USF
UNIVERSITY of SAN FRANCISCO

REAFFIRMATION OF ACCREDITATION

Attachments

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

15 JULY 2009

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TAB 1

Attachment 1: Our Jesuit Tradition

Our 154 years of history and our current Mission statement can be understood best within the context of the Jesuit Catholic tradition of education, the basis of which can be traced to the writings of St. Ignatius of Loyola, the founder of the Society of Jesus (Jesuits), and his followers. (CFR 1.1) Key characteristics of a Jesuit education can be summarized as follows:

Striving for the Magis. Seeking the *Magis* (the more, the greater) is more than just striving for excellence since it also asks individuals to strive for "the further still." It challenges students to study for "more" than grades, and the University to hold itself to standards "more" substantive than college rankings.

Promoting Critical Inquiry. Education within a Jesuit perspective must include questioning and exploring what is observed and reflecting on what is experienced and learned. That reflection process must always include an analysis of the ethical dimensions of what is done and learned.

Providing Cura Personalis. This core value of Jesuit education asks faculty, staff and administrators to place the individual at the center of an institution's concerns and efforts.

Pursuing a Lifelong Liberal Education that is Sensitive and Adaptable to Diversity. Central to Jesuit education is the intention expressed by St. Ignatius to create schools and ministries that reflect the needs and aspirations of the time and place. This adaptability has been shown in Jesuits being welcomed in the imperial Chinese courts, in 16th century India and Japan, and currently in developing countries where their ministries reflect a preferential option for the poor. Throughout history, Jesuit schools have welcomed students of all religious traditions and those with no denominational affiliation as full partners in the educational enterprise.

Instilling Leadership in Service. Also central to a Jesuit education is the importance given to exposing students to the voices of the underserved, the disadvantaged, and the poor as well as to making it possible for students to serve others and to learn from those service experiences. This principle is often expressed by statements such as educating "men and women for and with others."

Promoting Justice. This encompassing principle of Jesuit education affirms that in educating for justice, we challenge students to use their talents and skills in order to create a better world for all and for generations to come.

For more than four centuries, these ideas and learning principles have played a central role in supporting the goal of educating the whole person (mind, spirit and heart). That goal shapes what we teach, how we educate, how we organize our University, and more importantly, what we expect of USF's students, faculty, alumni and staff. Indeed, our Mission challenges us to become a Jesuit Catholic learning community that is committed to educating leaders who will make a difference and who will promote justice wherever they live and however they serve. (CFR 1.6)

TAB 2

Attachment 2: USF 2028

The core mission of the University of San Francisco is to "promote learning in the Jesuit Catholic tradition" (Mission Statement). In this tradition, education aims at fully developing every dimension of a person's humanity—intellectual, moral, social, religious and aesthetic—so that they reach their full human potential and acquire the knowledge, skills, sensitivities and motivation to effectively and intelligently contribute to fashioning a more humane and just world for all.

In fidelity to its mission, USF offers students a demanding, integrated and holistic education that is the sum total of our Jesuit Catholic tradition, academic rigor, San Francisco location, the global perspective and the diverse experiences, perspectives and opinions within the University community and the Bay Area. These qualifiers are not discrete attributes that may be separated one from the other, but five closely interwoven strands that together, and only together, are the "whole cloth" of educational excellence in our distinctive Jesuit tradition.

1. Jesuit Catholic tradition: The Jesuit tradition, while fully committed to the pursuit of academic excellence, locates that quest in the wider framework of students' realizing the fullness of their humanity—of their developing into intelligent, sensitive and responsible members of the human family. As a Catholic university, USF asserts the centrality of God as a mystery that should engage believers and non-believers alike and the complementarity of faith and reason in the pursuit of truth. Therefore, USF:

a. challenges students to wrestle in a disciplined and thoughtful way with "big questions" of ultimate meaning and purpose so that they may live lives of passion, integrity and purpose;

b. rigorously explores the religious dimension of human experience and its consequences for individuals and society;

c. promotes learning from other cultures and informed conversation between faith and reason, religion and culture, belief and non-belief and among different faith traditions;

d. responds appropriately to the needs of the Catholic Church through teaching, research, creative expression and service;

e. offers students the knowledge, skills, sensitivities, and motivation to succeed as persons and as professionals contributing to the common good of all, especially the most vulnerable;

f. affirms the centrality of the moral dimension in the decision-making of individuals, organizations and societies;

g. provides opportunities for persons of all faiths, and for Catholics in particular, to explore, share, celebrate and appropriate their faith tradition.

2. Academic excellence: The University affirms "excellence as the standard for teaching, scholarship, creative expression and service" (Core Values). USF evidences this commitment to excellence in the core activities of discovering, communicating and applying knowledge. Therefore, USF:

a. offers demanding academic programs that challenge students to expand and develop their intellectual capacities to their maximum potential and that provide transformative educational experiences that will "act" them into new ways of thinking about the world and their role in it;

b. supports a faculty of teaching scholars whose pedagogy is informed by rigorous research and who engage in their disciplines, participate in the scholarly discourse that constitutes serious inquiry, and involve students in their research efforts;

c. encourages faculty to addresses issues, questions and problems of import in their scholarly work;

d. fosters the development of curricula that reflect the most recent advances within and between the disciplines;

e. sponsors co-curricular programs and activities that promote student development and resident hall experiences that enhance learning and build-up the campus community;

f. challenges students of demonstrated academic capability to develop the intellectual curiosity and discipline that support advanced learning;

g. affirms the importance of close student-faculty relationships and the impact of mentoring/advising by faculty and staff on the personal and professional development of students.

3. San Francisco location: USF contributes to and benefits from the energy, resources, diversity and opportunities of a world-class city on the edge of the Pacific Rim. Therefore, USF:

a. draws on the cultural, civic, legal, commercial, service and scientific resources in San Francisco to create opportunities that connect classroom learning with out-of-class experiences;

b. taps into the creativity, diversity, and entrepreneurial energy of San Francisco and the Bay Area to enrich curricular and co-curricular experiences;

c. cultivates partnerships with local organizations that mutually benefit the university and the community;

d. offers space to support community organizations to address issues of concern and work through conflicting interests towards the common good;

e. serves as a social and educational agent by applying creative expression, knowledge, and research skills in promoting human development, advancing understanding, and improving the quality of life for all Bay Area residents and promoting academic engagement from the university;

4. Diversity: USF prepares students for the complexities of a diverse and interdependent world through curricular and co-curricular offerings which capitalize on the differences within the city and the university. Therefore, USF:

a. creates structures, programs, and courses that engage differences of persons, perspectives and opinions so that students appreciate our common humanity as well as what distinguishes individuals and groups within the one human family;

b. ensures that different voices and perspectives are present in curricula, programs and activities across the university so that students engage the complexities and subtleties of human experience;

c. recruits and retains a richly diverse mix of students, faculty and staff so that the university community, as much a possible, broadly resembles the world to which our students will contribute;

d. promotes disciplinary competence for students and faculty while also providing opportunities to cooperatively probe issues, questions, and problems from multi-disciplinary perspectives;

e. offers students a wide variety of activities that promote engagement with each other and affiliation with the University, as well as opportunities to develop important life skills;

f. draws from the cultural offerings of San Francisco to enrich students' understanding and appreciation of a diverse and multicultural world class city.

5. Global perspective: USF educates students to responsible global citizenship in an increasingly interdependent world that offers innumerable opportunities for good, but is also home to two billion people who struggle to survive on $2 a day or less. Therefore, USF:

a. exposes students, faculty and staff to the multiplicity of values, the rich artistic and cultural achievements and the natural beauty of our world, as well as to the inhumane conditions which diminish the lives of seventy-five percent of the global community;

b. recruits and retains students, faculty and staff from other countries with global exposure and perspectives to insure that a breadth of experiences and views inform a campus culture which challenges students to think and act in a globally responsible manner;

c. acts in an environmentally ethical way which acknowledges that the earth and its resources are to be shared justly among all people and held in trust for future generations;

d. challenges students to pursue a common good that transcends local and national boundaries;

e. educates students to issues affecting the global community, e.g., environmental justice, the creation and distribution of wealth and resources, war, migration, health, and education;

f. offers on-site courses, programs, and experiences that help students understand and appreciate the complexities of our global village, so that they may succeed in an interdependent world and contribute professionally across the globe.

Our challenge is to tightly interweave these five qualities into the multi-hued tapestry of what constitutes educational excellence at the University of San Francisco.

It is critical to the future of USF that the University recruit and retain faculty, staff and students who share its understanding of and commitment to offering this demanding, integrated, holistic education. In charting USF's future course, we are faced with the challenge of being more intentional, focused and accountable in educating the minds and hearts of our students so that they reach their full human potential and contribute in their own way to the fashioning of a more humane and just world for all.

TAB 3

Attachment 3: Examples of USF Faculty/Staff Receiving National Recognition and Awards (2000-2009)

Jonathan P. Allen, Associate Professor, School of Business and Management, was awarded a Fulbright Grant by the U.S. State Department and will be posted to Portugal's Azores Islands during the spring semester of 2010.

David Batstone, Professor, Theology and Religious Studies, was nominated in 2009 for The Right Livelihood Award, widely known as the "Alternative Nobel Prize" and recognized as the world's premier award for personal courage and social transformation. The award will be presented to four recipients at a ceremony in the Swedish Parliament in Stockholm. He was also nominated for the Robert F. Kennedy 2009 Human Rights Award given to the best human rights defenders around the globe. In 2007, Professor Batstone published *Not for Sale, The Return of the Global Slave Trade and How We Can Fight It*, which documented current human trafficking and how to abolish the modern day slave trade.

Catherine Brady, Assistant Professor, Master of Fine Arts in Writing Program, was the 2002 co-winner of the Flannery O'Connor Award for short fiction.

Brandon Brown, Professor, Physics, was recognized in 2008 for his extensive research on sharks in several top scholarly journals such as *Nature* and *Physical Review E,* and has been featured in *The New York Times, National Public Radio,* and *Scientific American.* His essay, "Rebuild the House of Science," also won the grand prize in *Seed* Magazine's science writing contest. In 2003, Brown discovered how a clear gel in sharks' snouts acts like a thermostat, helping the animals detect minute changes in ocean temperature. This ability to sense small changes in temperature helps sharks track their prey.

Barbara Bundy, Director, Center for the Pacific Rim, was awarded the Asia Society of Northern California's leadership and excellence award for education in 2007. The Asia Society seeks to strengthen relations and promote understanding among the people, leaders, and institutions of Asia and the United States.

Michael Chorost, Adjunct Professor, Rhetoric and Composition, wrote *Rebuilt*, which was honored with the 2006 PEN/USA Book Award for Creative Nonfiction.

Kevin Chun, Associate Professor, Psychology, received the Early Career Award from the Asian American Psychology Association in 2005, a national organization representing Asian American psychologists and mental health professionals.

Tom Costello, Associate Professor and Director, Hospitality Industry Management Program, received the first Educator of the Year Award from the Hotel and Restaurant Foundation in September 2008.

Rachel Crawford, Professor, English, was selected as one of the winners of the 2007-08 Innovative Course Design Prize, awarded by the American Society for Eighteenth Century Studies, for her course "Teaching Eighteenth-Century British Literature and Cartography."

Joshua Gamson, Professor, Sociology, was honored with the 2006 American Library Association's Stonewall Book-Israel Fishman Nonfiction Award for his book *The Fabulous Sylvester: The Legend, the Music, the 70s in San Francisco.*

Sam Green, Adjunct Professor, Media Studies, was nominated for an Academy Award for his feature-length film, *The Weather Underground,* in 2003. He was also awarded an Access to Artistic Excellence grant from the National Endowment for the Arts in 2007. His film *Utopia, Part 3: The World's Largest Shopping Mall* was chosen to screen at the 2009 prestigious Sundance Film Festival.

Roberta Johnson, Professor, Politics, was awarded a Fulbright Grant in 2001 to present lectures in China, Thailand, Malaysia, Singapore, and Indonesia on a variety of topics including the American presidency, sexual harassment, and women's studies and in 2008 to lecture in Brazil.

Deneb Karentz, Professor, Biology, had a 1.3-mile long lake in Antarctica named after her in 2007 by the U.S. Board of Geographical Names in recognition of her extensive research on the continent. Most of her research involved students from many of the nation's universities, focused on the effects of the ozone depletion on marine plankton, and demonstrated that many organisms have a good set of natural defenses against the increased ultraviolet exposure. From 1994 to 2008, Dr. Karentz has also taught integrated biology courses in Antarctica sponsored by the National Sciences Foundation.

Arthur Karshmer, Professor, College of Professional Studies, received a Fulbright Grant in 2005 to Paris, France, to design, develop, and deploy technology tools to assist blind students in the learning of math.

Judith Lambton, Associate Professor, Nursing, was awarded a Fulbright Grant by the U.S. State Department and will be posted to Lebanon at the end of the spring semester, 2009.

Gerardo Marín, Vice Provost and Professor, Psychology, received an honorary doctorate from Péter Pázmany Katolikus Egyetem Catholic University in Budapest, Hungary, in 2005 for his contributions to the development of social policies and to international education. In 2001 he received the U.S. Surgeon General's Medallion for his editorship of the Surgeon General's Report on tobacco use among ethnic minorities.

Attachment 3: USF Faculty/Staff National Recognition and Awards

J. Thomas McCarthy, Professor, School of Law, was awarded the 2000 Pattishall Medal for Teaching Excellence of Trademark and Trade Identity Subjects from the Brand Names Education Foundation.

Terence Patterson, Professor, Counseling Psychology, won the 2006 Florence Kaslow Award from the Division of Family Psychology, American Psychological Association for Distinguished Contribution to International Family Psychology.

D.A. Powell, Assistant Professor, English, was a finalist for the National Book Critics Circle Award in 2006, one of the country's most prestigious literary awards for his book, *Chronic*. *Publishers Weekly* gave his book a starred review, and they also mentioned Professor Powell in their review of the *American Hybrid: A Norton Anthology of New Poetry.*

Nikki Raeburn, Associate Professor, Sociology, won the 2007 Max Weber Award for Distinguished Scholarship for her book, *Changing the Corporation from the Inside Out: Lesbian and Gay Workplace Rights,* awarded by the Organizations, Occupations, and Work Section of the American Sociological Association.

Stephanie Sears, Assistant Professor of Sociology, **Evelyn Rodriguez,** Assistant Professor of Sociology, and **Mary Grace Almandrez,** Assistant Dean, Multicultural Student Services received national recognition in 2007 for their integrated teaching model in the Esther Madriz Diversity Scholars Program, a living-learning community co-sponsored by the College of Arts and Sciences and the Office of Multicultural Student Services. The National Association for Student Personnel Administrators presented them with an award for "Promising Practice in Student Affairs and Academic Affairs Collaboration."

Stephen Schloesser, S.J., Lo Schiavo Chair, Lane Center for Catholic Social Thought, received the American Catholic Historical Association's John Gilmary Shea Prize in 2006 for his book *Jazz Age Catholicism: Mystic Modernism in Postwar Paris, 1919-1939.*

Tracy Seeley, Associate Professor, English, won the Sheila K. Smith Short Story Prize in 2006 as part of the National League of American Pen Women's Soul-Making Literary Competition.

Juliet Spencer, Assistant Professor, Biology, received the Ellen Weaver Award for 2009 from The Northern California Chapter of the Association for Women in Science which honors a woman early in her career whose work demonstrates exceptional service to women in science. Juliet is the faculty mentor to the USF Women in Science group and has helped students and many others become valuable members of the scientific community.

John Stillwell, Professor, Mathematics, was named the winner of a national award given by the Mathematical Association of America (MAA) in 2005 for his article "The Story of the 120-Cell," published in *Notices of the American Mathematical Society.* His article illustrates the ways a many-sided polyhedron, the icosahedron, can be captured in two-, three-, and four-dimensional space. Professor Stillwell is a prolific author, whose many books include *Mathematics and its History, The Four Pillars of Geometry, Elements of Number Theory,* and *Yearning for the Impossible: The Surprising Truths of Mathematics.*

James Lance Taylor, Associate Professor, Politics, was elected president of the National Council of Black Studies and was presented with the organization's "Outstanding Service and Dedication" Award in 2007.

Chris Thompson, Professor, Exercise and Sport Science, received the Outstanding Young Researcher Award from the Council on Aging and Adult Development (CAAD) in 2008. The award recognizes an outstanding researcher who has been working for less than 10 years in the area of recreation and physical activity for older adults.

Mary Peter Travis, O.P., Associate Professor, Emeritus, School of Education, received a lifetime achievement award in 2005 from the National Catholic Educational Association for her research and promotion of Catholic education. She was also honored at Georgetown University by the Center of Applied Research for the Apostolate with the Richard Cardinal Cushing Award for the Advancement of Church Research.

Bryan Whaley, Professor, Communication Studies, won the 2007 National Communications Association Health Communication Distinguished Book Award for his edited volume *Explaining Illness: Research, Theory, and Strategies.*

Christine Yeh, Associate Professor, Psychology, won the 2006 Patrick Okura Community Leadership Award, presented by the Asian American Psychological Association for Outstanding Leadership in Community Service. She also won the 2006 Pine Briggs Award for Outstanding Contributions to Research.

Stephen Zavestoski, Associate Professor, Environmental Studies, received a 2005-2006 Fulbright Research Grant to South Asia, living and conducting research primarily in the tropical state of Kerala in the south of India.

Paul Zeitz, Associate Professor, Mathematics, received the Mathematical Association of America's (MAA) Haimo Award in 2002 for Distinguished College or University Teaching of Mathematics, the major national teaching award in the field.

TAB 4

Attachment 4: Summary of Faculty Evaluations (Summa)

OVERALL	FALL 2004	SPRING 2005	FALL 2005	SPRING 2006	FALL 2006	SPRING 2007	FALL 2007	SPRING 2008	FALL 2008
22. I rate this instructor as a good teacher.	4.42 [USF] 4.38 [Nat]	4.44 [USF] 4.38 [Nat]	4.40 [USF] 4.38 [Nat]	4.43 [USF] 4.38 [Nat]	4.41 [USF] 4.38 [Nat]	4.45 [USF] 4.38 [Nat]	4.42 [USF] 4.41 [Nat]	4.46 [USF] 4.41 [Nat]	4.44 [USF] 4.41 [Nat]
INSTRUCTOR QUALITIES	**FALL 2004**	**SPRING 2005**	**FALL 2005**	**SPRING 2006**	**FALL 2006**	**SPRING 2007**	**FALL 2007**	**SPRING 2008**	**FALL 2008**
4. The instructor's presentation often causes me to think in depth about this subject.	4.20 [USF] 4.09 [Nat]	4.26 [USF] 4.09 [Nat]	4.19 [USF] 4.09 [Nat]	4.25 [USF] 4.09 [Nat]	4.20 [USF] 4.09 [Nat]	4.26 [USF] 4.09 [Nat]	4.21 [USF] 4.13 [Nat]	4.27 [USF] 4.13 [Nat]	4.23 [USF] 4.13 [Nat]
9. The instructor seems to be well prepared.	4.50 [USF] 4.42 [Nat]	4.52 [USF] 4.42 [Nat]	4.51 [USF] 4.42 [Nat]	4.51 [USF] 4.42 [Nat]	4.51 [USF] 4.42 [Nat]	4.53 [USF] 4.42 [Nat]	4.51 [USF] 4.46 [Nat]	4.54 [USF] 4.46 [Nat]	4.51 [USF] 4.46 [Nat]
10. The instructor seems to care about my learning.	4.46 [USF] 4.37 [Nat]	4.47 [USF] 4.37 [Nat]	4.44 [USF] 4.37 [Nat]	4.47 [USF] 4.37 [Nat]	4.46 [USF] 4.37 [Nat]	4.49 [USF] 4.37 [Nat]	4.48 [USF] 4.43 [Nat]	4.51 [USF] 4.43 [Nat]	4.51 [USF] 4.43 [Nat]
16. The instructor demonstrates a personal commitment to high standards of professional competence.	4.50 [USF] 4.40 [Nat]	4.52 [USF] 4.40 [Nat]	4.49 [USF] 4.40 [Nat]	4.51 [USF] 4.40 [Nat]	4.50 [USF] 4.40 [Nat]	4.52 [USF] 4.40 [Nat]	4.50 [USF] 4.44 [Nat]	4.53 [USF] 4.44 [Nat]	4.52 [USF] 4.44 [Nat]

Attachment 4: Summary of Faculty Evaluations (Summa)

INSTRUCTIONAL PROCESS	FALL 2004	SPRING 2005	FALL 2005	SPRING 2006	FALL 2006	SPRING 2007	FALL 2007	SPRING 2008	FALL 2008
1. The clarity and audibility of the instructor's speech are excellent .	4.54 [USF] 4.45 [Nat]	4.58 [USF] 4.45 [Nat]	4.53 [USF] 4.45 [Nat]	4.56 [USF] 4.45 [Nat]	4.55 [USF] 4.45 [Nat]	4.58 [USF] 4.45 [Nat]	4.56 [USF] 4.49 [Nat]	4.60 [USF] 4.49 [Nat]	4.57 [USF] 4.49 [Nat]
2. The contents of the assignments contribute to my understanding of the subject.	4.36 [USF] 4.31 [Nat]	4.41 [USF] 4.31 [Nat]	4.36 [USF] 4.31 [Nat]	4.41 [USF] 4.31 [Nat]	4.37 [USF] 4.31 [Nat]	4.42 [USF] 4.31 [Nat]	4.38 [USF] 4.34 [Nat]	4.42 [USF] 4.34 [Nat]	4.40 [USF] 4.34 [Nat]
3. The course requirements (projects, papers, exams, etc.) were explained adequately.	4.32 [USF] 4.34 [Nat]	4.37 [USF] 4.32 [Nat]	4.32 [USF] 4.32 [Nat]	4.36 [USF] 4.32 [Nat]	4.33 [USF] 4.32 [Nat]	4.37 [USF] 4.32 [Nat]	4.35 [USF] 4.35 [Nat]	4.37 [USF] 4.35 [Nat]	4.34 [USF] 4.35 [Nat]
5. The instructor has adequate means of evaluating my learning.	4.28 [USF] 4.22 [Nat]	4.33 [USF] 4.22 [Nat]	4.27 [USF] 4.22 [Nat]	4.32 [USF] 4.22 [Nat]	4.28 [USF] 4.22 [Nat]	4.35 [USF] 4.22 [Nat]	4.30 [USF] 4.27 [Nat]	4.35 [USF] 4.27 [Nat]	4.33 [USF] 4.27 [Nat]

Attachment 4: Summary of Faculty Evaluations (Summa)

INSTRUCTIONAL PROCESS	FALL 2004	SPRING 2005	FALL 2005	SPRING 2006	FALL 2006	SPRING 2007	FALL 2007	SPRING 2008	FALL 2008
7. Adequate opportunities are provided by the instructor for me to ask questions.	4.54 [USF] 4.48 [Nat]	4.57 [USF] 4.48 [Nat]	4.54 [USF] 4.48 [Nat]	4.56 [USF] 4.48 [Nat]	4.54 [USF] 4.48 [Nat]	4.58 [USF] 4.48 [Nat]	4.55 [USF] 4.53 [Nat]	4.57 [USF] 4.53 [Nat]	4.57 [USF] 4.53 [Nat]
11. The course appears to have been carefully planned.	4.39 [USF] 4.30 [Nat]	4.45 [USF] 4.30 [Nat]	4.41 [USF] 4.30 [Nat]	4.43 [USF] 4.30 [Nat]	4.41 [USF] 4.30 [Nat]	4.45 [USF] 4.30 [Nat]	4.42 [USF] 4.35 [Nat]	4.46 [USF] 4.35 [Nat]	4.42 [USF] 4.35 [Nat]
18. In this course, I am learning much.	4.28 [USF] 4.18 [Nat]	4.34 [USF] 4.18 [Nat]	4.28 [USF] 4.18 [Nat]	4.32 [USF] 4.18 [Nat]	4.29 [USF] 4.18 [Nat]	4.34 [USF] 4.18 [Nat]	4.30 [USF] 4.23 [Nat]	4.34 [USF] 4.23 [Nat]	4.31 [USF] 4.23 [Nat]
20. The instructor supervises and helps in new experiences without taking over.	4.27 [USF] 4.16 [Nat]	4.32 [USF] 4.16 [Nat]	4.24 [USF] 4.16 [Nat]	4.30 [USF] 4.16 [Nat]	4.26 [USF] 4.16 [Nat]	4.33 [USF] 4.16 [Nat]	4.28 [USF] 4.21 [Nat]	4.32 [USF] 4.21 [Nat]	4.31 [USF] 4.21 [Nat]
21. The instructor relates underlying theory to practice.	4.35 [USF] 4.25 [Nat]	4.41 [USF] 4.25 [Nat]	4.34 [USF] 4.25 [Nat]	4.40 [USF] 4.25 [Nat]	4.36 [USF] 4.25 [Nat]	4.42 [USF] 4.25 [Nat]	4.37 [USF] 4.29 [Nat]	4.42 [USF] 4.29 [Nat]	4.39 [USF] 4.29 [Nat]

Attachment 4: Summary of Faculty Evaluations (Summa)

ASSESSMENT	FALL 2004	SPRING 2005	FALL 2005	SPRING 2006	FALL 2006	SPRING 2007	FALL 2007	SPRING 2008	FALL 2008
6. The methods being used for evaluating my work(such as tests, projects, etc.) are reasonable.	4.28 [USF] 4.24 [Nat]	4.32 [USF] 4.24 [Nat]	4.27 [USF] 4.24 [Nat]	4.31 [USF] 4.24 [Nat]	4.27 [USF] 4.24 [Nat]	4.32 [USF] 4.24 [Nat]	4.29 [USF] 4.28 [Nat]	4.33 [USF] 4.28 [Nat]	4.31 [USF] 4.28 [Nat]
12. Course objective are being achieved.	4.37 [USF] 4.31 [Nat]	4.42 [USF] 4.31 [Nat]	4.36 [USF] 4.31 [Nat]	4.41 [USF] 4.31 [Nat]	4.37 [USF] 4.31 [Nat]	4.42 [USF] 4.31 [Nat]	4.39 [USF] 4.36 [Nat]	4.43 [USF] 4.36 [Nat]	4.39 [USF] 4.36 [Nat]
15. Course objectives have been expressed clearly.	4.35 [USF] 4.30 [Nat]	4.39 [USF] 4.30 [Nat]	4.33 [USF] 4.30 [Nat]	4.37 [USF] 4.30 [Nat]	4.34 [USF] 4.30 [Nat]	4.39 [USF] 4.30 [Nat]	4.36 [USF] 4.35 [Nat]	4.39 [USF] 4.35 [Nat]	4.36 [USF] 4.35 [Nat]
17. The instructor provides useful feedback on student progress (identifying strengths and weaknesses).	4.13 [USF] 4.06 [Nat]	4.19 [USF] 4.06 [Nat]	4.13 [USF] 4.06 [Nat]	4.16 [USF] 4.06 [Nat]	4.15 [USF] 4.06 [Nat]	4.22 [USF] 4.06 [Nat]	4.17 [USF] 4.10 [Nat]	4.21 [USF] 4.10 [Nat]	4.19 [USF] 4.10 [Nat]
18. In this course, I am learning much.	4.28 [USF] 4.18 [Nat]	4.34 [USF] 4.18 [Nat]	4.28 [USF] 4.18 [Nat]	4.32 [USF] 4.18 [Nat]	4.29 [USF] 4.18 [Nat]	4.34 [USF] 4.18 [Nat]	4.30 [USF] 4.23 [Nat]	4.34 [USF] 4.23 [Nat]	4.31 [USF] 4.23 [Nat]

Attachment 4: Summary of Faculty Evaluations (Summa)

STUDENT ENGAGEMENT	FALL 2004	SPRING 2005	FALL 2005	SPRING 2006	FALL 2006	SPRING 2007	FALL 2007	SPRING 2008	FALL 2008
13. During the term, I looked forward to attending this class.	3.95 [USF] 3.83 [Nat]	4.00 [USF] 3.83 [Nat]	3.91 [USF] 3.83 [Nat]	3.98 [USF] 3.83 [Nat]	3.91 [USF] 3.83 [Nat]	4.00 [USF] 3.83 [Nat]	3.94 [USF] 3.87 [Nat]	4.00 [USF] 3.87 [Nat]	3.97 [USF] 3.87 [Nat]

TAB 5

Attachment 5: Faculty- and Staff-Authored Books (2004-09)

Aceves, Salvador & **Dominic Daher.** (2007). *Interest Expense Deductions* (Revision: 536-2 nd T.M). The Bureau of National Affairs, Inc.

