND FAMILY THERAPY)	Yes	Online Catalog SOE Website Program Brochure Program Handbook	Traineeships	Faculty Field Supervisors	Confirm Program completion Program Review and Improvement	AY 06-07 Next: AY 12-13

Appendix 1: Inventory of Educational Effectiveness Indicators, April 2009, School of Education

CATEGORY	HAVE FORMAL LEARNING OUTCOMES BEEN DEVELOPED?	WHERE ARE THESE LEARNING OUTCOMES PUBLISHED? (PLEASE SPECIFY)	OTHER THAN GPA, WHAT MEASURES/ INDICATORS ARE USED TO DETERMINE THAT GRADUATES HAVE ACHIEVED THE STATED OUTCOMES FOR THE DEGREE? (E.G., CAPSTONE COURSE, PORTFOLIO REVIEW, LICENSE EXAMINATION)	WHO INTERPRETS THE EVIDENCE?	HOW ARE THE FINDINGS USED?	DATE OF LAST PROGRAM REVIEW FOR THIS DEGREE PROGRAM
SOE: M.A. IN COUNSELING PSYCHOLOGY (EMPHASIS IN SCHOOL COUNSELING WITH A PUPIL PERSONNEL SERVICES CREDENTIAL)	Yes	Online Catalog SOE Website Program Brochure Information Booklet Program Handbook	Completion of School Counseling Credential Program	Faculty	Confirm Program completion Program Review & Improvement	CTC*/AY 01-02 Next CTC*/AY:13-14
SOE: M.A. IN DIGITAL MEDIA AND LEARNING (FORMERLY EDUCATIONAL TECHNOLOGY)	Yes	Online Catalog SOE Website Program Brochure	Digital Portfolio Culminating Project or Thesis or Field Project	Faculty	Confirm Program completion Program Review & Improvement	AY 03-04 (as Ed Tech) Next: AY 09-10
SOE: M.A. IN INTERNATIONAL & MULTICULTURAL EDUCATION (IME)	Yes	Online Catalog SOE Website Program Brochure MA Handbook	Master's Thesis/Field Project	Faculty	Confirm Program completion Program Review & Improvement	AY 05-06 Next: AY 11-12
SOE: M.A. IN LEARNING AND INSTRUCTION (WITH A MILD/MODERATE EDUCATION SPECIALIST CREDENTIAL)	Yes	Online Catalog SOE Website Program Brochure Information Booklet MA Handbook	Completion of Mild/Moderate Education Specialist Credential Master's Thesis/Field Project	Faculty	Confirm Program completion Program Review & Improvement	CTC*/AY 01-02 Next CTC* review upon adoption of new Program Standards; projected for 09-10 Review of all USF/ SOE credential programs by CTC* & AY: 13-14

Appendix 1: Inventory of Educational Effectiveness Indicators, April 2009, School of Education

CATEGORY	HAVE FORMAL LEARNING OUTCOMES BEEN DEVELOPED?	WHERE ARE THESE LEARNING OUTCOMES PUBLISHED? (PLEASE SPECIFY)	OTHER THAN GPA, WHAT MEASURES/ INDICATORS ARE USED TO DETERMINE THAT GRADUATES HAVE ACHIEVED THE STATED OUTCOMES FOR THE DEGREE? (E.G., CAPSTONE COURSE, PORTFOLIO REVIEW, LICENSURE EXAMINATION)	WHO INTERPRETS THE EVIDENCE?	HOW ARE THE FINDINGS USED?	DATE OF LAST PROGRAM REVIEW FOR THIS DEGREE PROGRAM
SOE: M.A. ORGANIZATION AND LEADERSHIP	Yes	Online Catalog SOE Website Program Brochure Program Handbook	Master's Field Project	Faculty	Confirm Program completion Program Review & Improvement	AY 03-04 Next: AY 09-10
SOE: M.A. IN TEACHING (WITH EITHER A MULTIPLE OR SINGLE SUBJECT K12 TEACHING CREDENTIAL)	Yes	Online Catalog SOE Website Program Brochure MAT Handbook	Completion of either Multiple or Single Subject K12 Teaching Credential Program Master's Thesis/Field Project	Faculty	Confirm Program completion Program Review & Improvement	CTC*/ AY 01-02 Next CTC*/ AY:13-14
SOE: M.A. IN TEACHING READING (WITH READING CERTIFICATE)	Yes	Online Catalog SOE Website Program Brochure	Complete either Multiple or Single Subject K12 Teaching Credential Program Supervised Field Experiences	Faculty Field Supervisor	Confirm Program completion Recommendation to CTC for Reading Certificate Program Review & Improvement	CTC*/ AY 01-02 Next CTC*/ AY:13-14
SOE: M.A. IN TEACHING ENGLISH AS A SECOND LANGUAGE (IME)	Yes	Online Catalog SOE Website Program Brochure MA Handbook	Master's Field Project	Faculty	Confirm Program completion Program Review & Improvement	AY 05-06 Next: AY 11-12

Appendix 1: Inventory of Educational Effectiveness Indicators, April 2009, School of Education

CATEGORY	HAVE FORMAL LEARNING OUTCOMES BEEN DEVELOPED?	WHERE ARE THESE LEARNING OUTCOMES PUBLISHED? (PLEASE SPECIFY)	OTHER THAN GPA, WHAT MEASURES/ INDICATORS ARE USED TO DETERMINE THAT GRADUATES HAVE ACHIEVED THE STATED OUTCOMES FOR THE DEGREE? (E.G., CAPSTONE COURSE, PORTFOLIO REVIEW, LICENSURE EXAMINATION)	WHO INTERPRETS THE EVIDENCE?	HOW ARE THE FINDINGS USED?	DATE OF LAST PROGRAM REVIEW FOR THIS DEGREE PROGRAM
SOE: ED.D. CATHOLIC SCHOOL LEADERSHIP	Yes	Online Catalog SOE Website Program Brochure Program Handbook Doctoral Handbook	Dissertation Research and Writing	Faculty Dissertation Committee	Confirm Program completion Program Review & Improvement	AY 06-07 Next: AY 12-13
SOE: ED.D. IN INTERNATIONAL AND MULTICULTURAL EDUCATION	Yes	Online Catalog SOE Website Program Brochure Doctoral Handbook	Dissertation Research and Writing	Faculty Dissertation Committee	Confirm Program completion Program Review & Improvement	AY 05-06 Next: AY 11-12
SOE: ED.D. LEARNING AND INSTRUCTION	Yes	Online Catalog SOE Website Program Brochure Doctoral Handbook	Dissertation Research and Writing	Faculty Dissertation Committee	Confirm Program completion Program Review & Improvement	AY 05-06 Next: AY 11-12
SOE: ED.D. IN ORGANIZATION AND LEADERSHIP	Yes	Online Catalog SOE Website Program Brochure Doctoral Handbook	Dissertation Research and Writing	Faculty Dissertation Committee	Confirm Program completion Program Review & Improvement	AY 03-04 Next: AY 09-10

Appendix 1: Inventory of Educational Effectiveness Indicators April 2009, College of Professional Studies

CATEGORY	HAVE FORMAL LEARNING OUTCOMES BEEN DEVELOPED?	WHERE ARE THESE LEARNING OUTCOMES PUBLISHED? (PLEASE SPECIFY)	OTHER THAN GPA, WHAT MEASURES/INDICATORS ARE USED TO DETERMINE THAT GRADUATES HAVE ACHIEVED THE STATED OUTCOMES FOR THE DEGREE? (E.G., CAPSTONE COURSE, PORTFOLIO REVIEW, LICENSURE EXAMINATION)	WHO INTERPRETS THE EVIDENCE? WHAT IS THE PROCESS?	HOW ARE THE FINDINGS USED?	DATE OF LAST PROGRAM REVIEW FOR THIS DEGREE PROGRAM
CPS: BACHELOR OF SCIENCE IN APPLIED ECONOMICS	Yes	Online Catalog	Capstone-type Courses	Outcome is evaluated by instructor in charge. Any findings (strengths/weaknesses) are reported to the program director	The findings are used to guide the periodic revision of the program curriculum.	AY 04-05
CPS: BACHELOR OF PUBLIC ADMINISTRATION	Yes	Online Catalog				AY 04-05
CPS: BACHELOR OF PUBLIC ADMINISTRATION (CONCENTRATION IN LAW ENFORCEMENT LEADERSHIP)	Yes	Online Catalog				AY 04-05
CPS: BACHELOR OF PUBLIC ADMINISTRATION (CONCENTRATION IN NONPROFIT ADMINISTRATION)	Yes	Online Catalog				AY 04-05
CPS: BACHELOR OF SCIENCE IN INFORMATION SYSTEMS	Yes	Online Catalog				AY 06-07

Appendix 1: Inventory of Educational Effectiveness Indicators, April 2009, College of Professional Studies

CATEGORY	HAVE FORMAL LEARNING OUTCOMES BEEN DEVELOPED?	WHERE ARE THESE LEARNING OUTCOMES PUBLISHED? (PLEASE SPECIFY)	OTHER THAN GPA, WHAT MEASURES/INDICATORS ARE USED TO DETERMINE THAT GRADUATES HAVE ACHIEVED THE STATED OUTCOMES FOR THE DEGREE? (E.G., CAPSTONE COURSE, PORTFOLIO REVIEW, LICENSURE EXAMINATION)	WHO INTERPRETS THE EVIDENCE? WHAT IS THE PROCESS?	HOW ARE THE FINDINGS USED?	DATE OF LAST PROGRAM REVIEW FOR THIS DEGREE PROGRAM
CPS: BACHELOR OF SCIENCE IN ORGANIZATIONAL BEHAVIOR AND LEADERSHIP	Yes	Online Catalog	There is no capstone/culminating project YET. One is being developed for inclusion in OB 361.			AY 03-04
CPS: MASTER OF SCIENCE IN ORGANIZATION DEVELOPMENT	Yes	Online Catalog	Culminating Project	Outcome is evaluated by instructor in charge. Any findings (strengths/weaknesses) are reported to the program director	The findings are used to guide the periodic revision of the program curriculum.	AY 06-07
CPS: MASTER OF NONPROFIT ADMINISTRATION	Yes	Online Catalog	Capstone Seminar Summary Project	Outcome is evaluated by instructor in charge. Any findings (strengths/weaknesses) are reported to the program director	The findings are used to guide the periodic revision of the program curriculum.	AY 08-09
CPS: MASTER OF SCIENCE IN PROJECT MANAGEMENT	Yes	Online Catalog	Culminating Project	Outcome is evaluated by instructor in charge. Any findings (strengths/weaknesses) are reported to the program director	The findings are used to guide the periodic revision of the program curriculum.	Next: AY 09-10

Appendix 1: Inventory of Educational Effectiveness Indicators, April 2009, College of Professional Studies

CATEGORY	HAVE FORMAL LEARNING OUTCOMES BEEN DEVELOPED?	WHERE ARE THESE LEARNING OUTCOMES PUBLISHED? (PLEASE SPECIFY)	OTHER THAN GPA, WHAT MEASURES/INDICATORS ARE USED TO DETERMINE THAT GRADUATES HAVE ACHIEVED THE STATED OUTCOMES FOR THE DEGREE? (E.G., CAPSTONE COURSE, PORTFOLIO REVIEW, LICENSURE EXAMINATION)	WHO INTERPRETS THE EVIDENCE? WHAT IS THE PROCESS?	HOW ARE THE FINDINGS USED?	DATE OF LAST PROGRAM REVIEW FOR THIS DEGREE PROGRAM
CPS: MASTER OF PUBLIC ADMINISTRATION	Yes	Online Catalog	Written Comprehensive Case Analysis Examination	Outcome is evaluated by instructor in charge. Any findings (strengths/weaknesses) are reported to the program director	The findings are used to guide the periodic revision of the program curriculum.	AY 04-05
CPS: MASTER OF PUBLIC ADMINISTRATION/ HEALTH SERVICES ADMINISTRATION	Yes	Online Catalog	Written Comprehensive Case Analysis Examination	Outcome is evaluated by instructor in charge. Any findings (strengths/weaknesses) are reported to the program director	The findings are used to guide the periodic revision of the program curriculum.	
CPS: MASTER OF SCIENCE IN INFORMATION SYSTEMS	Yes	Online Catalog				AY 06-07

Appendix 1: Inventory of Educational Effectiveness Indicators April 2009, School of Law

CATEGORY	HAVE FORMAL LEARNING OUTCOMES BEEN DEVELOPED?	WHERE ARE THESE LEARNING OUTCOMES PUBLISHED? (PLEASE SPECIFY)	OTHER THAN GPA, WHAT MEASURES/INDICATORS ARE USED TO DETERMINE THAT GRADUATES HAVE ACHIEVED THE STATED OUTCOMES FOR THE DEGREE? (E.G., CAPSTONE COURSE, PORTFOLIO REVIEW, LICENSURE EXAMINATION)	WHO INTERPRETS THE EVIDENCE? WHAT IS THE PROCESS?	HOW ARE THE FINDINGS USED?	DATE OF LAST PROGRAM REVIEW FOR THIS DEGREE PROGRAM
SOL: J.D. PROGRAM	Yes	Catalog (SOL)	Upper Level Research and Writing Project Bar Exam	Faculty review student performance	Course content is revised periodically	April 2001 & February 2008 (ABA)

APPENDIX 2

Appendix 2: Worksheet for Preliminary Self-Review Under the Standards, April 2009

NOTE: We include in here an analysis of the updated versions of the CFRs

Rating for Columns in the Worksheet:

SELF REVIEW RATING

- 1= We do this well; area of strength for us
- 2= Aspects of this need our attention
- 3= This item needs significant development
- 0= Does not apply or not enough evidence to address

IMPORTANCE TO ADDRESS AT THIS TIME

- A= High priority
- B= Lower priority
- C= Does not need to be addressed at this time

Standard 1. Defining Institutional Purposes and Ensuring Educational Objectives

The institution defines its purposes and establishes educational objectives aligned with its purposes and character. It has a clear and conscious sense of its essential values and character, its distinctive elements, its place in the higher educational community and its relationship to society at large. Through its purposes and educational objectives, the institution dedicates itself to higher learning, the search for truth, and the dissemination of knowledge. The institution functions with integrity and autonomy.

CRITERIA FOR REVIEW	GUIDELINE	SELF-REVIEW RATING	IMPORTANCE TO ADDRESS AT THIS TIME	EVALUATION
<p>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.</p>	<p>The institution has a published mission statement that clearly describes its purposes. The institution's purposes fall within recognized academic areas and/or disciplines, or are subject to peer review within the framework of generally recognized academic disciplines or areas of practices.</p>	<p>1</p>	<p>C</p>	<ul style="list-style-type: none"> • University has a Vision, Mission, and Values statement that is known and used in program planning, budget decisions and evaluation. • The University's Mission guides academic and service program development and assessment as well as the Planning, Budget and Review process • Programs are in areas and disciplines that are recognized and reviewed by internal and external peers as part of program reviews • All Colleges/Schools have a Mission statement that reflects the University's Mission

Standard 1. Defining Institutional Purposes and Ensuring Educational Objectives

CRITERIA FOR REVIEW	GUIDELINE	SELF-REVIEW RATING	IMPORTANCE TO ADDRESS AT THIS TIME	EVALUATION
<p>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 at the institutional, program, and course levels, as appropriate. Evidence of student achievement addresses retention, completion, and student learning. This evidence is made public in a manner determined by the institution.</p>		1	A	<ul style="list-style-type: none"> • Institutional learning goals have been developed and related learning outcomes have been developed • Degree programs have identified and published learning goals and outcomes and have created a curriculum map and identified relevant assessment plans and procedures. • Academic program review process (5-7 year cycle) is carried out in all schools/colleges and in addition, professional programs undergo periodic accreditation (SOBAM, SON, SOL and credential programs in SOE). • Co-curricular programs and service units also undergo periodic reviews every 5-7 years that include performance evaluations and assessment of their support of learning outcomes. • Disaggregated student retention and completion information is available • There is limited public evidence on student learning at the program level

Standard 1. Defining Institutional Purposes and Ensuring Educational Objectives

CRITERIA FOR REVIEW	GUIDELINE	SELF-RE-VIEW RATING	IMPORTANCE TO ADDRESS AT THIS TIME	EVALUATION
<p>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.</p>		1	C	<ul style="list-style-type: none"> • There is a clearly delineated organizational structure. Administrators (including vice presidents and deans) undergo an annual performance review process. President's performance is reviewed by Trustees and includes wide-ranging feedback. Executive officers undergo periodic 360 reviews that include feedback from various publics. • Administrators, faculty and staff are generally hired in a structured recruitment process that is characterized by fairness and transparency. • Faculty controls the curriculum and works in an open and transparent fashion through the unions and/or in joint committees and school/college committees and councils. • Faculty's academic plans (ACP) are reviewed by deans on a yearly basis. • There are student representatives in many University-wide committees. Administrators are willing and available to meet with committees. • Undergraduate students have a student government structure (ASUSF). • There are two students who sit in the meetings of the Board of Trustees.

Standard 1. Defining Institutional Purposes and Ensuring Educational Objectives

CRITERIA FOR REVIEW	GUIDELINE	SELF-REVIEW RATING	IMPORTANCE TO ADDRESS AT THIS TIME	EVALUATION
INTEGRITY				
<p>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.</p>	<p>The institution has published or has readily available policies on academic freedom. For those institutions that strive to instill specific beliefs and world views, policies clearly state how these views are implemented and ensure these conditions are consistent with academic freedom. Due process procedures are disseminated, demonstrating that faculty and students are protected in their quest for truth.</p>	1	C	<ul style="list-style-type: none"> • Academic freedom is guaranteed in the <i>Vision, Mission and Values</i> statement as well as in Collective Bargaining Agreements and faculty and student handbooks. • The University has not received sanctions or warnings from external bodies. • Curriculum planning and delivery and library acquisitions are carried out within the context of academic freedom. • Due process procedures are included in CBAs and in the <i>Fogcutter</i> and Catalog and in program handbooks for students. • Office of Dean of Students and the Ombudsperson guarantee students' freedom of expression.
<p>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.</p>	<p>The institution has demonstrated institutional commitment to the principles enunciated in the WASC Statement on Diversity.</p>	2	A	<ul style="list-style-type: none"> • Vision, Mission and Values statement supports diversity and administration is committed to advancing students, faculty and staff diversity as well as curricular diversity. Diversity at USF goes beyond ethnicity and gender. • USF is recognized as one of the most diverse universities in the country. • There is a cultural diversity graduation requirement for all undergraduate students. • There is a need to address under-represented faculty/student/staff recruitment and retention. • Further diversification (ethnicity, gender, international, socio-economic status, sexualities) of curriculum is needed in order to reflect US diversity. • Students demonstrate integration of diverse perspectives into their academic and co-curricular activities.

Standard 1. Defining Institutional Purposes and Ensuring Educational Objectives

CRITERIA FOR REVIEW	GUIDELINE	SELF-REVIEW RATING	IMPORTANCE TO ADDRESS AT THIS TIME	EVALUATION
<p>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.</p>	<p>The institution has no history of interference in substantive decisions or educational functions by political, religious, corporate or other external bodies outside the institution's own governance arrangements.</p>	1	C	<p>USF has no history of interference by external bodies (corporate, religious or political) including the Society of Jesus (Jesuits) or the Roman Catholic Church.</p>
<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>	<p>The institution has published or readily-available policies on student grievances and complaints, refunds, etc. and has no history of adverse findings against it with respect to violation of these policies. Records of student complaints are maintained for a six-year period. The institution clearly defines and distinguishes between the different types of credits it offers and between degree and non-degree credit, and accurately identifies the type and meaning of the credit awarded in its transcripts. The institution has published or readily-available grievance procedures for faculty and staff. The institution's policy on grading and student evaluation is clearly stated, and provides opportunity for appeal as needed.</p>	2	A	<ul style="list-style-type: none"> • Policies and procedures for students are published in the <i>Catalog</i> and in the <i>Fogcutter</i> and are available online. • Policies and procedures are periodically reviewed for currency and consistency by special committees or faculty. • University truthfully represents its goals and programs through <i>Catalog</i> and other publications. • Credits assigned to academic work are approved by curriculum committees and deans. Transcripts accurately reflect those decisions. • Course grading policies are missing from some syllabi • Periodic reviews of academic programs and of service units include external reviewers and are supervised by deans and reviewed by members of the Leadership Team.

Standard 1. Defining Institutional Purposes and Ensuring Educational Objectives

CRITERIA FOR REVIEW	GUIDELINE	SELF-RE-VIEW RATING	IMPORTANCE TO ADDRESS AT THIS TIME	EVALUATION
<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>	<p>The institution's finances are regularly audited by external agencies.</p>	<p>1</p>	<p>C</p>	<ul style="list-style-type: none"> • Faculty and staff grievance procedures are readily available and published in CBAs and handbooks. • Student grievance procedures are included in student publications (<i>Catalog, Fogcutter</i>). • olicies for a variety of business practices (e.g., travel, purchasing) have been developed. • Finances are externally audited by Deloitte & Touche and budget and audit is approved by Board of Trustees • A Director of Internal Auditing and Tax Compliance reporting to Trustees was appointed in 2004.
<p>1.9 The institution is committed to honest and open communication with the Accrediting Commission, to undertaking the accreditation review process with seriousness and candor, to informing the Commission promptly of any matter that could materially affect the accreditation status of the institution, and to abiding by Commission policies and procedures, including all substantive change policies.</p>		<p>1</p>	<p>C</p>	<ul style="list-style-type: none"> • USF maintains good, timely and fluid relations with WASC staff • The University values the accreditation process as a way to continue to improve our excellence

Standard 2. Achieving Educational Objectives Through Core Functions

The institution achieves its institutional purposes and attains its educational objectives through the core functions of teaching and learning, scholarship and creative activity, and support for student learning and success. It demonstrates that these core functions are performed effectively and that they support one another in the institution's efforts to attain educational effectiveness.

CRITERIA FOR REVIEW	GUIDELINE	SELF-RE-VIEW RATING	IMPORTANCE TO ADDRESS AT THIS TIME	EVALUATION
TEACHING AND LEARNING				
<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>	<p>The content, length, and standards of the institution's academic programs conform to recognized disciplinary or professional standards and are subject to peer review.</p>	1	C	<ul style="list-style-type: none"> Content, length, and standards of all academic programs conform to recognized disciplinary and professional standards (e.g., Education, Nursing, Chemistry, ESL) and are published in the Catalog as well as online. A 5-7 year cycle of reviews of academic programs and service units has been instituted and the reviews include feedback from external reviewers. Professional programs are externally accredited
<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>	<p>Competencies required for graduation are reflected in course syllabi for both General Education and the major.</p>	2	A	<ul style="list-style-type: none"> Entry-level requirements are clearly specified in recruitment materials and in the Catalog. Learning Goals, Outcomes, curricular maps and plans for their assessment have been developed for all academic programs. Learning Outcomes have been developed for the Core Curriculum and the Cultural Diversity and Service Learning graduation requirements.

Standard 2. Achieving Educational Objectives Through Core Functions

CRITERIA FOR REVIEW	GUIDELINE	SELF-RE-VIEW RATING	IMPORTANCE TO ADDRESS AT THIS TIME	EVALUATION
<p>2.2a 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. 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, focuses, and sustained program of study as part of their baccalaureate programs.</p>	<p>The institution has a program of General Education that is integrated throughout the curriculum, including at the upper division level, consisting of a minimum of 45 semester units (or the equivalent), together with significant study in depth in a given area of knowledge (typically described in terms of a major).</p>	2	A	<ul style="list-style-type: none"> • The Core Curriculum is integrated throughout students' experiences at USF • The Core Curriculum includes defined learning outcomes and supports the development of basic competencies as well as <i>Mission</i>-related goals • The Core Curriculum requires completion of 44 units. There are three Mission-related graduation requirements: (a) A Service Learning course; (b) a Cultural Diversity course; and (c) courses in Theology/Religious Studies and Philosophy. • All baccalaureate students are required to complete the requirements for a major • Areas of breadth (cultural, aesthetic, social, political, scientific) are included in the Core Curriculum • All baccalaureate programs require fulfilling the requirements for a major • Requirements for the Core Curriculum and for each major are included in the Catalog and online

Standard 2. Achieving Educational Objectives Through Core Functions

CRITERIA FOR REVIEW	GUIDELINE	SELF-RE-VIEW RATING	IMPORTANCE TO ADDRESS AT THIS TIME	EVALUATION
<p>2.2b 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>	<p>Institutions offering graduate-level programs employs at least one full-time faculty member for each graduate degree program offered, and demonstrate sufficient resources and structures to sustain these programs and create a graduate-level academic culture.</p>	2	B	<ul style="list-style-type: none"> • All graduate programs meet professional and disciplinary expectations and are labeled appropriately • Graduate programs are structured to engage students with current literature and/or professional practice • At least one full-time faculty member is involved with each of the graduate programs although some graduate programs don't have enough full-time faculty • Certain programs ask students for portfolios, theses or capstone projects that demonstrate integration of knowledge.

Standard 2. Achieving Educational Objectives Through Core Functions

CRITERIA FOR REVIEW	GUIDELINE	SELF-RE-VIEW RATING	IMPORTANCE TO ADDRESS AT THIS TIME	EVALUATION
<p>2.3 The institution's student learning outcomes and expectations for student attainment are clearly stated at the course, program and, as appropriate, institutional level. These outcomes and expectations are reflected in academic programs and policies; curriculum; advisement; library and information resources; and the wider learning environment.</p>		2	B	<ul style="list-style-type: none"> • All learning goals and outcomes have been reviewed and integrated into an assessment plan • Program organization and requirements are peer-reviewed and published in Catalog. • Course proposals are reviewed by faculty in program and/or school/college curriculum committees. • Co-curricular experiences are available to most students although participation is very limited. • There are a wide variety of service learning opportunities coordinated by an Office of Service Learning. • A limited number of Residential Learning communities have been developed. • In general, courses require students to use information that goes beyond textbooks. • IT learning resources are constantly renovated and enlarged. IT resources (including Blackboard) and updated facilities (smart classrooms) are widely used • Admission and graduation policies are widely available and known. Library resources continue to expand. • Syllabi generally demonstrate high expectations of student learning although for many courses/programs, faculty need to develop performance expectations and rubrics. • Students conduct research and present or publish with faculty in peer-reviewed conferences or publications. • Capstone projects demonstrate high levels of student achievement and integration of knowledge. • Student work such as research projects, papers and publications (e.g., Writing for a Real World) also demonstrate high levels of student scholarly attainment. • Students tutor peers in gateway courses and in languages with and without pay. • Significant numbers of students are involved in service learning, volunteer activities, community engagement and advocacy.

Standard 2. Achieving Educational Objectives Through Core Functions

CRITERIA FOR REVIEW	GUIDELINE	SELF-RE-VIEW RATING	IMPORTANCE TO ADDRESS AT THIS TIME	EVALUATION
<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>		3	A	<ul style="list-style-type: none"> • Learning outcomes and their assessment are required for all newly approved courses in all colleges/schools and are disseminated to most students via syllabi. • All academic programs have developed assessment procedures for overall program learning outcomes. • Faculty in departments and/or Curriculum Committees review syllabi and learning outcomes, and recommend approval to deans. • Faculty in programs are expected to define curriculum and learning outcome. • Program Advisory Board members support and guide program development and implementation in selected programs.
<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>		1	C	<ul style="list-style-type: none"> • Ongoing feedback is provided to students. • Faculty and deans support the development of challenging opportunities for students as well as providing continuous feedback on learning (including feedback on papers, projects, exams). • Service Learning and Cultural Diversity are graduation requirements for undergraduate students • Faculty is engaged in creating innovative learning approaches that involve students in active, reflective learning in the classroom, the laboratory and in field experiences.

Standard 2. Achieving Educational Objectives Through Core Functions

CRITERIA FOR REVIEW	GUIDELINE	SELF-RE-VIEW RATING	IMPORTANCE TO ADDRESS AT THIS TIME	EVALUATION
<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>		3	A	<ul style="list-style-type: none"> • Some programs have capstone or end-of-program experiences. • Students are evaluated in terms of program learning outcomes set by faculty and/or credentialing agencies in some programs. • Some programs (e.g., SON, CPS, SOL) survey alumni and employers to establish quality of preparation for work but assessment is not systematic. We lack systematic tracking of alumni.
<p>2.7 All programs offered by the institution are subject to systematic program review. The program review process includes analyses of the achievement of the program's learning objectives and outcomes, program retention and completion, and where appropriate, results of licensing examination and placement and evidence from external constituencies such as employers and professional societies is included in such reviews.</p>		2	A	<ul style="list-style-type: none"> • All academic and co-curricular programs are being reviewed in a 5-7 year cycle. Professional programs are accredited by external agencies. Most program reviews have not in the past addressed retention and completion data and evidence from external constituencies. • Assessment of comprehensive student achievement is being developed. Evaluation of student achievement is also done through licensure examinations for Nursing and Law, and selected programs in SOE, CPS and CAS. • Student placements in graduate school in health-related and Law programs are tracked.

Standard 2. Achieving Educational Objectives Through Core Functions

CRITERIA FOR REVIEW	GUIDELINE	SELF-RE-VIEW RATING	IMPORTANCE TO ADDRESS AT THIS TIME	EVALUATION
SCHOLARSHIP AND CREATIVE ACTIVITY				
<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>	<p>Where appropriate, the institution includes in its policies for faculty promotion and tenure recognition of scholarship related to teaching, learning, assessment, and co-curricular learning. Along with scholarly publications, such policies recognize forms of dissemination appropriate to various types of scholarly and creative expression.</p>	1	C	<ul style="list-style-type: none"> • The University provides faculty development funds to full-time faculty including conference participation, research seed monies and curriculum innovation. Part-time faculty is supported in development of teaching skills. • Jesuit Foundation provides support for Mission-focused curriculum innovation and research. • Scholarship and curricular innovation are considered as part of tenure and promotion decisions. • Faculty is offered periodic teaching development workshops, meetings analyzing how the Mission is translated into research and teaching. • First year faculty are offered special mentoring and faculty development workshops. • Recognition is awarded for excellence in teaching and innovation in uses of educational technology. • Office of Sponsored Projects supports faculty research interests. • Special activities, such as USF Justice Lecture Series and conferences held on campus, provide a climate of intellectual growth.
<p>2.9 The institution recognizes and promotes appropriate linkages among scholarship, teaching, student learning and service.</p>		2	B	<ul style="list-style-type: none"> • Teaching, research and service are equally important in promotion and tenure decisions in all schools/colleges except for OPS. • Faculty is recognized for excellence in teaching, research and service. • Faculty research has impacted students who collaborate as assistants/mentees as well as in the classroom through course content.

Standard 2. Achieving Educational Objectives Through Core Functions

CRITERIA FOR REVIEW	GUIDELINE	SELF-REVIEW RATING	IMPORTANCE TO ADDRESS AT THIS TIME	EVALUATION
<p>SUPPORT FOR STUDENT LEARNING AND SUCCESS</p> <p>2.10 The institution collects and analyzes student data disaggregated by demographic categories and areas of study. It tracks achievement, satisfaction, and campus climate to support student success. The institution regularly identifies the characteristics of its students and assesses their preparation needs and experiences.</p>	<p>Periodic analyses of grades and evaluation procedures are conducted to assess the rigor and effectiveness of grading policies and practice.</p>	<p>1</p>	<p>C</p>	<ul style="list-style-type: none"> Grading policies are found in student publications (<i>Catalog, Fogcutter</i>) and faculty is expected to include them in syllabi. An analysis of grades is missing for most programs. Grade appeal processes are published (<i>Catalog, Fogcutter</i>). Grades are reviewed by deans (A&S, SOL, SOBAM) and faculty during annual review. SSI, EBI and a Graduating Student Survey, as well as NSSE are periodically used to track satisfaction and climate and the results are now analyzed by administration and selectively made available to students, faculty and staff.
<p>2.11 Consistent with its purposes, the institution develops and assesses its co-curricular programs.</p>		<p>2</p>	<p>A</p>	<ul style="list-style-type: none"> We are slowly developing an integrated learning environment that requires more planning. There have been significant achievements in this area in terms of designing or reshaping new student orientation, living-learning communities. Faculty is involved in supporting or developing co-curricular activities including new student orientation. Learning outcomes have been developed for many co-curricular programs. In the past, assessment activities usually referred to program evaluation or implementation analysis of programmatic goals although all academic programs and service units have been undergoing periodic program reviews. Most extant evidence for co-curricular programs refers to program implementation, participation or satisfaction indicators. There is a need to better assess co-curricular programming.