Adams, Maureen. (2007). *Shaggy Muses: The Dogs Who Inspired Virginia Woolf, Emily Dickenson, Elizabeth Barrett Browning, Edith Wharton, and Emily Bronte.* Ballentine.

Alter, Steven. (2006). *The Work System Method: Connecting People, Processes, and IT for Business Results.* Work System Press.

Amati-Camperi, Alexandra. (2004). *Verdelot, Philippe: Madrigali a sei voci: edizione critica. Volume 3 in Studi Musicali Toscani. Musiche,* general editor Carolyn Gianturco. Pisa, Italy: ETS.

Arie Kacowicz & **Pawel Lutomski** (eds). (2007). *Population Resettlement in International Conflicts: A Comparative Study.* Lexington Books: Rowman & Littlefield.

Augusta-Dupar, Cora. (2008). *The Mission and Vision Statements of Ten Historically Black Colleges and Universities: A Content Analysis Study.* VDM publisher.

Balls Organista, P., G. Marín, & **K. Chun.** (2009). *The Psychology of Ethnic Groups in the United States.* Sage.

Batstone, David. (2007). *Not For Sale: The Return of the Global Slave Trade — and How We Can Fight It.* Harper.

Bell, Art. (2008). *Butterflies Be Gone! Resolving Speaker's Nerves.* McGraw-Hill.

Bell, Art. (2008). *Phobias and How to Overcome Them.* Greek Translation. Career Press.

Bell, Art. (2008). *Phobias and How to Overcome Them.* Polish Translation. Career Press.

Bell, Art. (2008). *Whine and Cheese.* Castle Books.

Bell, Art. (2007). *You Can't Talk to Me That Way! Stopping Toxic Language in the Workplace.* 2nd ed. Barnes and Noble Press.

Bell, Art. (2006). *Speed Reading for Professionals.* Barron's.

Bell, Art. (2006). *The McGraw-Hill Reference Guide to Speaker's Nerves.* McGraw-Hill.

Bell, Art. (2005). *Aprenda a Lidar com Pessoas Conflitivas: em uma Semana.* Temas de Hoje.

Bell, Art. (2005). *You Can't Talk to Me Like That! Stopping Abusive Language in the Workplace.* Career Press.

Bell, Art. (2004). *Writing Effective Letters and Memos.* Barron's, 3rd ed.

Bell, Art & **Richard Cohn.** (2008). *Winning with Truth in Business.* Pelican.

Bell, Art & **James Gardner.** (2005). *Phobias and How to Overcome Them.* Career Press.

Bennett, Rex. (2007). *Create Your Destiny with PRIDE (Passion, Resolve, Innovation, Dreams, and Ethics).* Achieving Unlimited.

Bixby, Janet & **Judith L. Pace.** (2008). *Educating Democratic Citizens in Troubled Times: Qualitative Studies of Current Efforts.* SUNY Press.

Brady, Catherine. (2009). *The Mechanics of Falling and Other Stories.* The University of Nevada Press.

Brady, Catherine. (2007). *Elizabeth Blackburn and the Story of Telomeres.* MIT Press.

Bretzke, S.J., James T. (2006). *A Research Bibliography in Christian Ethics and Catholic Moral Theology.* Lewiston NY: Edwin Mellen Press.

Bretzke, S.J., James T. (2004). *A Morally Complex World: Engaging Contemporary Moral Theology.* Collegeville: The Liturgical Press. Also published in the Philippines by Jesuit Communications Foundation.

Brewster, Lawrence G. (2004). *The Public Agenda: Issues in American Politics.* Belmont, CA: Wadsworth/Thomson Learning.

Brewster, Lawrence G. (2004). *A Primer of California Politics.* Belmont, CA: Wadsworth/Thomson Learning.

Brown, Marvin T. (2005). *Corporate Integrity: Rethinking Organizational Ethics and Leadership.* Cambridge University Press.

Brown, Phil, & **Stephen Zavestoski** (eds). (2005). *Social Movements in Health.* Malden, MA: Blackwell.

Buzbee, Lewis. (2006). *The Yellow-Lighted Bookshop: A Memoir, A History.* Greywolf Press.

Buzbee, Lewis. (2006). *After the Gold Rush: Stories.* Tupelo Press.

Cannice, Mark, Harold Koontz, & **Heinz Weihrich.** (2008). *Administración, 13th ed. in Spanish.* McGraw-Hill Interamericana in Mexico.

Cannice, Mark, Harold Koontz, & **Heinz Weihrich.** (2008). *Management: A Global and Entrepreneurial Perspective.* 12th edition. Tata-McGraw Hill.

Cannice, Mark, Harold Koontz, & **Heinz Weihrich.** (2008). *Management: A Global and Entrepreneurial Perspective.* Portuguese Edition. McGraw Hill.

Attachment 5: Faculty- and Staff-Authored Books (2004-2009)

Cary, Stephen. (2004). *Going Graphic: Comics at work in the Multilingual Classroom.* Heinemann.

Cassar, Alessandra & Daniel Friedman (with contributions by R. Selten et al.). (2004) *Economics Lab: An Intensive Course in Experimental Economics.* Routledge.

Cavanaugh, Thomas. (2006). *Double-Effect Reasoning: Doing Good and Avoiding Evil.* Oxford: Clarendon.

Chorost, Michael. (2005). *Rebuilt: How Becoming Part Computer Made Me More Human.* Houghton Mifflin.

Claussen, M.A. (2004). *The Reform of the Frankish Church: Chrodegang of Metz and the Regula canonicorum.* Cambridge Studies in Medieval Life and Thought, fourth series. Cambridge University Press.

Coleman, Hardin L.K. & **Christine Yeh.** (eds). (2008). *Handbook of School Counseling.* Routledge Taylor & Francis.

Corbett, Jane V. (2004). *Laboratory Tests and Diagnostic Procedures with Nursing Diagnoses.*

Daher, Dominic & **Stacy Daher.** (2008). *Accounting for Business Combinations.* Warren, Gorham & Lamont.

De la Vega, Connie. (2007). *International Human Rights Law: An Introduction.* University of Pennsylvania Press.

Dennehy, Raymond. (2007). *Soldier Boy.* Trafford Publishing.

Devine, George. (2006). *For Sale by Owner in California.* Berkeley, Nolo.com, 8th Edition.

Devine, George, Ralph Warner & Ira Serkes. (2007). *How to Buy a House in California.* Nolo.

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

Elias, Rob. (2008). *Encyclopedia of Violence, Peace and Conflict.* London: Elsevier.

Elias, Rob. (2007). *The Empire Strikes Out: How Baseball Has Influenced American Globalization and Foreign Policy, and Sold the American Dream Abroad.* The New Press/W.W. Norton.

Elias, Rob. (2005). *The Deadly Tools of Ignorance: A Debs Kafka Mystery.* Cambridge: Rounder Books.

Francis, Karen L., Waneen Spirduso, & Priscilla MacRae. (2005). *Physical Dimensions of Aging.* Human Kinetics.

Friedman, Elisabeth Jay, Kathryn Hochstetler, & Ann Marie Clark. (2005). *Sovereignty, Democracy, and Global Civil Society: State-Society Relations at UN World Conferences.* SUNY Press.

Galang, Rosita. (2005). *Heritage Language Maintenance in the US: The Filipino American Experience.* De La Salle University Press.

Gamson, Joshua. (2005). *The Fabulous Sylvester: The Legend, The Music, The Seventies in San Francisco.* Henry Holt, Inc.

Gmelch, George. (2006). *Baseball Without Borders.* U Nebraska.

Gmelch, George. (2006). *Inside Pitch: Life in Professional Baseball.* U Nebraska.

Gmelch, W.H. & John H. Schuh (eds.). (2004). *The Life Cycle of a Department Chair.* Jossey-Bass.

Gmelch, W.H. & Val D. Miskin (eds). (2004). *Chairing An Academic Department.* Atwood Publishing.

Gmelch, Sharon. (2008). *The Tlingit Encounter with Photography.* University of Pennsylvania. Museum Press.

Godfrey, S.J., Donal. (2007). *Gays and Grays: The Story of the Gay Community at Most Holy Redeemer Catholic Church.* Lanham, Md.: Lexington.

Gonzalez, Joaquin. (2009). *Filipino American Faith in Action: Immigration, Religion, and Civic Engagement.* NYU Press.

Grubacic, Andrej. (2008). *Wobblies and Zapatistas: Conversations on Anarchism, Marxism and Radical History.* Oakland: PM Press.

Gunn, Moira. (2007). *Welcome to BioTech Nation: My Unexpected Odyssey into the Land of Small Molecules, Lean Genes, and Big Ideas.* AMACOM.

Haipern, Rob. (2004). *Rumored Place.* Krupskaya.

Hanson, Philip. (2008). *This Side of Despair; How the Movies and American Life Intersected During the Great Depression.* Fairleigh Dickinson University Press.

Harari, Oren. (2007). *Break From the Pack: How to Compete in a Copycat Economy.* FT Press.

Heinze, Andrew R. (2004). *Jews and the American Soul: Human Nature in the 20th Century.* Princeton University Press.

Hudson, Heather. (2006). *From Rural Village to Global Village: Telecommunications for Development in the Information Age.* Mahwah, NJ: Erlbaum.

Huxley, Stephen J. (2005). *Asset Dedication: How to Get Wealthy with the Next Generation of Asset Allocation.* New York: McGraw-Hill.

Iglesias, Tim, & Rochelle E. Lento. (eds). (2005). *The Legal Guide to Affordable Housing Development.* American Bar Association: Section of State and Local Government Law: Forum on Affordable Housing & Community Development Law.

Attachment 5: Faculty- and Staff-Authored Books (2004-2009)

James, J. T. & **R.J. Vercruysse.** (eds). (2005). *Development of the President Principal Model in Catholic High Schools.* Washington, DC: National Catholic Educational Association.

Johnson, Roberta Ann (ed). (2004). *The Struggle Against Corruption: A Comparative Study.* Palgrave/Macmillan.

Jonson, Kathleen. (2006). *60 Strategies for Improving Reading Comprehension in Grades K-8.* Thousand Oaks, CA: Corwin Press.

Jonson, Kathleen. (2008). *Being an Effective Mentor: How to Help Beginning Teachers Succeed.* Second Edition. Corwin Press.

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Kaiser, Susana. (2005). *Postmemories of Terror.* New York: Palgrave MacMillan.

Kendall, S.J., Daniel. (2008). *Malzenstwo.* Kraków: Wydawnictwo Wam.

Kendall, S.J., Daniel. (2008). *Preparación para casarse por la Iglesia. 101 Preguntas y Respuestas.* Mexico City: Panorama.

Kendall,S.J., Daniel, Gerald O'Collins, S.J., & **Jeffery LaBelle, S.J.** (eds). (2007). *Pope John Paul II, A Reader.* Paulist Press.

Kendall, S.J., Daniel with Catherine Johnson and Rebecca Nappi. (2006). *101 Questions and Answers about Catholic Married Life.* Mahwah, NJ: Paulist.

Kendall, S.J., Daniel, Gerald O'Collins & Stephen Davis. (2006). *Redemption.* Oxford: Oxford University Press.

Kendall, S.J., Daniel & Rebecca Nappi. (2004). *101 Questions and Answers about Catholic Marriage Preparation.* Mahwah, NJ: Paulist.

Larson, David. (2005). *The Thorn.* Faux Press.

Lehmann, Michael B. (2005). *Irwin Guide to Using the Wall Street Journal.* McGraw-Hill.

Lemos, Tina. (2007). *African Slavery in Mexico.* Edwin Mellen Press.

Leo, Richard. (2008). *Police Interrogation and American Justice.* Harvard University Press.

Leo, Richard. (2008). *The Wrong Guys: Murder, False Confessions, and the Norfolk Four.* The New Press.

Lomax, Dana Teen. (2008). *Letters to Poets.* Satunalia Books.

Lomax, Dana Teen. (2006). *Currency.* Palm Press.

Lorentzen, Lois with Gary Erickson. (2004). *Raising the Bar: Integrity and Passion in Life and Business.* Jossey-Bass.

Lutomski, Pawel & Arie Kacowicz. (eds). (2007). *Population Resettlement in International Conflicts: A Comparative Study.* Lexington Books: Rowman & Littlefield.

Markle, Gerald E. (2008). *What if Medicine Disappeared.* State University of NY Press.

Mauro, Nicole. (2008). *Intersection: Sidewalk and Public Space.* ChainArts.

McBride, Keally. (2007). *Punishment and Political Order.* University of Michigan Press.

Meyen, E. L. & **Y. Bui.** (eds.) (2006). *Exceptional children in today's schools: What teachers need to know.* Denver, CO: Love Publishing.

Middleton, Michael. (2004). *Analisi statistica con Excel.* Apogeo, Milano, 2004. (Italian translation of Data Analysis Using Microsoft Excel)

Middleton, Michael. (2004). *Data Analysis Using Microsoft Excel: Updated for Office XP,* Duxbury 2004.

Middleton, Michael. (2004). *Microsoft Excel w analize danych.* Wydawnictwo RM, Warsaw, 2004. (Polish translation of Data Analysis Using Microsoft Excel)

Moore, Lois Merriweather. (2004). *Voices of Successful African American Men.* Edwin Mellen.

Moriarty, Laura. (2007). *A Semblance.* Omnldawn.

Murphy, Patrick J. (2004). *Financing California's Community Colleges.* Public Policy Institute of California.

Neaman, Elliot, A. Dirk Moses & Peter E. Gordon (eds). (2008). *The Modernist Imagination: Intellectual History & Critical Theory.* Berghahn Books, Inc.

Norton, David & **Jacqueline Taylor.** (eds.) (2008). *The Cambridge Companion to Hume.* Cambridge University Press.

Ontiveros, Maria L., Robert Belton, Dianne Avery, & Roberto L. Corrada. (2004). *Employment Discrimination Law: Cases and Materials on Equality in the Workplace,* 7th ed. Thomson/West.

Oshita, Stephanie. (2006). *Cooperative Climate: Energy Efficiency Action in East Asia.* CRIEPI.

Pace, Judith L. & Janet Bixby (eds). (2008). *Educating Democratic Citizens in Troubled Times: Qualitative Studies of Current Efforts.* SUNY Press.

Pace, Judith L. & Annette Hemmings. (eds.) (2006). *Classroom Authority: Theory, Research, and Practice.* Mahwah, NJ: Lawrence Erlbaum Associates.

Attachment 5: Faculty- and Staff-Authored Books (2004-2009)

Parr, Terence. (2007). *The Definitive ANTLR Reference: Building Domain-Specific Languages (Pragmatic Programmers).* Pragmatic Bookshelf.

Patterson, Terrence. (2005). *Cognitive-Behavioral Couple Therapy in Harway, M., Handbook of Couple Therapy.* Wiley & Sons.

Pizzuto, Vincent. (2006). *A Cosmic Leap of Faith: An Authorial, Structural, and Theological Investigation of the Cosmic Christology in Col. 1: 15-20.* Peeters.

Powell, D.A. (2009). *Chronic.* Graywolf Press.

Powell, D.A. (2008). *Cocktails: ausgewählte gedichte.* Lux Books.

Raeburn, Nicole C. (2004). *Changing Corporate America from Inside Out: Lesbian and Gay Workplace Rights.* Minneapolis: University of Minnesota Press.

Reiley, Eldon. (2008). *International Sales Contracts: The UN Convention and Related Transnational Law.* Carolina Academic Press.

Richman, Kim. (2008). *Courting Change: Queer Parents, Judges, and the Transformation of American Family Law.* NYU Press.

Rosenberg, Joshua & **Dominic Daher.** (2008). *The Law of Federal Income Taxation.* West Publishing Hornbook Series.

Ruland, S.J., Vernon. (2006). *Living Out the Questions: A Jesuit Confession.* Association of Jesuit University Presses.

Ryan, David & **Fredel Wiant.** (2007). *The Speaking/Writing Connection: A Rhetoric.* Parthenon West Books.

Santos, Cecilia MacDowell. (2005). *Women´s Police Stations: Gender, Violence, and Justice in São Paulo, Brazil.* New York: Palgrave MacMillan.

Scalise, Dave. (2007). *Professor Dave's GRE Advantage.* The Fairfax Lectern, Inc.

Schloesser, Stephen. (2005). *Jazz Age Catholicism.* University of Toronto Press.

Shahideh, Laleh. (2004). *The Power of Iranian Nations.* University Press of America.

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

Shurin, Aaron. (2008). *King of Shadows.* City Lights.

Shurin, Aaron. (2005). *Involuntary Lyrics.* Richmond, CA: Omnidawn Publishing.

Silver, David & Adrienne Massanari (eds). (2006). *Critical Cyberculture Studies.* NYU Press.

Silverthorne, Colin. (2005). *Organizational Psychology in Cross-Cultural Perspective.* New York University Press.

Smith, Dayle & **A. Bell.** (2008). *Learning Team Skills 2nd ed.* Prentice-Hall.

Smith, Dayle & **A. Bell.** (2008). *Management Communication,* 3rd ed. Wiley.

Smith, Dayle & **A. Bell.** (2008). *Management Communication,* Mandarin Edition. Wiley.

Smith, Dayle & **A. Bell.** (2007). *Management Communication,* Chinese Edition. Wiley.

Smith, Dayle & **A. Bell** (2006). *Difficult People at Work: How to Cope, How to Win.* MJF Books/Fine Communication, 2006.

Smith, Dayle & **A. Bell** (2006). *Management Communication.* Wiley.

Smith, Dayle & **A. Bell.** (2004). *Building Your Network Through Communication,* Net Effect Series. Prentice Hall

Smith, Dayle & **A. Bell**. (2004). *Winning with Difficult People.* Barron's, Third Edition.

Smith, Dayle & **A. Bell.** & M. Brounstein (2007). *Business Communication.* Wiley.

Soehnlein, K. M. (2005). *You Can Say You Knew Me When.* Kensington Books.

Spencer, J. V. (2006). *Deadly Diseases and Epidemics: Cervical Cancer.* New York, NY: Chelsea House Publishers.

Spencer, J. V. (2005). *Deadly Diseases and Epidemics: Herpes.* Philadelphia, PA: Chelsea House Publishers.

Spirduso, Waneen, Karen L. Francis, & Priscilla MacRae. (2005). *Physical Dimensions of Aging.* Human Kinetics.

Stanfield, Michael Edward. (2008). *Caucho, conflicto y cultura en al Amazonia Noroeste: Colombia, Ecuador y el Peru en el Putumayo, Caqueta, Napo, 1850-1933.* Quito: Ediciones Abya-Yala.

Starkman, Ruth A. (2006). *Transformations of the New Germany.* Pelgrave Macmillan.

Steinberg, Susan. (2006). *Hydroplane.* Fiction Collective 2.

Stillwell, John. (2008). *Naive Lie Theory.* Springer Science+Business Media.

Attachment 5: Faculty- and Staff-Authored Books (2004-2009)

Stillwell, John. (2006). *Yearning for the Impossible.* Wellesley, Mass: A. K. Peters.

Stillwell, John. (2005). *The Four Pillars of Geometry.* New York: Springer.

Stockton, Sarah. (2005). *A Pen and A Path: Writing as a Spiritual Practice.* Morehouse Publishing.

Stockton, Sarah. (2004). *Restless in Christ: Answering the Call to Spiritual Commitment.* Crossroad.

Sullivan, John T. (2007). *A Color Atlas of Parasitology.* 7th edition, with CD. Parasitology.

Sundstrom, Ronald. (2008). *The Browning of America and the Evasion of Social Justice.* SUNY Press.

Taylor, Jacqueline & David Fate Norton (eds). (2008). *The Cambridge Companion to Hume.* Cambridge University Press.

Tran, Troung. (2008). *For Letter Words.* Apogee Press.

Van Leuven, Karen & J. Wilkinson. (2007). *Fundamentals of Nursing: Theory, Concepts and Applications.* F.A. Davis.

Van Leuven, Karen & J. Wilkinson. (2007). *Fundamentals of Nursing: Thinking and Doing.* Philadelphia: F.A. Davis.

Vargas, Manuel, Martin John Fischer, Robert Kane, & Derk Pereboom. (2007). *Four Views on Free Will.* Blackwell Publishing.

Vercruysse, Br. Ray. (2005). *Development of the President Principal Model in Catholic High Schools.* National Catholic Educational Association.

Wachtel, Seth & **Luigi Lucaccini.** (2007). *Enterprise Housing for San Francisco: The Future of Home-Based Family Businesses.* USF.

Wagner, Lisa & Chandra Mehrotra. (2009). *Aging and Diversity,* 2nd edition. Routledge.

Walker, Laura. (2008). *Rimetown: An Atlas.* UC Press.

Weihrich, Heinz. (2007). *Essentials of Management.* 7th ed. New Delhi: TATA, McGraw-Hill.

Weihrich, Heinz. (2005). *Essentials of Management: An International Perspective.* 6th edition (Chinese Language Edition).

Weihrich, Heinz. (2005). *Management: A Global Perspective.* 11th edition, McGraw-Hill Education (Asia).

Weihrich, Heinz. (2005). *Management: A Global Perspective.* 11th edition (Chinese-language Edition), Beijing: Economic Science Press.

Weihrich, Heinz. (2005). *Management: A Global Perspective.* 11th edition (Korean Language Edition).

Weihrich, Heinz & Harold Koontz. (2007). *Elementos de Administración.* 7th ed. Mexico City: McGraw-Hill, Interamericana Editores.

Weihrich, Heinz & Harold Koontz. (2004). *Administración: Una Perspectiva Global.* Mexico City: McGraw-Hill Internamericana, Editores.

Weihrich, Heinz & Harold Koontz. (2004). *Essentials of Management: An International Perspective.* 6th edition, New Delhi : Tata McGraw-Hill Publishing Company, 2004.

Weihrich, Heinz, A. Ramachandra Aryasri, & Harold Koontz. (2004). *Principles of Management.* New Delhi: Tata McGraw-Hill Publishing. Company, 2004.

Weiner, Brian. (2005). *Sins of the Parents: The Politics of National Apologies in the United States.* Temple University Press.

Weiner, David. (2008). *Financial Accounting as a Second Language.* Wiley.

Wilkinson, J.M. & **K. Van Leuven.** (2007). *Fundamentals of Nursing: Theory, Concepts, and Applications.* Philadelphia: F.A. Davis.

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

Wong, M.C. Sunny & Jim Granato. (2006). *The Role of Policymakers in Business Cycle Fluctuations.* Cambridge University Press.

Woznicki, Andrew. (2006). *The Transcendent Mystery in Man: A Global Approach to Ecumenism.* Academica Press.

Wu, Xiaoxin. (2005). *Encounters and Dialogues: Changing Perspectives on Chinese-Western Exchanges from the Sixteenth to the Eighteenth Centuries.* Institut Monumenta Serica.

Wydick, Bruce. (2008). *Games in Economic Development.* Cambridge University Press.

Yeh, Christine & Hardin L.K. Coleman (eds). (2008). *Handbook of School Counseling.* Routeledge Taylor & Francis.

Zavesoski, Stephen and Phil Brown. (eds). (2005). *Social Movements in Health.* Malden, MA: Blackwell.

Ziajka, Alan. (2005). *Legacy and Promise: 150 Years of Jesuit Education at the University of San Francisco.* Association of Jesuit University Presses.

Zunes, Stephen & Rachel M. MacNair (eds). (2008). *Consistently Opposing Killing: From Abortion to Assisted Suicide, the Death Penalty, and War.* Praeger Publishers.

TAB 6

Attachment 6: NSSE Benchmark Comparisons for First Year Students

Academic Challenge	2005	2006	2007	2008
USF	55.5	55.9	56.1	56.4
Jesuit Universities	56.3	56.5	57.2	57.5
Doctorate Intensive	51.1*	51.2*	56.8	53.3*
NSSE	52.6*	51.7*	51.7*	52.9*
Active and Collaborative Learning	**2005**	**2006**	**2007**	**2008**
USF	46.7	44.8	43.0	45.5
Jesuit Universities	44.1*	43.8	43.1	45.1
Doctorate Intensive	41.1*	41.8*	42.7	43.7
NSSE	42.4*	41.3*	41.2	42.5*
Student-Faculty Interaction	**2005**	**2006**	**2007**	**2008**
USF	35.6	35.0	33.6	38.0
Jesuit Universities	35.9	34.6	34.1	36.5
Doctorate Intensive	32.8*	32.8	33.5	36.0
NSSE	34.0	32.1*	32.8	34.6*
Enriching Educational Experiences	**2005**	**2006**	**2007**	**2008**
USF	32.0	29.8	26.8	31.4
Jesuit Universities	30.3*	30.6	30.3*	30.9
Doctorate Intensive	26.6*	26.7*	29.6*	28.1*
NSSE	27.8*	26.7*	27.1	27.5*
Supportive Campus Environment	**2005**	**2006**	**2007**	**2008**
USF	61.3	62.8	61.2	60.2
Jesuit Universities	63.4	63.3	62.6	64.6*
Doctorate Intensive	57.3*	59.4*	61.4	60.8
NSSE	60.1	59.1*	59.8	61.1

Note: An * indicates a statistically significant difference compared to USF's scores

Attachment 6: NSSE Benchmark Comparisons for Seniors

Academic Challenge	2005	2006	2007	2008
USF	58.5	59.5	59.2	61.0
Jesuit Universities	59.4	59.7	59.2	60.6
Doctorate Intensive	55.3*	55.5*	58.5	57.2*
NSSE	56.5*	55.8*	55.6*	56.5*
Active and Collaborative Learning	**2005**	**2006**	**2007**	**2008**
USF	55.9	57.3	58.5	57.3
Jesuit Universities	53.1*	52.5*	51.5*	53.3*
Doctorate Intensive	51.0*	51.5*	51.5*	52.9*
NSSE	51.4*	50.4*	50.1*	50.8*
Student-Faculty Interaction	**2005**	**2006**	**2007**	**2008**
USF	40.8	43.1	44.8	43.0
Jesuit Universities	46.9*	45.5*	44.8	45.9*
Doctorate Intensive	42.1	42.7	44.6	44.3
NSSE	44.1*	41.3	41.2*	42.3
Enriching Educational Experiences	**2005**	**2006**	**2007**	**2008**
USF	42.9	43.9	46.8	45.4
Jesuit Universities	46.6*	47.2*	47.1	47.3
Doctorate Intensive	39.8*	40.0*	47.7	42.2*
NSSE	42.1	39.9*	39.9*	40.4*
Supportive Campus Environment	**2005**	**2006**	**2007**	**2008**
USF	58.3	60.1	60.6	59.7
Jesuit Universities	60.2	59.8	59.8	61.5
Doctorate Intensive	55.5*	57.0*	58.0*	59.0
NSSE	57.5	56.6*	56.9*	58.0

TAB 7

Attachment 7: Student Satisfaction with Education Experience at USF (NSSE Data)

NSSE QUESTION	USF 2004	USF 2005	USF 2006	USF 2007	USF 2008	JESUIT UNIV 2004	JESUIT UNIV 2005	JESUIT UNIV 2006	JESUIT UNIV 2007	JESUIT UNIV 2008	NSSE SAMPLE 2004	NSSE SAMPLE 2005	NSSE SAMPLE 2006	NSSE SAMPLE 2007	NSSE SAMPLE 2008
"How would you evaluate your entire educational experience at this institution?" [GOOD OR EXCELLENT]	89% [F] 87% [S]	89% [F] 86% [S]	89% [F] 86% [S]	85% [F] 87% [S]	81% [F] 88% [S]	90% [F] 92% [S]	90% [F] 90% [S]	90% [F] 91% [S]	89% [F] 90% [S]	90% [F] 90% [S]	87% [F] 88% [S]	87% [F] 88% [S]	86% [F] 85% [S]	86% [F] 85% [S]	86% [F] 86% [S]
"How would you evaluate your entire educational experience at this institution?" [EXCELLENT]	35% [F] 38% [S]	39% [F] 40% [S]	33% [F] 47% [S]	33% [F] 45% [S]	28% [F] 40% [S]	43% [F] 49% [S]	42% [F] 50% [S]	43% [F] 50% [S]	42% [F] 50% [S]	44% [F] 50% [S]	36% [F] 40% [S]	36% [F] 41% [S]	33% [F] 36% [S]	34% [F] 37% [S]	35% [F] 38% [S]
"If you could start over again, would you go to the same institution you are now attending?" [PROBABLY/ DEFINITELY YES]	85% [F] 85% [S]	83% [F] 83% [S]	83% [F] 81% [S]	77% [F] 81% [S]	79% [F] 83% [S]	83% [F] 83% [S]	84% [F] 84% [S]	84% [F] 83% [S]	84% [F] 83% [S]	84% [F] 84% [S]	83% [F] 81% [S]	83% [F] 82% [S]	83% [F] 81% [S]	83% [F] 82% [S]	83% [F] 82% [S]

SOURCE: NSSE Institutional Reports

TAB 8

Attachment 8: Achievement of a Liberal Education and General Learning Skills (NSSE Data)

"To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?"