Standard 2. Achieving Educational Objectives Through Core Functions

CRITERIA FOR REVIEW	GUIDELINE	SELF-REVIEW RATING	IMPORTANCE TO ADDRESS AT THIS TIME	EVALUATION
<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>	<p>Recruiting and admission practices, academic calendars, publications, and advertising are accurate, current, disclosing, and are readily available to support student needs.</p>	<p>2</p>	<p>A</p>	<ul style="list-style-type: none"> Publications accurately describe requirements and procedures and are readily available via print, audiovisual modes, and the web. New student orientation describes programs and high academic expectations. Certain colleges have designed a special advising manual for faculty. Assessment of the effectiveness of advising is missing.
<p>2.13 Student support services—including financial aid, registration, advising, career counseling, computer labs, and library and information services—are designed to meet the needs of the specific types of students the institution serves and the curricula it offers.</p>		<p>2</p>	<p>A</p>	<ul style="list-style-type: none"> Services meet most needs of traditional age undergraduates but are less helpful to graduate students and adult students although improvements are being made. IT services in support of academic activities including Blackboard, smart classrooms and portal system (USFconnect) have improved and are widely used by faculty. There is a need for enlarged wi-fi coverage Academic advising is of uneven quality across programs and colleges/schools although there have been significant improvements in recent months. Financial aid is insufficient to meet students' needs or meet the aid gap but base-budget increases have been recently made. Library services are perceived as helpful and appropriate with periodic base-budget increases made. "One Stop" services were implemented in Fall 2005 to improve services by Registrar, Bursar and Financial Aid. Approximately 98% of major classrooms have technological support for teaching.

Standard 2. Achieving Educational Objectives Through Core Functions

CRITERIA FOR REVIEW	GUIDELINE	SELF-RE-VIEW RATING	IMPORTANCE TO ADDRESS AT THIS TIME	EVALUATION
<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>		1	C	<ul style="list-style-type: none"> • Transfer students receive individualized feedback as to their status regarding graduation requirements. • Transfer students receive additional and specialized advising as part of Orientation. • Articulation agreements help prospective transfers plan their academic programs.

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

The institution sustains its operations and supports the achievement of its educational objectives through its investment in human, physical, fiscal and information resources and through an appropriate and effective set of organizational and decision-making structures. These key resources and organizational structures promote the achievement of institutional purposes and educational objectives and create a high quality environment for learning.

CRITERIA FOR REVIEW	GUIDELINE	SELF-RE-VIEW RATING	IMPORTANCE TO ADDRESS AT THIS TIME	EVALUATION
FACULTY AND STAFF				
<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>		2	A	<ul style="list-style-type: none"> The number of full-time faculty has been steadily increasing with base-budget additions. Professional standards and accrediting expectations for number of full-time faculty are met in SON, SOBAM and SOL. Diverse and highly trained staff has been recently hired. Search procedures emphasize qualifications and commitment to furthering University's Mission.
<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>	<p>The institution has an instructional staffing plan that includes a sufficient number of full-time faculty with appropriate background by discipline and degree levels. The institution systematically engages full-time non-tenure track, adjunct, and part-time faculty in its processes, such as assessment and program review activities, faculty development and planning.</p>	3	A	<ul style="list-style-type: none"> Qualified professionals are employed to meet our educational objectives. Faculty of color are under-represented and there is lack of gender balance in some programs. Faculty reflects appropriate training and excel in their qualifications, as defined by peers and deans. There is a need to develop a strategic plan for faculty and staff recruitment to match enrollment plans and academic goals as well as potential retirements. Full- and part-time faculty generally participate in program review processes and all are eligible for faculty development funds.

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

CRITERIA FOR REVIEW	GUIDELINE	SELF-REVIEW RATING	IMPORTANCE TO ADDRESS AT THIS TIME	EVALUATION
<p>3.3 Faculty and staff recruitment, orientation, 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>		1	C	<ul style="list-style-type: none"> • New faculty orientation is held for all full-time faculty and in some colleges/schools for part-time faculty. • Faculty workload, incentives and evaluation are dictated by CBAs or handbooks. • Faculty evaluation is systematic and includes student evaluation of instruction. • Faculty meet yearly with dean to review progress and plans for academic and scholarly work. • Promotion and tenure decisions are based on teaching, research and service and include an analysis of teaching evaluations and teaching innovation and are based on evaluation of application materials by peers at the college and University level and by external peers as well as by administrators. • Staff undergo annual performance appraisals • Staff recruitment usually involves a complex process with feedback from peers.
<p>3.4 The institution maintains appropriate and sufficiently supported faculty and staff development activities designed to improve teaching and learning consistent with its institutional objectives.</p>	<p>The institution provides training and support for faculty members teaching by means of technology-mediated instruction.</p>	2	B	<ul style="list-style-type: none"> • Faculty development funds are available to full- and part-time faculty on a competitive basis. • College-specific faculty development activities are periodically scheduled for both experienced and newly-hired faculty. • Faculty development opportunities include mentoring seminars for new faculty and 4th year sabbatical for tenure-track faculty. • CIT supports faculty training in technology-mediated instruction

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

CRITERIA FOR REVIEW	GUIDELINE	SELF-REVIEW RATING	IMPORTANCE TO ADDRESS AT THIS TIME	EVALUATION
<p>FISCAL, PHYSICAL, AND INFORMATION RESOURCES</p> <p>3.5 The institution has a history of financial stability, unqualified independent financial audits and has resources sufficient to ensure long-term viability. Resources are aligned with educational purposes and objectives. If an institution has an accumulated deficit, it has realistic plans to eliminate the deficit. Resource planning and development include realistic budgeting, enrollment management, and diversification of revenue sources.</p>		3	B	<ul style="list-style-type: none"> The University continues to be financially stable and to function without deficits and with appropriate external auditing. The endowment and reserves have recently grown and plans are in place for their continued annual growth. Deferred maintenance is being addressed by budgeting and there is a need for upgraded and enlarged facilities (classrooms, labs, offices, residence halls). A new Master Plan for Physical Plant is being developed and a number of construction/ renovation efforts are underway.
<p>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. These information resources, services and facilities are consistent with the institution's educational objectives and are aligned with student learning outcomes. For both on-campus students and students enrolled at a distance, physical and information resources, services, and information technology facilities are sufficient in scope and kind to support and maintain the level and kind of education offered.</p>		3	A	<ul style="list-style-type: none"> On-campus information resources are deemed adequate by external reviewers. Progress has been made to enhance information resources at regional campuses, but additional improvements may be needed. Facilities (e.g., classrooms, offices, meeting rooms) are continuously being updated and improved, but there is a need for additional classrooms of varying sizes to accommodate current needs and further student body expansion. There is a need to increase support for improving library collections although recent additions to the budget have been made.

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

CRITERIA FOR REVIEW	GUIDELINE	SELF-RE-VIEW RATING	IMPORTANCE TO ADDRESS AT THIS TIME	EVALUATION
<p>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.</p>		2	B	<ul style="list-style-type: none"> • Upgrading classroom IT is continuing with approximately 98% being Level One in technology. • A 2007-2010 IT Plan has been developed. • Faculty and staff training opportunities are offered in new or upgraded software and facilities. • Blackboard is used by a large percentage of faculty. • Student records archives have been digitized. • An investment of \$10.2 million was made for a new ERP system, SCT Banner and migration to the new system was completed on time and on budget by 2009. • Additional services (e.g., increased wireless coverage) are needed to meet student and faculty needs. • An information security policy has been developed.

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

CRITERIA FOR REVIEW	GUIDELINE	SELF-REVIEW RATING	IMPORTANCE TO ADDRESS AT THIS TIME	EVALUATION
ORGANIZATIONAL STRUCTURE AND DECISION-MAKING PROCESSES				
<p>3.8 The institution's organizational structures and decision-making processes are clear, consistent with its purposes, and support effective decision making, and place priority on sustaining effective academic programs.</p>	<p>The institution establishes clear roles, responsibilities, and lines of authority, which are reflected in an organization chart.</p>	1	C	<ul style="list-style-type: none"> Decision-making processes are clear and there is an emphasis on greater involvement and on transparency. Organizational chart clearly depicts lines of authority Board of Trustees periodically reviews progress and plans. College/Program Advisory Boards provide input to the University's plans and activities at various levels. There are a number of joint (faculty-administration) committees (e.g., Assessment, Curriculum, Faculty Development).
<p>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.</p>	<p>The governing body regularly engages in self-review and training to enhance its effectiveness.</p>	1	C	<ul style="list-style-type: none"> An independent Board of Trustees oversees the University's integrity and operations and evaluates the President. New trustees participate in orientation sessions and all trustees hold periodic retreats The Board of Trustees analyzes the University's functioning and provides guidance and support for initiatives that further the Mission. The Director of Internal Auditing and Tax Compliance reports directly to the Board of Trustees.
<p>3.10 The institution has a full-time chief executive officer and a chief financial officer whose primary or full-time responsibility is to the institution. In addition, the institution has a sufficient number of other qualified administrators to provide effective educational leadership and management.</p>		1	C	<ul style="list-style-type: none"> The President and the CFO have full-time responsibilities to the institution. All executive officers are full-time employees and they are highly qualified with significant experience in academia. New appointments for executive positions are usually made after national searches (except for internal promotions).t

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

CRITERIA FOR REVIEW	GUIDELINE	SELF-RE-VIEW RATING	IMPORTANCE TO ADDRESS AT THIS TIME	EVALUATION
<p>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.</p>	<p>The institution clearly defines the governance roles, rights, and responsibilities of the faculty.</p>	<p>1</p>	<p>C</p>	<p>Faculty participate in drafting program and course proposals that are reviewed by peers in curriculum committees and approved by deans/Provost. Program reviews include faculty-written self-study. Faculty representatives sit on Board of Trustees and make up college/school councils and curriculum committees. Faculty roles, right and responsibilities are clearly defined in CBAs and in Faculty Manual for CPS faculty.</p>

Standard 4. Creating an Organization Committed to Learning and Improvement

The institution conducts sustained, evidence-based, and participatory discussions about how effectively it is accomplishing its purposes and achieving its educational objectives. These activities inform both institutional planning and systematic evaluations of educational effectiveness. The results of institutional inquiry, research, and data collection are used to establish priorities at different levels of the institution, and to revise institutional purposes, structures, and approaches to teaching, learning, and scholarly work.

CRITERIA FOR REVIEW	GUIDELINE	SELF-RE-VIEW RATING	IMPORTANCE TO ADDRESS AT THIS TIME	EVALUATION
FACULTY AND STAFF				
<p>4.1 The institution periodically engages its multiple constituencies, including faculty, in institutional reflection and planning processes which 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 its plans and planning processes, and revises them as appropriate.</p>		1	C	<ul style="list-style-type: none"> • Development of Vision, Mission and Values statement in 2001 involved review by all stakeholders. All members of the community have been involved in developing USF 2028 planning document. • Leadership Team chooses Strategic Goals with feedback from community (online as well as in town hall meetings) and reviews the specific plans for each division and college/school. • In some areas, the specific plans are developed through consultation involving faculty and staff. • Physical Plant Master Plan has been openly discussed with University community. • There is a transparent University-wide Planning, Budget and Review process in place with summaries being widely shared. The process is evaluated. • An Assessment Plan is reviewed by Provost Council. • Faculty is involved in academic and budget planning although there is a need for faculty input in space allocations.

Standard 4. Creating an Organization Committed to Learning and Improvement

CRITERIA FOR REVIEW	GUIDELINE	SELF-REVIEW RATING	IMPORTANCE TO ADDRESS AT THIS TIME	EVALUATION
<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>		2	B	<ul style="list-style-type: none"> Budget, Planning, and Review process aligns budget with University priorities, including new program initiatives and program reviews. All colleges/schools involve faculty in setting priorities through committees or direct consultation. Staff is generally involved in alignment and priority-setting for co-curricular and service offices. Board of Trustees receives an annual report and update on planning process.
<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>		2	B	<ul style="list-style-type: none"> Graduating Student Survey, NSSE, EBI, SSI results are widely disseminated and are available on website and are increasingly being better used. SON uses benchmarks (EBI) in program assessment; SOL conducts employment survey. Financial information is used in planning and evaluation. The University received in 2008 an award for planning effectiveness.

Standard 4. Creating an Organization Committed to Learning and Improvement

CRITERIA FOR REVIEW	GUIDELINE	SELF-RE-VIEW RATING	IMPORTANCE TO ADDRESS AT THIS TIME	EVALUATION
<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 include assessing effectiveness, tracking results over time, using comparative data from external sources, and improving structures, processes, curricula, and pedagogy.</p>		2	A	<ul style="list-style-type: none"> • Strong peer curriculum approval processes are in place in each school/college for new courses and learning outcomes are required at that stage. Diverse administrative bodies are also involved. • SOBAM, SOL, SOE, SON conduct periodic specialized external accreditation reviews. • Academic program reviews are periodically and systematically conducted and emphasis has been placed on learning outcomes. • New reporting process on program reviews (to Provost Council or Leadership Team) emphasizes action plans for outcomes of program reviews. • Benchmark information is used for measures of student engagement and satisfaction as well as for financial indexes, recruitment, tuition and other decisions • There is renewed emphasis on collection benchmark data as well as of information of a longitudinal nature.

Standard 4. Creating an Organization Committed to Learning and Improvement

CRITERIA FOR REVIEW	GUIDELINE	SELF-RE-VIEW RATING	IMPORTANCE TO ADDRESS AT THIS TIME	EVALUATION
COMMITMENT TO LEARNING AND IMPROVEMENT				
<p>4.5 The institution has institutional research capacity consistent with its purposes and objectives. Institutional research addresses strategic data needs, is disseminated in a timely manner, and is incorporated in institutional review and decision-making processes. Included in the institutional research function is the collection of appropriate data to support the assessment of student learning. Periodic reviews are conducted to ensure the effectiveness of the research function and suitability and usefulness of data.</p>		2	B	<ul style="list-style-type: none"> IR Office produces most reports for external constituencies which are available on website, although there is a need to improve internal dissemination. Reports generated by IR Office are maintained on a website, but some data are not easily accessible. Student data reports are produced by Academic Services. Personnel data reports are produced by HR. A new webpage has been developed to archive assessment procedures and results. New ERP will allow timely, relevant and accessible data reporting.
<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 take responsibility for evaluating the effectiveness of the teaching and learning process and use 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>	<p>The institution has clear, well-established policies and practices for gathering and analyzing information that leads to a culture of evidence and improvement.</p>	2	A	<ul style="list-style-type: none"> There is commitment to assessment on the part of the leadership. In general, faculty takes a role in evaluation of teaching and assessment of effectiveness. A comprehensive culture of evidence is being developed including better data collection procedures and transparency of results, and perceptions of the value of assessment as a learning opportunity.

Standard 4. Creating an Organization Committed to Learning and Improvement

CRITERIA FOR REVIEW	GUIDELINE	SELF-RE-VIEW RATING	IMPORTANCE TO ADDRESS AT THIS TIME	EVALUATION
<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>		2	B	<ul style="list-style-type: none"> Faculty's yearly review (ACP) and other activities promote an individualized and group-referenced analysis of teaching and learning. Structured faculty development opportunities exist in colleges/schools including workshops, special programs, mentoring, instructional technology, teaching-related discussions (SOL). There is a need to support adjunct faculty with programs such as class visitations. SOL pairs adjunct faculty members with full-time liaisons. There is a new faculty mentor program for newly hired full-time faculty.
<p>4.8 Appropriate stakeholders, including alumni, employers, practitioners, and others defined by the institution, are regularly involved in the assessment of the effectiveness of the educational programs.</p>		3	A	<ul style="list-style-type: none"> Analysis of educational effectiveness by external stakeholders (including employers) and alumni has usually been sporadic and impressionistic (except SON). A cycle of alumni feedback has been established on a 5-year rotation for alumni of undergraduate and of graduate programs. Advisory boards (SOBAM, SON, CPS, SOL) provide useful feedback on curriculum design. Alumni satisfaction is surveyed in selected program reviews. ABA advises LLM programs in SOL.

APPENDIX 3

Appendix 3: Inventory of Concurrent Accreditation and Key Performance Indicators

School of Education

(1) PROFESSIONAL, SPECIAL, STATE, OR PROGRAMMATIC ACCREDITATIONS CURRENTLY HELD BY INSTITUTION	(2) DATE OF MOST RECENT ACCREDITATION ACTION BY EACH LISTED AGENCY	(3) SUMMARY OF KEY ISSUES FOR CONTINUING INSTITUTIONAL ATTEN- TION IDENTIFIED IN ACCREDITATION ACTION LETTER OR REPORT	(4) KEY PERFORMANCE INDICATORS AS REQUIRED BY AGENCY OR SELECTED BY PROGRAM	(5) FOR AT LEAST ONE INDICATOR FOR EACH PROGRAM, PROVIDE UP TO 3 YEARS OF TREND DATA.
<p>CALIFORNIA COMMISSION ON TEACHER CREDENTIALING (CTC) SCHOOL OF EDUCATION [UNIT ACCREDITATION]</p>	<p>April 21-24, 2002 Accreditation Visit</p>	<p>Common Standard 8 District Field Supervisors: Each district-employed field experience supervisor is carefully selected, trained in supervision, oriented in the supervisory role and certified and experienced in either teaching the subject(s) of the class or performing the services authorized by the credential. District supervisors and supervisory activities are appropriately evaluated, recognized, and rewarded by the institution. Standard Met Minimally with Quantitative Concerns</p>	<p>"Although there is evidence the majority of district-employed supervisors are evaluated, the team found that this is inconsistent across all programs. The University is aware of this inconsistency and has recently developed handbook which is intended to support the development of a systematic evaluation process..."</p>	<p>Candidates are asked at the time of exit from the program to provide a range of data, including an evaluation of district-employed supervisors. An average of 97% of candidates completing the programs participate in the exit process [either face to face and/or written forms] and provide information evaluating district-employed field supervisors and clinical field supervisors.</p>

Appendix 3: Inventory of Concurrent Accreditation and Key Performance Indicators

School of Education

<p style="text-align: center;">(1) PROFESSIONAL, SPECIAL, STATE, OR PROGRAMMATIC ACCREDITATIONS CURRENTLY HELD BY INSTITUTION</p>	<p style="text-align: center;">(2) DATE OF MOST RECENT ACCREDITATION ACTION BY EACH LISTED AGENCY</p>	<p style="text-align: center;">(3) SUMMARY OF KEY ISSUES FOR CONTINUING INSTITUTIONAL ATTEN- TION IDENTIFIED IN ACCREDITATION ACTION LETTER OR REPORT</p>	<p style="text-align: center;">(4) KEY PERFORMANCE INDICATORS AS REQUIRED BY AGENCY OR SELECTED BY PROGRAM</p>	<p style="text-align: center;">(5) FOR AT LEAST ONE INDICATOR FOR EACH PROGRAM, PROVIDE UP TO 3 YEARS OF TREND DATA.</p>
<p>CALIFORNIA COMMISSION ON TEACHER CREDENTIALING (CTC) MULTIPLE SUBJECT (ELEMENTARY) CREDENTIAL PROGRAM</p>	<p style="text-align: center;">April 21-24, 2002 Accreditation Visit</p>	<p>Standard 16: Selection of Fieldwork Sites and Qualifications of Field Supervisors</p> <p>Element 16(e) Program sponsors and cooperating school administrators enable supervising teachers to complete, as needed, planned professional training to develop their understanding of the developmental progression of beginning teachers; the Teaching Performance Expectations for Preliminary Teaching Credentials; state-adopted academic content standards for students; theory-practice relationships in the program's curriculum; and effective professional communication with students teachers and intern teachers.</p> <p>Element 16(f) Individuals selected to provide professional development to supervising teachers (1) are experienced and effective in supervising credential candidates; (2) know and understand current educational theory and practice, the sponsors' expectations for supervising teachers, state-adopted academic content standards and frameworks, and the developmental stages of learning –to-teach; (3) model collegial supervisory practices that foster success among credential candidates; and (4) promote reflective practice.</p> <p style="text-align: right;">Standard Met with Concern</p>	<p>"While there are some grant funded professional development opportunities currently available to interested master teachers, there is no on-going, institutionalized process for providing professional development for the program's cooperating and master teachers."</p>	<p>The Teacher Education program works closely with school districts in which our candidates are placed to collaborate in providing professional development opportunities for district employees serving in the role of cooperating/master teachers. For example, the TED Placement Coordinator is a member of the San Francisco Unified School District Student Teacher/Intern Advisory Committee (Human Resources). This group meets monthly and makes suggestion to HR and the Office of Teacher Affairs about recruitment, training, and retention of qualified Master Teachers. In addition, cooperating/master teacher are notified of professional develop opportunities (lectures, conferences, etc.) available on the USF campus which are available to them for free or at a reduced rate.</p>

Appendix 3: Inventory of Concurrent Accreditation and Key Performance Indicators

School of Education

(1) PROFESSIONAL, SPECIAL, STATE, OR PROGRAMMATIC ACCREDITATIONS CURRENTLY HELD BY INSTITUTION	(2) DATE OF MOST RECENT ACCREDITATION ACTION BY EACH LISTED AGENCY	(3) SUMMARY OF KEY ISSUES FOR CONTINUING INSTITUTIONAL ATTEN- TION IDENTIFIED IN ACCREDITATION ACTION LETTER OR REPORT	(4) KEY PERFORMANCE INDICATORS AS REQUIRED BY AGENCY OR SELECTED BY PROGRAM	(5) FOR AT LEAST ONE INDICATOR FOR EACH PROGRAM, PROVIDE UP TO 3 YEARS OF TREND DATA.
CALIFORNIA COMMISSION ON TEACHER CREDENTIALING (CTC) SINGLE SUBJECT CREDENTIAL PROGRAM	<p>April 21-24, 2002 Accreditation Visit</p>	<p>Standard 8B Pedagogical Preparation for Subject-Specific Content Instruction by Single Subject Candidates</p> <p>In the subject to be authorized by the Single Subject Teaching Credential, the professional teacher preparation program provides substantive instruction and supervised practice that effectively prepare each candidate for an SS [Single Subject] Credential to plan and deliver content-specific instruction that is consistent with (1) the state-adopted academic content standards for students and/or curriculum framework in the content area, and (2) the basic principles and primary values of the underlying discipline....</p> <p>Standard Met with Concerns</p>	<p>“Candidates in areas of Art, Physical Education, Languages Other than English and Business Education are not consistently receiving subject-specific pedagogical knowledge and skills. The program sometimes inappropriately places candidates outside their subject area because it cannot achieve a critical mass of candidates in their specific subject matter area.”</p>	<p>A Consortium agreement with other regional colleges/universities provide an opportunity for candidates seeking a credential in one of the identified areas to take subject-specific pedagogical courses at another institution and automatically transfer that course into their USF credential program when an insufficient number of candidates at USF prevents the offering of a subject-specific pedagogical course at our university.</p> <p>Currently the Main Campus Teacher Education Program is limiting the admission of Single Subject candidates to the four main subject content areas – English, Mathematics, Science, and Social Science – in part to address this issue and also due to the lack of student teaching placements and qualified cooperating and/or master teachers to serve as mentors in other subject content areas.</p>

Appendix 3: Inventory of Concurrent Accreditation and Key Performance Indicators

School of Education

(1) PROFESSIONAL, SPECIAL, STATE, OR PROGRAMMATIC ACCREDITATIONS CURRENTLY HELD BY INSTITUTION	(2) DATE OF MOST RECENT ACCREDITATION ACTION BY EACH LISTED AGENCY	(3) SUMMARY OF KEY ISSUES FOR CONTINUING INSTITUTIONAL ATTEN- TION IDENTIFIED IN ACCREDITATION ACTION LETTER OR REPORT	(4) KEY PERFORMANCE INDICATORS AS REQUIRED BY AGENCY OR SELECTED BY PROGRAM	(5) FOR AT LEAST ONE INDICATOR FOR EACH PROGRAM, PROVIDE UP TO 3 YEARS OF TREND DATA.
CALIFORNIA COMMISSION ON TEACHER CREDENTIALING (CTC) SINGLE SUBJECT CREDENTIAL PROGRAM	April 21-24, 2002 Accreditation Visit	Standard 15 Learning to Teach Through Supervised Field Work Element 15(c) During the supervised student teaching or internship, each candidate is supervised in daily teaching for a minimum of one K-12 grading period, including a full-day teaching assignment of at least two weeks, commensurate with the authorization of the recommended credential. Standard Met with Concerns	"It is not clear how candidates will complete the required 2 week-full day teaching assignment in the new program. Many candidates in the current program are teaching full-time under an emergency credential and others voluntarily student teach for the full day. The new plan does not explain how all students will meet the full-day requirement in the future."	USF Single Subject candidates spend 1 full academic year student teaching at the same school site. The time they spend in the classroom teaching exceeds requirements for issuing a credential.

Appendix 3: Inventory of Concurrent Accreditation and Key Performance Indicators

School of Education

<p style="text-align: center;">(1) PROFESSIONAL, SPECIAL, STATE, OR PROGRAMMATIC ACCREDITATIONS CURRENTLY HELD BY INSTITUTION</p>	<p style="text-align: center;">(2) DATE OF MOST RECENT ACCREDITATION ACTION BY EACH LISTED AGENCY</p>	<p style="text-align: center;">(3) SUMMARY OF KEY ISSUES FOR CONTINUING INSTITUTIONAL ATTEN- TION IDENTIFIED IN ACCREDITATION ACTION LETTER OR REPORT</p>	<p style="text-align: center;">(4) KEY PERFORMANCE INDICATORS AS REQUIRED BY AGENCY OR SELECTED BY PROGRAM</p>	<p style="text-align: center;">(5) FOR AT LEAST ONE INDICATOR FOR EACH PROGRAM, PROVIDE UP TO 3 YEARS OF TREND DATA.</p>
<p>CALIFORNIA COMMISSION ON TEACHER CREDENTIALING (CTC) SINGLE SUBJECT CREDENTIAL PROGRAM</p>	<p>April 21-24, 2002 Accreditation Visit</p>	<p>Standard 16: Selection of fieldwork Sites and Qualifications of field Supervisors</p> <p>Element 16(e) Program sponsors and cooperating school administrators enable supervising teachers to complete, as needed, planned professional training to develop their understanding of the developmental progression of beginning teachers; the Teaching Performance Expectations for Preliminary Teaching Credentials; state-adopted academic content standards for students; theory-practice relationships in the program's curriculum; and effective professional communication with students teachers and intern teachers.</p> <p>Element 16(f) Individuals selected to provide professional development to supervising teachers (1) are experienced and effective in supervising credential candidates; (2) know and understand current educational theory and practice, the sponsors' expectations for supervising teachers, state-adopted academic content standards and frameworks, and the developmental stages of learning –to-teach; (3) model collegial supervisory practices that foster success among credential candidates; and (4) promote reflective practice.</p> <p>Standard Met with Concerns</p>	<p>"The team found that there is a lack of institutionalized professional development opportunities for cooperating and master teachers. While there are some grant funded professional development opportunities currently available to interested mater teachers, there is no on-going, institutionalized process for providing professional development for the program's cooperating and mater teachers."</p>	<p>The Teacher Education program works closely with school districts in which our candidates are placed to collaborate in providing professional development opportunities for district employees serving in the role of cooperating/master teacher. In addition, cooperating/master teacher are notified of professional develop opportunities (lectures, conferences, TPA Assessor training, etc.) available on the USF campus which are available to them for free or at a reduced rate.</p>

Appendix 3: Inventory of Concurrent Accreditation and Key Performance Indicators

School of Education

(1) PROFESSIONAL, SPECIAL, STATE, OR PROGRAMMATIC ACCREDITATIONS CURRENTLY HELD BY INSTITUTION	(2) DATE OF MOST RECENT ACCREDITATION ACTION BY EACH LISTED AGENCY	(3) SUMMARY OF KEY ISSUES FOR CONTINUING INSTITUTIONAL ATTEN- TION IDENTIFIED IN ACCREDITATION ACTION LETTER OR REPORT	(4) KEY PERFORMANCE INDICATORS AS REQUIRED BY AGENCY OR SELECTED BY PROGRAM	(5) FOR AT LEAST ONE INDICATOR FOR EACH PROGRAM, PROVIDE UP TO 3 YEARS OF TREND DATA.
CALIFORNIA COMMISSION ON TEACHER CREDENTIALING (CTC) MULTIPLE SUBJECT (ELEMENTARY) AND SINGLE SUBJECT CREDENTIAL PROGRAMS	April 21-24, 2002 Accreditation Visit: Reading Reviewer Report	Standards Met: No Concerns Noted	Data tracking as indicative of program effectiveness: Reading Instruction Competence Assessment (RICA) Examination (required of Multiple Subject candidates only)	RICA Examination Results: Candidates for the Education Specialist Credential have a 99% pass rate on the first attempt of the examination over the past three years.

Appendix 3: Inventory of Concurrent Accreditation and Key Performance Indicators

School of Education

(1) PROFESSIONAL, SPECIAL, STATE, OR PROGRAMMATIC ACCREDITATIONS CURRENTLY HELD BY INSTITUTION	(2) DATE OF MOST RECENT ACCREDITATION ACTION BY EACH LISTED AGENCY	(3) SUMMARY OF KEY ISSUES FOR CONTINUING INSTITUTIONAL ATTEN- TION IDENTIFIED IN ACCREDITATION ACTION LETTER OR REPORT	(4) KEY PERFORMANCE INDICATORS AS REQUIRED BY AGENCY OR SELECTED BY PROGRAM	(5) FOR AT LEAST ONE INDICATOR FOR EACH PROGRAM, PROVIDE UP TO 3 YEARS OF TREND DATA.
CALIFORNIA COMMISSION ON TEACHER CREDENTIALING (CTC) MULTIPLE SUBJECT (ELEMENTARY) AND SINGLE SUBJECT CREDENTIAL PROGRAMS	<p>April 21-24, 2002 Accreditation Visit</p> <p>Senate Bill 2042 Requirement: Teaching Performance Assessment (TPA)</p>	<p>Senate Bill 2042 implemented a new credentialing system in California that began in 2002. As part of that bill, passage of a Teaching Performance Assessment was required for recommendation for a credential. The California TPA (developed by ETS for the CTC) was implemented at USF for all candidates admitted to the program as of Fall 2003. The TPA consists of 4 tasks, each scored by trained calibrated assessors on a 4 point rubric. While the CTC requires 15% of TPA submission be double scored, USF is currently double scoring 98% of all submissions.</p> <p>Tasks receiving a score of 4 on the first reading are not all double scored, only a random number to confirm calibration. A candidate must score a minimum of a 2 on any task and a total score of 12 is required for passage of the TPA. Content measured (Teaching Performance Expectations or TPEs) in the TPA is embedded in credential courses. At one level the tasks are formative, a means of assisting candidates to develop their skills as teachers. Elements of the tasks can be worked on within courses but the final submission must be the work of the candidate. Candidates who receive a score of 2 or lower on a task are provided with additional mentoring and permitted to submit the task a second time. The assessment is summative in that a final passing score of 12 must be attained as one of the requirements for recommendation for a credential.</p>	<p>Passage of the TPA is one of the requirements for USF to recommend a candidate to the CTC for a credential.</p>	<p>In Fall 2004, Task 4 (20 minutes teaching video w/ analysis and reflections) was scored for the first time. The pass rate for first time submissions was 84%.</p> <p>In Spring 2007 (the sixth group to submit Task 4), the pass rate for first time submissions was 90%.</p>