NSSE QUESTION	USF 2004	USF 2005	USF 2006	USF 2007	USF 2008	JESUIT UNIV 2004	JESUIT UNIV 2005	JESUIT UNIV 2006	JESUIT UNIV 2007	JESUIT UNIV 2008	NSSE SAMPLE 2004	NSSE SAMPLE 2005	NSSE SAMPLE 2006	NSSE SAMPLE 2007	NSSE SAMPLE 2008
"Acquiring a broad general education" [QUITE A BIT OR VERY MUCH]	88% [F] 85% [S]	90% [F] 85% [S]	86% [F] 85% [S]	90% [F] 88% [S]	82% [F] 89% [S]	88% [F] 92% [S]	88% [F] 93% [S]	89% [F] 91% [S]	88% [F] 91% [S]	89% [F] 92% [S]	82% [F] 86% [S]	81% [F] 86% [S]	80% [F] 83% [S]	80% [F] 83% [S]	83% [F] 84% [S]
"Acquiring job or work-related knowledge and skills" [QUITE A BIT OR VERY MUCH]	60% [F] 66% [S]	58% [F] 70% [S]	59% [F] 74% [S]	61% [F] 74% [S]	60% [F] 74% [S]	58% [F] 71% [S]	62% [F] 73% [S]	63% [F] 71% [S]	62% [F] 73% [S]	67% [F] 75% [S]	56% [F] 71% [S]	59% [F] 72% [S]	58% [F] 71% [S]	60% [F] 72% [S]	63% [F] 73% [S]
"Writing clearly and effectively" [QUITE A BIT OR VERY MUCH]	86% [F] 81% [S]	84% [F] 84% [S]	81% [F] 81% [S]	85% [F] 84% [S]	80% [F] 85% [S]	77% [F] 82% [S]	80% [F] 83% [S]	77% [F] 82% [S]	79% [F] 82% [S]	79% [F] 84% [S]	72% [F] 77% [S]	73% [F] 77% [S]	71% [F] 75% [S]	71% [F] 74% [S]	74% [F] 87% [S]
"Speaking clearly and effectively" [QUITE A BIT OR VERY MUCH]	80% [F] 81% [S]	80% [F] 75% [S]	77% [F] 78% [S]	79% [F] 80% [S]	76% [F] 76% [S]	58% [F] 75% [S]	66% [F] 77% [S]	64% [F] 75% [S]	63% [F] 75% [S]	68% [F] 78% [S]	61% [F] 72% [S]	62% [F] 73% [S]	61% [F] 70% [S]	61% [F] 69% [S]	65% [F] 72% [S]
"Thinking critically and analytically" [QUITE A BIT OR VERY MUCH]	89% [F] 88% [S]	87% [F] 90% [S]	84% [F] 85% [S]	92% [F] 90% [S]	82% [F] 89% [S]	85% [F] 90% [S]	86% [F] 91% [S]	86% [F] 91% [S]	87% [F] 92% [S]	86% [F] 92% [S]	81% [F] 87% [S]	82% [F] 87% [S]	80% [F] 87% [S]	81% [F] 86% [S]	82% [F] 87% [S]

Attachment 8: Achievement of a Liberal Education and General Learning Skills (NSSE Data) cont.

"To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?"

NSSE QUESTION	USF 2004	USF 2005	USF 2006	USF 2007	USF 2008	JESUIT UNIV 2004	JESUIT UNIV 2005	JESUIT UNIV 2006	JESUIT UNIV 2007	JESUIT UNIV 2008	NSSE SAMPLE 2004	NSSE SAMPLE 2005	NSSE SAMPLE 2006	NSSE SAMPLE 2007	NSSE SAMPLE 2008
"Analyzing quantitative problems" [QUITE A BIT OR VERY MUCH]	63% [F] 60% [S]	65% [F] 75% [S]	69% [F] 73% [S]	67% [F] 74% [S]	68% [F] 73% [S]	58% [F] 69% [S]	71% [F] 75% [S]	72% [F] 76% [S]	72% [F] 75% [S]	76% [F] 79% [S]	55% [F] 65% [S]	65% [F] 72% [S]	66% [F] 72% [S]	69% [F] 72% [S]	71% [F] 74% [S]
"Using computing and information technology" [QUITE A BIT OR VERY MUCH]	65% [F] 69% [S]	68% [F] 79% [S]	72% [F] 72% [S]	68% [F] 69% [S]	70% [F] 79% [S]	61% [F] 72% [S]	70% [F] 79% [S]	69% [F] 75% [S]	68% [F] 75% [S]	71% [F] 78% [S]	65% [F] 77% [S]	70% [F] 78% [S]	72% [F] 79% [S]	72% [F] 79% [S]	73% [F] 80% [S]
"Working effectively with others" [QUITE A BIT OR VERY MUCH]	72% [F] 74% [S]	72% [F] 81% [S]	72% [F] 80% [S]	71% [F] 83% [S]	70% [F] 84% [S]	66% [F] 82% [S]	72% [F] 83% [S]	73% [F] 81% [S]	72% [F] 79% [S]	76% [F] 83% [S]	66% [F] 78% [S]	70% [F] 79% [S]	69% [F] 76% [S]	69% [F] 76% [S]	72% [F] 78% [S]

SOURCE: NSSE Institutional Reports

TAB 9

Attachment 9: Nature of Academic Experiences (NSSE Data)

NSSE QUESTION	USF 2004	USF 2005	USF 2006	USF 2007	USF 2008	JESUIT UNIV 2004	JESUIT UNIV 2005	JESUIT UNIV 2006	JESUIT UNIV 2007	JESUIT UNIV 2008	NSSE SAMPLE 2004	NSSE SAMPLE 2005	NSSE SAMPLE 2006	NSSE SAMPLE 2007	NSSE SAMPLE 2008
"During the current school year, how much has your coursework emphasized?" [VERY MUCH]															
"Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form"	35% [F] 15% [S]	29% [F] 19% [S]	31% [F] 19% [S]	25% [F] 22% [S]	22% [F] 23% [S]	29% [F] 25% [S]	29% [F] 24% [S]	28% [F] 23% [S]	26% [F] 22% [S]	30% [F] 24% [S]	28% [F] 24% [S]	26% [F] 22% [S]	26% [F] 23% [S]	26% [F] 23% [S]	27% [F] 24% [S]
"Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components"	48% [F] 43% [S]	42% [F] 50% [S]	42% [F] 47% [S]	42% [F] 52% [S]	43% [F] 51% [S]	43% [F] 49% [S]	38% [F] 44% [S]	39% [F] 46% [S]	42% [F] 47% [S]	40% [F] 48% [S]	35% [F] 45% [S]	33% [F] 41% [S]	31% [F] 40% [S]	32% [F] 40% [S]	34% [F] 41% [S]

Attachment 9: Nature of Academic Experiences (NSSE Data)

NSSE QUESTION	USF 2004	USF 2005	USF 2006	USF 2007	USF 2008	JESUIT UNIV 2004	JESUIT UNIV 2005	JESUIT UNIV 2006	JESUIT UNIV 2007	JESUIT UNIV 2008	NSSE SAMPLE 2004	NSSE SAMPLE 2005	NSSE SAMPLE 2006	NSSE SAMPLE 2007	NSSE SAMPLE 2008
"Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships"	37% [F] 36% [S]	33% [F] 40% [S]	34% [F] 40% [S]	34% [F] 42% [S]	31% [F] 44% [S]	32% [F] 40% [S]	29% [F] 38% [S]	29% [F] 38% [S]	31% [F] 39% [S]	32% [F] 40% [S]	25% [F] 36% [S]	25% [F] 34% [S]	23% [F] 32% [S]	24% [F] 33% [S]	26% [F] 34% [S]
"Making judgments about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions"	35% [F] 30% [S]	31% [F] 35% [S]	29% [F] 38% [S]	32% [F] 40% [S]	32% [F] 41% [S]	28% [F] 36% [S]	26% [F] 34% [S]	27% [F] 34% [S]	29% [F] 36% [S]	29% [F] 38% [S]	24% [F] 33% [S]	24% [F] 32% [S]	23% [F] 30% [S]	24% [F] 31% [S]	27% [F] 33% [S]
"Applying theories or concepts to practical problems or in new situations"	39% [F] 37% [S]	33% [F] 45% [S]	35% [F] 49% [S]	34% [F] 48% [S]	32% [F] 56% [S]	37% [F] 46% [S]	36% [F] 44% [S]	36% [F] 46% [S]	36% [F] 46% [S]	39% [F] 47% [S]	34% [F] 45% [S]	31% [F] 42% [S]	31% [F] 42% [S]	32% [F] 42% [S]	33% [F] 42% [S]

SOURCE: NSSE Institutional Reports

TAB 10

Attachment 10: Effectiveness in Supporting Active and Collaborative Learning (NSSE Data)

During the current school year, about how often have you... *[Often and Very Often]?*

NSSE QUESTION	USF 2004	USF 2005	USF 2006	USF 2007	USF 2008	JESUIT UNIV 2004	JESUIT UNIV 2005	JESUIT UNIV 2006	JESUIT UNIV 2007	JESUIT UNIV 2008	NSSE SAMPLE 2004	NSSE SAMPLE 2005	NSSE SAMPLE 2006	NSSE SAMPLE 2007	NSSE SAMPLE 2008
"…worked with other students on projects during class?"	34% [F] 51% [S]	41% [F] 51% [S]	36% [F] 49% [S]	36% [F] 49% [S]	39% [F] 50% [S]	36% [F] 36% [S]	38% [F] 41% [S]	37% [F] 41% [S]	37% [F] 39% [S]	37% [F] 42% [S]	39% [F] 43% [S]	42% [F] 46% [S]	42% [F] 46% [S]	42% [F] 47% [S]	43% [F] 47% [S]
"…worked with class-mates outside of class to prepare class assignments"	39% [F] 56% [S]	47% [F] 64% [S]	41% [F] 61% [S]	35% [F] 69% [S]	36% [F] 66% [S]	42% [F] 59% [S]	44% [F] 65% [S]	46% [F] 63% [S]	44% [F] 58% [S]	48% [F] 60% [S]	41% [F] 57% [S]	43% [F] 60% [S]	40% [F] 58% [S]	41% [F] 58% [S]	42% [F] 58% [S]
"…put to-gether ideas or concepts from different courses when completing assignments or class discus-sions"	57% [F] 68% [S]	64% [F] 73% [S]	61% [F] 72% [S]	59% [F] 72% [S]	63% [F] 77% [S]	48% [F] 69% [S]	56% [F] 72% [S]	56% [F] 74% [S]	57% [F] 72% [S]	59% [F] 76% [S]	45% [F] 66% [S]	51% [F] 70% [S]	51% [F] 69% [S]	50% [F] 68% [S]	54% [F] 70% [S]

Attachment 11: Effectiveness in Supporting Active and Collaborative Learning (NSSE Data) *cont.*

During the current school year, about how often have you... *[Often and Very Often]?*

NSSE QUESTION	USF 2004	USF 2005	USF 2006	USF 2007	USF 2008	JESUIT UNIV 2004	JESUIT UNIV 2005	JESUIT UNIV 2006	JESUIT UNIV 2007	JESUIT UNIV 2008	NSSE SAMPLE 2004	NSSE SAMPLE 2005	NSSE SAMPLE 2006	NSSE SAMPLE 2007	NSSE SAMPLE 2008
"…asked questions in class or contributed to class discussions"	62% [F] 79% [S]	63% [F] 74% [S]	66% [F] 76% [S]	62% [F] 72% [S]	63% [F] 78% [S]	68% [F] 77% [S]	66% [F] 77% [S]	67% [F] 74% [S]	65% [F] 76% [S]	67% [F] 77% [S]	60% [F] 74% [S]	62% [F] 75% [S]	58% [F] 70% [S]	57% [F] 69% [S]	59% [F] 71% [S]
"…made a class presentation"	43% [F] 64% [S]	52% [F] 71% [S]	44% [F] 71% [S]	46% [F] 74% [S]	42% [F] 72% [S]	23% [F] 64% [S]	29% [F] 67% [S]	26% [F] 64% [S]	28% [F] 62% [S]	32% [F] 67% [S]	31% [F] 64% [S]	33% [F] 64% [S]	31% [F] 61% [S]	30% [F] 59% [S]	33% [F] 60% [S]
"…prepared two or more drafts of a paper or assignment before turning it in"	69% [F] 60% [S]	66% [F] 53% [S]	67% [F] 61% [S]	66% [F] 50% [S]	65% [F] 55% [S]	53% [F] 41% [S]	56% [F] 42% [S]	52% [F] 41% [S]	52% [F] 40% [S]	52% [F] 42% [S]	57% [F] 47% [S]	55% [F] 47% [S]	55% [F] 46% [S]	55% [F] 45% [S]	55% [F] 45% [S]
"…Worked on a paper or project that required integrating ideas or information from various sources"	92% [F] 87% [S]	88% [F] 95% [S]	87% [F] 92% [S]	88% [F] 90% [S]	85% [F] 93% [S]	76% [F] 89% [S]	81% [F] 91% [S]	78% [F] 89% [S]	80% [F] 89% [S]	79% [F] 89% [S]	76% [F] 87% [S]	77% [F] 88% [S]	75% [F] 86% [S]	75% [F] 86% [S]	77% [F] 86% [S]

Attachment 11: Effectiveness in Supporting Active and Collaborative Learning (NSSE Data) *cont.*

During the current school year, about how often have you... *[Often and Very Often]?*

NSSE QUESTION	USF 2004	USF 2005	USF 2006	USF 2007	USF 2008	JESUIT UNIV 2004	JESUIT UNIV 2005	JESUIT UNIV 2006	JESUIT UNIV 2007	JESUIT UNIV 2008	NSSE SAMPLE 2004	NSSE SAMPLE 2005	NSSE SAMPLE 2006	NSSE SAMPLE 2007	NSSE SAMPLE 2008
"…used an electronic medium (list-serv, chat group, internet, etc.) to discuss or complete an assignment"	60% [F] 65% [S]	56% [F] 65% [S]	55% [F] 67% [S]	54% [F] 66% [S]	54% [F] 63% [S]	56% [F] 60% [S]	56% [F] 64% [S]	58% [F] 61% [S]	52% [F] 59% [S]	52% [F] 59% [S]	53% [F] 59% [S]	52% [F] 60% [S]	53% [F] 62% [S]	52% [F] 61% [S]	51% [F] 60% [S]
"…used e-mail to communicate with an instructor"	71% [F] 84% [S]	77% [F] 84% [S]	80% [F] 87% [S]	83% [F] 90% [S]	79% [F] 91% [S]	74% [F] 86% [S]	76% [F] 89% [S]	77% [F] 89% [S]	79% [F] 89% [S]	82% [F] 90% [S]	69% [F] 79% [S]	72% [F] 83% [S]	70% [F] 82% [S]	73% [F] 83% [S]	75% [F] 85% [S]
"…discussed grades or assignments with an instructor"	47% [F] 60% [S]	53% [F] 59% [S]	49% [F] 62% [S]	53% [F] 59% [S]	53% [F] 63% [S]	53% [F] 66% [S]	54% [F] 65% [S]	51% [F] 59% [S]	50% [F] 60% [S]	55% [F] 61% [S]	50% [F] 62% [S]	50% [F] 63% [S]	48% [F] 58% [S]	48% [F] 58% [S]	50% [F] 59% [S]
"…discussed ideas from your readings or classes with faculty members outside of class"	20% [F] 26% [S]	20% [F] 25% [S]	29% [F] 32% [S]	23% [F] 38% [S]	29% [F] 32% [S]	19% [F] 30% [S]	20% [F] 32% [S]	22% [F] 33% [S]	22% [F] 30% [S]	25% [F] 33% [S]	17% [F] 27% [S]	20% [F] 30% [S]	18% [F] 26% [S]	20% [F] 27% [S]	22% [F] 29% [S]

SOURCE: NSSE Institutional Reports. **NOTE:** [F] = First-Year students; [S] = Seniors

TAB 11

Attachment 11: Six-Year Graduation Rates Among First-Time (2001) Freshmen at Schools in the Same Carnegie Classification as USF

Institution Name (38 total)	6 YEAR OVERALL GRADUATION RATE		6 YEAR GRADUATION RATE BY GENDER			
	%	RANK	MALE	RANK	FEMALE	RANK
Pepperdine University	79%	1	76%	2	82%	2
Worcester Polytechnic Institute	76%	2	74%	3	84%	1
University of San Diego	74%	3	77%	1	72%	7
Duquesne University	73%	4	65%	8	77%	3
American University	73%	4	73%	4	73%	6
University of St Thomas	72%	6	71%	5	72%	7
Southern Methodist University	71%	7	66%	7	75%	4
Biola University	71%	7	65%	8	74%	5
Texas Christian University	69%	9	65%	8	72%	7
Immaculata University	68%	10	-	-	67%	13
Samford University	67%	11	64%	11	68%	10
University of San Francisco	65%	12	58%	15	68%	10
Azusa Pacific University	65%	12	63%	12	66%	15
Pacific University	63%	14	54%	19	67%	13
Adelphi University	63%	14	56%	17	65%	16
George Fox University	62%	16	59%	14	65%	16
DePaul University	62%	16	61%	13	63%	20
The New School	61%	18	58%	15	63%	20
University of the Pacific	60%	19	67%	6	68%	10
St. John's University-New York	60%	19	55%	18	65%	16
University of La Verne	59%	21	49%	22	64%	19
Seton Hall University	57%	22	54%	19	60%	25
University of Hartford	54%	23	51%	21	58%	27
Saint Mary's University of Minnesota	53%	24	42%	30	63%	20
Hofstra University	53%	24	48%	24	59%	26
Pace University-New York	53%	24	48%	24	57%	28
Andrews University	52%	27	44%	28	63%	20
Widener University-Main Campus	52%	27	43%	29	63%	20
Oral Roberts University	52%	27	48%	24	55%	29
Trevecca Nazarene University	49%	30	46%	27	51%	30
Trinity International University	47%	31	41%	31	50%	31
Nova Southeastern University	47%	31	49%	22	45%	34
Union Institute & University	47%	31	-	-	38%	36
University of Bridgeport	43%	34	35%	33	47%	32
Long Island University, C.W. Post Campus	42%	35	34%	34	47%	32
Barry University	39%	36	39%	32	41%	35
Wilmington University	35%	37	30%	36	38%	37
Spalding University	24%	38	31%	35	21%	38
AVERAGE:	**58%**		**54%**		**61%**	

SOURCE: IPEDS/College Navigator

TAB 12

Attachment 12: Baccalaureate-Origins (Jesuit Institutions) of Research Doctorate Recipients (2004-2006)

	RESEARCH DOCTORATE			RANK			WOMEN RECIPIENTS			NON-WHITE RECIPIENTS		
	2004	2005	2006	2004	2005	2006	2004	2005	2006	2004	2005	2006
Spring Hill College	7	6	4	1,003	1,111	n/a	6 **(85.7%)**	4 **(66.7%)**	n/a	1 **(14.3%)**	0	n/a
Loyola Marymount University	19	29	24	466	324	400	15 **(78.9%)**	16 **(55.2%)**	12 **(50.0%)**	5 **(26.3%)**	11 **(37.9%)**	12 **(50.0%)**
Santa Clara University	26	27	28	340	346	346	13 **(50%)**	14 **(51.9%)**	13 **(46.4%)**	12 **(46.2%)**	8 **(29.6%)**	7 **(25.0%)**
University of San Francisco	19	15	23	466	601	415	10 **(52.6%)**	8 **(53.3%)**	13 **(56.5%)**	12 **(63.2%)**	7 **(46.7%)**	3 **(13.0%)**
Fairfield University	16	16	25	538	568	385	8 **(50%)**	9 **(56.3%)**	9 **(36.0%)**	1 **(6.3%)**	1 **(6.3%)**	0 **(0.0%)**
Regis University	5	8	9	1,212	932	887	2 **(40%)**	3 **(37.5%)**	3 **(33.3%)**	0	1 **(12.5%)**	1 **(11.1%)**
Georgetown University	85	70	65	79	106	128	41 **(48.2%)**	36 **(51.4%)**	36 **(55.4%)**	23 **(27.1%)**	14 **(20%)**	11 **(16.9%)**
Loyola University Chicago	56	44	32	139	200	302	30 **(53.6%)**	31 **(70.5%)**	16 **(50.0%)**	16 **(28.6%)**	8 **(18.2%)**	2 **(6.3%)**
Loyola University New Orleans	21	22	23	421	421	415	13 **(61.9%)**	11 **(50%)**	13 **(56.5%)**	7 **(33.3%)**	2 **(9.1%)**	7 **(30.4%)**
Loyola College of Maryland	15	17	21	572	539	456	11 **(73.3%)**	7 **(41.2%)**	13 **(61.9%)**	3 **(20%)**	2 **(11.8%)**	2 **(9.5%)**
Boston College	56	75	53	139	98	171	31 **(55.4%)**	57 **(76%)**	30 **(56.6%)**	7 **(12.5%)**	18 **(24%)**	6 **(11.3%)**
College of the Holy Cross	43	25	30	191	371	322	22 **(51.2%)**	14 **(56%)**	16 **(53.3%)**	3 **(7%)**	0	1 **(3.3%)**
University of Detroit Mercy	21	8	8	421	932	957	7 **(33.3%)**	5 **(62.5%)**	5 **(62.5%)**	7 **(33.3%)**	1 **(12.5%)**	1 **(12.5%)**
Rockhurst University	11	8	11	725	932	776	5 **(45.5%)**	3 **37.5%))**	4 **(36.4%)**	2 **(18.2%)**	0	1 **(9.1%)**
St. Louis University	38	30	34	221	313	282	19 **(50%)**	10 **(33.3%)**	18 **(52.9%)**	5 **(13.2%)**	4 **(13.3%)**	5 **(14.7%)**
Creighton University	23	20	20	389	457	476	13 **(56.5%)**	18 **(90%)**	11 **(55.0%)**	4 **(17.4%)**	2 **(10%)**	3 **(15.0%)**
St. Peter's College	0	7	7	n/a	1,006	1,036	0	4 **(57.1%)**	4 **(57.1%)**	0	1 **(14.3%)**	2 **(28.6%)**
Canisius College	22	16	21	405	568	456	16 **(72.7%)**	3 **(18.8%)**	13 **(61.9%)**	3 **(13.6%)**	0	1 **(4.8%)**
Fordham University	38	29	29	221	324	334	23 (60.5%)	13 (44.8%)	19 (65.5%)	8 (21.1%)	8 (27.6%)	8 (27.6%)
Le Moyne College	11	0	14	725	n/a	648	7 (63.6%)	0	9 (64.3%)	1 (9.1%)	0	1 (7.1%)

Attachment 12: Baccalaureate-Origins (Jesuit Institutions) of Research Doctorate Recipients (2004-2006)

	RESEARCH DOCTORATE			RANK			WOMEN RECIPIENTS			NON-WHITE RECIPIENTS		
	2004	2005	2006	2004	2005	2006	2004	2005	2006	2004	2005	2006
John Carroll University	25	23	19	361	405	497	12 (48%)	12 (52.2%)	10 (52.6%)	1 (4%)	1 (4.3%)	1 (5.3%)
Xavier University	19	14	14	466	631	648	8 (42.1%)	7 (50%)	3 (21.4%)	2 (10.5%)	1 (7.1%)	0 (0.0%)
St. Joseph's University	14	16	15	613	568	614	7 (50%)	9 (56.3%)	5 (33.3%)	3 (21.4%)	1 (6.3%)	1 (6.7%)
University of Scranton	18	32	20	491	293	476	10 (55.6%)	13 (40.6%)	11 (55.0%)	2 (11.1%)	3 (9.4%)	2 (10.0%)
Gonzaga University	11	18	15	725	511	614	5 (45.5%)	8 (44.4%)	7 (46.7%)	2 (18.2%)	2 (11.1%)	0 (0.0%)
Seattle University	10	14	10	772	631	825	4 (40%)	6 (42.9%)	7 (70.0%)	3 (30%)	2 (14.3%)	0 (0.0%)
Wheeling Jesuit University	6	0	2	1,102	n/a	n/a	3 (50%)	0	n/a	1 (16.7%)	0	n/a
Marquette University	40	48	54	204	179	165	15 (37.5%)	23 (47.9%)	31 (57.4%)	4 (10%)	6 (12.5%)	2 (3.7%)

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

TAB 13

Attachment 13: Examples of Alumni Who Have Excelled

Colleen Badell '95, author of three books about healthcare and alternative medicine: *A Simple Plan: Alternative Medicine Made Very Easy*; *Is Your Health Care Killing You? 12 Ways to Survive Our Fractured Health Care System*; and *6 Myths About Alternative Medicine: Using It Wisely.*

Neil Baquiran '97, recipient of the Board of Advisors and Graduate School of Business Leadership Award, George Washington University School of Business.

Robert Barbagelata '47, recipient of the lifetime achievement award from the American Board of Trial Advocates.

Richard Bechelli '55, Chair of the USF School of Business Advisory Council. He is a partner with Bechelli Properties, a family-owned commercial properties company, and the owner of three apparel businesses.

Patricia Bhoolsuwan '98, earned an Emmy from the National Academy of Television Arts and Sciences for her reporting at KTVN-TV in Reno, Nevada.

Craig Borba '84, named state Pupil Personnel Administrator of the Year by the Association of California School Administrators.

Cupcake Brown '01, prominent national attorney and author, who rose from a life of poverty, drug-addiction, and prostitution.

Sheila P. Burke '73, current undersecretary for the Smithsonian Institute; named a member of the Robert Wood Johnson Foundation Commission.

Francis Butler '70, president of Foundations and Donors Interested in Catholic Activities (FADICA), a consortium of private charities.

Stephen Carey '68, appointed by the National Institute for Standards and Technology as a Malcolm Baldrige National Quality Examiner 2006-2008; educator/author in second language acquisition: Working with Second Language Learners: Answers to Teachers' Top Ten Questions; Going Graphic: Comics at Work in the Multilingual Classroom.

Danny Chen '85 recipient of a National Science Foundation's Numeric, Symbolic, and Geometric Computation Program Award.

Ming William Chin '64, the first Chinese-American to serve as a justice on the California Supreme Court; former president of the Commonwealth Club.

Claudio Chiuchiarelli '79, Managing Partner of Banyan Securities Company LLC, and Chairman of the USF Board of Trustees.

Alfred Chuang '83, Co-founder and CEO of BEA Systems, Inc.