Appendix 3: Inventory of Concurrent Accreditation and Key Performance Indicators

School of Education

(1) PROFESSIONAL, SPECIAL, STATE, OR PROGRAMMATIC ACCREDITATIONS CURRENTLY HELD BY INSTITUTION	(2) DATE OF MOST RECENT ACCREDITATION ACTION BY EACH LISTED AGENCY	(3) SUMMARY OF KEY ISSUES FOR CONTINUING INSTITUTIONAL ATTEN- TION IDENTIFIED IN ACCREDITATION ACTION LETTER OR REPORT	(4) KEY PERFORMANCE INDICATORS AS REQUIRED BY AGENCY OR SELECTED BY PROGRAM	(5) FOR AT LEAST ONE INDICATOR FOR EACH PROGRAM, PROVIDE UP TO 3 YEARS OF TREND DATA.
<p>CALIFORNIA COMMISSION ON TEACHER CREDENTIALING (CTC) EDUCATION SPECIALIST CREDENTIAL – PRELIMINARY LEVEL I AND PROFES- SIONAL LEVEL II MILD/MODERATE</p> <p>NOTE: THE EDUCATIONAL SPECIAL- IST CREDENTIAL IS A 2-YEAR INTERN PROGRAM.</p>	<p>April 21-24, 2002 Accreditation Visit</p>	<p>Standards Met: No Concerns Noted</p>	<p>“...the team determined that USF has fully met all Level I Educational Specialist Standards.”</p> <p>“...the team determined that USF has fully met all Level II Educational Specialist Standards.”</p> <p>Data tracking as indicative of program effectiveness: Reaching Instruction Competence Assessment (RICA) Examination; Program completion and recommendation for credential</p>	<p>RICA Examination Results: Candidates for the Education Specialist Credential have a 99% pass rate on the first attempt of the examination over the past three years.</p> <p>In the past three years 98%-99% of candidates have completed the 2-year program with their cohort and were recommended for the credential.</p>
<p>CALIFORNIA COMMISSION ON TEACHER CREDENTIALING (CTC) PUPIL PERSONNEL SERVICE CREDENTIAL/SCHOOL COUNSELING</p>	<p>April 21-24, 2002 Accreditation Visit</p>	<p>Standards Met: No Concerns Noted</p>	<p>“...the team found that the program [Pupil Personnel Services Credential] fully met all of the standards.”</p> <p>Data tracking as indicative of program effectiveness: Program completion, recommendation for the credential, and hired as school counselor</p>	<p>In the last three years, 100% of candidates completed the program, were recommended for credential and all obtained employment as school counselors.</p>

Appendix 3: Inventory of Concurrent Accreditation and Key Performance Indicators

School of Education

(1) PROFESSIONAL, SPECIAL, STATE, OR PROGRAMMATIC ACCREDITATIONS CURRENTLY HELD BY INSTITUTION	(2) DATE OF MOST RECENT ACCREDITATION ACTION BY EACH LISTED AGENCY	(3) SUMMARY OF KEY ISSUES FOR CONTINUING INSTITUTIONAL ATTEN- TION IDENTIFIED IN ACCREDITATION ACTION LETTER OR REPORT	(4) KEY PERFORMANCE INDICATORS AS REQUIRED BY AGENCY OR SELECTED BY PROGRAM	(5) FOR AT LEAST ONE INDICATOR FOR EACH PROGRAM, PROVIDE UP TO 3 YEARS OF TREND DATA.
<p>CALIFORNIA COMMISSION ON TEACHER CREDENTIALING (CTC) PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL</p>	<p>April 21-24, 2002 Accreditation Visit June 15, 2006 document submission to new standards approved</p>	<p>Standards Met: No Concerns Noted</p>	<p>"...the team has determined that the Preliminary Administrative Services Credential Program fully meets all standards." Data tracking as indicative of program effectiveness: Program completion and recommendation for credential</p>	<p>Credential recommendation requires verification of employment as a school administrator, thus the completion of the credential is an indicator of employment. The three-year trend has held to an average of 75%-80% due to this employment requirement. Some of our candidates do not secure positions immediately upon program completion and are therefore recommended for a certificate of eligibility, rather than the administrative services credential.</p>
<p>CALIFORNIA COMMISSION ON TEACHER CREDENTIALING (CTC) PROFESSIONAL CLEAR ADMINISTRATIVE SERVICES CREDENTIAL</p>	<p>April 21-24, 2002 Accreditation Visit June 15, 2006 document submission to new standards approved</p>	<p>Standards Met: No Concerns Noted</p>	<p>"...the team has determined that the Professional [Clear] Administrative Services Credential Program fully meets all applicable Standards." Data tracking as indicative of program effectiveness: Program completion and recommendation for credential</p>	<p>Credential recommendation requires verification of employment as a school administrator, thus the completion of the credential is an indicator of employment. The three-year trend has held to an average of 75%-80% due to this employment requirement.</p>

NOTE: A new accreditation system is currently being implemented by the California Commission on Teacher Credentialing (CTC) for all programs listed above. Year 1 (in the new 7-year cycle) begins for the USF credential program in 2008-2009. The USF credential programs are currently revising data collection to align with the new accreditation system requirements and to meet requirements for data collection in Year 7 and Year 1 for the initial Biennial Report submission due Fall 2008. Under the new system, Biennial Reports are due in Years 1, 3, and 5. A program Self-Study addressing Program Standards is due in Year 4. A Site Visit is held in Year 6 with a follow-up report and/or site visit in Year 7 based on the Year 6 review.

Appendix 3: Inventory of Concurrent Accreditation and Key Performance Indicators

School of Law				
(1) PROFESSIONAL, SPECIAL, STATE, OR PROGRAMMATIC ACCREDITATIONS CURRENTLY HELD BY INSTITUTION	(2) DATE OF MOST RECENT ACCREDITATION ACTION BY EACH LISTED AGENCY	(3) SUMMARY OF KEY ISSUES FOR CONTINUING INSTITUTIONAL ATTEN- TION IDENTIFIED IN ACCREDITATION ACTION LETTER OR REPORT	(4) KEY PERFORMANCE INDICATORS AS REQUIRED BY AGENCY OR SELECTED BY PROGRAM	(5) FOR AT LEAST ONE INDICATOR FOR EACH PROGRAM, PROVIDE UP TO 3 YEARS OF TREND DATA.
AMERICAN BAR ASSOCIATION (SECTION ON LEGAL EDUCATION AND ADMISSION TO THE BAR)	February 2009	Evaluation of academic achievement in field placement programs Opportunities for law related pro bono activities	Bar pass rate of first time takers Entering LSAT scores Entering GPA	See accompanying data in table below
ASSOCIATION OF AMERICAN LAW SCHOOLS	February 21009	Increase size of full-time faculty to enhance flexibility and scholarly productivity	See above	See above
USF School of Law Performance Indicators				
CATEGORIES				
75th Percentile LSAT Enrolled combined #		161 (84.3%)	161 (83.8%)	161 (84.0%)
50th Percentile LSAT Enrolled combined #		159 (78.4%)	158 (74.8%)	159 (78.0%)
25th Percentile LSAT Enrolled combined #		156 (68.2%)	156 (68.3%)	156 (68.3%)
75th Percentile GPA Enrolled combined		3.54	3.53	3.51
50th Percentile GPA Enrolled combined		3.28	3.29	3.32
25th Percentile GPA Enrolled combined		3.00	2.94	2.98
BAR First Time Takers		200	166	200
BAR Passed Among First Time Takers		147	141	175
BAR Pass Rate		73.5%	84.9%	87.5%

Appendix 3: Inventory of Concurrent Accreditation and Key Performance Indicators

School of Nursing

(1) PROFESSIONAL, SPECIAL, STATE, OR PROGRAMMATIC ACCREDITATIONS CURRENTLY HELD BY INSTITUTION	(2) DATE OF MOST RECENT ACCREDITATION ACTION BY EACH LISTED AGENCY	(3) SUMMARY OF KEY ISSUES FOR CONTINUING INSTITUTIONAL ATTEN- TION IDENTIFIED IN ACCREDITATION ACTION LETTER OR REPORT	(4) KEY PERFORMANCE INDICATORS AS REQUIRED BY AGENCY OR SELECTED BY PROGRAM	(5) FOR AT LEAST ONE INDICATOR FOR EACH PROGRAM, PROVIDE UP TO 3 YEARS OF TREND DATA.
<p>COMMISSION ON COLLEGIATE NURSING EDUCATION (CCNE) BSN MSN</p>	<p>2008 Accreditation of baccalaureate and master's degree programs for the full term of 10 years, extending until December 31, 2018</p>	<p>"...the program met all four accreditation standards. The Board additionally determined that there are no compliance concerns with respect to the key elements. As is required for all accredited programs, the Board requested that the program submit a continuous improvement progress report at the mid-point of the accreditation term. December 1, 2013."</p>	<p>RN Licensure Rate (NCLEX-RN)</p>	<p>NCLEX-RN PASS RATES 2005-2006 BSN: 94% MSN: 100% 2006-2007 BSN: 97% MSN: 100% 2007-2008 BSN: 88% MSN: 96%</p>

Appendix 3: Inventory of Concurrent Accreditation and Key Performance Indicators

School of Nursing

<p>(1) PROFESSIONAL, SPECIAL, STATE, OR PROGRAMMATIC ACCREDITATIONS CURRENTLY HELD BY INSTITUTION</p>	<p>(2) DATE OF MOST RECENT ACCREDITATION ACTION BY EACH LISTED AGENCY</p>	<p>(3) SUMMARY OF KEY ISSUES FOR CONTINUING INSTITUTIONAL ATTEN- TION IDENTIFIED IN ACCREDITATION ACTION LETTER OR REPORT</p>	<p>(4) KEY PERFORMANCE INDICATORS AS REQUIRED BY AGENCY OR SELECTED BY PROGRAM</p>	<p>(5) FOR AT LEAST ONE INDICATOR FOR EACH PROGRAM, PROVIDE UP TO 3 YEARS OF TREND DATA.</p>
<p>CALIFORNIA BOARD OF REGISTERED NURSING (BRN) BSN MSN</p>	<p>September 9, 2005 – Ratification of Minor Curriculum Revision; Continuing Approval for Pre-licensure and Nurse Practitioner Nursing Programs; Regularly Scheduled Visit, April 15-17, 2009 ** <i>The site visitors at the exit interview said that there were no recommendations. The report to the Ed. Lic. Comm will be delivered August 20, 2009.</i></p>	<p>Program Evaluation: Summarize discussion and action taken by faculty, the program's administration, or both, upon review of data collected as part of the total program evaluation. Resources: Evaluate the need for additional physical space. Continue to evaluate the sufficiency and the availability of resources that are essential to students' ability to complete required assignments, and course objectives. 2009: SUGGESTIONS (PRELIMINARY) Evaluation: Document in minutes or annual summary the actions taken on components of Eval Plan; Resources: Evaluate library holdings for recovery. Faculty: Continue to maintain concurrent theory and clinical practice for nursing courses and to provide direct patient care in clinical practice for students Agreements: Strengthen language in agency agreement re: faculty and/or preceptor role</p>	<p>Employment Rates</p>	<p>Graduates of both the undergraduate and graduate programs have been extremely successful in securing employment. New graduates in the San Francisco Bay Area are able to earn an average salary of \$85,000 annually. One hundred percent of USF graduates have reported they were able to secure a job if they were searching for one. MSN graduates report 100% employment. However not all MSN graduates are employed in advanced practice roles. Survey results indicate 29% are employed as RNs. NCLEX-RN Pass Rates Compared to CA Schools www.rn.ca.gov/schools/passrates.htm</p>

Appendix 3: Inventory of Concurrent Accreditation and Key Performance Indicators

School of Business and Management

(1) PROFESSIONAL, SPECIAL, STATE, OR PROGRAMMATIC ACCREDITATIONS CURRENTLY HELD BY INSTITUTION	(2) DATE OF MOST RECENT ACCREDITATION ACTION BY EACH LISTED AGENCY	(3) SUMMARY OF KEY ISSUES FOR CONTINUING INSTITUTIONAL ATTEN- TION IDENTIFIED IN ACCREDITATION ACTION LETTER OR REPORT	(4) KEY PERFORMANCE INDICATORS AS REQUIRED BY AGENCY OR SELECTED BY PROGRAM	(5) FOR AT LEAST ONE INDICATOR FOR EACH PROGRAM, PROVIDE UP TO 3 YEARS OF TREND DATA.
AACSB	April 22, 2001	<p>Continuing to address the salary issue related to cost of living in the Bay Area for both new recruits and continuing faculty.</p> <p>Encouraging and rewarding scholarship in the critical areas of accounting, as well as decision sciences and information systems.</p> <p>Clarifying core offerings in the MBA and considering strengthening of the operations component.</p>	Employment rates.	<p>Employment Rates of Students Reporting:</p> <p>At 3 months post-graduation:</p> <p>1. Hospitality Mgmt. 2004: 73.4% 2005: 91.7% 2006: 85.0% 2007: 93% 2008: 53% (24% continued their education)</p> <p>2. MBA 2004: N/A 2005: 57.0% 2006: 83.3%</p> <p>At graduation: 2007: 69% 2008: 50%</p>

APPENDIX 4

Appendix 4: Supplemental Report on 2008 Changes to the CFRs

This table summarizes our responses to the modifications made to the CFRs in 2008 and it complements the information presented in the previous table that presents our responses to all of the CFRs.

REVISED CRITERIA FOR REVIEW (CFR) OR REVISED GUIDELINE TO CFR SS(CHANGES ARE HIGHLIGHTED IN ITALICS)

SELF-EVALUATION

1.2

The institution develops indicators for the achievement of its purposes and educational objectives at the *institutional, program, and course levels*.

- USF has developed learning goals and SLOs at the institutional, program, and course level.
- These learning goals and SLOs are available online and on syllabi.
- Institutional and program goals are at: www.usfca.edu/assessment/USF_assess_results.html

1.2

The institution has a system of measuring student achievement, in terms of retention, completion, and student learning.

- USF has been measuring student retention and graduation for over a decade and data are available online for review by the University community.
- Data are analyzed and special studies conducted to identify predictors of retention and overall student persistence (see Attachment 39)
- Data are also available publicly online: www.usfca.edu/acadserv/about.html and also at www.usfca.edu/provost/oir/student_data.html

1.2

The institution makes public data on student achievement at the institutional and degree level, in a manner determined by the institution.

- USF participates as a founding member in U-CAN and in the *USA Today/NSSE Project*
- USF data on retention and graduation are available publicly online: www.usfca.edu/provost/oir/student_data.html and at www.usfca.edu/acadserv/about.html
- USF has been measuring student retention and graduation for over a decade and disaggregated data are available online for review by the University community.
- Data are analyzed and special studies conducted to identify predictors of retention and overall student persistence (see Attachment 39)
- USF makes public SLOs for courses on syllabi, for programs online in Catalog and also in assessment website: www.usfca.edu/assessment/USF_assess_results.html
- Assessment plans, data and results summaries are posted publicly: www.usfca.edu/provost/oir/student_data.html

Appendix 4: Supplemental Report on 2008 Changes to the CFRs

This table summarizes our responses to the modifications made to the CFRs in 2008 and it complements the information presented in the previous table that presents our responses to all of the CFRs.

REVISED CRITERIA FOR REVIEW (CFR) OR REVISED GUIDELINE TO CFR SS(CHANGES ARE HIGHLIGHTED IN ITALICS)

SELF-EVALUATION

<p>1.9</p>	<p>The institution is committed to honest and open communication with the Accrediting Commission, to <i>informing the Commission promptly of any matter that could materially affect the accreditation status of the institution</i></p>	<ul style="list-style-type: none"> • USF maintains open and friendly communication channels with WASC staff • USF-WASC interactions are centralized in the ALO who is also the Vice Provost for Academic Affairs who has access to issues or changes that may affect accreditation status
<p>2.2b</p>	<p>GUIDELINE: <i>Institutions offering graduate-level programs demonstrate sufficient resources and structures to sustain these programs and create a graduate-level academic culture.</i></p>	<ul style="list-style-type: none"> • All graduate programs meet professional and academic expectations and are peer reviewed during the Program Review process. • Feedback during Program Reviews (see Attachment 42) is given serious attention. Program reviews have generally produced favorable reviews of our graduate programs, their resources and structures. • Graduate programs demand intellectual rigor from students and their involvement in scholarly activities. • All graduate programs involve at least one full-time faculty member and adjuncts are included because of their professional expertise that enriches the academic quality of the program.
<p>2.3</p>	<p>The institution's <i>student learning outcomes</i> and expectations for student attainment are clearly stated at the course, program and, as appropriate, institutional level.</p>	<ul style="list-style-type: none"> • USF makes public SLOs for courses on syllabi; for programs in online Catalog and also in assessment website: www.usfca.edu/assessment/USF_assess_results.html • Assessment plans, data and summaries of results are posted publicly: www.usfca.edu/assessment/USF_assess_results.html • New courses are not approved unless they have specific SLOs

Appendix 4: Supplemental Report on 2008 Changes to the CFRs

This table summarizes our responses to the modifications made to the CFRs in 2008 and it complements the information presented in the previous table that presents our responses to all of the CFRs.

REVISED CRITERIA FOR REVIEW (CFR) OR REVISED GUIDELINE TO CFR SS(CHANGES ARE HIGHLIGHTED IN *ITALICS*)

SELF-EVALUATION

<p>2.7</p> <p>All programs offered by the institution are subject to <i>systematic program review</i>. <i>The program review process includes analyses of the achievement of the program's learning objectives and outcomes, program retention and completion, and, where appropriate, results of licensing examination and placement and evidence from external constituencies such as employers and professional organizations.</i></p>	<ul style="list-style-type: none"> USF began program reviews over 15 years ago and we currently have university-wide guidelines and a systematic schedule (see Educational Effectiveness Indicators table in Appendices). Current guidelines ask faculty to analyze retention and graduation rates of their students A new cycle of academic program reviews will begin in AY10-11 Copies of self studies for program reviews are available at: www.usfca.edu/assessment/prog_reviews.html and www.usfca.edu/assessment/USF_assess_results.html See Addendum to Self Study for a lengthier discussion of program review process at USF and Attachments 42 and 43 for recommendations, samples of peer evaluations, and current status of the various recommendations
<p>2.8</p> <p>GUIDELINE: <i>Where appropriate, the institution includes in its policies for faculty promotion and tenure recognition of scholarship related to teaching, learning, assessment, and co-curricular learning.</i></p>	<ul style="list-style-type: none"> Collective Bargaining Agreements (CBA) define criteria for promotion and tenure and scholarship of learning can be included in application as teaching or research depending on topic, method, and other factors. The CBA for full-time faculty can be found at: www.usfca.edu/usfca/legal/cba.html# The CBA for adjunct faculty can be found at: www.usfca.edu/generalcounsel/PT%20Cba.pdf
<p>2.10</p> <p><i>The institution collects and analyzes student data disaggregated by demographic categories and areas of study. It tracks achievement, satisfaction, and campus climate to support student success.</i></p>	<ul style="list-style-type: none"> USF collects and analyzes a variety of student data and analyzes them disaggregating by a number of variables (e.g., gender, ethnicity, class, socio-economic status, nationality, major, etc.). Generally, the University measures satisfaction, engagement, achievement, climate and other variables. A general schedule of major assessment efforts can be found at: www.usfca.edu/assessment/INTAssessment_usf.html Main data reports are openly available at: www.usfca.edu/assessment/USF_assess_results.html and at: www.usfca.edu/provost/oir/student_data.html Data are generally used in decision making and in committee work

Appendix 4: Supplemental Report on 2008 Changes to the CFRs

This table summarizes our responses to the modifications made to the CFRs in 2008 and it complements the information presented in the previous table that presents our responses to all of the CFRs.

REVISED CRITERIA FOR REVIEW (CFR) OR REVISED GUIDELINE TO CFR SS(CHANGES ARE HIGHLIGHTED IN ITALICS)

SELF-EVALUATION

<p>2.11</p>	<p>Consistent with its purposes, the institution develops and assesses its co-curricular programs.</p>	<ul style="list-style-type: none"> The University develops co-curricular programming designed to meet students' needs and expectations although there is little information on its reach and effectiveness SLOs and assessment plans have been developed for a number of service units and their co-curricular programs. These are publicly available at: www.usfca.edu/assessment/USF_assess_results.html Assessment of SLOs achievement in co-curricular programming began in spring 2009 All service units undergo program reviews on a regular basis and their results can be viewed at: www.usfca.edu/assessment/unit_reviews.html and www.usfca.edu/assessment/USF_assess_results.html
<p>3.2</p>	<p>GUIDELINE: <i>The institution systematically engages full-time non-tenure track, adjunct, and part-time faculty in such processes as assessment, program review, and faculty development.</i></p>	<ul style="list-style-type: none"> Adjunct faculty is involved in assessment of student learning at the course level as well as at the program level. All adjunct faculty benefit from a dedicated faculty development fund which emphasizes teaching and student learning. Adjunct faculty participates in meetings with the program review visiting teams.
<p>3.3</p>	<p>Faculty and staff recruitment, orientation, workload, incentive, and evaluation practices are aligned with institutional purposes and educational objectives.</p>	<ul style="list-style-type: none"> New faculty and staff are provided with orientation that emphasizes the University's historical legacy, its mission, resources available to them, and the type of community they will encounter.
<p>3.4</p>	<p>GUIDELINE: <i>The institution provides training and support for faculty members teaching by means of technology-mediated instruction.</i></p>	<ul style="list-style-type: none"> Faculty development funds are available for full-time and adjunct faculty to improve their teaching Colleges/schools and sometimes programs also conduct faculty development programs to enhance teaching and share experiences The Center for Instruction and Technology conducts regularly scheduled workshops on software uses that enhance learning. See: www.usfca.edu/its/learning/cit/index.html Faculty teaching hybrid or online courses are generally provided training in course development and implementation

Appendix 4: Supplemental Report on 2008 Changes to the CFRs

This table summarizes our responses to the modifications made to the CFRs in 2008 and it complements the information presented in the previous table that presents our responses to all of the CFRs.

REVISED CRITERIA FOR REVIEW (CFR) OR REVISED GUIDELINE TO CFR SS(CHANGES ARE HIGHLIGHTED IN ITALICS)

SELF-EVALUATION

3.5
The institution has a history of financial stability, unqualified independent financial audits and has resources sufficient to ensure long-term viability... If an institution has an accumulated deficit, it has realistic plans to eliminate the deficit.

- The University continues to be financially stable and operates on balanced budgets and without deficits.
- The University is annually audited by an external group (Deloitte & Touche) and copies of reports are filed with WASC as part of the March Annual 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. *These information resources, services and facilities are consistent with the institution's educational objectives and are aligned with student learning outcomes.*

- Program reviews for academic units address these issues in the self study and often in the report from the visiting team. Program review self studies are found at: www.usfca.edu/assessment/prog_reviews.html and www.usfca.edu/assessment/USF_assess_results.html
- Deans consistently evaluate resources and present/future needs and can request enhancements through the regular budget process
- Library resources and services are very positively evaluated by faculty, students and staff in periodic surveys.
- Library staff makes use of information technology to support information needs of students and faculty: www.usfca.edu/library/

3.8
GUIDELINE: *The institution establishes clear roles, responsibilities, and lines of authority, which are reflected in an organization chart.*

- The University's organizational chart clearly defines roles and supervisory responsibilities and is updated at least once every year
- Organizational structure is generally well understood by the University community although specific responsibilities in some mid-level administrative job categories may be unclear, duplicative or confusing

3.9
GUIDELINE: *The governing body regularly engages in self-review and training to enhance its effectiveness.*

- The Board of Trustees orients new members and holds an annual retreat to self-assess their progress and evaluate the University's general status.

Appendix 4: Supplemental Report on 2008 Changes to the CFRs

This table summarizes our responses to the modifications made to the CFRs in 2008 and it complements the information presented in the previous table that presents our responses to all of the CFRs.

REVISED CRITERIA FOR REVIEW (CFR) OR REVISED GUIDELINE TO CFR SS(CHANGES ARE HIGHLIGHTED IN ITALICS)

SELF-EVALUATION

<p>3.10</p>	<p>The institution has a <i>full-time chief executive officer and a chief financial officer whose primary or full-time responsibility is to the institution. In addition, the institution has a sufficient number of other qualified administrators to provide effective educational leadership and management</i></p>	<ul style="list-style-type: none"> • The University's CEO and CFO are full-time employees • The University has a sufficient number of top and mid-level qualified administrators who work full-time for the institution • Administrators are evaluated annually by their immediate supervisor and Leadership Team members (President, Provost, vice provosts, vice presidents, deans, etc.) are periodically evaluated on a 360 format.
<p>3.11</p>	<p>GUIDELINE: <i>The institution clearly defines the governance roles, rights, and responsibilities of the faculty.</i></p>	<ul style="list-style-type: none"> • Faculty roles are defined in collective bargaining agreements. • The CBA for full-time faculty can be found at: www.usfca.edu/usffa/legal/cba.html# • The CBA for adjunct faculty can be found at: www.usfca.edu/generalcounsel/PT%20coba.pdf • Faculty control academic and curricular issues through participation in curriculum committees or committees of the whole in departments that shape the structure of the program, evaluate new course proposals, etc.
<p>4.5</p>	<p><i>The institution has institutional research capacity consistent with its purposes and objectives. Institutional research addresses strategic data needs, is disseminated in a timely manner, and is incorporated in institutional review and decision-making processes. Included in the institutional research function is the collection of appropriate data to support the assessment of student learning. Periodic reviews are conducted to ensure the effectiveness of the research function and the suitability and usefulness of data.</i></p>	<ul style="list-style-type: none"> • The University has an Office of Institutional Research (OIR) that conducts relevant research and supports special information needs from the community as well as from external agencies. One of OIR's primary responsibilities is the analysis of benchmark information. Reports and data are openly available at: www.usfca.edu/provost/oir/ • The University also has an Office of Institutional Assessment (OIA) that supports and oversees assessment at the University and also coordinates university-wide data collection efforts (e.g., NSSE, SS). Reports and data are openly available at: www.usfca.edu/assessment/ • In addition, data on student enrollment variables are collected by Academic and Enrollment Services: www.usfca.edu/acadserv/about.html

APPENDIX 5

Appendix 5: WASC/ACSCU Summary Data

INSTITUTION: University of San Francisco **YEAR FOUNDED:** 1855

PRESIDENT/CEO: Stephen A. Privett, S.J. **DATE:** May 8, 2009

CALENDAR PLAN: Semester Quarter Trimester Other

APPROVED DEGREE-GRANTING LEVELS: Associate Bachelors Masters Research Doctorate Professional Doctorate and other

SPONSORSHIP AND CONTROL:

Independent California State University

Independent, with affiliation: Roman Catholic (Jesuit Order) University of California

Religiously affiliated University of Hawaii

Public Proprietary

For Undergraduate Programs:

Last Reported IPEDS Data for Enrollment by Ethnicity and Gender. Use IPEDS definitions for students.

IPEDS data reported as of (date) October 15, 2008

TABLE 1

ENROLLMENT BY CATEGORY	TOTAL FTE OF STUDENTS*	TOTAL HEAD-COUNT OF STUDENTS	NON-RESIDENT ALIEN HEAD-COUNT	BLACK, NON-HISPANIC HEADCOUNT	AM INDIAN/ALASKA NATIVE HEADCOUNT	ASIAN /PACIFIC ISLANDER HEADCOUNT	HISPANIC/LATINO HEADCOUNT	WHITE/NON-HISPANIC HEADCOUNT	ETHNICITY UNKNOWN HEADCOUNT	TOTAL MALE HEADCOUNT	TOTAL FEMALE HEADCOUNT
Undergraduate	5239	5369	429	242	37	1138	716	2012	795	2012	3357
Non-degree	53	90	34	3	0	4	4	10	35	42	48
TOTAL	5292	5459	463	245	37	1142	720	2022	830	2054	3405

* If institution has used a formula other than FTE = FT + (PT/3), please indicate how calculated FTE. _____

Appendix 5: WASC/ACSCU Summary Data

INSTITUTION: University of San Francisco

IPEDS Data for 6-Year Cohort Graduation Rate, Last 3 Years, by Ethnicity and Gender:

Please indicate if the data provided in tables below is for:

- freshmen only (use Table 2)
 freshmen and transfer students combined (use Tables 2 and 3)

TABLE 2

FRESHMAN COHORT YEAR (ENTERING FALL)	OVERALL GRADUATION PERCENTAGE	NON-RESIDENT ALIEN %	BLACK, NON-HISPANIC %	AM INDIAN/ALASKA NATIVE %	ASIAN / PACIFIC ISLANDER %	HISPANIC/LATINO %	WHITE/NON-HISPANIC %	ETHNICITY UNKNOWN %	MALE %	FEMALE %
839 — 2002	67%	71	51	0	71	73	61	71	67	66
840 — 2001	65%	48	66	86	73	66	62	66	58	69
757 — 2000	65%	66	69	0	75	61	61	64	63	67
3-YEAR AVERAGES:	66%	62	62	29	73	67	61	67	63	67

If institution tracks freshman and transfer graduation rates separately please provide last 3 years data for 6-Year cohort *transfer* graduation rate by ethnicity and gender:

TABLE 3

TRANSFER COHORT YEAR (ENTERING FALL)	OVERALL GRADUATION PERCENTAGE	NON-RESIDENT ALIEN %	BLACK, NON-HISPANIC %	AM INDIAN/ALASKA NATIVE %	ASIAN / PACIFIC ISLANDER %	HISPANIC %	WHITE/NON-HISPANIC %	ETHNICITY UNKNOWN %	MALE %	FEMALE %
444 — 2002	71%	68	52	75	80	74	71	67	65	76
431 — 2001	67%	65	67	100	73	68	70	48	66	68
466 — 2000	64%	59	61	50	59	77	63	68	61	65
3-YEAR AVERAGES:	67%	64	60	75	71	73	68	61	64	70

Appendix 5: WASC/ACSCU Summary Data

INSTITUTION: University of San Francisco

For Graduate Programs:

Table 4: Last Reported IPEDS Data for Enrollment in each program level by Ethnicity and Gender.

Use IPEDS definitions for students. (IPEDS data reported as of October 15, 2008)

ENROLLMENT BY CATEGORY	TOTAL FTE OF STUDENTS*	TOTAL HEAD-COUNT OF STUDENTS	NON-RESIDENT ALIEN HEAD-COUNT	BLACK, NON-HISPANIC HEADCOUNT	AM INDIAN/ALASKA NATIVE HEADCOUNT	ASIAN / PACIFIC ISLANDER HEADCOUNT	HISPANIC/LATINO HEADCOUNT	WHITE/NON-HISPANIC HEADCOUNT	ETHNICITY UNKNOWN HEADCOUNT	TOTAL MALE HEADCOUNT	TOTAL FEMALE HEADCOUNT
Masters	2137	2272	271	94	6	317	199	958	427	871	1401
Research Doctorate	218	314	13	39	1	31	35	150	45	98	216
Professional	600	705	41	35	3	97	61	291	177	342	363
TOTAL	2955	3291	325	168	10	445	295	1399	649	1311	1980

Table 5: IPEDS Data for Cohort Graduation Rate, Last 3 Years, by Ethnicity and Gender:

GRADUATE COHORT ENTERING YEAR	GRADUATION PERCENTAGE (ALL PROGRAMS)	NON-RESIDENT ALIEN %	BLACK, NON-HISPANIC %	AM INDIAN/ALASKA NATIVE %	ASIAN / PACIFIC ISLANDER %	HISPANIC/LATINO %	WHITE/NON-HISPANIC %	ETHNICITY UNKNOWN %	MALE %	FEMALE %
1375	79	82	71	80	82	79	78	80	80	78
1824	68	77	68	50	67	65	66	69	68	68
1712	68	73	71	43	63	63	67	74	70	67
3-YEAR AVERAGES:	72	77	70	58	71	69	70	75	73	71

Current Faculty:

TOTAL FTE OF FACULTY: 550.33, as of November 1, 2008

FULL-TIME FACULTY HEADCOUNT: 380

Non-Caucasian: 24.0%

Male: 53.7%

Female: 46.3%

PART-TIME FACULTY HEADCOUNT: 511

Non Caucasian: 36.4%

Male: 41.9%

Female: 58.1%

FTE STUDENT-TO-FTE FACULTY RATIO: 15:1

Appendix 5: WASC/ACSCU Summary Data

INSTITUTION: University of San Francisco

Finances:

A. ANNUAL TUITION RATE: Undergraduate Resident Tuition: \$33,160 Undergraduate Non-Resident Tuition: \$33,160
Graduate Resident Tuition: \$18,810 (average) Graduate Non-Resident Tuition: \$18,810 (average)

B. TOTAL ANNUAL OPERATING BUDGET: \$233,239,000

C. PERCENTAGE FROM TUITION AND FEES: 87.8%

D. OPERATING DEFICIT(S) FOR PAST 3 YEARS: 0 (FY2008); 0 (FY2007); 0 (FY2006);

E. CURRENT ACCUMULATED DEFICIT: 0

F. ENDOWMENT: \$215,584,000

Governing Board:

A. SIZE: 43
B. MEETINGS A YEAR: 4

Off-Campus Locations:

A. NUMBER: 10
B. TOTAL ENROLLMENT: 576

Distance Education Programs:

(50% or more of program/degree requirements are offered via any technology-mediated delivery system):

A. NUMBER: 0
B. TOTAL ENROLLMENT:

Rev. 052207

APPENDIX 6

Appendix 6: Major Assessment Projects

This appendix to the Self Study lists some of the major evaluation and assessment projects conducted at USF. Some of these projects have been cited in the Self Study or are included in the Attachments volume. This list shows how USF has been developing a comprehensive culture of evidence gathering that is followed by subsequent analysis. Most results are publicly available online at www.usfca.edu/oir or at www.usfca.edu/assessment. Excluded from this inventory are small scale projects centered on a course or an intervention or strategy.