Edward Chow '59, Executive Director of the Chinese Community Health Care Association of San Francisco; inducted into the San Francisco Prep Hall of Fame.

Foster Church '64, Pulitzer Prize winning reporter for the *Oregonian*.

Robert Clack '84, Master of Novices, Marist Brothers.

John Collins '86, Superintendent of Schools, Sonoma Roman Catholic Archdiocese.

Sandra Stefani Comerford '79, Dean of the Language Arts Division, College of San Mateo.

Paul Cool '71, author of the book, *Salt Warriors Insurgency on the Rio Grande: A Study of the El Paso Salt War of 1877*; awarded the Robert A. Calvert Book Prize.

Susan Cota '93, recipient of the 2006 Harry Buttimer Distinguished Administrator Award from the Association of California Community College Administrators; president, Mira Costa College.

Michael Crilly '71, named 2007 Superintendent of the Year by the Association of California School Administrators of San Mateo and San Francisco counties.

Jeanne Cunicelli '98, Partner at Bay City Capital.

Lou Dematteis '70, his book, *Crude Reflections: Oil, Ruin, and Resistance in the Amazon Rainforest*, chronicles the dire human and environmental costs of oil drilling and resultant contamination in the Ecuadorian Amazon.

William Dito '50, awarded the Frank W. Hartman Memorial Award for his many years of service to the College of American Pathologists.

E. Eastman '04, won the ESPY Foundation's literary memoir contest.

Jill Howie Esquivel '03, Vice Chair of Clinical Academic Programs and Personnel at the University of California, San Francisco.

Paul Alan Fahey '86, editor of the international, award-winning magazine, *Mindprints, A Literary Journal*, for writers and artists with disabilities or with an interest in that population.

Casey Farmer '06, second year teacher in Teach for America; works with students with learning disabilities and behavior problems in an East Oakland high school.

Heather Fong, first woman to serve as Police Chief in San Francisco and first Asian-American woman to serve in the same capacity at a major metropolitan police force.

Attachment 14: Examples of Alumni Who Have Excelled

Paul Fong '79 named to the Asian Academy Hall of Fame.

Lou Giraudo '68 and **Dr. Suzanne Giraudo '68,** received the Fr. Alfred Boeddeker Award from The St. Anthony Foundation for their efforts in championing socially responsible and economically accessible education in San Francisco. Suzanne is the Clinical Director of California Pacific Medical Center.

Rose Guilbault '98, Vice President of Corporate Affairs and Publishing, AAA of Northern California and Utah.

Joseph Gulino '70, Principal of St. Peter Interparish School, Jefferson City, Missouri.

Julia A. Hallisy '84, author of *The Empowered Patient: Hundreds of Life-Saving Facts, Action Steps, and Strategies You Need to Know*.

Abeer Hoque '03, won the Tannenbaum Award for nonfiction.

Martin Jenkins '80, District Judge of the US District Court, Northern District of California.

Wayne Jerves '63, Retired Consultant at CDI Information Services.

Lynn Jimenez '72, published *¿Se Habla Dinero?* a family guide to financial systems, written in Spanish and English.

Oliver Johnson '65, operations manager of the Shared Food Network, a division of Catholic charities in Washington, DC; served as director of human resources at Giant Food, Inc.

Fr. William Justice '80, appointed by Pope Benedict XVI as auxiliary bishop of the Archdiocese of San Francisco and titular bishop of Matara de Proconsolare.

Jan La Torre-Derby '86, Superintendent, Novato Unified School District.

Thomas Lindsey '73, recipient of a MacArthur Fellowship "Genius Grant" and the National Forensics Coach of the Year.

Thomas Malloy '61, founder of Tom Malloy Corporation.

Antoinette Malveaux '81, former president and chief executive officer of the National Black MBA Association; Managing Director of Casey Family Programs.

Vincent Maniaci '85, president of the American International College.

Gerdenio Manuel S.J. '71, Rector, Santa Clara University Jesuit Community.

Joseph E. Marshall Jr. '68, founding member of Street Soldiers National Consortium; recipient of a MacArthur Fellowship "Genius Grant".

Putra Masagung '74, recipient of the University of San Francisco's President Medallion in 2005; executive chairman of Guthrie GTS.

Michael McCambridge '98, received the President's Excellence in Teaching Award from California Lutheran University.

John McGarry, S.J. '93, Provincial, California Province of the Society of Jesus.

Joan McGrath '69, Director of McGrath Rent Corp. (MGRC).

Patrick McNicholas '83, trial lawyer and founding partner of McNicholas & McNicholas, LLP; associate with the American Board of Trial Advocates.

Russell R. Miller '60, author of four books, including *Spring*, in which he recounts a month spent in rural Japan observing spring while living in a home no Westerner had ever visited.

Judith Miner '82, President, Foothill College, Oakland, California.

John Nicolai '71, Managing Partner, Ernst & Young LLP; Tax Managing Partner for Asia Pacific.

Carl Nolte '55, *San Francisco Chronicle* reporter received 2007 Oscar Lewis Award from the Book Club of California.

Paul Ocon '93, fellow of the American College of Healthcare Executives (ACHE), the nation's leading professional society for healthcare leaders.

Lawrence O'Connor, M.D. '67, interventional and consultative cardiology physician; founder of Southern California Cardiovascular Consultants.

Stephen Phelps '03, President, Bishop O'Dowd High School, San Francisco.

Dudley Poston '63, one of the nation's leading population experts, whose book on demography is considered the "bible" in the field.

Luis Ramirez '91, winner of the first prize in the radio category at the 11th Annual Human Rights Press Awards in Hong Kong for his series "China Unrest," detailed how government policies, illegal land seizures, and rising pollution are causing increasing turmoil in China.

Steven Read '69, Partner of Read Investments.

Joseph Rosenthal '42 AP and *San Francisco Chronicle* photographer, Pulitzer Prize winner for his photo of the raising of the American flag at Iwo Jima in 1944.

Denise Rosselli '74, received the McPherson Distinguished Teacher Award.

Pierre Salinger '47, former Press Secretary for President John F. Kennedy, bureau chief for ABC News in Paris.

Attachment 13: Examples of Alumni Who Have Excelled

Hildegarde Schell-Chaple '86, selected as a 2008 American Academy of Nursing Fellow.

Heidi Shimamoto '07, the 2008 California League of Middle Schools Educator of the Year for Region 5 (San Benito, Santa Cruz, Monterey and Santa Clara Counties).

Michelle Jarrett Skaff '76, President of the Sienna Foundation and Chairman of the Sierra Club Foundation.

Kevin Starr '62, award-winning historian; served as California State Librarian from 1994 to 2004; received the 2006 National Humanities Medal.

Elisa Stephens '85, president of the Academy of Art University.

Jeremiah Sullivan (1870), former Associate Justice of the California Supreme Court; founding president of the USF Alumni Association.

Matthew Sullivan (1876), former Chief Justice of the California Supreme Court; founding dean of the USF School of Law.

Raymond Sullivan '30, former Associate Justice of the California Supreme Court.

Sam Swofford '87, former Executive Director, California Commission on Teacher Credentialing.

Suzanne Troxel '73, founding partner, owner, and CFO of Pivot Point Capital, Inc.

Hal Urban '62, received the Sanford N. McDonnell Lifetime of Service Award at the 12th national forum of the Character Education Partnership.

Malcolm Visbal '52, Certified Public Accountant for over 35 years.

Teresa Win '85, Co-founder of Thor Technology; retired investment consultant.

Chan Chung Wing '16, first Asian admitted to the practice of law in California history.

TAB 14

Attachment 14: Alumni Satisfaction with USF Experience in Developing Basic Skills

	OVERALL (N=848)	ARTS AND SCIENCES	BUSINESS AND MANAGEMENT	COLLEGE OF PROFESSIONAL STUDIES	NURSING
USF developed my critical thinking and problem solving capabilities.	95.0%	95.6%	93.5%	95.7%	95.7%
USF developed my leadership capabilities.	88.1%	87.4%	86.0%	89.4%	92.9%
USF developed my interpersonal skills.	93.2%	93.2%	93.4%	92.6%	95.7%
USF developed my oral and written communication skills.	94.9%	95.4%	90.5%	97.4%	95.8%
USF developed my ability to work with others.	96.5%	96.5%	99.3%	95.2%	97.2%
USF developed my ability to locate, organize and evaluate information from multiple sources.	93.4%	93.0%	93.5%	93.6%	97.2%
USF developed my ability to think creatively.	89.8%	89.8%	85.3%	93.6%	90.1%
USF developed my ability to analyze quantitative issues.	86.7%	85.2%	88.3%	88.8%	91.4%
USF developed my ability to express ideas in an articulate and persuasive way.	92.0%	92.6%	89.1%	94.6%	90.0%
USF developed my appreciation of the arts.	82.8%	87.7%	79.6%	74.2%	84.5%
USF prepared me in becoming more aware of international issues.	79.8%	82.3%	83.8%	71.7%	81.4%
USF prepared me in understanding the scientific method.	77.9%	75.9%	75.2%	79.0%	94.4%
USF prepared me in understanding the implications of technology.	77.2%	71.1%	84.7%	80.4%	90.1%

SOURCE: USF Alumni Survey 2007 **NOTE:** Percentage indicates ratings of Well and Very Well

TAB 15

Attachment 15: Alumni Satisfaction with Job- and Mission-Related Skills Learned While at USF

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

SOURCE: USF Alumni Survey 2007

TAB 16

Attachment 16: Alumni Satisfaction with Having Achieved AAC&U's Essential Learning Outcomes for The New Global Century

	FEMALE	MALE	WHITE	MINORITY	TRANSFER	FRESHMEN	ARTS AND SCIENCES	BUSINESS AND MANAGEMENT	COLLEGE OF PROFESSIONAL STUDIES	NURSING
How well did USF prepare you in developing...										
critical thinking and problem solving capabilities? [1]	94.7%	96.0%	95.5%	94.5%	95.0%	95.4%	95.6%	93.5%	95.7%	95.7%
interpersonal skills? [1]	93.8%	92.8%	93.6%	93.0%	93.9%	92.9%	93.2%	93.4%	92.6%	95.7%
oral and written communication skills? [1]	94.9%	95.7%	95.0%	94.5%	95.8%	94.4%	95.4%	90.5%	97.4%	95.8%
the ability to work with others? [1]	97.5%	95.4%	96.4%	97.0%	96.2%	97.3%	96.5%	99.3%	95.2%	97.2%
the ability to locate, organize and evaluate information from multiple sources? [1]	95.1%	90.8%	93.2%	93.8%	95.1%	92.2%	93.0%	93.5%	93.6%	97.2%
the ability to think creatively? [1]	88.9%	91.7%	90.3%	89.5%	92.7%	87.3%	89.8%	85.3%	93.6%	90.1%
the ability to analyze quantitative issues? [1]	87.4%	86.5%	87.4%	86.1%	88.7%	85.4%	85.2%	88.3%	88.8%	91.4%
your personal integrity? [1]	96.0%	95.3%	95.7%	95.5%	96.2%	95.3%	95.3%	96.4%	95.7%	97.2%
the ability to express ideas in an articulate and persuasive way? [1]	94.3%	91.0%	91.9%	92.5%	93.1%	91.2%	92.6%	89.1%	94.6%	90.0%
How well did USF prepare you in...										
becoming more aware of international issues? [1]	80.8%	78.2%	78.4%	81.2%	77.5%	82.6%	82.3%	83.8%	71.7%	81.4%
understanding the implications of technology? [1]	75.4%	80.7%	78.8%	76.0%	77.8%	76.6%	71.1%	84.7%	80.4%	90.1%
My experiences while at USF gave me the skills to...										
act ethically in my profession. [3]	96.8%	95.0%	96.2%	96.0%	96.0%	96.3%	95.8%	95.5%	96.3%	100.0%
take action on moral and ethical issues. [3]	89.1%	88.5%	89.6%	87.8%	88.5%	88.5%	89.8%	81.6%	88.8%	94.4%
I now...										
seek opportunities for continued learning in order to increase my knowledge and skills.	97.6%	95.7%	97.4%	96.3%	96.7%	97.1%	96.0%	100.0%	97.4%	97.1%
have a strong desire for ongoing education.	93.8%	90.7%	91.3%	94.3%	91.5%	93.7%	93.0%	93.4%	92.1%	94.4%

Attachment 16: Alumni Satisfaction with Having Achieved AAC&U's Essential Learning Outcomes for The New Global Century

	FEMALE	MALE	WHITE	MINORITY	TRANSFER	FRESHMEN	ARTS AND SCIENCES	BUSINESS AND MANAGEMENT	COLLEGE OF PROFESSIONAL STUDIES	NURSING
My experiences while at USF gave me the skills to...										
participate in activities that assist the underserved and marginalized. [3]	84.4%	80.1%	84.1%	81.8%	81.0%	84.6%	83.8%	75.9%	81.6%	97.2%
contribute positively to society. [3]	95.6%	94.7%	96.4%	94.0%	94.6%	96.3%	96.0%	93.4%	94.0%	100.0%
How well did USF foster in you...										
a culture of service to the community that respects and promotes the dignity of every person? [1]	91.5%	88.1%	90.3%	89.7%	88.9%	91.6%	90.2%	91.9%	87.6%	95.8%
How well did USF prepare you...										
for working in a multicultural environment? [1]	92.4%	91.0%	91.6%	91.5%	89.0%	94.9%	94.1%	94.9%	82.8%	95.8%

SOURCE: Alumni Survey 2007. **Notes: [1]** Percentage of respondents indicating 'Very Well" or 'Well;" **[2]** Percentage of respondents indicating "Very Much Related" or "Somewhat Related;"
[3] Percentage of respondents indicating "Strongly Agree" or 'Agree"

TAB 17

Attachment 17: Student Ethnic Diversity at USF

Ethnic Diversity of USF Students (Total Student Body; Fall Semesters)

	ASIAN AMERICAN	AFRICAN AMERICAN	HISPANIC	NATIVE AMERICAN	HAWAII PACIFIC ISLANDS	MULTI-ETHNIC	WHITE	INTERNATIONAL	TOTAL
1990	11%	5%	6%	1%	N/A	N/A	54%	12%	**6331**
1991	11%	5%	6%	1%	N/A	N/A	51%	12%	**6853**
1992	11%	5%	6%	0%	N/A	N/A	49%	12%	**7328**
1993	14%	6%	7%	0%	N/A	N/A	47%	11%	**7662**
1994	15%	6%	7%	1%	N/A	N/A	47%	10%	**7921**
1995	15%	5%	8%	0%	N/A	1%	45%	10%	**7833**
1996	16%	5%	8%	1%	N/A	2%	44%	9%	**7888**
1997	16%	6%	8%	1%	N/A	3%	45%	10%	**7803**
1998	17%	6%	8%	1%	0%	3%	46%	10%	**7611**
1999	17%	6%	9%	1%	1%	2%	46%	9%	**7383**
2000	17%	6%	9%	1%	2%	2%	45%	9%	**7366**
2001	17%	6%	9%	1%	2%	2%	44%	9%	**8130**
2002	17%	6%	10%	1%	3%	2%	43%	10%	**7951**
2003	17%	6%	11%	0%	3%	3%	43%	9%	**8139**
2004	17%	6%	12%	0%	3%	3%	42%	8%	**8274**
2005	17%	5%	12%	1%	3%	3%	42%	7%	**8447**
2006	18%	6%	12%	1%	2%	3%	40%	9%	**8568**
2007	18%	6%	12%	1%	2%	3%	40%	9%	**8722**
2008	17%	5%	12%	1%	2%	N/A	39%	9%	**8772**

NOTE: Rounded to nearest whole number. Includes "Special Students." N/A = Not Available

Attachment 17: Ethnic Diversity Among Traditional-Age Undergraduate Students (Fall semesters)

	1991 N=	2000 N=	2001 N=	2002 N=	2003 N=	2004 N=	2005 N=	2006 N=	2007 N=	2008 N=	1991 %	2000 %	2001 %	2002 %	2003 %	2004 %	2005 %	2006 %	2007 %	2008 %
African Americans	72	134	160	179	193	227	218	240	234	199	2.8%	3.7%	4.3%	4.6%	4.8%	5.3%	4.9%	5.0%	4.8%	4.0%
Asian Americans	443	817	841	844	851	927	941	1030	1041	1004	17.4%	22.8%	22.7%	21.8%	21.1%	21.7%	21.2%	21.5%	21.4%	20.4%
Latinos	167	402	425	481	522	574	595	629	647	657	6.5%	11.2%	11.5%	12.4%	13.0%	13.4%	13.4%	13.1%	13.3%	13.3%
Native Americans	20	22	20	18	15	15	28	34	39	34	0.8%	0.6%	0.5%	0.5%	0.4%	0.4%	0.6%	0.7%	0.8%	0.7%
Native Hawai'i Pac. Islanders	N/A	114	150	174	204	186	161	137	108	87	N/A	3.2%	4.1%	4.5%	5.1%	4.4%	3.6%	2.9%	2.2%	1.8%
Multi-ethnic	N/A	110	93	126	153	178	199	220	153	N/A	N/A	3.1%	2.5%	3.3%	3.8%	4.2%	4.5%	4.6%	3.1%	N/A
White	1396	1392	1442	1472	1505	1598	1702	1831	1864	1829	54.7%	38.9%	39.0%	38.0%	37.4%	37.4%	38.3%	38.2%	38.3%	37.1%
International	453	348	347	310	308	302	292	322	363	427	17.8%	9.7%	9.4%	8.0%	7.7%	7.1%	6.6%	6.7%	7.5%	8.7%
TOTAL	**2551**	**3579**	**3697**	**3870**	**4026**	**4274**	**4448**	**4793**	**4869**	**4929**										

NOTE: Traditional-age undergraduate students are freshmen, sophomores, juniors, or seniors in Arts & Sciences, Business & Management, or Nursing (excludes CPS and special students). **SOURCE:** Registration Statistics

TAB 18

Attachment 18: Ethnic Diversity of Faculty and Staff

Ethnic Diversity of USF Faculty

Full-Time	1991	2001	2003	2004	2005	2006	2007	2008
African Americans	N=10 (4%)	N=13 (4.2%)	N=14 (4.1%)	N=15 (4.4%)	N=18 (5.2%)	N=19 (5.2%)	N=17 (4.6%)	N=20 (5.3%)
Asian Americans	N=11 (5%)	N=20 (6.5%)	N=21 (6.1%)	N=24 (7.0%)	N=26 (7.5%)	N=33 (9.0%)	N=32 (8.6%)	N=34 (8.9%)
Latinos	N=7 (3%)	N=23 (7.4%)	N=23 (6.7%)	N=20 (5.8%)	N=24 (6.9%)	N=24 (6.5%)	N=25 (6.7%)	N=22 (5.8%)
Native Americans	N=0	N=0	N=0	N=0	N=0	N=1 (0.3%)	N=1 (0.3%)	N=3 (0.8%)
Non-Hispanic Whites	N=203 (88%)	N=246 (79.4%)	N=275 (79.7%)	N=274 (79.7%)	N=269 (77.3%)	N=278 (75.7%)	N=281 (75.7%)	N=289 (76.1%)
International		N=8 (2.6%)	N=12 (3.5%)	N=11 (3.2%)	N=11 (3.2%)	N=12 (3.3%)	N=15 (4.0%)	N=12 (3.2%)
TOTAL	**231**	**310**	**345**	**344**	**348**	**367**	**371**	**380**

Part-Time	1991	2001	2003	2004	2005	2006	2007	2008
African Americans		N=6 (1.7%)	N=13 (3.1%)	N=14 (3.0%)	N=12 (2.3%)	N=12 (2.3%)	N=11 (2.1%)	N=11 (2.2%)
Asian Americans		N=17 (4.7%)	N=35 (8.3%)	N=36 (7.6%)	N=37 (7.2%)	N=42 (8.1%)	N=53 (10.1%)	N=58 (11.4%)
Latinos		N=10 (2.8%)	N=12 (2.8%)	N=13 (2.8%)	N=19 (3.7%)	N=23 (4.4%)	N=23 (4.4%)	N=18 (3.5%)
Native Americans		N=0	N=3 (1.0%)	N=3 (1.0%)	N=4 (1.0%)	N=3 (0.6%)	N=3 (0.6%)	N=12 (2.3%)
Non-Hispanic Whites		N= 178 (49.3%)	N=200 (47.4%)	N=277 (58.7%)	N=254 (49.5%)	N=326 (63.1%)	N=355 (67.5%)	N=325 (63.6%)
International		N=3 (1.0%)	N=3 (1.0%)	N=4 (1.0%)	N=3 (0.5%)	N=0	N=5 (1.0%)	N=10 (2.0%)
Unspecified		N=147 (40.7%)	N=156 (37.0%)	N=125 (26.5%)	N=184 (35.9%)	N=111 (21.5%)	N=76 (14.4%)	N=77 15.1%)
TOTAL		**361**	**422**	**472**	**513**	**517**	**526**	**511**

Data as of November 1. SOURCES: IPEDS reports. **NOTE:** In 1991, individuals who did not specify ethnicity were considered "Non-Hispanic Whites"

Attachment 18: Rank Distribution of Full Time Faculty within Ethnic Groups

African Americans	2001	2003	2004	2005	2006	2007	2008
Professors	N=3 (23.1%)	N=6 (42.9%)	N=6 (40.0%)	N=6 (33.3%)	N=7 (36.8%)	N=6 (35.3%)	N=6 (30.0%)
Associate Professors	N=5 (38.5%)	N=4 (28.6%)	N=3 (20.0%)	N=4 (22.2%)	N=5 (26.3%)	N=5 (29.4%)	N=7 (35.0%)
Assistant Professors	N=5 (38.5%)	N=3 (21.4%)	N=5 (33.3%)	N=6 (33.3%)	N=5 (26.3%)	N=4 (23.5%)	N=7 (35.0%)
Instructors	N=0	N=1 (7.1%)	N=1 (6.7%)	N=2 (11.1%)	N=2 (10.5%)	N=2 (11.8%)	N=0
TOTAL	**13**	**14**	**15**	**18**	**19**	**17**	**20**

Asian/Pacific Islanders	2001	2003	2004	2005	2006	2007	2008
Professors	N=4 (20.0%)	N=4 (19.0%)	N=5 (20.8%)	N=6 (23.1%)	N=7 (21.2%)	N=7 (21.9%)	N=7 (20.6%)
Associate Professors	N=7 (35.0%)	N= 8 (38.1%)	N=7 (29.2%)	N=11 (42.3%)	N=10 (30.3%)	N=9 (28.1%)	N=12 (35.3%)
Assistant Professors	N=8 (40.0%)	N=6 (28.6%)	N=6 (25.0%)	N=5 (19.2%)	N=12 (36.4%)	N=14 (43.8%)	N=12 (35.3%)
Instructors	N=1 (5.0%)	N=3 (14.3%)	N=6 (25.0%)	N=4 (15.4%)	N=4 (12.1%)	N=2 (6.3%)	N=2 (5.9%)
TOTAL	**20**	**21**	**24**	**26**	**33**	**32**	**34**

Latinos	2001	2003	2004	2005	2006	2007	2008
Professors	N=5 (21.7%)	N=7 (30.4%)	N=3 (15.0%)	N=3 (12.5%)	N=3 (12.5%)	N=4 ((16%)	N=4 (18.2%)
Associate Professors	N=6 (26.1%)	N=5 (21.7%)	N=6 (30.0%)	N=7 (29.2%)	N=11 (45.8%)	N=12 (48%)	N=9 (40.9%)
Assistant Professors	N=12 (52.2%)	N=11 (47.8%)	N=11 (55.0%)	N=14 (58.3%)	N=9 (37.5%)	N=7 (28%)	N=8 (36.4%)
Instructors	N=0	N=0	N=0	N=0	N=1 (4.2%)	N=2 (8%)	N=1 (4.5%)
TOTAL	**23**	**23**	**20**	**24**	**24**	**25**	**22**

Whites	2001	2003	2004	2005	2006	2007	2008
Professors	N=98 (39.8%)	N=109 (39.6%)	N=109 (39.8%)	N=109 (40.5%)	N=114 (41.0%)	N=112 (39.9%)	N=110 (38.1%)
Associate Professors	N=66 (26.8%)	N=64 (23.3%)	N=66 (24.1%)	N=66 (24.5%)	N=64 (23.0%)	N=77 (27.4%)	N=82 (28.4%)
Assistant Professors	N=71 (28.9%)	N=86 (31.3%)	N=83 (30.3%)	N=77 (28.6%)	N=81 (29.1%)	N=77 (27.4%)	N=79 (27.3%)
Instructors	N=11 (4.5%)	N=16 (5.8%)	N=16 (5.8%)	N=17 (6.3%)	N=19 (6.8%)	N=15 (5.3%)	N=18 (6.2%)
TOTAL	**246**	**275**	**274**	**269**	**278**	**281**	**289**
GRAND TOTAL	**310**	**345**	**344**	**348**	**367**	**371**	**380**

Data as of November 1. **SOURCES:** IPEDS reports

Attachment 18: Ethnic Diversity of Full Time Staff within IPEDS Job Categories

Executive/ Administrative	AFRICAN AMERICAN	ASIAN AMERICAN	LATINO	WHITE	TOTAL
2001	6.1%	4.5%	4.5%	84.8%	**66**
2003	6.3%	7.9%	7.9%	77.8%	**63**
2004	5.1%	7.7%	7.7%	79.5%	**78**
2005	4.9%	11.0%	7.3%	75.6%	**82**
2006	6.7%	9.3%	5.3%	78.7%	**75**
2007	7.6%	1.5%	3.0%	86.4%	**66**
2008	9.8%	3.3%	9.8%	77.0%	**61**
Non-Faculty Professional	**AFRICAN AMERICAN**	**ASIAN AMERICAN**	**LATINO**	**WHITE**	**TOTAL**
2001	6.1%	19.2%	6.7%	67.1%	**328**
2003	4.9%	18.4%	4.1%	70.8%	**391**
2004	5.8%	21.8%	4.7%	65.6%	**381**
2005	6.2%	20.5%	5.5%	66.0%	**385**
2006	6.3%	22.1%	5.8%	63.8%	**398**
2007	6.5%	24.9%	6.5%	59.8%	**430**
2008	4.7%	24.5%	9.2%	58.7%	**445**
Technical/Para -Professional	**AFRICAN AMERICAN**	**ASIAN AMERICAN**	**LATINO**	**WHITE**	**TOTAL**
2001	14.3%	25.0%	10.7%	50.0%	**28**
2003	13.8%	27.6%	10.3%	48.3%	**29**
2004	16.0%	28.0%	12.0%	44.0%	**25**
2005	19.0%	33.3%	9.5%	38.1%	**21**
2006	10.0%	35.0%	15.0%	40.0%	**20**
2007	13.3%	20.0%	13.3%	53.3%	**15**
2008	4.3%	21.7%	17.4%	43.5%	**23**
Clerical/ Secretarial	**AFRICAN AMERICAN**	**ASIAN AMERICAN**	**LATINO**	**WHITE**	**TOTAL**
2001	4.7%	27.5%	5.3%	61.4%	**171**
2003	5.2%	18.1%	8.4%	66.5%	**155**
2004	4.6%	25.1%	10.3%	58.3%	**175**
2005	3.5%	26.0%	9.8%	59.0%	**173**
2006	6.3%	25.0%	6.3%	59.0%	**176**
2007	6.4%	21.4%	8.1%	62.4%	**173**
2008	6.4%	24.6%	8.6%	58.3%	**187**

Attachment 18: Ethnic Diversity of Full Time Staff within IPEDS Job Categories

Skilled Crafts	AFRICAN AMERICAN	ASIAN AMERICAN	LATINO	WHITE	TOTAL
2001	29.4%	17.6%	5.9%	47.1%	**17**
2003	23.5%	17.6%	5.9%	52.9%	**17**
2004	26.7%	13.3%	6.7%	53.3%	**15**
2005	20.0%	6.7%	13.3%	60.0%	**15**
2006	25.0%	8.3%	8.3%	58.3%	**12**
2007	12.0%	12.0%	20.0%	56.0%	**25**
2008	17.6%	14.7%	14.7%	52.9%	**34**
Service Maintenance	**AFRICAN AMERICAN**	**ASIAN AMERICAN**	**LATINO**	**WHITE**	**TOTAL**
2001	13.3%	6.7%	40.0%	40.0%	**15**
2003	9.1%	9.1%	27.3%	54.5%	**22**
2004	8.7%	13.0%	30.4%	47.8%	**23**
2005	14.8%	7.4%	33.3%	44.4%	**27**
2006	12.5%	3.1%	34.4%	43.8%	**32**
2007	20.0%	10.0%	40.0%	35.0%	**20**
2008	9.5%	19.0%	33.3%	33.3%	**21**

Data as of November 1. **SOURCE:** IPEDS Reports

TAB 19

ANNUAL CELEBRATIONS AND SIGNATURE EVENTS

Asian and Pacific Islander Graduation (API Grad)

Spring ceremony honoring graduating Asian and Pacific Islander students and their families; reflects API community's accomplishments in academics, leadership, and community service. Multicultural Student Services, ww.usfca.edu/mcss or (415) 422-6484

Barrio Fiesta

Showcases Filipino talent through traditional and modern dances as well as theatrical performance. Kasamahan, clubservices@usfca.edu

Culturescape

Student performances (i.e., dance, voice, instrument, fashion, etc.) highlighting international cultures and international cuisine provided by international student organizations. International Student Association, isa@usfca.edu

Esther Madriz Dinner

Opportunity to experience wisdom of Esther Madriz, former professor of Sociology, in relation to social justice and activism. Latino American Student Organization, laso@usfca.edu

Disability Awareness Activities

Variety of events throughout fall semester to promote disability awareness including movie nights, speakers, and student panel discussions. Student Disability Services, www.usfca.edu/acadserv/academic/services/sds or (415) 422-2613

Graduate School Luncheon

Undergraduates join faculty, staff, and graduate students of color to discuss graduate experiences including opportunities, challenges, and resources. Multicultural Student Services, www.usfca.edu/mcss or (415) 422-6484

Hip Hop & Activism

One-day event in spring for students to explore activism through hip hop. Multicultural Student Services, www.usfca.edu/mcss or (415) 422-6484

Ho'ike: Pele and Kamapua'a

Hawaiian dance and theatre fusion performance. Hawaiian Ensemble, clubservices@usfca.edu

International Education Week

Week-long program of activities typically including International Fair, opportunity for storytelling, educational speaker, arts performance, and cultural cuisine. International Student and Scholar Services, www.usfca.edu/iss or (415) 422-2654

Latino Recognition Ceremony (LRC)

May ceremony celebrating graduating Latina/o students and their families; reflects Latina/o community's accomplishments in academics, leadership, and community service. Multicultural Student Services, www.usfca.edu/mcss or (415) 422-6484

Lu'au

Spring celebration of Hawaiian culture, dance and food representing various cultural virtues and goals. Hui O' Hawai'i, clubservices@usfca.edu

Mass of the Holy Spirit

Students from various faith traditions and ethnic backgrounds participate through dance, word, and song. Check your Dons account for date and time.

Mela: A Celebration of Justice

Fall event informing students of injustices in various cultures and countries such as AIDS in India, privatization of water, and racial bias in the US. Indian Student Organization, isousf@usfca.edu

Nonprofit Expo

Service and work opportunities for students in organizations promoting volunteerism, internships, service-learning projects, and job opportunities. Career Services Center, (415) 422-6216, or www.usfca.edu/career

StEM Showcase

Evening of storytelling and art by Storytelling to Engage Multiculturalism participants at annual December showcase. Multicultural Student Services, www.usfca.edu/mcss or (415) 422-6484

Vizuri Kabisa (VK)

Unity Celebration Vizuri Kabisa, Swahili for "excellence", is a recognition event honoring the academic and leadership achievements of graduating African and African American students. Multicultural Student Services, www.usfca.edu/mcss or (415) 422-6484

CULTURALLY-FOCUSED STUDENT CLUBS & ORGANIZATIONS

Partial List of Registered Culturally-Focused Clubs:

* Arab Student Union
* Black Student Union (BS)
* FACE AIDS
* Formosa Taiwan
* Indian Student Organization (ISO)
* International Student Association (ISA)
* Latin American Student Organization (LASO)
* Latinas Unidas (LU)
* Poetic Engagement
* Sister Connection
* USF Hawaiian Ensemble
* USF Kasamahan
* Y Taotao Gaum

Learn more about membership and activities at the Fall Involvement Fair; new options added every year. Student Leadership and Engagement, www.usfca.edu/sle or (415) 422-7256

Culturally-Focused Clubs Council (CFCC)

Representatives meet bi-monthly and engage in intergroup communication and collaboration, leadership development, cultural competency, and ally-building training. Multicultural Student Services, www.usfca.edu/mcss or (415) 422-6484

Interfaith Initiative

Student leaders from faith-based clubs and organizations participate in a training day sponsored by University Ministry and facilitated by a member of the Interfaith Youth Core (IFYC). Engage in exercises that allow them to identify shared values. University Ministry, www.usfca.edu/universityministry or (415) 422-4463

International Advisory Council

A consultation body to International Student Services; identifies international student concerns, disseminates information to the international community, and initiates proactive measures to address international student needs. International Student and Scholar Services, www.usfca.edu/iss or (415) 422-2654

MULTICULTURAL EXPERIENCE RESOURCE GUIDE

INTERDISCIPLINARY MINORS

* African American Studies
* Asian American Studies
* Ethnic Studies
* Gender and Sexualities Studies
* Latino-Chicano Studies
* Yuchengco Philippine Studies

CORE REQUIREMENTS

Cultural Diversity Courses (CD Designation)

Increase familiarity with the factors that create diversity in human societies and understanding of relationships among diversity, inequality, and justice; examine the effects of global interdependence on contemporary societies and increase familiarity with the historical contributions of traditionally marginalized groups to contemporary ideas, values and culture. Consult your course catalog and discuss with your academic advisor

International Service-Learning Courses (SL Designation)

Learn about social issues and cross-cultural dynamics in global contexts; opportunities include a School of Nursing trip to Guatemala to work with indigenous midwives; Computer Science department's "Digital Divide" program in Peru; the Architecture and Community Design department's drafting and construction projects in Zambia, Mexico, and Nicaragua; and the Office of Service-Learning and Community Action's summer course on sustainable development in Nicaragua. Partial funding available. Office of Service-Learning and Community Action, www.usfca.edu/osl/index.html or (415) 422-5662

Service-learning Courses (SL Designation)

Participate in reciprocal dialogue with community organizations regarding action to address issues of social justice, over 70 options annually. Office of Service-Learning and Community Action, www.usfca.edu/osl/index.html or (415) 422-5662

LIVING-LEARNING COMMUNITIES & THEMED HOUSING

Erasmus Community

Over course of a year, students delve deeper into their understanding of intertextuality of ethics, service, and justice at local and global levels; program culminates with three-week experience in marginalized community which offers students the opportunity to dialogue with people working in direct service roles and reflect on their own evolving understanding of justice, and their role in creating change; earn credit towards core requirements for Ethics (Area D) and Service-Learning (SL) as well as four units of elective credit. Office of Living-Learning Communities, www.usfca.edu/living-learning/erasmus.html or (415) 422-5541

Esther Madriz Diversity Scholars (EMDS)

Promotes theme of "Crossing Borders, Discovering Home"; offers diverse curriculum that allows students to fulfill core requirements including social science (Area E), cultural diversity (CD), and service-learning (SL); learning experiences include weekend retreat, weekly community gatherings, various fieldwork experiences, and transborder cultural experience. Office of Living-Learning Communities, www.usfca.edu/living-learning/esther.html or (415) 422-5541

Global Living Community (GLC)

An intercultural community of U.S. domestic and international students that stimulates exchange of culture; gain global perspective, build a strong community, learn from each other, help those in need, and form meaningful relationships; meets weekly for activities-- guest speakers on global justice issues, international films, and cultural dinners in the city. International Student Services, www.usfca.edu/iss or (415) 422-2654

SentiPensante

Selected second and third-year students with an interest in Latin American culture, politics, social issues, and /or history live together and have an opportunity to interact with others who share this interest; support for student who are preparing for or have completed an immersion experience or study abroad In Latin America. Center for Latino/a Studies in the Americas, www.usfca.edu/celasa/academics.html or (415) 422-5122

SEMESTER OR YEAR-LONG OPPORTUNITIES

Advocates for Community Engagement (ACE) Program

Work on-site at nonprofit organizations and provide professional service-learning coordination including student recruitment, orientation, project development and management, reflections, and assessment; interact with faculty and students both in the classroom and through individual and group consultations; gain the tools for leadership and the knowledge to engage in issues that pertain to power, privilege and diversity. Office of Service-Learning and Community Action, www.usfca.edu/osl/index.html or (415) 422-5662

Allies

Explores various aspects of privilege by addressing awareness, knowledge and skills around oppression and power in our culture; available to campus organizations upon request. Multicultural Student Services, mcss@usfca.edu or (415) 422-6484

Arrupe Immersion Experiences

Weeklong national and international immersion trips during which students live in a community, visit and volunteer at social service agencies, and participate in daily reflection activities. University Ministry, www.usfca.edu/universityministry or (415) 422-4463

Creating Community Retreat (CCR)

Intensive two-day retreat focused on identity awareness, privilege and power, and community-building. Multicultural Student Services, www.usfca.edu/mcss or (415) 422-6484

Fall Leadership Institute

Strengthen skills at day-long institute that will help you in leading your club or organization by introducing you to topical areas of diversity and inclusion. Student Leadership and Engagement, www.usfca.edu/sle or (415) 422-7256

First Year University Nights (FYUN)

A series of evening programs designed to assist freshmen students in their transition to USF; include such topics as leadership opportunities, healthy lifestyle, personal identity. Residence Life, orl@usfca.edu or (415) 422-6824

LGBTQ Caucus

Conversations addressing LGBTQ issues; open to the campus community. www.usfca.edu/clubsorgs/lgbtq_caucus

International Network Program

Provides incoming undergraduate and graduate international students with social activities and opportunities for engagement among new and returning USF students; Planned activities offered monthly. International Student and Scholar Services, www.usfca.edu/iss or (415) 422-2654

Social Justice Educators Program (SJEP)

Spring semester certification program where participants are trained in dialogue facilitation, dialogic communication, group-building, conflict surfacing and de-escalation, and social justice education. Meals provided. Muliticultural Student Services, www.usfca.edu/mcss or (415) 422-6484

Storytelling to Engage Multiculturalism (StEM)

Fall semester program focused on dialogue and storytelling as a means to explore commonalities and difference; utilizes written word, oral narrative, visual arts, spoken word poetry, and movement as mediums to express voice; meals provided. Multicultural Student Services, www.usfca.edu/mcss or (415) 422-6484

TAB 20

Attachment 20: Gender Diversity of Faculty and Staff

Table 1. Gender Diversity of USF Faculty by Employment Status

Full-Time	2001	2003	2004	2005	2006	2007	2008
Women	N=125 (40.3%)	N=143 (41.4%)	N=139 (40.4%)	N=149 (42.8%)	N=164 (44.7%)	N=169 (45.6%)	N=176 (46.3%)
Men	N=185 (59.7%)	N=202 (58.6%)	N=205 (59.6%)	N=199 (57.2%)	N=203 (55.3%)	N=202 (54.4%)	N=204 (53.7%)
TOTAL	**310**	**345**	**344**	**348**	**367**	**371**	**380**

Part-Time	2001	2003	2004	2005	2006	2007	2008
Women	N=154 (42.7%)	N=209 (49.5%)	N=237 (50.2%)	N=272 (53.0%)	N=288 (55.7%)	N=285 (54.2%)	N=297 (58.1%)
Men	N=207 (57.3%)	N=213 (50.5%)	N=235 (49.8%)	N=241 (47.0%)	N=229 (44.3%)	N=241 (45.8%)	N=214 (41.9%)
TOTAL	**361**	**422**	**472**	**513**	**517**	**526**	**511**

Data as of November 1. **SOURCES:** IPEDS reports

Table 2. Gender Diversity of USF Full-Time Faculty by Tenure Status

Tenured	2001	2003	2004	2005	2006	2007	2008
Women	N=68 (36.0%)	N=72 (37.3%)	N=77 (36.7%)	N=77 (36.3%)	N=85 (38.1%)	N=89 (38.9%)	N=85 (39.4%)
Men	N=121 (64.0%)	N=121 (62.7%)	N=133 (63.3%)	N=135 (63.7%)	N=138 (61.9%)	N =140 (61.1%)	N=131 (60.6%)
TOTAL	**189**	**193**	**210**	**212**	**223**	**229**	**216**

Probationary	2001	2003	2004	2005	2006	2007	2008
Women	N=37 (44.6%)	N=36 (48.6%)	N=42 (48.8%)	N=42 (60.9%)	N=44 (56.4%)	N=47 (63.5%)	N=56 63.6%)
Men	N=46 (55.4%)	N=38 (51.4%)	N=44 (51.2%)	N=27 (39.1%)	N=34 (43.6%)	N=27 (36.5%)	N=32 (36.4%)
TOTAL	**83**	**74**	**86**	**69**	**78**	**74**	**88**

Data as of November 1. **SOURCES:** IPEDS reports

Attachment 20: Gender Diversity of Faculty and Staff (continued)

Table 3. Rank Distribution of USF Full-Time Faculty within Gender

Women	2001	2003	2004	2005	2006	2007	2008
Professor	N=34 (27.2%)	N=43 (30.1%)	N=42 (30.2%)	N=40 (26.8%)	N=46 (28.0%)	N=44 (26.0%)	N=44 (25.0%)
Associate Professor	N=36 (28.8%)	N=32 (22.4%)	N=35 (25.2%)	N=37 (24.8%)	N=40 (24.4%)	N=51 (30.2%)	N=54 (30.7%)
Assistant Professor	N=48 (38.4%)	N=58 (40.6%)	N=51 (36.7%)	N=58 (38.9%)	N=60 (36.6%)	N=58 (34.3%)	N=62 (35.2%)
Instructor	N=7 (5.6%)	N=10 (7.0%)	N=11 (7.9%)	N=14 (9.4%)	N=18 (11.0%)	N=16 (9.5%)	N=16 (9.1%)
SUB-TOTAL	**125**	**143**	**139**	**149**	**164**	**169**	**176**

Men	2001	2003	2004	2005	2006	2007	2008
Professor	N=76 (41.1%)	N=84 (41.6%)	N=82 (40.0%)	N=86 (43.2%)	N=86 (42.4%)	N=86 (42.6%)	N=84 (41.2%)
Associate Professor	N=50 (27.0%)	N=54 (26.7%)	N=53 (25.9%)	N=55 (27.6%)	N=57 (28.1%)	N=61 (30.2%)	N=64 (31.4%)
Assistant Professor	N=54 (29.2%)	N=54 (26.7%)	N=58 (28.3%)	N=49 (24.6%)	N=52 (25.6%)	N=51 (25.2%)	N=49 (24.0%)
Instructor	N=5 (2.7%)	N=10 (5.0%)	N=12 (5.9%)	N=9 (4.5%)	N=8 (3.9%)	N=4 2.0%)	N=7 (3.4%)
SUB-TOTAL	**185**	**202**	**205**	**199**	**203**	**202**	**204**
GRAND TOTAL	**310**	**345**	**344**	**348**	**367**	**371**	**380**

Data as of November 1. **SOURCES:** IPEDS reports

Attachment 20: Gender Diversity of Faculty and Staff (continued)

Table 4. Gender Diversity of Full Time Staff within IPEDS Job Categories

Executive/ Administrative	WOMEN	MEN	TOTAL
2001	31.8%	68.2%	**66**
2003	42.9%	57.1%	**63**
2004	44.9%	55.1%	**78**
2005	48.8%	51.2%	**82**
2006	49.3%	50.7%	**75**
2007	50.0%	50.0%	**66**
2008	50.8%	49.2%	**61**
Non-faculty Professional	**WOMEN**	**MEN**	**TOTAL**
2001	60.4%	39.6%	**328**
2003	58.8%	41.2%	**391**
2004	56.7%	43.3%	**381**
2005	56.6%	43.4%	**385**
2006	57.3%	42.7%	**398**
2007	56.3%	43.7%	**430**
2008	55.3%	44.7%	**445**
Technical/ Paraprofessional	**WOMEN**	**MEN**	**TOTAL**
2001	28.6%	71.4%	**28**
2003	34.5%	65.5%	**29**
2004	36.0%	64.0%	**25**
2005	38.1%	61.9%	**21**
2006	20.0%	80.0%	**20**
2007	13.3%	86.7%	**15**
2008	17.4%	82.6%	**23**

Attachment 20: Gender Diversity of Faculty and Staff (continued)

Table 4. Gender Diversity of Full Time Staff within IPEDS Job Categories (continued)

Clerical/Secretarial	WOMEN	MEN	TOTAL
2001	72.5%	27.5%	**171**
2003	69.0%	31.0%	**155**
2004	76.0%	24.0%	**175**
2005	77.5%	22.5%	**173**
2006	71.0%	29.0%	**176**
2007	68.8%	31.2%	**173**
2008	77.0%	23.0%	**187**
Skilled Crafts	**WOMEN**	**MEN**	**TOTAL**
2001	11.8%	88.2%	**17**
2003	17.6%	82.4%	**17**
2004	20.0%	80.0%	**15**
2005	20.0%	80.0%	**15**
2006	25.0%	75.0%	**12**
2007	12.0%	88.0%	**25**
2008	5.9%	94.1%	**34**
Service/Maintenance	**WOMEN**	**MEN**	**TOTAL**
2001	0%	100%	**15**
2003	0%	100%	**22**
2004	4.3%	95.7%	**23**
2005	3.7%	96.3%	**27**
2006	18.8%	81.2%	**32**
2007	15.0%	85.0%	**20**
2008	19.0%	81.0%	**21**

Data as of November 1. SOURCE: IPEDS Reports

TAB 21

Attachment 21: Valuing Individual, Ethnic, and Religious Differences at USF* Graduating Student Survey

Undergraduate Students	2002	2003	2004	2005	2006	2007	2008	2009
Arts & Sciences	84.8%	84.8%	94.5%	92.4%	94.4%	91.5%	91.9%	95.0%
Business and Management	84.1%	77.6%	92.0%	90.8%	89.0%	92.0%	94.4%	86.2%
Nursing	81.4%	80.0%	90.9%	95.0%	88.5%	86.3%	91.5%	94.6%
Professional Studies	82.8%	88.2%	81.1%	81.6%	88.1%	88.1%	87.4%	89.5%
OVERALL	**84.5%**	**84.7%**	**91.3%**	**89.0%**	**92.2%**	**90.9%**	**92.0%**	**92.0%**

Graduate Students	2002	2003	2004	2005	2006	2007	2008	2009
Arts & Sciences	63.2%	51.8%	65.1%	61.4%	68.8%	67.8%	62.3%	59.6%
Business and Management	74.7%	81.8%	70.0%	84.6%	74.9%	78.8%	86.0%	82.1%
Nursing	n/a	n/a	n/a	n/a	n/a	n/a	91.6%	85.8%
School of Education	77.2%	93.3%	80.0%	85.2%	81.2%	86.4%	88.7%	84.5%
Professional Studies	80.5%	79.4%	72.7%	72.0%	69.8%	74.2%	66.2%	84.2%
OVERALL	**74.1%**	**77.6%**	**72.5%**	**77.3%**	**73.9%**	**76.2%**	**75.5%**	**76.6%**

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

TAB 22

Attachment 22: Increased Appreciation for Individual, Ethnic, and Religious Differences While at USF*

Undergraduate Students	2002	2003	2004	2005	2006	2007	2008	2009
Arts & Sciences	76.1%	79.1%	77.3%	80.5%	85.5%	79.2%	81.1%	84.6%
Business and Management	71.6%	71.4%	78.4%	76.9%	77.2%	78.1%	85.0%	78.3%
Nursing	81.4%	70.0%	68.2%	90.0%	84.7%	71.6%	72.4%	81.1%
Professional Studies	70.3%	64.7%	81.0%	66.7%	73.2%	72.6%	68.6%	68.0%
OVERALL	**74.6%**	**73.6%**	**77.2%**	**76.2%**	**81.9%**	**77.5%**	**80.0%**	**81.0%**

Graduate Students	2002	2003	2004	2005	2006	2007	2008	2009
Arts & Sciences	37.5%	34.5%	50.0%	42.3%	50.3%	46.7%	52.5%	43.0%
Business and Management	65.1%	54.6%	55.2%	67.3%	64.0%	64.5%	79.0%	56.4%
Nursing	n/a	n/a	n/a	n/a	n/a	n/a	63.6%	50.0%
School of Education	67.1%	75.6%	63.8%	72.3%	70.9%	65.0%	67.2%	84.5%
Professional Studies	57.7%	52.9%	53.0%	47.5%	42.7%	49.2%	50.5%	53.8%
OVERALL	**58.3%**	**56.0%**	**55.6%**	**59.5%**	**58.2%**	**55.0%**	**60.9%**	**56.9%**

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

TAB 23

Attachment 23: Student Quotes from Graduating Student Surveys Regarding Diversity at USF, 2005-2008

"As an international student, I met people from different countries, cultures and religions. Spending time with them has helped me realize and understand things better."

Arts and Sciences Undergraduate, May 2008

"Cultural Diversity helped me to widen my personal as well as professional network on a global scale."

Business Undergraduate, May 2008

"As an international student, I learned the different cultures while communicating with my friends who came from all over the world. Apart from that, I also get the motivation from the professors."

Business Undergraduate, May 2008

"Esther Madriz Multi-cultural Living and Learning Community, truly has an in-depth understanding of multi-cultural issues."

Business Undergraduate, May 2008

"Ethnic Diversity- it did not give a feeling of anyone being the minority."

Business Undergraduate, May 2008

"I enjoyed meeting new people and the diverse range of people that attend the school."

Business Undergraduate, May 2008

"The overall diversity of the campus and area, I loved it."

Business Undergraduate, May 2008

."I became more open-minded to issues in our world and attuned to finding solutions to problems by widening my thinking. USF is a truly unique, diverse school."

Business Undergraduate, May 2008

"Diverse student population helped me relate with people better."

Arts and Sciences Undergraduate, May 2007

"I like the way diversity is presented here- unlike other major universities across the country- at USF, you see a little bit of everybody on campus."

Arts and Sciences Undergraduate, May 2007

"I was able to meet people from different parts of the country—as well as different parts of the world."

Arts and Sciences Undergraduate, May 2007

"I would say that one of the most important things was learning about other cultures by living with a diverse community in the residence halls."

Arts and Sciences Undergraduate, May 2007

"Living with the diversity of San Francisco and having classes at USF exposed me to social justice problems that broadened my perspective."

Arts and Sciences Undergraduate, May 2007

"Simply the diversity—an essential part of my university experience, and very memorable."

Arts and Sciences Undergraduate, May 2007

"The diversity that USF offers made me grow as a person. As a result, I feel that I am more educated about other cultures, religions, and countries that will help me in my future."

Arts and Sciences Undergraduate, May 2007

"The Multi-cultural aspect of USF was eye-opening."

Arts and Sciences Undergraduate, May 2007

Attachment 23: Student Quotes from Graduating Student Surveys Regarding Diversity at USF, 2005-2008

"The student body has a more diverse mix than most other universities I have seen."

Arts and Sciences Undergraduate, May 2007

"There isn't enough that I could say about having the opportunity to come to such a diverse campus. It's one thing to consider yourself open-minded and respectful of all people, but when you are immersed in a culturally vibrant campus and city, the challenge and growth that comes with embracing true acceptance of others is amazing."

Arts and Sciences Undergraduate, May 2007

"I really enjoyed the culture and diversity factor at USF. For example, it was incredible that the Dalai Lama spoke on campus a few years ago. I loved my time at USF and will certainly miss it."

Arts and Sciences Undergraduate, May 2007

"Being a member of the International Student Association made me realize the importance of diversity and allowed me to respect those from other countries. I gained friends and learned a lot from those international students in that organization."

Business Undergraduate, May 2007

"Being in USF with a heavily culturally diverse set of students helped me see things from a different perspective."

Business Undergraduate, May 2007

"I grew up in a small town in Minnesota, so the cultural diversity that USF had a huge positive impact on my experience here."

Business Undergraduate, May 2007

"I liked the fact that our campus is so diverse, which made me feel that there was a level of openness to sharing our unique characteristics."

Business Undergraduate, May 2007

"The culturally diverse campus and city gave me a new perspective. I have acquired a broad experience regarding people of different cultures and the uniqueness of every person's own background. All of this has been a positive experience for me."

Business Undergraduate, May 2007

"To meet people from different parts of the world and learn about their culture and background has not only been a positive experience for me, but such exposure has also made me learn to be a better person."

Business Undergraduate, May 2007

"The diverse people I have encountered at USF have made me appreciate and respect different cultures, beliefs, and religions."

Nursing Undergraduate, May 2007

"I was positively influenced by the abundance of different cultures and perspectives I found on campus."

Education Graduate, May 2007

"The different class of cultures make me see the world from the other side."

Education Graduate, May 2007

"Exposure to a diverse and multicultural environment greatly helped in broadening my horizons."

Arts and Sciences Undergraduate, May 2006

"I think the culture here is amazing. I love the cultural diversity at USF."

Arts and Sciences Undergraduate, May 2006

Attachment 23: Student Quotes from Graduating Student Surveys Regarding Diversity at USF, 2005-2008

"Sharing cultural experiences with other peers was a positive aspect of my USF experience."

Arts and Sciences Undergraduate, May 2006

"The cultural clubs and organizations worked very hard to create a culturally sensitive atmosphere."

Arts and Sciences Undergraduate, May 2006

"The diversity helped immerse me into different cultures and become more open and accepting to cultural differences."

Arts and Sciences Undergraduate, May 2006

"The University of San Francisco prepared me to live life to the fullest. The diversity of the students and different activities, allowed me to realize there are more things to appreciate and strive to learn."

Arts and Sciences Undergraduate, May 2006

"Phelan Multicultural Community helped me to better identify myself and understand other cultures."

Business Undergraduate, May 2006

"The diversity of ethnicities has made me see things differently in the world. The diversity of students has given me a better understanding of the many different cultures that exist."

Business Undergraduate, May 2006

"The experience while attending USF that had a large impact on me was meeting and getting to know different students from all over the world."

Business Undergraduate, May 2006

"Sharing cultural beliefs during Spiritual Autobiography class was a very good learning experience in discovering different cultures."

College of Professional Studies Graduate, May 2006

"I enjoyed the diversity of people as well as all the friends I made inside and outside of school. I wouldn't want to have gone to any other school than USF."

Arts and Sciences Undergraduate, May 2005

"I really looked forward to the multi-cultural events that let me learn about cultures other than my own."

Arts and Sciences Undergraduate, May 2005

"There were many cultural community clubs/events which made my experience much more interesting (LASO, PMC)."

Arts and Sciences Undergraduate, May 2005

"The opportunity to interact within a multicultural community specific not only to USF but to the community of San Francisco has been a positive experience for me and has made me grow in concern for the people around me."

Arts and Sciences Undergraduate, May 2005

"The multicultural perspective and large number of international students greatly contributed to my experience in the school of education."