Entering Students

- **ADMITTED STUDENT QUESTIONNAIRE**

For a number of years, USF has been using the Admitted Student Questionnaire (ASQ) produced by ETS to survey admitted students who enrolled or did not enroll at USF. The results of these surveys have been used to identify our competitors for new students as well as to better understand the institutional characteristics our prospective students are searching for when making an enrollment decision. Results of the surveys are used in developing our recruiting messages and publications. Results of the surveys will be available in the Team's Resource Room.

- **NEW STUDENT ORIENTATION SURVEY**

Since the Fall of 2006, USF has conducted a survey for all incoming freshmen and undergraduate transfer students in conjunction with activities related to new student orientation (NSO). The goals for NSO have included (1) setting of high expectations, (2) developing a resolve to succeed, and (3) the integration of students to the USF community and outreach to special needs students. The survey instrument included questions dealing with the perceived usefulness of NSO in helping with their transition to USF; evaluations of specific activities offered during orientation and the helpfulness of these activities to becoming a new student; and, open-ended questions giving students the opportunity to elaborate on their experiences during orientation. Results for the three surveys can be found at: www.usfca.edu/assessment/nso.html. Major findings are:

1. During the three year period from 2006 to 2008 new students indicated that student orientation had an increasingly helpful effect on their understanding of
2. The meaning of academic integrity. This understanding has increased from 79.2% in 2006 to 85.6% in 2008.
3. Of service learning. This understanding has increased from 69.2% in 2006 to 80.2% in 2008.
4. Their responsibility to strive for the "greater good" of the community. The percentage of students jumped from 81.0% in 2006 to 93.9% in 2007 (2008 data unavailable).
5. How the use of technology will help them to succeed at USF. That percentage jumped from 63.6% in 2006 to 88.6% in 2008.
6. Which resources were available that would help them succeed academically. This understanding has increased from 85.6% in 2006 to 91.6% in 2008.

7. The importance of interacting with others who are ethnically or racially different from themselves. This understanding has increased from 79.0% in 2006 to 88.7% in 2008. These results coincide with results found in the NSSE (see below).

8. The importance of forming a study group. This understanding has increased from 68.8% in 2006 to 78.7% in 2008.

These results have been used to continuously modify the organization and content of NSO. The university continued this emphasis on modifying NSO to better serve students and support the overall goals of NSO during fall 2009.

Graduating Student Feedback

- **GRADUATING STUDENT SURVEY**

For 12 years, USF has conducted a graduating student survey (GSS) in conjunction with graduation for both undergraduate and graduate students. The survey instrument assesses students' educational, work, and living experiences while at USF; attitudes about individual, ethnic, and religious differences; satisfaction with various USF facilities and services; attitudes about education at USF; participation in volunteer services, internships, and community service learning at USF; and plans after graduation. The results are available at: www.usfca.edu/oir. Major findings are:

1. For all 12 years, more than 90% of the student respondents have "strongly agreed" or "agreed" that their instructors took an active interest in their learning, that instructors have been reasonably accessible outside of class, and that they were overall satisfied with their education.
2. During the past 8 years, the percentage of undergraduate students who said that individual, ethnic, religious, and other differences are valued at USF has increased from 85% in 2002 to 92% in 2009. Among graduate students, the increase has been from 74% in 2002 to 77% in 2009.
3. During the past 8 years, the percentage of undergraduate students who said that their appreciation of individual, ethnic, religious, and other differences has increased while at USF has gone from 75% in 2002 to 81% in 2009. Among graduate students, there has been no change in the percent of favorable responses to this item, 58% in 2002 and 57% in 2009.
4. During the past 8 years, the percentage of undergraduate students who said that their sense of social justice improved while at USF increased from 64% in 2002 to 79% in 2009. Among graduate students, the increase has been from 50% in 2002 to 55% in 2009.
5. From 2000 to 2004, academic advising received the highest percentage of "poor" responses (ranging from 14% to 16%) to any item on the survey. There has, however, been an increase in satisfaction ("excellent" or "good") with short-

Appendix 6: Major Assessment Projects

term academic advising between 2005 (49%) and 2009 (62%) and in terms of long-term academic advising (53% in 2005 and 60% in 2009). Satisfaction with career advising, although overall lower than academic advising, has also shown an increase in satisfaction (“excellent” or “good”) from 24% in 2005 to 39% in 2009.

6. During the past 8 years

— the percentage of undergraduate students who said that they planned to attend graduate school after graduation increased from 24% in 2002 to 29% in 2009.

— the percentage of undergraduate students who said that they participated in volunteer activities while at USF has not changed, 44% in 2002 and 45% in 2009.

— the percentage of undergraduate students who said that they participated in community service learning while at USF increased from 26% in 2002 to 51% in 2009.

— the percentage of undergraduate students who said that they completed an internship while at USF increased from 27% in 2002 to 38% in 2009.

- **NEW UNDERGRADUATE GRADUATING STUDENT SURVEY**

The University is developing a new GSS for undergraduate students to be deployed during AY2009-2010. This new GSS emphasizes the University’s Mission as well as students’ reactions to achieving our Institutional SLOs.

- **NEW GRADUATE GRADUATING STUDENT SURVEY**

A graduating student survey for graduate students is being developed to be deployed during AY2009-2010. As is the case with the undergraduate version, this GSS will emphasize the achievement of Institutional SLOs.

Student Satisfaction

- **STUDENT SATISFACTION INVENTORY**

For three years, USF has been conducting the Student Satisfaction Inventory (SSI) from Noel-Levitz among all undergraduate students, first-year through senior year. The results are available at: www.usfca.edu/assessment/SSI.html Major findings of the SSI are as follows:

1. USF students (except for freshmen) have consistently reported satisfaction with the University’s social environment and a sense of belonging at the University.
2. Both White and ethnic minority students report high levels of satisfaction with the University’s commitment to racial harmony.
3. Students, without regard to race, creed, gender, or ethnicity, show an equal level of satisfaction with the fact that USF promotes a welcoming environment.

4. In general, students at USF express dissatisfaction with the University’s social environment and the percentage of students indicating dissatisfaction has become larger between AY 06-07 and AY 07-08. Furthermore, a substantial percentage of freshman students express feeling disconnected from the University and not welcomed.

5. Overall, approximately 70% of freshman in 2007 and in 2008 expressed satisfaction with their USF experience

6. Approximately one in five freshman indicated that they would probably not enroll at USF again if they could do it again (19% in 2008 and 22% in 2007)

7. Only a little over half (58%) of the 2008 freshman students expressed feeling a sense of belonging at USF. This is lower than in 2007 (64%) and in 2006 (75%)

8. A substantial percentage of freshman students indicate that

— it is not enjoyable to be a student at USF (18% in 2008, up from 14% in 2007)

— they don’t feel welcomed at USF (17% in 2008 and 10% in 2007)

— the University does not show concern for students as individuals (14% in 2008 and 13% in 2007)

9. When asked how their college experience had met their expectations, almost one out of three freshman students in 2008 indicated that it was worse than expected (29%), a percentage that is higher than in 2007 (23%)

10. Approximately one in three freshman students indicate dissatisfaction with the lack of on-campus activities during the weekends (33% in 2008 and 28% in 2007) and this is higher among those who live on campus (35% in 2008) than off-campus (15%)

11. There is a fairly high level of dissatisfaction among freshman with intercollegiate athletics not contributing to a strong sense of school spirit (46% in 2008 and 36% in 2007)

12. Freshman students have differential levels of satisfaction with the availability and quality of specific support services:

— **Tutoring.** A large percentage of freshman indicate satisfaction with the availability of tutoring services (79% in 2008 and 75% in 2007)

— **Safety.** Overall, there is satisfaction with the expediency with which safety personnel respond to emergencies among freshman students and the percentage of freshman expressing satisfaction has increased (73% in 2008 and 61% in 2007)

— **Food.** At least one in three freshman students are dissatisfied with the variety of food available on campus (37% in 2008 and 44% in 2007)

Appendix 6: Major Assessment Projects

- **Counseling.** Approximately two out of three 2008 freshman are satisfied with the staff at the Counseling and Psychological Services Center in helping student improve relationships with others (61%), gain a greater understanding of self (64%) and address issues that interfered with academic performance (64%)
- **Library.** Freshman students in 2008 expressed high levels of satisfaction with the usefulness of library services (86%) and the adequacy of library offerings (87%)
- **Koret.** Freshman express high levels of satisfaction with the adequacy of recreational services at Koret (86% in 2008 and 88% in 2007)
- **One Stop.** Freshman are satisfied with the helpfulness of services at One Stop (82% in 2008 and 80% in 2007)

The results of the SSI have been widely disseminated and have formed the basis for the recommendations made by the Student Retention Committee as well as for the University's concern with improving the quality of the student experience including calendaring of on-campus activities as requested by the President and a review of procedures affecting students and the training of front-office staff.

- **EDUCATIONAL BENCHMARKING INVENTORY
BMI (RESIDENCE HALLS)**

For five years, USF has been conducting the Educational Benchmarking Inventory (Housing Edition) among all undergraduate students, first-year through senior year, who have been living in campus housing. Detailed results are available at: www.usfca.edu/assessment/ebi.html. Major findings of the EBI are as follows:

1. On-campus residents have consistently shown high levels of satisfaction with their overall academic experience.
2. USF freshmen and sophomore students, both White and ethnic minority report having significantly benefited from interactions among diverse peers.
3. USF students report that they have developed leadership skills as a result of their experiences in residence halls.
4. For the past two years, students have had strong perceptions of satisfaction with the social, educational, and cultural activities in the residence halls as promoted by residence hall advisors although participation levels are very low.

Student Engagement

- **NATIONAL SURVEY OF STUDENT ENGAGEMENT – NSSE**

For four years, USF has been conducting the National Survey of Student Engagement (NSSE) among First-Year and Senior students. The results are available at: www.usfca.edu/assessment/nsse.html Major findings are:

1. USF First-Year and Senior students consider their entire educational experience as either good or excellent.

2. Diversity. USF students report in percentages larger than students at other Jesuit schools that they take advantage of the University's diversity by engaging ethnically diverse individuals in serious conversations and including diverse perspectives in class discussions and in writing assignments.

— USF students feel in larger numbers than those at other Jesuit schools that the institution encourages contact with diverse individuals and that these experiences have helped them to understand people who are different from themselves.

— There has been a consistent decline of 17 percentage points between 2004 and 2007 in First Year students who indicate having had serious conversations with students who are very different from themselves in religious beliefs, political opinions, or personal values.

2. Active and Collaborative Learning. USF Seniors report that their experiences at USF have contributed to their learning to work effectively with others.

— USF students report making class presentations, asking questions in class and integrating ideas from various sources when working on a paper or project.

— Large percentages of USF Seniors participate in community-based projects or service learning as part of a class (compared to other Jesuit universities).

— Lower percentages of USF Seniors report having completed a culminating senior experience in comparison with those at other Jesuit universities

3. Academic Excellence. First Year and Senior students report consistently that USF provides knowledge, skills, and personal development opportunities that help them acquire a broad general education, write and speak clearly and effectively, and think critically and analytically.

— Lower percentages of First Year students at USF (compared with other Jesuit schools) feel that USF emphasizes "very much" spending significant amounts of time studying.

— Lower percentages of USF First Year students consider their educational experience as "excellent" compared to those at other Jesuit schools.

— Approximately half of USF students report that exams challenged them "very much" to do their best work.

— Higher percentages of USF First Year students reported "never" talking about career plans with faculty/advisor compared to those at other Jesuit schools.

4. Academic Enrichment

— Lower percentages of USF students have studied a foreign language compared with other Jesuit schools.

Appendix 6: Major Assessment Projects

- Lower percentages of USF Seniors report having done a practicum, internship or field experience compared to those at other Jesuit schools.
- High percentages of USF students report not being involved in co-curricular activities.

5. Civic and Ethical Concerns

- There are small differences between First Year and Senior USF students reporting that experiences at USF contributed to their developing a personal code of values and ethics.
- Lower percentages of USF First Year students report having done community service or volunteer work compared to those at other Jesuit schools – a decrease of 15 percentage points in four years.

6. Lack of Connection with the City. Generally, there is a sense that students lack sufficient opportunities for connecting with the city either to provide services, to learn from the city or enjoy its cultural offerings. There is a generalized sense that the University does not support this type of engagement.

- In 2008, 12% of first year students responding to the NSSE indicated never going to a cultural activity in the city
- In 2008, 36% of USF first-year students indicate having done community service or volunteer work compared to 51% of students at other Jesuit universities
- Approximately one in ten freshman students indicate dissatisfaction with the adequacy of volunteer opportunities (12% in 2008 and 9% in 2007)

NSSE results have been discussed by members of the Leadership Team and of the Provost Council and been the bases for a number of programmatic decisions including the attention given to improving advising, the hiring of advising counselors, and the recommendations made by the Student Retention Committee.

Faculty

• FACULTY SURVEY BY HERI

USF participates in a national faculty survey conducted by the Higher Education Research Institute (HERI) at UCLA. The survey provides a profile of an institution's faculty and addresses a multitude of issues related to faculty congruence with institutional values, criteria for advancement, research, teaching, and support for faculty development, among other topics. Results can be found at: www.usfca.edu/assessment/heri_fac.html Major findings include:

1. In the 2004-05 survey, 83% of USF's full-time faculty who responded to the survey agreed that their values were congruent with the dominant institutional values (among faculty in all private four-year schools, the corresponding

percentage was 77%). In the 2007-08 survey, 88% of USF's full-time faculty who responded to the survey agreed that their values were congruent with the dominant institutional values (among faculty in all private four-year schools, the corresponding percentage was 81%).

2. In the 2004-05 survey, 78% of USF's full-time faculty who responded to the survey agreed that the criteria for advancement and promotion decisions are clear (among faculty in all private four-year schools, the corresponding percentage was 69%). In the 2007-08 survey, 84% of USF's full-time faculty who responded to the survey agreed that the criteria for advancement and promotion decisions are clear (among faculty in all private four-year schools, the corresponding percentage was 72%).
3. In the 2004-05 survey, 74% of USF's full-time faculty who responded to the survey agreed that their research was valued by faculty in their department (among faculty in all private four-year schools, the corresponding percentage was 72%). In the 2007-08 survey, 77% of USF's full-time faculty who responded to the survey agreed that their research was valued by faculty in their department (among faculty in all private four-year schools, the corresponding percentage was 76%).
4. In the 2004-05 survey, 67% of USF's full-time faculty who responded to the survey agreed that there is adequate support for faculty development (among faculty in all private four-year schools, the corresponding percentage was 60%). In the 2007-08 survey, 91% of USF's full-time faculty who responded to the survey agreed that there is adequate support for faculty development (among faculty in all private four-year schools, the corresponding percentage was 69%).

• TEACHING EVALUATIONS

Students in every course section evaluate the instructor at the end of the session by filling out a paper version of the SUMMA. Individual results as well as program and school/college summaries are provided to the faculty members as well as to their respective deans. These evaluations are discussed during the Academic Career Prospectus (ACP) annual meeting between deans and faculty and also are part of promotion and tenure decisions. For Adjunct faculty, SUMMA results are considered in hiring decisions. Importantly, SUMMA results are used by deans to promote faculty development efforts with individual faculty members who attain SUMMA scores that need improvement. Overall, USF faculty members obtain averages that are higher than those of all faculty that participate in the assessment of teaching using this same instrument.

Appendix 6: Major Assessment Projects

Institutional Learning Outcomes

- **SERVICE LEARNING**

1. All USF undergraduates are required to complete at least one Service Learning course as one of their graduation requirements. Service Learning activities provide students with an important opportunity to integrate and apply what they have learned in the course. Reflections about the success of service learning courses are available at: www.usfca.edu/assessment as well as on the Attachments volume and the Additional Evidence DVD. Major findings are as follows:

- USF students generate deeper connections to the community when they are simultaneously learning about the significance of the lives of affected populations.
- Students learn to transpose an agent-based conception of race to a systems-based (functional) conception of racism, which deepens their analytical awareness of the obstacles to a just society.
- Students, over time, show increased insights in how to utilize various perspectives to analyze social structures and phenomena.
- Students learn through their experiences how to break down stereotypes.
- Approximately 33% of the students express interest in continuing with their service after a course ends.
- Two thirds of the students refer to and describe their service and community experience as having had a significant impact on their lives.
- Students report that they were able to identify the personal impact of their service and were able to describe how the experience led them to think in new ways.