Education Graduate, May 2005

TAB 24

Attachment 24: Six-Year Graduation Rates* Among First-Time Freshmen at Schools in the same Carnegie Classification as USF, by Ethnicity

Six-Year Graduation Rate by Ethnicity

Institution Name	WHITE/ NON HISPANIC	RANK	BLACK/ NON HISPANIC	RANK	HISPANIC	RANK	ASIAN/ PACIFIC ISLANDER	RANK	OTHER	RANK	NON-RESIDENT, ALIEN	RANK
Pepperdine University	80%	1	81%	2	76%	2	86%	2	83%	1	67%	6
University of San Diego	76%	3	43%	23	66%	5	77%	6	83%	1	76%	1
Worcester Polytechnic Institute	76%	2	-	-	59%	9	82%	3	53%	15	71%	4
American University	75%	4	71%	4	79%	1	74%	7	68%	5	63%	10
Duquesne University	73%	4	60%	9	58%	10	67%	13	64%	7	76%	1
University of St Thomas	73%	6	83%	1	57%	12	66%	16	60%	9	30%	24
Biola University	72%	7	61%	7	72%	3	68%	11	-	-	67%	6
Southern Methodist University	72%	7	55%	10	71%	4	81%	4	-	-	61%	12
University of the Pacific	71%	9	53%	11	62%	8	65%	17	70%	4	52%	19
Texas Christian University	70%	10	61%	7	63%	7	81%	4	62%	8	66%	8
St. John's University-New York	69%	11	53%	11	56%	17	62%	18	53%	15	42%	21
Immaculata University	68%	12	-	-	-	-	-	-	-	-	-	-
Adelphi University	68%	12	52%	14	54%	18	50%	23	60%	9	63%	10
Samford University	67%	14	77%	3	-	-	-	-	53%	15	-	-
Azusa Pacific University	66%	15	53%	11	57%	12	59%	19	71%	3	65%	9
Long Island University-C.W. Post Campus	65%	16	-	-	-	-	-	-	42%	22	-	-
DePaul University	65%	16	48%	17	57%	12	67%	13	57%	12	71%	4
George Fox University	63%	18	-	-	-	-	-	-	-	-	-	-
University of San Francisco	62%	19	66%	5	66%	5	73%	9	66%	6	48%	20

Attachment 24: Six-Year Graduation Rates* Among First-Time Freshmen at Schools in the same Carnegie Classification as USF, by Ethnicity

Six-Year Graduation Rate by Ethnicity (continued)

Institution Name	WHITE/ NON HISPANIC	RANK	BLACK/ NON HISPANIC	RANK	HISPANIC	RANK	ASIAN/ PACIFIC ISLANDER	RANK	OTHER	RANK	NON-RESIDENT, ALIEN	RANK
Seton Hall University	62%	**19**	50%	**16**	52%	**19**	58%	**20**	49%	**21**	40%	**22**
The New School	61%	**21**	52%	**14**	57%	**12**	70%	**10**	52%	**18**	72%	**3**
Pacific University	60%	**22**	-	**-**	-	**-**	74%	**7**	-	**-**	-	**-**
University of La Verne	57%	**23**	63%	**6**	57%	**12**	67%	**13**	59%	**11**	-	**-**
University of Hartford	56%	**24**	47%	**19**	50%	**21**	50%	**23**	50%	**20**	55%	**16**
Pace University-New York	56%	**24**	46%	**21**	44%	**24**	68%	**11**	57%	**12**	15%	**26**
Saint Mary's University of Minnesota	55%	**26**	-	**-**	-	**-**	-	**-**	38%	**23**	-	**-**
Widener University-Main Campus	54%	**27**	33%	**26**	-	**-**	50%	**23**	51%	**19**	-	**-**
Hofstra University	54%	**27**	46%	**21**	49%	**22**	56%	**22**	56%	**14**	58%	**13**
Andrews University	53%	**29**	48%	**17**	45%	**23**	88%	**1**	-	**-**	56%	**14**
Oral Roberts University	53%	**29**	47%	**19**	58%	**10**	40%	**26**	-	**-**	36%	**23**
Trevecca Nazarene University	49%	**31**	-	**-**	-	**-**	-	**-**	-	**-**	-	**-**
Trinity International University	48%	**32**	-	**-**	-	**-**	-	**-**	-	**-**	-	**-**
University of Bridgeport	45%	**33**	31%	**27**	20%	**26**	-	**-**	-	**-**	55%	**16**
Nova Southeastern University	43%	**34**	39%	**24**	51%	**20**	57%	**21**	-	**-**	56%	**14**
Wilmington University	41%	**36**	20%	**28**	-	**-**	-	**-**	33%	**24**	-	
Barry University	41%	**35**	37%	**25**	40%	**25**	-	**-**	21%	**26**	53%	**18**
Spalding University	22%	**37**	9%	**29**	-	**-**	-	**-**	28%	**25**	27%	**25**
AVERAGE:	**61%**		**51%**		**57%**		**67%**		**55%**		**55%**	

Total: 37

*Data for freshman beginning in Fall 2001. **Source:** IPEDS/College Navigator

TAB 25

Attachment 7: Student Engagement of Diversity in NSSE Data

NSSE QUESTION	USF 2004	USF 2005	USF 2006	USF 2007	USF 2008	JESUIT UNIV 2004	JESUIT UNIV 2005	JESUIT UNIV 2006	JESUIT UNIV 2007	JESUIT UNIV 2008	NSSE SAMPLE 2004	NSSE SAMPLE 2005	NSSE SAMPLE 2006	NSSE SAMPLE 2007	NSSE SAMPLE 2008
"During the current school year, how often have you included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments" [OFTEN AND VERY OFTEN]	73% [F] 74% [S]	82% [F] 75% [S]	75% [F] 79% [S]	76% [F] 77% [S]	76%[F] 79%[S]	61% [F] 67% [S]	62% [F] 68% [S]	66% [F] 69% [S]	65% [F] 68% [S]	64% [F] 70% [S]	58% [F] 61% [S]	61% [F] 62% [S]	60% [F] 60% [S]	60% [F] 60% [S]	61% [F] 61% [S]
"During the current school year, how often have you had serious conversations with students of a different race or ethnicity than your own" [OFTEN AND VERY OFTEN]	74% [F] 68% [S]	72% [F] 68% [S]	68% [F] 71% [S]	64% [F] 73% [S	68% [F] 71% [S]	53% [F] 57% [S]	51% [F] 54% [S]	56% [F] 56% [S]	56% [F] 58% [S]	56% [F] 57% [S]	49% [F] 51% [S]	50% [F] 52% [S]	49% [F] 52% [S]	50% [F] 53% [S]	51% [F] 54% [S]

Attachment 25: Student Engagement of Diversity in NSSE Data

NSSE QUESTION	USF 2004	USF 2005	USF 2006	USF 2007	USF 2008	JESUIT UNIV 2004	JESUIT UNIV 2005	JESUIT UNIV 2006	JESUIT UNIV 2007	JESUIT UNIV 2008	NSSE SAMPLE 2004	NSSE SAMPLE 2005	NSSE SAMPLE 2006	NSSE SAMPLE 2007	NSSE SAMPLE 2008
"During the current school year, how often have you had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values" [OFTEN AND VERY OFTEN]	77% [F] 61% [S]	67% [F] 62% [S]	64% [F] 67% [S]	60% [F] 72% [S]	61% [F] 67% [S]	63% [F] 62% [S]	60% [F] 62% [S]	62% [F] 61% [S]	62% [F] 64% [S]	61% [F] 62% [S]	57% [F] 55% [S]	58% [F] 57% [S]	55% [F] 56% [S]	54% [F] 56% [S]	56% [F] 56% [S]
"To what extent does your institution emphasize encouraging contact among students from different economic, social and racial or ethnic backgrounds" [QUITE A BIT OR VERY MUCH]	77% [F] 62% [S]	72% [F] 61% [S]	66% [F] 63% [S]	70% [F] 66% [S]	65% [F] 69% [S]	53% [F] 46% [S]	58% [F] 49% [S]	59% [F] 49% [S]	61% [F] 50% [S]	64% [F] 56% [S]	52% [F] 44% [S]	53% [F] 45% [S]	52% [F] 43% [S]	54% [F] 45% [S]	57% [F] 48% [S]
"To what extent has your experience at this institution contributed to your knowledge, skills and personal development in understanding people of other racial and ethnic backgrounds?" [QUITE A BIT OR VERY MUCH]	70% [F] 60% [S]	72% [F] 69% [S]	69% [F] 68% [S]	69% [F] 77% [S]	69% [F] 74% [S]	49% [F] 53% [S]	55% [F] 57% [S]	57% [F] 57% [S]	58% [F] 57% [S]	60% [F] 60% [S]	50% [F] 51% [S]	52% [F] 53% [S]	52% [F] 51% [S]	54% [F] 53% [S]	56% [F] 55% [S]

TAB 26

Attachment 26: Social Climate in Our Diverse Learning Community

	2007 WOMEN	2008 WOMEN	2007 MEN	2008 MEN	2007 MINORITY STUDENTS	2008 MINORITY STUDENTS	2007 WHITE STUDENTS	2008 WHITE STUDENTS
Q1. Feeling a Sense of Belonging	70%	69%	69%	68%	67%	71%	70%	67%
Q.29 It's Enjoyable to be a Student	79%	78%	81%	78%	80%	76%	80%	82%
Q45. Students are made to feel welcomed	77%	78%	83%	76%	80%	76%	78%	78%
Q.59. Institutions shows concern for students as individuals	77%	76%	79%	76%	78%	72%	75%	80%
Q62. There is strong commitment to Racial Harmony on Campus	83%	83%	86%	80%	85%	80%	83%	85%

NOTE: Data taken from the SSI among undergraduate students

TAB 27

Attachment 27: Quality Of Relationships with Others

	CLASS STANDING	RESPONSE	2004		2005		2006		2007		2008	
			MINORITY	WHITE	MINORITY	WHITE	MINORITY	WHITE	MINORITY	WHITE	MINORITY	WHITE
Quality of relationships with other students. [FRIENDLY TO UNFRIENDLY]	Freshmen	Friendly	80.0%	76.0%	76.4%	80.2%	70.6%	83.9%	76.4%	77.9%	73.0%	65.3%
		Neutral	10.0%	10.0%	15.7%	7.7%	16.7%	10.2%	13.4%	8.8%	14.9%	13.6%
		Unfriendly	10.0%	14.0%	7.9%	12.1%	12.7%	5.9%	10.2%	13.3%	12.2%	21.2%
	Seniors	Friendly	83.3%	80.8%	86.0%	80.4%	86.4%	86.2%	79.9%	82.6%	76.7%	78.1%
		Neutral	10.0%	14.1%	6.6%	11.6%	7.7%	6.2%	11.3%	8.7%	14.5%	11.6%
		Unfriendly	6.7%	5.1%	7.4%	8.0%	5.9%	7.6%	8.8%	8.7%	8.8%	10.3%
Quality of relationships with faculty members. [AVAILABLE TO UNAVAILABLE]	Freshmen	Available	83.3%	94.0%	73.0%	84.6%	76.2%	84.7%	82.7%	77.0%	76.5%	74.6%
		Neutral	11.7%	6.0%	20.2%	12.1%	17.5%	11.9%	15.0%	19.5%	17.4%	17.8%
		Unavailable	5.0%	0.0%	6.7%	3.3%	6.3%	3.4%	2.4%	3.5%	6.0%	7.6%
	Seniors	Available	91.7%	84.6%	81.1%	87.5%	83.4%	85.5%	81.1%	87.0%	76.7%	85.8%
		Neutral	3.3%	10.3%	12.3%	8.0%	7.1%	8.3%	9.4%	7.8%	16.6%	11.0%
		Unavailable	5.0%	5.1%	6.6%	4.5%	9.5%	6.2%	9.4%	5.2%	6.7%	3.2%
Quality of relationships with administrative personnel and offices. [HELPFUL TO UNHELPFUL]	Freshmen	Helpful	73.3%	62.0%	58.4%	50.5%	65.9%	55.6%	55.1%	51.3%	50.7%	41.5%
		Neutral	16.7%	26.0%	29.2%	28.6%	17.5%	21.4%	27.6%	23.9%	29.1%	24.6%
		Unhelpful	10.0%	12.0%	12.4%	20.9%	16.7%	23.1%	17.3%	24.8%	20.4%	33.9%
	Seniors	Helpful	71.7%	65.4%	60.7%	60.7%	61.5%	62.8%	60.4%	55.7%	52.8%	56.8%
		Neutral	13.3%	11.5%	14.8%	14.3%	19.5%	18.6%	17.6%	22.6%	25.4%	22.6%
		Unhelpful	15.0%	23.1%	24.6%	25.0%	18.9%	18.6%	22.0%	21.7%	21.8%	20.6%
SAMPLE SIZE			**N=248**		**N=414**		**N=558**		**N=514**		**N=614**	

SOURCE: National Survey on Student Engagement

TAB 28

Attachment 28: Inventory of Activites Promoting a Socially Reponsible Global Context at USF

This document lists various activities carried out at USF during the last five academic years in order to promote our Vision of being internationally recognized as a "premier Jesuit Catholic, urban university with a global perspective that educates leaders who will fashion a more humane and just world."

1. Curricula with International Focus

UNDERGRADUATE MAJORS

- Asian Studies
- Latin American Studies
- International Studies
- International Business
- French Studies
- Japanese Studies
- Spanish

UNDERGRADUATE MINORS AND CONCENTRATIONS

- African Studies
- Asia-Pacific Studies
- Asian Studies
- Chinese Studies
- European Studies
- French Studies
- German Studies
- Japanese Studies
- Jewish Studies and Social Justice
- Judaic Studies
- Latin American Studies
- Latino-Chicano
- Middle Eastern
- Philippine Studies
- Spanish
- African History Concentration
- Asian History Concentration
- European History Concentration
- Latin History Concentration
- Global Politics & Societies Concentration
- International Economics Concentration
- World Religions & Spiritualities Concentration
- Culture & Communities Concentration

CERTIFICATE PROGRAMS

- Advanced Japanese Language and Culture
- Asia Pacific Studies

GRADUATE PROGRAMS

- Master of Arts in International and Development Economics
- Master of Arts in Asia Pacific Studies
- Asia Pacific Graduate Studies Certificate
- Master of Arts in International Studies
- Master of Business Administration with concentration in International Business
- Master of Business Administration/Master of Arts in Asia Pacific Studies
- Joint Master in Global Entrepreneurship and Management
- Master of Arts in International and Multicultural Education
- Doctor of Education in International and Multicultural Education
- Master of Laws for Foreign Lawyers in International Transactions and Comparative Law
- Master of Laws for Foreign Lawyers in Intellectual Property and Technology Law

JOINT DEGREE PROGRAMS

- Bachelor of Arts in Asian Studies and Master of Arts in Asia Pacific Studies program

LANGUAGES

- Arabic
- Chinese
- French
- German
- Greek
- Hebrew
- Italian
- Japanese
- Latin
- Portuguese
- Russian
- Spanish
- Tagalog

PROGRAMS WITH REQUIRED INTERNATIONAL EXPERIENCE

- Master of Arts in International and Development Economics
- Bachelor of Arts in Latin American Studies

UNDERGRADUATE SERVICE LEARNING

- Guatemala Immersion Program (Nursing)
- Architecture and Community Design in Zambia, Nicaragua and Mexico (Arts & Sciences)
- Community Development in Nicaragua (Arts & Sciences)
- Community Connections Service-Learning in Peru (Arts & Sciences)

Attachment 28: Inventory of Activites Promoting a Socially Reponsible Global Context at USF

INTERNATIONAL FIELD TRIPS FOR LEARNING COMMUNITIES

Erasmus (South Africa, Vietnam, Thailand, Cambodia, Uganda)
Esther Madriz Community (Mexico)
Martín-Baró Scholars Program (El Salvador)

PROGRAMS TAUGHT OUTSIDE THE U.S.

Joint Master in Global Entrepreneurship and Management (sections taught in Barcelona, Spain and Taipei, Taiwan)

2. Enrollment of international students

See Appendix for numbers of international students enrolled at USF

3. Study Abroad

See Appendix B for numbers of students studying abroad

SEMESTER PROGRAMS (USF-SPONSORED)

Argentina, *Universidad Católica de Córdoba, Córdoba (Jesuit)*

Australia, *Notre Dame University, Fremantle & Sydney (Catholic) and ACU National, Melbourne, Sydney, Brisbane (Public)*

Brazil, *Pontificia Universidade Catolica, Rio de Janeiro (Jesuit)*

Belgium, *Katholieke Universiteit Leuven, Leuven (Catholic)*

Chile, *Universidad Alberto Hurtado, Santiago (Jesuit)*

China, *The Beijing Center (Jesuit)*

El Salvador, *Casa de la Solidaridad, San Salvador (Jesuit)*

England, *Newcastle University, Newcastle (Public), University of the Arts, London (Public), St. Marys University College, London (Catholic), Blackfriars College, Oxford (Catholic), CRMS, Oxford (Private)*

Finland, *Haaga-Helia, Helsinki (Public)*

France, *Université Catholique de Lille, Lille (Jesuit), Institut Catholique de Paris, Paris (Jesuit)*

Germany, *Freie Universitat, Berlin (Public)*

Hong Kong, *Baptist University (Public)*

Hungary, *Péter Pázmany Katolikus Egyetem, Budapest (Catholic)*

Ireland, *University College, Dublin (Public) and National University of Ireland, Maynooth (Public)*

Italy, *Universitá Cattolica del Sacro Cuore, Milan (Catholic) and Loyola University, Rome (Jesuit)*

Japan, *Sophia University, Tokyo (Jesuit) and Ritsumeikan University, Kyoto (Private)*

Korea, *Sogang University, Seoul (Jesuit)*

Mexico, *Universidad Iberoamericana, Mexico (Jesuit); Universidad Iberoamericana, Puebla (Jesuit); Universidad Iberoamericana, Tijuana (Jesuit); Universidad Iberoamericana, León (Jesuit); ITESO, Guadalajara (Jesuit)*

New Zealand, *Victoria University, Wellington (Public)*

Nicaragua, *Universidad Centroamericana, Managua (Jesuit)*

Philippines, *Ateneo de Manila University, Manila (Jesuit)*

Scotland, *St. Andrews University, St Andrews (Public)*

Singapore, *Singapore Management University (Private)*

South Africa, *University of Cape Town, Cape Town (Public)*

Spain, *Pontificia Universidad Comillas, Madrid (Jesuit); IQS Ramon Llul, Barcelona (Jesuit); Universidad de Deusto, Bilbao (Jesuit)*

Taiwan, *Fu Jen University (Jesuit)*

Uruguay, *Universidad Catolica (Jesuit)*

SHORT-TERM PROGRAMS (UNDERGRADUATES)

January Intersession (Salzburg, Austria; Bilbao, Spain; Argentina; Mérida, Mexico)

Spring (Guatemala)

Summer (Hyderabad, India; Manila, Philippines; San Salvador, El Salvador; Durbin & East London, South Africa; Kyoto, Japan; London, England (Nursing); Vienna, Austria (Nursing); Tacna, Peru; Lima & Cuzco, Peru; Tijuana, Mexico; The Balkans; Barcelona, Spain; Puebla, Mexico; Madrid, Spain; Salzburg, Austria; Sydney, Australia; Córdoba, Argentina

SHORT-TERM PROGRAMS (GRADUATE)

Asia Study Tour (SOBAM)
Latin America Study Tour (SOBAM)
Barcelona Study Tour (SOBAM)
Japan Study Tour (SOBAM)
European Summer Program Dublin, Ireland (School of Law)
European Summer Program Budapest, Hungary (School of Law)
European Summer Program Prague, Czech Republic (School of Law)
Summer Study, War Crimes, Phnom Penh (School of Law)

Attachment 28: Inventory of Activites Promoting a Socially Reponsible Global Context at USF

4. Structured Immersion Activities

GRADUATE

United Nations Commission on Human Rights in Geneva, Switzerland (School of Law)

Training Judges in Vietnam (School of Law)

Addressing Human Rights Abuses in Cambodia (School of Law)

Drafting Legislation in Indonesia and East Timor (School of Law)

Working with Haitian Refugees in Dominican Republic (School of Law)

Developing Justice Centers in Cape Town, South Africa (School of Law)

Tibetan Refugee Children, Dharamsala, India (School of Law)

Dominican Republic Immersion Program (School of Law)

Human Rights Internship, Phnom Penh (School of Law)

Human Rights "Virtual Internship" in Haiti (School of Law)

Hanoi Externship (School of Law)

Bilbao Externship (School of Law)

Learning Center in Yucatan (School of Education)

UNIVERSITY MINISTRY/ ARRUPE PROJECT

Street Children (Peru)
Literacy (Belize)
Development (Nicaragua)
World Youth Day (Australia)
Refugees (India)
Homeless Families (Guatemala, Jamaica, Mexico)

UNDERGRADUATE

Computer literacy (Peru)
Education (Belize)
Cambodia (Erasmus Project)
Vietnam (Erasmus Project)
Thailand (Erasmus Project)

LEADERSHIP TEAM

San Salvador, El Salvador
Tijuana, Mexico
Managua, Nicaragua

TRUSTEES AND ALUMNI

El Salvador

5. Centers And Institutes

Center for Latino Studies in the Americas
Center for Law and Global Justice
Center for the Pacific Rim
Ricci Institute for Chinese-Western Cultural History
Japan Policy Research Institute
Nautilus Institute for Security and Sustainability
Pan American Society of USF

6. Research/Scholarly Projects

FUMEC (Mexico-US) [SOBAM]
Canary Islands Incubator [SOBAM]

7. Institutional Networks

Jesuit Migration Network
Jesuit Universities Humanitarian Action Network

8. Co-Curricular Activities

STUDENT CLUBS

AIESEC
Amnesty International
International Students Association
Model UN
Muslim Students Association
Students for a Free Tibet
Umthombo Club
USF Spanish Club
Kasamahan (Filipino, Filipino-Americans)
Asian Pacific American Student Coalition (Asian/Pacific Islander-Americans)
Hong Kong Association
Indian Student Organization
Japan Club
Korean Student Association
Latin American Student Organization
The African Alliance
Southeast Asian American Student Alliance
Vietnamese Student Association
Y Taotao Guam (Guamanian/Pacific Islander)
International Law Society

CULTURAL EVENTS

Barrio Fiesta (Kasamahan)
Luau (Hui 'O Hawaii)
International Student Association's Culturescape

Attachment 28: Inventory of Activites Promoting a Socially Reponsible Global Context at USF

9. Institutional Partnerships and Agreements

SA=Study Abroad; EX=Exchanges; CO=Collaboration

ARGENTINA
Universidad Católica de Córdoba, Córdoba (Jesuit), **SA, EX, CO**

AUSTRALIA
Notre Dame University, Fremantle & Sydney (Catholic), **SA, EX**

ACU National, Melbourne, **SA**

BELGIUM
Katholieke Universiteit Leuven, Leuven (Catholic), **SA**

BRAZIL
Pontificia Universidade Catolica, Rio de Janeiro (Jesuit), **EX**

CZECH REPUBLIC
Charles University, Prague (School of Law), **CO**

CHILE
Universidad Alberto Hurtado, Santiago (Jesuit), **SA, EX, CO**

CHINA
East China University of Law and Politics, Shanghai (School of Law), **CO**

The Beijing Center (Jesuit), **SA**

EL SALVADOR
Casa de la Solidaridad, San Salvador**, SA**

ENGLAND
St. Mary's University College, London, **SA, EX**

London School of the Arts, **SA**

Newcastle University, Newcastle-upon-Tyne, **SA**

FINLAND
Haaga-Helia, Helsinki**, SA, EX, CO**

FRANCE
Université Catholique de Lille, Lille (Jesuit)**, EX**

Institut Catholique de Paris, Paris (Jesuit)**, SA**

GERMANY
Freie Universitat, Berlin**, SA**

HUNGARY
Péter Pázmany Katolikus Egyetem, Budapest (Catholic), **SA, EX, CO**

IRELAND
Trinity College, Dublin (School of Law)**, CO**

University College, Dublin**, SA**

ITALY
Universitá Cattolica del Sacro Cuore, Milan (Catholic)**, SA, EX**

Rome Center Loyola University, Rome (Jesuit)**, SA**

JAPAN
Sophia University, Tokyo (Jesuit)**, SA, EX**

Ritsumeikan University, Kyoto**, SA, EX**

KOREA
Sogang University, Seoul (Jesuit)**, SA, EX, CO**

MEXICO
Universidad Iberoamericana, Mexico (Jesuit)**, SA, EX, CO**

Universidad Iberoamericana, Puebla (Jesuit)**, SA, EX, CO**

Universidad Iberoamericana, Tijuana (Jesuit)**, SA, EX, CO**

Universidad Iberoamericana, León (Jesuit)**, SA, EX, CO**

ITESO, Guadalajara (Jesuit)**, SA, EX, CO**

Universidad Autónoma de Yucatán, Mérida (Public)**, SA, EX**

NEW ZEALAND
Victoria University, Wellington**, SA**

NICARAGUA
Universidad Centroamericana, Managua (Jesuit)**, SA, EX, CO**

PHILIPPINES
Ateneo de Manila University, Manila (Jesuit)**, SA, EX, CO**

SCOTLAND
University of St. Andrews, St. Andrews, **SA**

SINGAPORE
Singapore Management University, **EX**

SOUTH AFRICA
University of Cape Town, Cape Town**, SA**

SPAIN
Pontificia Universidad Comillas, Madrid (Jesuit)**, SA, EX, CO**

IQS Ramon Llul, Barcelona (Jesuit)**, EX, CO**

Universidad de Deusto, Bilbao**, SA, CO (Law)**

TAIWAN

Fu Jen University (Jesuit), **SA, EX, CO**

URUGUAY

Universidad Católica, Montevideo (Jesuit), **SA, EX, CO**

10. Alumni Activities

Jesuit Volunteer Corps
United States Peace Corps

11. Infrastructure

Vice Presidency for International Relations
Office in Bangkok, Thailand
Office in Beijing, China

Center for Global Education

Office of International Student Services

University Evaluator

12. Faculty Scholarly Activities

INTERNATIONAL JOURNALS EDITED/ HOUSED AT USF

Peace Review
Journal of Law and Social Challenges
Asia Pacific: Perspectives
Journal of Asia Business Studies
Silicon Valley Review Journal
The USF Maritime Law Journal

Attachment 28: Inventory of Activites Promoting a Socially Reponsible Global Context at USF

Appendix A: Number of Students Studying Abroad

YEAR	NUMBER OF STUDENTS STUDYING ABROAD FOR ACADEMIC CREDIT	PERCENTAGE OF TOTAL STUDENT POPULATION STUDYING ABROAD	MOST POPULAR STUDY ABROAD COUNTRIES
FALL 2003 SPRING 2004 SUMMER 2004	Undergraduate = 243 Graduate = 49 Total = 292	3.6%	Hungary (45) Spain (36) United Kingdom (32) Italy (28) Chile (14)
FALL 2004 SPRING 2005 SUMMER 2005	Undergraduate = 260 Graduate = 84 Total = 344	4.2%	Hungary (46) Spain (37) Mexico (30) United Kingdom (29) Guatemala (21)
FALL 2005 SPRING 2006 SUMMER 2006	Undergraduate = 275 Graduate = 79 Total = 354	4.2%	Hungary (47) Spain (42) Italy (29) Guatemala (20) United Kingdom (20)
FALL 2006 SPRING 2007 SUMMER 2007	Undergraduate = 305 Graduate = 52 Total = 357	4.2%	Spain (51) Hungary (35) Italy (34) United Kingdom (33) Guatemala (24)
FALL 2007 SPRING 2008 SUMMER 2008	Undergraduate = 262 Graduate = 113 Total = 375	4.3%	Spain (59) Italy (31) China (24) Hungary (23) Guatemala (20)

Appendix B: Number of International Students

YEAR	NUMBER OF INTERNATIONAL STUDENTS	PERCENTAGE OF TOTAL STUDENT POPULATION	FIVE LEADING COUNTRIES
FALL 2003	688	8.5%	Taiwan (68) Japan (67) Indonesia (56) India (55) China (52)
FALL 2004	635	7.7%	Taiwan (78) Japan (58) Indonesia (55) India (46) Thailand (44)
FALL 2005	591	7.0%	Taiwan (87) Indonesia (50) Japan (43) China (41) South Korea (40)
FALL 2006	743	8.7%	Taiwan (99) Indonesia (77) Thailand (68) China (64) India (54)
FALL 2007	783	9.0%	China (140) Indonesia (83) Taiwan (78) Japan (52) India (51)
FALL 2008	805	9.2%	China (202) Indonesia (81) Taiwan (49) Thailand (46) India (38) South Korea (38)
SPRING 2009	783	9.3%	China (214) Indonesia (73) Thailand (47) Taiwan (43) South Korea (39)

SOURCE: Open Doors Surveys

TAB 29

Attachment 29: Improvement of a Sense of Social Justice While at USF*

Undergraduate Students	2002	2003	2004	2005	2006	2007	2008	2009
Arts & Sciences	67.4%	69.1%	78.4%	85.5%	81.4%	79.6%	79.5%	83.8%
Business and Management	64.9%	67.3%	74.1%	57.2%	81.3%	75.2%	80.9%	76.9%
Nursing	56.1%	60.0%	80.9%	90.0%	88.4%	59.1%	65.7%	77.2%
Professional Studies	55.9%	70.6%	70.1%	64.9%	61.1%	53.3%	66.7%	63.7%
OVERALL	**64.0%**	**69.3%**	**75.9%**	**76.3%**	**78.2%**	**73.5%**	**77.2%**	**79.3%**

Graduate Students	2002	2003	2004	2005	2006	2007	2008	2009
Arts & Sciences	35.4%	34.4%	45.2%	48.3%	38.9%	44.4%	44.5%	41.4%
Business and Management	43.3%	48.4%	37.9%	61.2%	50.7%	61.7%	69.7%	60.1%
Nursing	n/a	n/a	n/a	n/a	n/a	n/a	58.4%	57.1%
School of Education	73.1%	72.8%	79.0%	78.1%	70.7%	73.4%	70.3%	71.7%
Professional Studies	45.7%	60.6%	57.9%	46.5%	47.4%	45.8%	48.7%	43.2%
OVERALL	**49.9%**	**55.3%**	**58.0%**	**62.6%**	**52.3%**	**55.5%**	**57.5%**	**55.1%**

***** Percent who responded positively to this question on the USF Graduating Student Survey: "Did your sense of social justice improve at USF as a result of your experience here?"

TAB 30

Attachment 30: Effects of USF in Creating a Socially Responsible Global Environment (NSSE Data)

To what extent has your experience at USF contributed to your knowledge, skills, and personal development in:

NSSE QUESTION	USF 2004	USF 2005	USF 2006	USF 2007	USF 2008	JESUIT UNIV 2004	JESUIT UNIV 2005	JESUIT UNIV 2006	JESUIT UNIV 2007	JESUIT UNIV 2008	NSSE SAMPLE 2004	NSSE SAMPLE 2005	NSSE SAMPLE 2006	NSSE SAMPLE 2007	NSSE SAMPLE 2008
"Developing a personal code of values and ethics" [QUITE A BIT OR VERY MUCH]	66% [F] 67% [S]	63% [F] 70% [S]	68% [F] 70% [S]	68% [F] 73% [S]	64% [F] 71% [S]	62% [F] 71% [S]	63% [F] 72% [S]	66% [F] 70% [S]	66% [F] 71% [S]	69% [F] 72% [S]	54% [F] 59% [S]	55% [F] 59% [S]	53% [F] 55% [S]	55% [F] 56% [S]	59% [F] 58% [S]
"Contributing to the welfare of your community" [QUITE A BIT OR VERY MUCH]	56% [F] 56% [S]	59% [F] 66% [S]	63% [F] 66% [S]	62% [F] 68% [S]	64% [F] 72% [S]	55% [F] 60% [S]	60% [F] 63% [S]	61% [F] 63% [S]	62% [F] 65% [S]	65% [F] 66% [S]	41% [F] 45% [S]	46% [F] 48% [S]	42% [F] 44% [S]	44% [F] 46% [S]	48% [F] 47% [S]
"have you participated in a community-based project (e.g., service learning)" [OFTEN/VERY OFTEN]	17% [F] 32% [S]	15% [F] 38% [S]	20% [F] 39% [S]	12% [F] 50% [S]	21% [F] 43% [S]	19% [F] 23% [S]	19% [F] 24% [S]	18% [F] 22% [S]	17% [F] 23% [S]	21% [F] 26% [S]	13% [F] 18% [S]	11% [F] 17% [S]	11% [F] 17% [S]	12% [F] 17% [S]	14% [F] 19% [S]
Have you Done Community Service or Volunteer Work? [YES]	42% [F] 66% [S]	40% [F] 70% [S]	36% [F] 68% [S]	27% [F] 73% [S]	36% [F] 71% [S]	49% [F] 68% [S]	52% [F] 73% [S]	46% [F] 71% [S]	45% [F] 72% [S]	51% [F] 72% [S]	37% [F] 60% [S]	42% [F] 64% [S]	37% [F] 59% [S]	38% [F] 59% [S]	38% [F] 60% [S]

TAB 31

Attachment 31: *Not For Sale*—An Example of USF's Effectiveness in Building a Socially Responsible Global Learning Community

Not for Sale (NFS) was founded by a USF professor (David Batstone) and two former students (Kike Bazan and Mark Wexler) on February 5, 2007. Its mission is to recruit, educate, and mobilize an international social movement to effectively fight human trafficking and slavery (www.notforsalecampaign.org).

When *Not For Sale* launched, the U.S. justice system—both law enforcement and the courts—seemed practically unaware of this type of crime and social services were ill prepared to provide protection and support to trafficking victims. At first, *Not For Sale* focused on documenting cases of human trafficking in its own "backyard," inspiring students at the University of San Francisco to identify, investigate, and map slavery cases in Northern California.

Not For Sale has deployed simultaneously a variety of activities to engage and recruit activists, including a 60-city awareness tour and how-to guidebooks for high school students, college students, faith communities and teachers. *Not For Sale* also built a village to support 125 survivors of child sex trafficking in northern Thailand, a safe house on the Myanmar-Thai border for individuals and families in trafficking crisis, and a safe house and vocational center for over 500 trafficking survivors and highly vulnerable children in Peru. All along, USF students have been involved in planning, researching, and developing many of these strategies.

Given the remarkable achievements of the students and faculty at USF over a two-year period, they subsequently moved to replicate and expand their model. They designed SlaveryMap.org, a web-based platform to empower other university and community researchers to track the cases of slavery in their own respective regions, and produce data for the use of grassroots abolitionists around the globe. SlaveryMap asks the researcher for detailed information in a standardized format so that visitors to the website can search not only for case studies, but also see the kind of trafficking that predominates in a given region.

The USF research team has made a documentary film (see Media Attachments) that tells the story of its investigation and advocacy. Beyond mapping and investigation, *Not For Sale* has built real-world networks that aim to find solutions to prevalent forms of slavery. *NFS* can now be found in 30 states linking law enforcement officers, universities, government officials, social service organizations, and faith-based groups to seek out and coordinate effective actions. In essence, *Not For Sale* looks to stimulate action on slavery close to home.

Not For Sale has been the subjects of media attention including network news and talk shows, has been part of a feature film (*Call and Response*) and the mapping website is highlighted at www.changemakers.net/node/8381.

TAB 32

Attachment 32: Effects of Spanish Language Programs in Spain and Mexico*

Effects of Program	USF IN MADRID SUMMER 2007	USF IN MADRID SUMMER 2008
1. Learning about Spanish culture	9.60	9.00
2. Gaining more independence	8.60	8.86
3. Gaining personal strength	8.20	8.29
4. Spending time traveling	8.60	9.00
5. Learning more about self	8.70	8.14
6. Becoming aware of value differences	9.30	10.00
7. Making new friends	8.40	9.00
8. Understanding own values	8.60	8.57
9. Gaining leadership skills	8.10	6.00
10. Acquiring a global perspective	9.50	8.43
11. Learning to work with others	7.90	8.00
12. Appreciating diversity of opinions	8.90	8.00
13. Learning to appreciate others	8.60	7.86
14. Understanding how cultures differ	9.40	8.29
15. Developing skills in intercultural settings	8.90	8.57
16. Understanding the globalization process	6.80	6.00
17. Appreciating Spanish cultural heritage	9.60	8.71
18. Understanding contemporary Spanish society	9.40	7.57
19. Improving interpersonal communication skills	8.50	8.29

***** Rating scale is from 1=Poor to 10= Excellent

Attachment 32: Effects of Spanish Language Programs in Spain and Mexico

Effects of Program	USF IN PUEBLA SUMMER 2007	USF IN PUEBLA SUMMER 2008
1. Learning about Mexican culture	8.60	7.45
2. Gaining more independence	7.78	4.27
3. Gaining personal strength	7.60	5.18
4. Spending time traveling	7.90	7.64
5. Learning more about self	7.60	5.73
6. Becoming aware of value differences	8.56	6.91
7. Making new friends	8.50	7.36
8. Understanding own values	8.40	5.82
9. Gaining leadership skills	7.10	5.82
10. Acquiring a global perspective	7.80	7.36
11. Learning to work with others	7.80	6.36
12. Appreciating diversity of opinions	7.80	6.64
13. Learning to appreciate others	8.56	7.09
14. Understanding how cultures differ	8.40	7.82
15. Developing skills in intercultural settings	7.90	7.91
16. Understanding the globalization process	6.80	6.00
17. Appreciating Mexican cultural heritage	8.60	7.64
18. Understanding contemporary Mexican society	8.30	7.55
19. Improving interpersonal communication skills	7.56	7.45

TAB 33

Attachment 33: Sample of Student Reactions and Reflections to International Experiences

This Attachment includes students' reflections and reactions to traveling outside the United States during 2007 and 2008. The first part of the Attachment includes reactions to semester-long study abroad experiences. The latter part of the Attachment presents a random sample of students' reactions and reflections after participating in our short-term programs outside the United States.

General Reflections on Studying Abroad for a Semester

QUESTION. Indicate how a particular experience while in this study abroad program has changed your attitudes, values or behaviors.

"It would probably be talking to Hungarians in general. They have so much to say about their recent tragic history and it really has given me perspective of how lucky I am to have been born in such a powerful and rich country. It has made me realize that even though I don't come from the most fortunate financial background, the fact that I'm in America gives me the opportunity to advance myself, whereas in Hungary it is so much harder to do that because the economy started from scratch less than 20 years ago."

"I haven't changed a great deal while in Budapest. The only thing I can think of is the necessity of carrying your own shopping bag, which reduces the use of plastic bags."

"I have spent a lot of time in the townships of Cape Town through the program SHAWCO where we volunteer to tutor kids. It's a really mixed program because while we are to learn about the real poverty of the world, it's also really difficult to actually produce functioning tutoring programs. I'm glad to be a part of it because I've learned more than I could have ever imagined about how to care for other people and how to run something similar to an NGO."

"This semester was the best semester of my college career. I made friendships that will last a life time and I was able to see the world. I was able to learn a great deal about myself, experiencing all the different travel experiences and living in a new and different country."

"Studying abroad has helped me to really empathize with the immigrant experience. I've learned how frustrating it is to try and communicate when there's a language barrier and how alienating it can be when you are outside of a culture. I've also learned how rewarding it is to really live within another culture and to have the opportunity to reflect on it with the perspective of native home culture."

"I am trying to buy fewer products made with metal after spending a week with a family in the Salvadoran countryside and seeing firsthand the effects a potential mining project would have on their community."

"There isn't just one experience. It is the experience of the whole semester that contributes to changes in attitudes etc. I really became passionate about what I want to do in life, through seeing things and talking with teachers, and other people that I met."

"I've been exposed to a whole new way of life. For example, people walk to the farmers market several times a week to get fresh produce and support local farmers which is so important for an economy. I've also gained a higher appreciation for the privileges we are given in the United States."

"Someone yelled a racial slur at me and now I realize the need for diversity and education."

"Just in general traveling around with different people makes you realize how people respond differently to certain situations."

"Being in a country that has gone through a great deal and is still growing has really opened up my eyes to some of the issues that are facing our world."

"Realizing that it is okay to make mistakes because learning a language or culture is a process of making many mistakes until you get it right. Despite the fact that you might seem ridiculous, people are generally willing to help you."

"When I was on the métro and saw/heard a group of Americans talking really, really loudly without any respect for French culture, their surroundings, and completely lacking social respect. I have put in lots of effort to try and assimilate into the culture and represent the US."

"This experience has changed my attitudes, values, and behaviors as it has allowed me to live in a society much different that the U.S. Although the U.K. seems to be similar to the U.S. for a number of reasons, I have found it to be a great learning experience and it has helped me become more open to new ideas and cultures, and has helped me become a person who is less concerned about change, and more concerned about making the best out of any situation."

"Probably the one thing that has most changed about me is my appreciation for things even as simple as hot running water or electricity. My dorm required us to turn on the water heater every time we wanted to shower and buy electricity cards for a meter, rather than paying for it in our housing fees or on a

Attachment 33: Sample of Student Reactions and Reflections to International Experiences

monthly bill. When I first got here, that threw me for a loop, but as time went on, I got used to the routine, even when it meant getting up at five in the morning to turn on the water heater so that I could shower at seven."

"I haven't had a particular instance that has changed my attitudes, values, or behaviors yet. But I have three months left so I'm waiting for that one. If I had to pick something then it would be the little things like not talking on the cell phone on the train. Just seeing the differences in the culturally accepted behaviors across cultures."

"Everything that I did and everyone that I met while abroad changed my attitude and behaviors. It was the best possible experience of my life, and my best semester of college. Specifically, being in Rome and 30 minutes away from the Vatican changed my outlook on religion."

"Joining G-Splash, a dance circle at Sophia, taught me the Japanese respect to be given to *sempais* (majors or older generation students). Students here are very dedicated to their clubs to the point where it almost becomes their life."

"While in this program I met many international students, but in my program there were also many students from the midwest. I learned a lot about how they view the US, and it made me think differently about my home country."

"The train ride to school is too time-consuming, which let me learn to better manage my time."

"Living in another country without any friends or family challenges one to become independent."

"It has aroused a serious amount of curiosity to see more of the world. Being in such a specific area of Spain such as Basque country, I feel has shown me how many hidden cultures there are and I have a new appreciation for this."

"I think the main thing is I am more conscious about how much I consume in America after living with two Colombians and two Angolans and feeling like I was always being really wasteful."

"Living in Tokyo and being surrounded by Japanese people have helped me to understand the idea of working as a group and putting other people's needs before your own."

"I had many eye opening experiences while abroad but most importantly I learned that many preconceived stereotypes are false and people can surprise you for the best in ways never imagined. Every human being in this world has something to offer and studying abroad truly allowed me to meet many exceptional people."

QUESTION. Upon reflection, what would you tell another student at USF who is considering participating in a study abroad experience as to what they can expect from such an experience?

"They can expect to have an amazing experience. Forget whatever doubts you may have and just do it."

"I would tell them they should expect to be able to accept the fact that everything they think of as 'normal' is completely constructed by our culture. Also, that it can be very isolating to be a foreigner, but also very liberating as a young person gaining independent insight."

"That nothing in their life in the states compares to how much joy and satisfaction you can expect to attain from visiting another country with completely a different culture."

"A new sense of independence."

"You gain more of a worldly perspective and you get to learn a lot about a country and a culture that most Americans know nothing about. The city itself is amazing and so beautiful. The food is good and the mentors, so much fun. The classes are well worth your time even if you are not a politics, international studies, or architecture major."

"It is one of the best experiences that I have had and I would highly recommend people to do it."

"I thoroughly enjoyed the mystery here and I am going to miss the program and all the wonderful people."

"That it completely changes your view on the world. You realize it is not all fun and games and that there is a lot going on in the real world that we don't see everyday living in California. You will grow a lot as an individual and you will become more independent, while also more becoming more openminded. At the same time that you are enlightened you are will also feel incredibly vulnerable at times and the safety that you usually feel will be completely threatened. But the growth as an individual that you will most likely experience will probably outweigh all of the negative and scary experiences that you go through and you will come out of it a better and more enlightened person."

"They will have the time of their life, make extraordinary friendships, see beautiful places and it will change your life."

"You'll learn a lot more about yourself than you've imagined possible just by traveling."

"He or she can expect to learn a lot outside the classroom, challenge his or her personal convictions and cultural assumptions, and probably get better at speaking the local language."

Attachment 33: Sample of Student Reactions and Reflections to International Experiences

"I would tell them it's invaluable. There is no way to imitate a study abroad experience once you've graduated college. Traveling to a country and living in a country are two completely different things. When you live somewhere you really get the chance to experience a different culture and way of life. They can expect to meet many great people who will open their eyes to a new perspective on life. It's amazing!"

"Expect to learn and grow, be open to new ideas and values, and don't be scared to make a difference."

"Lots of new experiences. Take it all in and draw your own conclusions."

"They can expect a little bit of studying, a lot of fun, time to grow and learn about themselves, and travel."

"You will experience and learn so much more from studying abroad then you could ever image. So don't be afraid to be uncomfortable and learn about your surrounding and yourself."

"I have truly learned a lot about myself I have continually stretched my comfort boundary to the point where I am uncomfortable, but it has all paid off, because I can truly see that I have grown form this experience. I wish I had done a year because it has taken me two months to really feel 'at home' here in Paris and now I am almost completely comfortable with myself in this city, so now I feel I can truly become assimilated."

"YES YES YES! DO IT! Find a country and immerse yourself. You'll thank yourself later."

"I would tell another student to expect the unexpected. Do your research as much as possible before you get to your country of study, but even then, expect things that are going to seem absolutely weird."

"It's the best way to gain more independence and self confidence in yourself. Meeting new people is also a plus."

"To expect the unexpected. And to know that it might not always be easy, but it will be a life-changing experience that is hard to put into words."

"You can expect to discover new foods, interests, and people which you may never encounter at your home country. You will make many international friends which you can then keep in touch with and possibly revisit elsewhere."

"Go abroad! It really was one of the best experiences of my life. I met so many people and had great experiences everywhere I went."

"GET OUT OF THE STATES even if it is only for a few weeks or months, whether it is a great experience or a bad one, it will change you forever!"

"Expect to feel uncomfortable and lonely at first but it's a great chance to make new friends. Making friends with people from the location makes a world of a difference."

"I would tell them that it would be one of the most life changing experiences they would encounter."

"You will be forced out of your comfort zone while studying abroad and to make the most of a semester abroad I found it helpful to have no expectations. Everything will work out and the people abroad only want to help you! It may take a few days or weeks to make friends, but it only gets easier! At first the adjustment is a little strange but once you get used to the food and cultural differences of another country it is a breeze. Your experience is what you make it and I recommend saying yes to every possible opportunity, you never know what or who can change your life! And never forget to smile!"

General Reflections on Participating in a Short-Term International Program

QUESTION. If you were to recommend the program to other USF students, what would you tell them:

EL SALVADOR

"I would say it is a challenge for anyone. No matter how open-minded you think you are, or tolerant, knowledgeable, independent, or confident... you will be proven wrong in the best way possible. An unforgettable experience."

"I would tell them that it changed my life, my mind, my values. That it's an experience I would recommend to anyone. I would tell them the history that I learned and the Salvadorans that I met, but that they need to experience it for themselves to really understand."

"That it is an experience that can not be summed up in words. Everyone should step out of their bubble at some point in order to gain a sense of perspective."

"It's a life changing experience. Despite the cruel history that they've undergone they are the most pleasant and hopeful people I have met so far."

"Do it. But be prepared; it will be the best and the most difficult course you'll ever take."

Attachment 33: Sample of Student Reactions and Reflections to International Experiences

"It was a life changing experience. Be prepared to see uncomfortable things. Be prepared to experience wonderful things."

"That it was a life changing experience and I learned more in these four weeks that ever before. It is filled with learning opportunities, friendships and fun every single day."

"I would tell them what an amazing experience it is. I would tell them to be prepared to be exposed to an awesome culture that is rich with historical events. I would also tell them that they will see the impacts that Globalization has had on Central America and also be prepared for a life changing experience."

"It's a great opportunity to learn about El Salvador historically, politically, and socially. It's great to build community and meet other students. It's great to have new experiences to help mold and shape the way you think about and see the world."

"You will learn about a new culture, yourself, and others on a trip that you will never forget."

"It's a trip that opens your eyes to the reality of the Salvadoran people. You'll see how the war and the right wing party have completely affected the poor citizens."

"Personally, my father was born in El Salvador; however, I never knew him and this I've had no connection to Salvadoran culture. This trip has allowed me to understand, appreciate, and embrace Salvadoran culture as a part of who I am."

"This is a very intense and educational program, but there are so many deep issues to wrap your head around."

"Life changing! Experience that will change you in all the good ways! Gives you perspective on life and allows youth to feel like you are able to walk in different walks of life."

"I would recommend this program to students at USF, in fact, I plan on coming back to get involved in some volunteer services so I can give back to the communities that made such an impact on my life."

PHILIPPINES

"Amazing and unforgettable experience that you can get nowhere else; white, black, Hispanic, whatever; Anyone can gain a lot of positive things from this program."

"Allowing yourself to immerse into a world totally different than yours. To learn, then live what this beautiful country has to offer. To see your life from a different perspective that you would have never even thought of before."

"This program really gets you to learn many aspects of the Philippines from its language, politics, and economy. The immersions are so heart touching, you never want to leave where you are."

"If you want to have fun, go. If you want to know who you really are, go. If you have no desire to change your world, don't go."

"This program is a great opportunity not just for Filipinos, but for anyone who would like to learn more about the Philippines and her culture through immersion trips, field trips/visits, and classes on important issues in the Filipino society today."

"It is a great learning experience for you to see how a third world country such as the Philippines functions. It will give you a better appreciation of its culture. As a person it will cultivate in you a lot of the values we seem to forget in a middle class country such as the U.S., and those are humility, respect for others, and a better appreciation of life in general."

"It's a great/wonderful experience. Some may gain a better understanding of the Filipino culture, or even of their identity as Filipino Americans, while others will not be affected by what they see or learn. It's up to the individual on how the program will affect him/her. You will see things you want to and also things that will shock you, but keep in mind to be open to all you experience, good or bad. I'd share my own stories as well."

"I would encourage them to participate by exploring my experiences. And telling them that listening to stories, lectures, and readings are not the same as true experiences."

"Life changing! If you want to be challenged physically and mentally, you should definitely come. This trip can educate you about poverty, the society, etc. It has both informative info and real life experiences all in one program."

Attachment 33: Sample of Student Reactions and Reflections to International Experiences

PUEBLA, MEXICO

"That it is a fantastic challenge of your own ability, work ethic, and confidence in your own will to communicate."

"That it was a great experience that I will never forget."

"This trip was a very good experience; I met new friends, and spoke a lot of Spanish. Lots of fun."

"That you will learn a lot, meet great people and see interesting sites. However, I would warn them that most of the time they will be interacting with an upper-echelon."

"It was really fun and you learn a lot and you really get to practice your language skills."

"It is a good way to understand the culture and the language. It is a great experience."

"Do not miss out on this wonderful experience. The things you see and the friends you make will be in your heart forever."

"You will see a culture and a people whose beauty you never knew existed. The cost of the program is defiantly worth it. You will make friends you did not know you had and discover things about yourself you never knew."

TAB 34

Attachment 34: Outcomes of Studying Abroad

	TOTAL AY07-08	ETHNIC MINORITY STUDENTS AY07-08	WHITE STUDENTS AY07-08	TOTAL FALL 2008	ETHNIC MINORITY STUDENTS FALL 2008	WHITE STUDENTS FALL 2008
Relating positively to people who are different	79.6%	82.1%	76.0%	86.4%	87.5%	85.7%
Personally advocating for diversity	70.4%	71.4%	68.0%	68.2%	62.5%	71.4%
Appreciating the needs of others	67.9%	70.4%	68.0%	86.4%	87.5%	85.7%
Participating in activities that assist the underserved and marginalized	35.8%	44.4%	28.0%	45.5%	50.0%	42.9%
Working and studying effectively in a multi-cultural world	74.1%	75.0%	76.0%	77.3%	75.0%	78.6%
Becoming more aware of international issues	83.3%	82.1%	84.0%	90.9%	100%	85.7%
Appreciating differences between people	88.7%	88.9%	88.0%	81.8%	75.0%	85.7%
Becoming more understanding of other people's beliefs	75.9%	85.7%	64.0%	77.3%	75.0%	78.6%
Learning about the culture of the country	94.4%	96.4%	92.0%	95.5%	100%	92.9%
Gaining more personal independence	79.6%	85.7%	72.0%	95.5%	100%	92.9%
Learning more about oneself	83.3%	92.9%	76.0%	95.5%	100%	92.9%
Comparing political and economic practices of the United States with those of other nations	74.1%	71.4%	76.0%	95.5%	100%	92.9%
Becoming aware of value differences across cultures	83.3%	85.7%	80.0%	86.4%	100%	78.6%
Making new friends	83.3%	89.3%	76.0%	90.9%	100%	85.7%
Acquiring a global perspective on issues that affect the modern world	81.5%	82.1%	80.0%	77.3%	75.0%	78.6%
Understanding the interdependence of contemporary societies	77.4%	78.6%	75.0%	77.3%	75.0%	78.6%

Attachment 34: Outcomes of Studying Abroad

	TOTAL AY07-08	ETHNIC MINORITY STUDENTS AY07-08	WHITE STUDENTS AY07-08	TOTAL FALL 2008	ETHNIC MINORITY STUDENTS FALL 2008	WHITE STUDENTS FALL 2008
Gaining a deeper understanding of the historical, political and socioeconomic interdependence of the United States	70.4%	78.6%	60.0%	63.6%	75.0%	57.1%
Understanding the richness of different cultures	70.9%	82.1%	68.0%	81.8%	75.0%	85.7%
Learning the role of history in shaping societies	75.9%	71.4%	80.0%	90.9%	85.7%	92.9%
Improving interpersonal communication skills	61.1%	67.9%	56.0%	72.7%	75.0%	71.4%
Developing an understanding of the world's social, environmental and economic problems	68.5%	67.9%	68.0%	77.3%	75.0%	78.6%
Taking someone else's perspectives	61.1%	67.9%	52.0%	72.7%	75.0%	71.4%
Better understanding the social, political and economic nature of the United States	60.4%	63.0%	56.0%	63.6%	75.0%	57.1%
Overall satisfaction	87.0%	89.3%	84.0%	90.9%	100%	85.7%
Likelihood of recommending a study abroad experience to other USF students?	92.6%	89.3%	96.0%	95.5%	100%	92.9%

TAB 35

Attachment 35: Differences in Academic Engagement by Study Abroad Experiences (NSSE DATA)

	2004 STUDIED ABROAD		2005 STUDIED ABROAD		2006 STUDIED ABROAD		2007 STUDIED ABROAD		2008 STUDIED ABROAD	
	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
Asked questions in class or contributed to class discussions	3.40	3.37	3.29	3.14	3.26	3.27	3.25	3.08	3.26	3.21
Worked on a paper or project that required integrating ideas or information from various sources	3.46	3.44	3.62	3.49	3.57	3.55	3.48	3.45	3.44	3.51
Included diverse perspectives (different races, religions, genders, political beliefs, ect.) in class discussions or writing assignments	3.31	3.11	2.83	2.72	3.47	3.14	3.21	3.17	3.29	3.13
Put together ideas or concepts from different courses when completing assignment or during class discussions	2.89	2.88	3.19	2.95	3.10	2.99	3.11	2.93	3.08	3.01
Participated in a community-based project (e.g., service learning) as part of a regular course	2.34	2.12	2.63	2.31	2.75	2.31	2.63	2.61	2.52	2.37
Worked with faculty members on activities other than course work (communities, orientation, student life activities, etc.)	2.09	1.66	2.14	1.74	2.22	1.76	2.13	1.80	2.13	1.71
Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	3.06	2.80	3.19	2.86	3.08	2.99	3.13	2.88	3.07	2.90
Had serious conversations with students of a different race or ethnicity than your own	3.29	2.99	2.87	2.64	3.18	2.97	3.19	3.13	3.11	3.00
Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	2.89	2.96	2.76	2.58	3.05	2.94	3.27	3.00	2.93	2.94
Attended an art exhibit, gallery, play, dance, or other theater performance	2.49	1.87	2.41	2.12	2.66	2.14	2.48	2.22	2.59	2.13

TAB 36

Attachment 36: Examples of Student Reflections on their Service Learning Experiences

"Working with inmates on death row sealed my career path… Having seen errors attorneys made and having seen what goes into a death penalty appeal makes me a more cautious and diligent public defender."