- **GLOBAL PERSPECTIVE AND STUDY ABROAD**

All USF students are offered the opportunity to enhance their learning beyond the borders of the United States through semester-long opportunities or short-term international coursework. USF ranks 12th in the percentage of students sent on study abroad programs. USF has been conducting end of the program surveys each semester since the Fall 2007 to obtain student perceptions about their study abroad experiences. Results are available at: www.usfca.edu/assessment. Major findings are as follows:

1. USF students report in large percentages that their study abroad experience gave them a great deal of opportunity to develop skills to: relate positively to others, advocate for diversity, appreciate the needs of others, become more aware of international issues, and become more understanding of other peoples beliefs.

2. USF students also report that their study abroad experience very much increased their ability to: learn about the culture of another country, explore and define their value system, gain more independence, learn about themselves, compare political and economic practices of the United States with those of other nations, become aware of value differences across cultures, acquire a global perspective on issues that affect the modern world, understand the interdependence of contemporary societies, appreciate a diversity of opinions, gain a deeper understanding of the historical, political and socioeconomic interdependence of the United States with the rest of the world, understand the richness of cultures different from their own, learn the role of history in shaping societies, and develop an understanding of the world's social, environmental and economic problems.

3. Nearly 90% of USF students that participated in a study abroad program expressed a great deal of overall satisfaction with their experience.

4. An equally high number of students would recommend their study abroad experience to others.

- **ALCOHOLEDU**

For three years, the Division of University Life has been requiring entering students to undergo alcohol use training through AlcoholEDU. Students must pass the various quizzes. Data are used by the Division to program on-campus activities related to the prevention of underage drinking as well as binge drinking. The quizzes show that there is learning that takes place from taking the online course (57% increase in post-test scores when compared with pre-test data). A large percentage (76%) indicate that the program helped them learn how to deal with an alcohol overdose and 54% indicated that having learned about the Blood Alcohol Concentration measure will change the way they consume alcoholic beverages. A little over half of the respondents indicated that the program would lead them to reduce the number of drinks per occasion (59%) or the number of drinking episodes per week (57%).

- **THE ACHA-NATIONAL COLLEGE HEALTH ASSESSMENT (ACHA-NCHA)**

The university has periodically been using the ACHA-NCHA assessment measure to assist staff in University Life to plan educational and intervention programs. The results of the 2005 survey were used to design an alcohol prevention program that was later funded by a Department of Education grant. The 2009 data show that alcoholic beverages contributed to student drinkers getting injured (23%) and doing something they later regretted (39%).

- **LEARNING COMMUNITIES**

USF participated in the National Study of Living-Learning Programs (NSLLP) in 2007. The NSLLP is a multi-institutional study of living-learning programs and was developed for the primary purpose of studying the impact of living-learning programs (L/L) on various student outcomes. The results are available at: www.usfca.edu/assessment/nsllp.html. Major findings of the NSLLP are as follows:

Appendix 6: Major Assessment Projects

1. L/L students were more likely to have non-need-based scholarships than students in the comparison sample.
2. Students in the L/L sample reported having more of the following hands-on learning experiences: mentoring, participation in internship experiences, attended presentations by professional in intended field, visited work setting of professionals in intended field, worked with outreach to high school students.
3. Students in the L/L sample reported spending more time on the following activities than students in the comparison sample: political/social activism, ethnic/cross-cultural clubs/activities, work-study or work on-campus, community service activity.
4. There were no significant differences between L/L and comparison sample students in discussing academic, career, and socio-cultural issues with peers, course-related faculty interaction, use of residence hall resources, and positive peer diversity interactions.
5. L/L students reported having learned higher critical thinking/analysis abilities than students in the comparison sample.
6. 79.2% of students in the L/L sample reported that they planned on returning to the same institution next year.
7. There were no significant differences between L/L and comparison sample students in transition to college, intellectual growth, diversity appreciation, and overall sense of belonging.

- **LIBRARY QUALITY SERVICES - LIBQUAL+**
The Gleeson Library makes use (2003, 2006) of the LibQual+ survey to measure the perceptions of stakeholders regarding services provided and quality of holdings. The results are used in modifying policies and in designing services and staff training. Overall, the survey has shown fairly high levels of satisfaction with library holdings and services on the part of faculty, students, and staff.

- **STUDENT'S VOICE SURVEY**
The Koret Recreation Center has used the *Student's Voice* survey to gauge reactions to services and facilities. The results are part of the program review for the Center and are used to design new services as well as to improve current ones. Data from 2006 show that a large percentage of the respondents (91%) feel that participation in the Center's activities provides them with skills and abilities that they can use after leaving USF. Furthermore, large percentages also reported that participation in Center-sponsored activities gave them self-confidence (84%) and a sense of well being (86%), improved their concentration (78%), developed respect for others (70%), taught them time management skills (70%) and stress management (82%).

Program Learning Outcomes

- **PROGRAM REVIEWS**
Over the past 15 years, USF has systematically implemented a detailed program review process for all of its 75 academic programs. Program reviews include a thorough analysis of the programs' capacity and effectiveness by both internal (faculty in program) and external reviewers. This year marked the completion of the recent 5 year round of reviews for each program and these reviews are available at: www.usfca.edu/assessment/USF_assess_results.html. A detailed format for USF's program review process can be found at: [www.usfca.edu/assessment/PDFs/Program Reviews/Academic Program Review Guidelines.pdf](http://www.usfca.edu/assessment/PDFs/Program%20Reviews/Academic%20Program%20Review%20Guidelines.pdf). Non-academic (service) units also undergo program reviews. The self studies of all program reviews and an executive summary of the results of the process are available at the www.usfca.edu/oia. As shown in the Attachments volume, each recommendation produced by a program review is seriously considered by the Provost and deans and progress is periodically analyzed.
- **DEFINITION OF STUDENT LEARNING OUTCOMES (SLOS)**
Beginning in the Spring 2008 the Office of Institutional Assessment (OIA) has conducted 10 workshops for the 75 program chairs and department heads on the creation of a three-year assessment plan. OIA utilized a university-wide format covering the details for program plans and the workshops created a forum for describing the linkages of assessment to USF's 2028 plan and the Mission, Vision and Values statement. The workshops also set the standards for how we will define student learning, its related learning goals, and learning outcomes. A detailed slide presentation of the workshop can be found at: www.usfca.edu/assessment/assess_projects.html. The end result of these workshops is the fact that all academic program and select service units have reviewed, updated or drafted new SLO for each program. These SLOs are widely available on each program's website as well as on the assessment webpage mentioned above.
- **ASSESSMENT PLANS AND IDENTIFICATION OF RUBRICS**
As a result of the efforts by the Office of Institutional Assessment in conducting the 10 workshops on three year assessment plan formulation, each program has completed a comprehensive assessment plan. These include program goals and outcomes for each program, related rubrics for each program learning outcome, and a curriculum map showing the alignment of the program courses with each program learning outcome. A detailed format for USF's program assessment plans can be found at: [www.usfca.edu/assessment/PDFs/Assessment Plans/SLO Assessment Plan Guidelines.pdf](http://www.usfca.edu/assessment/PDFs/Assessment%20Plans/SLO%20Assessment%20Plan%20Guidelines.pdf). Program plans, rubrics, and curriculum maps can be found at: www.usfca.edu/assessment/USF_assess_results.html.
- **2009 ASSESSMENT REPORTS**
In furthering our efforts toward a culture of evidence, each program has identified the learning outcomes which are to be assessed over the next three years. The first year's results of

Appendix 6: Major Assessment Projects

this assessment effort were completed in the Spring/Summer 2009 with the submission of a report on the program's assessment activities. The report results follow a standardized format found at [www.usfca.edu/assessment/PDFs/Assessment Reports/Program Assessment Report Guidelines.pdf](http://www.usfca.edu/assessment/PDFs/Assessment%20Reports/Program%20Assessment%20Report%20Guidelines.pdf). First year assessment plan reports are available at: www.usfca.edu/assessment/USF_assess_results.html.

Core Curriculum Learning Outcomes

- **CORE ASSESSMENT MATRICES (CAMS)**

An earlier analysis of the core curriculum was undertaken in AY2005-2006 and AY2006-2007. In this analysis faculty teaching the core courses were asked to submit a report on the success of the course in meeting the course learning outcomes for each major area of the core. In addition, faculty reported which changes they were planning to introduce to their course in order to better facilitate student achievement of the SLOs. These reports can be found at: www.usfca.edu/assessment

- **CORE IMPACT SURVEY 2009**

During spring 2009, USF conducted a survey for all undergraduate students that took a core course in the fall 2008. The goals for the survey were to examine the impact of the core on basic knowledge, skills, and abilities; a comparison of rigor of the core versus non-core courses; and the perceived connection of the core with the University Mission. Major findings are:

1. USF students taking a core course in the Fall of 2008 overwhelmingly believe that the core course(s) increased their knowledge in the course subject matter.
2. Students reported in high numbers that the majority of the core courses were as rigorous or more rigorous than their non-core course counter-parts.
3. Students having taken any core courses reported at levels greater than 75% that the core enabled them to achieve the USF Mission as part of their educational experience. This includes:

— promoting an atmosphere of learning in the Jesuit Catholic tradition “that views faith and reason as complementary resources in the search for truth and authentic human development, and that welcomes persons of all faiths or no religious beliefs as fully contributing partners to the University;”

— providing the student with “the knowledge and skills needed to succeed as persons and professional, and the values and sensitivities necessary to be men and women for others;”

— providing the student with a “diverse, socially responsible learning community of high quality scholarship and academic rigor sustained by a faith that does justice;”

— drawing 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.”

- **RHETORIC AND COMPOSITION**

Beginning in spring 2007, faculty in the Rhetoric and Composition program began conducting an analysis for all undergraduate students that took the core sequence of two Rhetoric/Composition courses. The primary goal of USF's program in Rhetoric and Composition is to provide freshmen with a foundation in the literacy skills necessary to full participation in a range of academic, professional, and civic communities. Detailed reports of the year-long Rhet/Comp sequence for AY 2006-2007 and 2007-2008 can be found at: [www.usfca.edu/assessment/USF Academic Program Assessment Reports.html](http://www.usfca.edu/assessment/USF%20Academic%20Program%20Assessment%20Reports.html). Major findings of these reports are:

1. On average, for students that went through the year long sequence, their essay scores were significantly higher in the second course than in the first course.

2. Students by the end of the year-long writing sequence significantly improved their attainment of four of the five learning outcomes:

— *A. 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.

— *B. Integrating multiple academic sources:* Students incorporate multiple texts of length and complexity within a unified argumentative essay, addressing connections and differences among them.

— *C. 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.

— *D. 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.

3. Faculty concluded that it may prove more productive to develop a portfolio method of assessment in which a student's work for a given course can be assessed in its entirety and holistically.

- **PUBLIC SPEAKING**

Faculty teaching Core Curriculum courses in Public Speaking during spring 2009 analyzed the level of achievement of the Core SLOs for this section of the Core Curriculum. Two students from each section of public speaking courses were videotaped presenting their final speeches. Four faculty members reviewed all speeches, evaluating them using the rubrics developed for this course related outcomes. There were two major things learned by the faculty:



MADE FROM 15% POST-CONSUMER RECYCLED FIBER.

APPENDIX 7

Appendix 6: Major Assessment Projects

1. First, it was clear that ESL student's as a group did not perform as well on each learning outcome. Faculty concluded that they may need to develop a different rubric or set of evaluation standards for this particular population. Since they only examined final speeches, they were unable to tell how far ESL students had progressed as speakers throughout the class; it could be the case that many or all of them made great improvements over the course of the semester.
2. Second, faculty found that student performance on one learning outcome, delivery, was weaker than expected for all students. One explanation for this is that there were a variety of factors that led to low scores. Some students, including many of the ESL students, had weak vocal delivery (poor enunciation, low volume, halting rate); other students spoke very clearly, but were reading from manuscripts, and the learning outcome specifies the goal of speaking extemporaneously. The faculty raters also agreed that expectations for an outstanding score (3) were quite high, requiring extemporaneous speaking, clear vocal delivery, and comfortable physical delivery. Faculty plans to focus their attention next year on improving instruction in speech delivery.

- **PHILOSOPHY**

Faculty teaching Core Curriculum courses in Philosophy during spring 2009 analyzed the level of achievement of the Core SLOs for this section of the Core Curriculum. Essays were randomly chosen from the various sections of Core courses and they were analyzed using a rubric developed by the faculty. Results are being analyzed during summer 2009.

- **ETHICS**

Faculty teaching Core Curriculum courses in Ethics (Philosophy) during spring 2009 analyzed the level of achievement of the Core SLOs for this section of the Core Curriculum. Procedures were similar to those of the assessment of the Philosophy component of the Core whereby essays were randomly chosen from the various sections of Core courses and they were analyzed using a rubric developed by the faculty. Results are being analyzed during summer 2009.

- **PERFORMING ARTS**

Faculty in the Performing Arts and Community Exchange designed a course for students who are interested in merging social activism, performance, and teaching. Students develop an understanding of the history and theory of community based arts, wrote grants to fund their own projects, and taught in and created work with two off-campus community sites. The off-campus classes involved voice work, movement, theater, writing assignments and discussions. One of the projects involved a women's jail which is described in the DVD with Additional Evidence. Results are being analyzed during summer 2009.

Alumni

- **ALUMNI SURVEY 2007**

USF conducted a survey of its Alumni in the spring of 2007. The population surveyed included all undergraduate alumni having received a baccalaureate degree from USF in the last decade. Results are available at: www.usfca.edu/assessment/alumni_survey.html . Major findings are as follows:

1. Alumni from the College of Professional Studies report at a rate of 85% being able to apply what they have learned in the classroom immediately to their careers.
2. CPS students indicate that what they learned in the classroom had a positive impact on their professional lives.
3. All alumni report high levels of satisfaction with their academic experience while at USF.
4. Alumni report that they would recommend USF to others.
5. Large numbers of our alumni have made significant and important contributions to industry and commerce, the community, and to society at large (see Attachments volume).
6. Alumni report that USF gave them the skills and knowledge to contribute to society.
7. The 2007 survey indicates that large numbers of USF alumni felt the university helped them develop skills and abilities such as: critical thinking and problem solving capabilities (95%), oral and written communication skills (95%), information-seeking abilities (93%), and quantitative analysis skills (87%), as well as the ability to think creatively (90%), appreciate the arts (83%), be aware of international issues (80%), and achieve leadership skills (88%).
8. USF alumni report that USF gave them the skills and abilities that prepared them for their first job.
9. Large numbers of USF alumni indicate that their experiences while at USF helped them to develop the skills to not only think and communicate effectively, but that it also helped them better understand an interrelated world (80%) and a society affected by technological changes (75%).
10. Large percentages reported having learned the need to continue searching for knowledge and skills (97%).
11. Our alumni reported that their experiences at USF helped them to personally and/or professionally advocate for diversity.
12. necessary to meet a number of aspects of our Mission including assisting the underserved and marginalized (82.7%); appreciating the needs of others (92.7%); acting ethically in their profession (95.9%); and, contributing positively to society (95.2%).

- **ALUMNI SURVEY 2010 (GRADUATE)**

USF is planning to implement an alumni survey during AY2009-2010 targeting alumni from our graduate programs.



Office of the President

2130 Fulton Street
San Francisco, CA 94117-1080
TEL 415 422-6762
FAX 415 422-2303

INSTITUTIONAL STIPULATIONS

1. The University of San Francisco is using the review process to demonstrate its fulfillment of the two Core Commitments. We will engage in the process with seriousness and candor, present data that are accurate, and the Institutional Presentation will fairly represent the University.
2. The University of San Francisco has published and made publicly available policies in force as identified by the Commission. Such policies will be available for review on request throughout the period of accreditation. Special attention will be paid to the University's policies and recordkeeping regarding complaints and appeals.
3. The University of San Francisco will abide by procedures adopted by the Commission to meet United States Department of Education (USDE) procedural requirements.
4. The University of San Francisco will submit all regularly required data and any data specifically requested by the Commission during the period of accreditation.
5. The University of San Francisco has reviewed its off-campus and distance education degree programs to ensure that they have been approved as required by the WASC Substantive Change process.

A handwritten signature in blue ink that reads 'Stephen A. Privett, S.J.'.

Stephen A. Privett, S.J.
President