"This was the motto of our trip: Don't say it, be it. Be the good, be the change."

"In class we would study luminaries of social movements and approaches to working for change, which was coupled with real world experiences (a trip to South Africa to learn about the anti-apartheid movement) that helped see "the book in action."

"I have learned that I have more in common with people who are "different" than me, that I really thought, and it made me re-examine prejudices I might carry, even unconsciously."

"I had to move over one thousand miles away to learn what was going on in my own community. I felt ignorant and powerless. Since then I have become a community organizer in San Francisco and will soon be leaving for New Mexico to start a new faith-based organizing initiative in my hometown. I believe that the experiences offered by the program helped me see that I want people to be given the opportunity to act on injustices happening right in their own neighborhoods."

"[It] helped frame not only my understanding of structural injustice in our world but also how to actually play out the action of living my life with and for others. In class we would study luminaries of social movements and approaches to working for change, which was coupled with real world experiences (a trip to South Africa to learn about the anti-apartheid movement) that helped see "the book in action".

"The … unique curriculum allows students to understand how what they have learned applies to life beyond the classroom. Within my own academic career taking a step past the theoretical informed my perspective of a world beyond the University. The endeavors, ethics, and teachings explored during my year … continues to influence my decisions and professional development more so than any single experience undertaken within my Undergrad."

"[It] has opened doors of opportunity and allowed me to focus on my interest to further my career path. I originally joined … in hopes to stay actively involved and find my interest in social justice and service. During my time as an Erasmus student I was given the opportunity to conduct hands on primary research while learning a world of human rights related issues on an international level in a casual conversational environment."

"Traveling abroad to Cambodia continued to open my eyes and really allow for my own personal growth. Erasmus challenged my competence, confidence, and maturity and here I am two and half years later now strong and willing to take on anything. I have stayed actively involved with the Erasmus Program and what it stands for as a means to keep a tie to what strengthened my interest in social responsibility while allowing myself to throw out lines to greater challenges."

"I have started on the social justice path and haven't been able to stop. I was immediately immersed in a world of politics and injustice that I was only mildly aware of before hand. I was introduced to the issue of Human Trafficking as well as the Not For Sale Campaign during my time in Erasmus, and have been working for the campaign ever since. I have had the opportunity to travel all over the U.S. and the world (Georgia, Los Angeles, Washington D.C., Cambodia, and Peru) because of Erasmus… I am a Senior Entrepreneurship major and have been inspired by what I learned in Erasmus and hope to have a career in Social Entrepreneurship and Microcrediting. he Erasmus Community has been the single most valuable experience that I have had at USF and has helped to shape my USF experience and my future career path.

TAB 37

Attachment 37: USF Alumni who Exhibit Concern for a Socially Responsible Global Perspective

Alfred Affinito '50 served as Pittsburg's mayor and as a city council member during the 1960s. He serves as the national president of the Sons of Italy.

Dennis Batey '71 president of the Presbyterian Health Plan, subsidiary of Presbyterian Healthcare Services; the largest community-based, nonprofit integrated health care system in New Mexico.

Enrique Bazan '04 and **Mark Wexler '03**, Co-founders of *Not for Sale*, a nationwide movement of individuals and institutions working toward the abolishment of human trafficking.

Craig Borba '84 named state Pupil Personnel Administrator of the Year by the Association of California School Administrators.

Cupcake Brown '01 prominent national attorney and author, who rose from a life of poverty, drug-addiction, and prostitution; works with prison inmates.

Oral Lee Brown '86 established the Oral Lee Brown Foundation, which has financed the college education of many Oakland youths.

Gary D. Boyd '79, CEO of Southern Mono Healthcare District, Mammoth Lakes.

Mark Buell '64 received the Leaders in Giving Award from the Marin Community Foundation.

Sheila P. Burke '73 current undersecretary for the Smithsonian Institute; named a member of the Robert Wood Johnson Foundation Commission.

Ming William Chin '64 the first Chinese American to serve as a justice on the California Supreme Court; former president of the Commonwealth Club.

Edward Chow '59 Executive Director of the Chinese Community Health Care Association of San Francisco; inducted into the San Francisco Prep Hall of Fame.

Foster Church '64 Pulitzer Prize winning reporter for the *Oregonian*.

Br. Robert Clack '84 Master of Novices, Marists Brothers.

John Collins '86 Superintendent of Schools, Sonoma Archdiocese.

Sandra Stefani Comerford '79 Dean of the Language Arts Division, College of San Mateo.

John Corcoran '07 Planning Commissioner, Tiburon, CA.

Susan Cota '93 received the 2006 Harry Buttimer Distinguished Administrator Award from the Association of California Community College Administrators; president, Mira Costa College.

Teresa Crawford '98 Co-founder of Advocacy Project, dedicated to helping community human rights organizations to use IT to become more effective in promoting social change.

Michael Crilly '71 named 2007 Superintendent of the Year by the Association of California School Administrators of San Mateo and San Francisco counties.

Theresa Cunningham '88 member of board of directors, Legal Aid of Napa Valley.

William Dito '50 awarded the Frank W. Hartman Memorial Award for his many years of service to the College of American Pathologists.

Mike Doogan '70 elected to the Alaska House of Representatives.

Carolyn Boone Duncan '90 honored as Martinez Woman of the Year.

Jill Howie Esquivel '03 Vice Chair of Clinical Academic Programs and Personnel at the University of California, San Francisco.

Laura Euphrat '89 founded Little Wishes, a nonprofit organization that grants immediate and ongoing wishes to hospitalized children. The program has fulfilled the dreams of more than 3,000 children.

Paul Alan Fahey '86 editor of the international, award-winning magazine, *Mindprints, A Literary Journal*, for writers and artists with disabilities or with an interest in that population.

Casey Farmer '06 teacher in Teach for America; works with students with learning disabilities and behavior problems in an East Oakland high school.

Joe Fernekes '72 mayor of South San Francisco

Heather Fong '79 former San Francisco Police Chief; the first woman and second Asian American to hold that position.

Bryan Foster '70 superior court judge in San Bernardino.

Lou Giraudo and **Suzanne Giraudo '68** received the Fr. Alfred Boeddeker Award from The St. Anthony Foundation for their efforts in championing socially responsible and economically accessible education in San Francisco.

Gertrude Gregorio '97 received an "exemplary achievement award" from the Foothill-De Anza Community College District.

Joseph Gulino '70 Principal of St. Peter Interparish School, Jefferson City, MO.

Mary Hayashi '98 appointed chairwoman of the Assembly Business and Professional Committee. She is the first Korean-American woman in the California Legislature.

Attachment 37: USF Alumni who Exhibit Concern for a Socially Responsible Global Perspective

Cristina Heltsley '96 Director, St. Francis Center, Redwood City, CA.

Michael Hennessey '73 former Sheriff of San Francisco.

Tom Hewitt '04 founder of Umthombo, an agency working with street children in Durban, South Africa.

Heidi Horsley '03 worked with NYPD/firefighters since 9/11; author, syndicated radio show host.

Oren Jaffe '05 co-founder of EcoTuesday, a national event promoting sustainable businesses.

Alesia Jones '91 judge, Solano County Superior Court.

Frank Jordan '75 former Mayor of San Francisco.

Fr. William Justice '80 appointed by Pope Benedict XVI as auxiliary bishop of the Archdiocese of San Francisco and titular bishop of Matara de Proconsolare.

Neam Koy '97 Program Manager for U.N. Development Program, Phnom Penh, Cambodia.

Jan La Torre-Derby '86 Superintendent, Novato Unified School District.

Thomas Lindsey '73 recipient of a MacArthur Fellowship "Genius Grant" and the National Forensics Coach of the Year.

Vincent Maniaci '85 president of the American International College.

Joseph E. Marshall Jr. '68 founding member of Street Soldiers National Consortium; recipient of a MacArthur Fellowship "Genius Grant".

Shirlie Marymee '73 president of the California Health Information Association, an organization of 4.000 health information professionals that is affiliated with the American Health Information Association.

Abbe McCall '85 Senior Staff Attorney to California Supreme Court Justice Ming Chin.

Michael McCambridge '98 received the President's Excellence in Teaching Award from California Lutheran University.

Leo T. McCarthy '55 former California Lieutenant Governor; member San Francisco Board of Supervisors; speaker of the California State Assembly; champion of economic and social justice.

Angela McConnell '95 received the Mountain View Chamber of Commerce's 2005 Athena Award as Outstanding Woman of the Year.

James McFetridge '85 appointed superior court judge for Sacramento County.

Kevin McKenney '73 Santa Clara County Superior Court Judge.

Carlos Menchaca '04 Policy Coordinator for Brooklyn Borough President, Marty Markowitz.

Judith Miner '82 President, Foothill College, Oakland, CA.

James M. Mize '74 judge of the Sacramento Superior Court.

Lois Moore '02 inducted into the Marin Women's Hall of Fame.

Richard Morosi '75 inducted into the Sacred Heart Cathedral Preparatory Hall of Fame.

Kevin Murphy '84 judge in Alameda County Superior Court.

Steve Murphy '94 named Trial Lawyer of the Year for 2008 by the San Francisco Trial Lawyers Association.

Stephen Phelps '03 President, Bishop O'Dowd High School.

Luis Ramirez '91 won first prize in the radio category at the 11th Annual Human Rights Press Awards in Hong Kong for his series "China Unrest," detailing how government policies, illegal land seizures, and rising pollution are causing increasing turmoil in China.

Albirda Rose '82 creator of the Village Dancers Program, serving youth who seldom have the opportunity to develop their natural talents; program won a grant from the Walter & Elise Haas Fund.

Joseph Rosenthal '42 Pulitzer Prize winning AP photographer.

Jo Ellen Ross '97 received the Distinguished Executive Leader Award from the Cannon Health Care Quality Improvement Endowment.

Denise Rosselli '74 received the McPherson Distinguished Teacher Award.

Pierre Salinger '47 former Press Secretary for President John F. Kennedy.; bureau chief for ABC News in Paris.

Mike Sangiacomo '71 CEO of Norcal Waste Systems, San Francisco's recycling organization.

Hildegarde Schell-Chaple '86 selected as a 2008 American Academy of Nursing Fellow.

Don Sebastiani '75 former California State Assemblyman.

Heidi Shimamoto '07 2008 California League of Middle Schools Educator of the Year for Region 5 (San Benito, Santa Cruz, Monterey and Santa Clara Counties).

Marie Smith '74 selected as the first Castella Citizen of the Year for her involvement in a variety of activities in Shasta and Siskiyou counties.

Dorothy A. Sorensen '56 elected to the California State Legislature; elected chair of the Bay Area Caucus for the California State Legislature.

Attachment 37: USF Alumni who Exhibit Concern for a Socially Responsible Global Perspective

Anita Stangl '68 is the second woman president of the Rotary Club of San Francisco.

Kevin Starr '62 award-winning historian; served as California State Librarian from 1994 to 2004; received the 2006 National Humanities Medal.

Elisa Stephens '85 president of the Academy of Art University.

Jeremiah Sullivan (1870) former Associate Justice of the California Supreme Court; founding president of the Alumni Association.

Matthew Sullivan (1876) former Chief Justice of the California Supreme Court; founding dean of the USF School of Law.

Raymond Sullivan '30 former Associate Justice of the California Supreme Court.

Sam Swofford '87 former Executive Director, California Commission on Teacher Credentialing.

Lena Tam '96 named "Woman of the Year" by Assemblywoman Wilma Chan of the 16th Assembly District. She chairs the Alameda County Council of the League of Women Voters; served as president of the city of Alameda League of Women Voters and the East Bay Asian Voter Education Consortium.

Lorraine Taylor '88 founder of 1000 Mothers to Prevent Violence, an organization that offer help to families affected by violence.

Alejandro Toledo '71 former President of Peru.

Burl Toler '52 inducted into the Bay Area Sports Hall of Fame; first African American to become an NFL game official; first African American junior high school principal in San Francisco history.

William Trinkle '72 founder and director of the Bear Flag Museum, a nonprofit online museum and library devoted to collecting memorabilia related to the California Bear and California State Flag.

Hal Urban '62 received the Sanford N. McDonnell Lifetime of Service Award at the 12th National Forum of the Character Education Partnership.

David Bruce Vail '04 received the Pro Bono Service Award from St. John's University School of Law.

Chan Chung Wing '16 first Asian admitted to the practice of law in California history.

James M. Wood '73 won the California Lawyer Angel Award for his pro bono work on a groundbreaking case ensuring that California students with diabetes receive proper in-school care.

Lynn Woosley '81 serving her eighth-term in the Sonoma-Marin district seat of the U.S. House of Representatives.

Dennis Young '65 recognized by the California Society of CPAs with its 2008 Public Service Award for his service to community organizations; founded the Los Altos Community Foundation and currently serves as its corporate secretary.

Helena S. Younossi '92 founder of Younossi Law Firm in South San Francisco, a full service immigration law firm focusing primarily on corporate immigration law.

Claire Zvanski '69 served since 1987 as commissioner of the Health Service Board of the city and county of San Francisco.

TAB 38

Attachment 38: Effect of USF Experience as Recalled by Alumni

My experiences while at USF gave me the skills to:	OVERALL (N=848)	COLLEGE OF ARTS AND SCIENCES GRADUATES	SCHOOL OF BUSINESS AND MANAGEMENT GRADUATES	COLLEGE OF PROFESSIONAL STUDIES GRADUATES	SCHOOL OF NURSING GRADUATES
Appreciate the needs of others	**93%**	93%	93%	93%	97%
Participate in activities that assist the underserved and marginalized	**83%**	84%	76%	82%	97%
Contribute positively to society	**95%**	96%	93%	95%	100%
Act ethically in my profession	**96%**	96%	96%	96%	100%
Be a “person for others”	**91%**	90%	88%	92%	100%
Become more aware of international issues	**80%**	82%	84%	72%	81%

1. SOURCE: USF Alumni Survey, 2007. Alumni indicating “Strongly Agree” and “Agree.”

TAB 39

Attachment 39: Student Persistence at the University of San Francisco Office of Institutional Research, March 25, 2009

Executive Summary

Enhancing student persistence poses a significant challenge to the University of San Francisco. In this report, we will: (1) provide the most recent data on student persistence at USF, including one-year attrition, two-year attrition, and six-year graduation rates; (2) outline the financial implications of current attrition rates at USF; (3) compare USF's attrition and graduation rates to selected benchmarks; (4) summarize USF's current research on factors that are associated with student attrition and graduation; and (5) review selected national research on factors associated with student persistence.

USF's Office of Institutional Research conducted multiple analyses of continuing and non-continuing USF students enrolled in the Fall 2004, Fall 2005, and Fall 2006 first-time freshman cohorts. Data were drawn from reports generated by the offices of Information Services and Financial Aid in Academic Services, from the Student Information System, from the Office of Institutional Assessment, from an examination of student transcripts, from a national student clearinghouse data base of college and university transfer students, and from phone interviews of 56 of the 130 students from the Fall 2004 freshman cohort who did not continue at USF after their freshman year, and from phone interviews of 19 of the 26 university scholars and honors students from the first-time freshman cohort of the fall of 2006 who did not return in the fall of 2007. The student population for the study consisted of all 2,944 students who enrolled at USF as first-time freshmen during the fall semesters from 2004 through 2006, including the 481 students (16.3 %) who did not continue into their second year at USF. We are currently analyzing data drawn from the Fall 2007 first-time freshman cohort, and some preliminary findings from that group will also be included in this report.

The resulting analyses are consistent with the large body of national research that indicates that first-year attrition of undergraduate students is a complex phenomenon that cannot be explained by a single factor. Nevertheless, the national research and the research at USF indicate that academic performance during students' first year of college, financial factors, and social integration and student engagement all play important roles in first-year attrition. In summary, USF institutional research to date has found:

- Academic performance while at USF is related to retention in that non-continuing students generally obtain a significantly lower mean GPA in their first and second semesters than continuing students.
- A grade of D or lower during the first semester or during both semesters of the freshman year is associated with attrition.
- Withdrawing from a class after Census Date during the first semester is associated with attrition.
- Non-continuing students were more likely than continuing students to earn 20 units of academic credit or less during the two semesters of their freshman year.
- One-year attrition occurs at USF among the less prepared students as well as among those who are better prepared. Attrition occurs among those who do well academically at USF as well as those who do not.
- Possible high school-related predictor variables, such as GPA and SAT Scores, did not adequately differentiate between those who continued and those who failed to return.
- Participation in a freshman seminar is positively associated with student retention.
- Participation in a linked course (written and oral communication) is positively associated with student retention.
- Participation in a living learning community is positively associated with student retention.
- Financial aid factors have a relationship to retention, particularly for students who have a high need or relatively high unmet need.
- Specific measures of student engagement, such as students' evaluation of their entire educational experience during the first year, are positively associated with retention.
- Specific measures of student satisfaction, such as meeting expectations for a quality education, are positively associated with retention.

Attachment 39: Student Persistence at the University of San Francisco

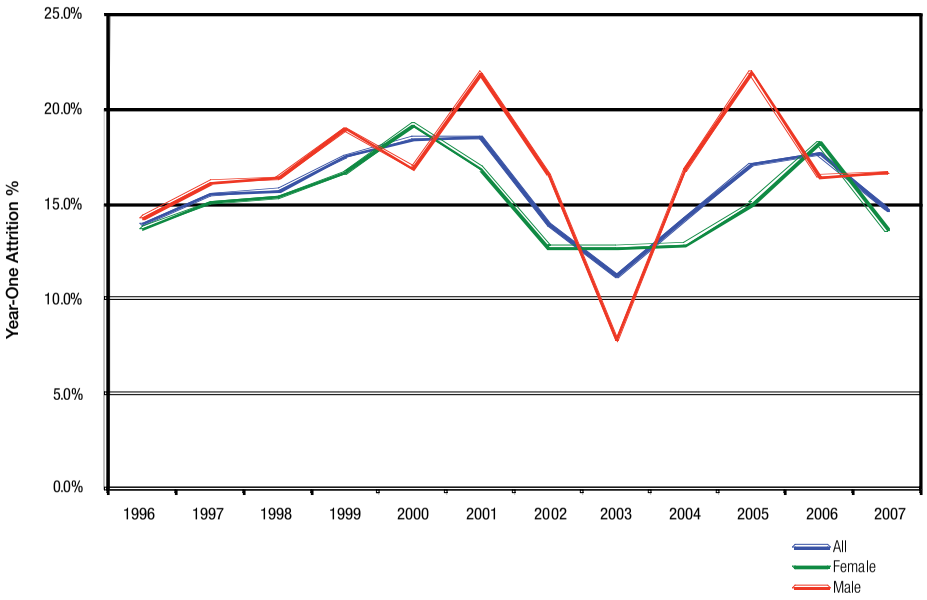
Twelve-Year Trends

For 11 years, beginning with the 1996 cohort, first-year attrition rates for first-time freshmen at USF had gradually worsened. Although there had been annual fluctuations, first-year attrition rates among all first-time freshmen had gone from 13.9 % for the cohort beginning in 1996, to 17.6 % for the cohort beginning in 2006. The first-time freshman cohort of 2007, however, began to reverse that decline and had an overall attrition rate of 14.7 %, almost three percentage points lower than the previous cohort (Table 1).

In nine of the past twelve years, first-time freshmen males had higher attrition rates than females. In the 2007 cohort, the first-year attrition rate for females declined to 13.7 %, while the attrition rate for males was 16.6 %, approximately the same as for males in the 2006 cohort (Table 1). First-year attrition rates, disaggregated by ethnicity, have also shown considerable annual variation over the past twelve years (Table 2). The trend for all groups, however, except international students, had been toward greater first-year attrition until the 2007 cohort. The 2007 cohort witnessed decreasing attrition rates for African American, Asia/ Pacific Islander, International, and White students, while the attrition rate for Hispanic students remained approximately the same as the prior year. In six of the past twelve years, including 2006 and 2007, white students had the highest first-year attrition rates. For example, 22.7 % of White first-time freshmen who entered USF in the fall semester of 2006 left USF by the fall of 2007, and 17.3 % of the White first-time freshmen that entered in the fall of 2007 left within one year. African American students had the second-highest first year attrition rates in five of the past twelve years. In one cohort (1998), African-American first-time freshman students had the highest attrition rate of any ethnic group, but in three cohorts (1996, 2000, and 2003) African-American students had the lowest attrition rate.

Disaggregating by admission status, the largest increase in attrition rates had been among USF's first-time freshman honors students and university scholars, a group that went from a 5.6 % attrition rate in 1996 to 17.9 % in 2006. The attrition rate for honors students and university scholars who entered in 2007, however, reversed this trend and fell to 14.8 %. Similarly, the attrition rate for regularly admitted students went from 18.0 % in 2006 to 14.8 % in 2007. The attrition rate for conditional/transitional students remained about the same from 2006 to 2007 (16.5 to 16.4 %), but has declined from its high point of 25.0 % in 2004 (Table 3).

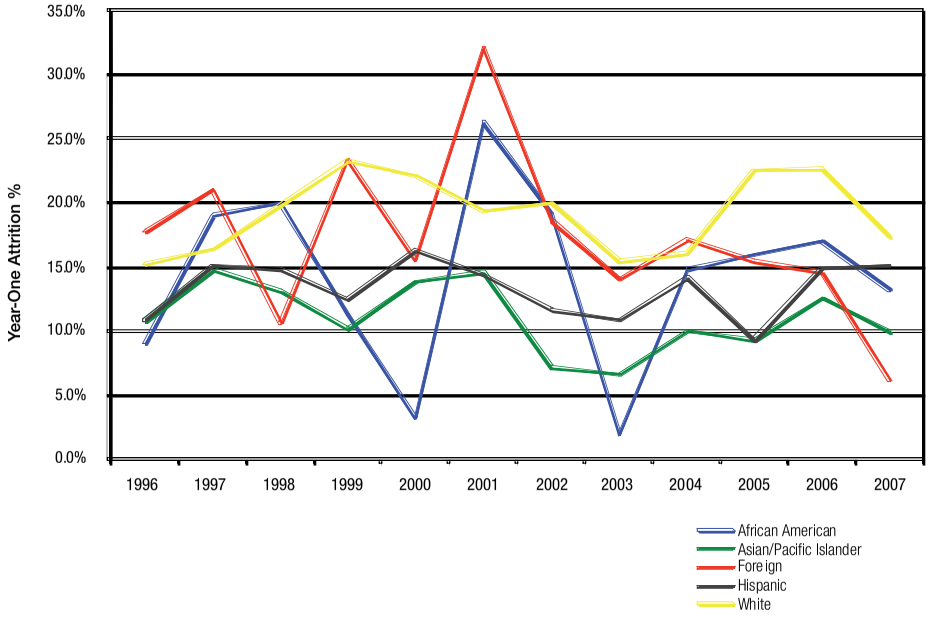
TABLE 1. USF First-Time Freshmen-to-Sophomore Attrition Rates, All Students, and by Gender, Fall 1996 to Fall 2007 Beginning Cohorts



	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
All	13.9%	15.4%	15.7%	17.4%	18.4%	18.5%	13.9%	11.2%	14.2%	17.0%	17.6%	14.7%
Female	13.7%	15.1%	15.3%	16.7%	19.2%	16.9%	12.7%	12.7%	12.8%	15.0%	18.2%	13.7%
Male	14.2%	16.1%	16.3%	18.9%	16.8%	21.9%	16.5%	7.8%	16.8%	21.9%	16.4%	16.6%

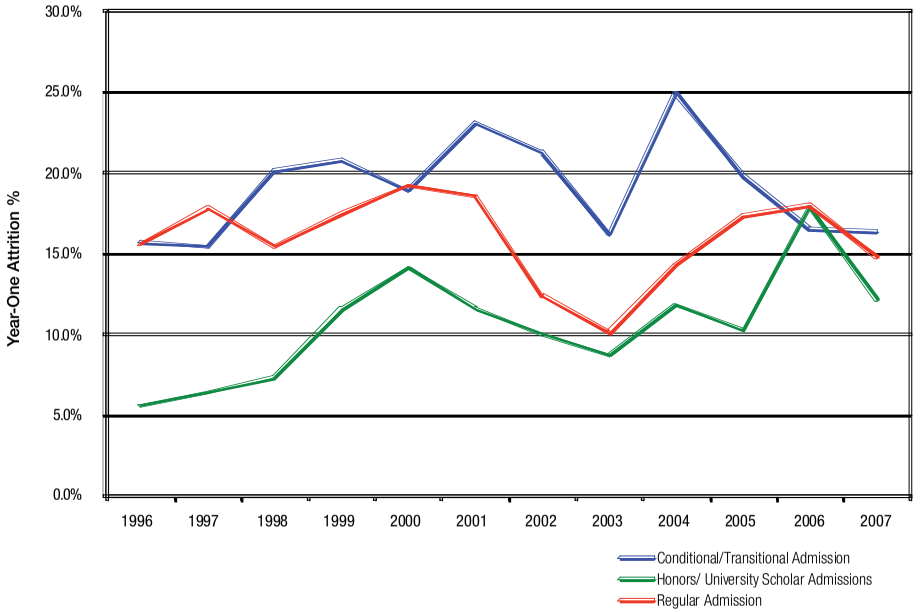
Attachment 39: Student Persistence at the University of San Francisco

TABLE 2. USF First-Time Freshmen-to-Sophomore Attrition Rates, by Ethnicity, Fall 1996 to Fall 2007 Beginning Cohorts



	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
African American	9.1%	19.0%	20.0%	11.4%	3.2%	26.3%	19.1%	1.9%	14.8%	16.0%	17.1%	13.2%
Asian/Pacific Islander	10.8%	14.8%	13.2%	10.1%	13.9%	14.6%	7.1%	6.6%	10.0%	9.3%	12.6%	9.9%
Foreign	17.7%	21.1%	10.6%	23.4%	15.5%	32.1%	18.6%	14.1%	17.1%	15.4%	14.5%	6.2%
Hispanic	10.9%	15.2%	14.9%	12.5%	16.3%	14.4%	11.7%	10.9%	14.2%	9.3%	15.0%	15.1%
White	15.2%	16.4%	19.9%	23.3%	22.2%	19.4%	20.1%	15.4%	16.1%	22.6%	22.7%	17.3%

TABLE 3. USF First-Time Freshmen-to-Sophomore Attrition Rates, by Admission Status, Fall 1996 to Fall 2007 Beginning Cohorts



	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
Conditional/ Transitional Admission*	15.6%	15.4%	20.1%	20.8%	18.9%	23.1%	21.3%	16.2%	25.0%	19.8%	16.5%	16.4%
Honors/ University Scholar Admissions	5.6%	6.4%	7.3%	11.6%	14.2%	11.6%	10.0%	8.7%	11.8%	10.3%	17.9%	12.2%
Regular Admission	15.6%	17.8%	15.5%	17.5%	19.3%	18.6%	12.4%	10.1%	14.3%	17.4%	18.0%	14.8%

*Conditional admits were students who did not meet the overall admission criteria because of a low SAT score and/ or a low GPA. The last conditional admits were in 2005. Transitional admits began in 2003, and are freshmen students who meet the overall admission criteria, but who have some type of identifiable issue in their files (e.g., English is not their first language, either their math or verbal SAT is disproportionately low, or they come from lower SES communities/high schools.)

Attachment 39: Student Persistence at the University of San Francisco

Two-Year Attrition Rates

Two-year attrition rates for first-time freshmen show a pattern similar to one-year attrition rates through the fall of 2006. The cumulative two-year attrition rate for all first-time freshmen increased from 22.3 % for the 1996 cohort to 25.9 % for the 2006 cohort (Table 4). Hispanic students had the largest increase in attrition, from a cumulative two-year attrition rate of 20.3 % for the 1996 cohort to a 27.2 attrition rate for the 2006 cohort (Table 5). White students had the highest two-year attrition rates in eight of the past eleven years, including the last five. The two-year attrition rate for honors students and university scholars went from 13.0 % for the 1996 entering cohort to 19.9 % for the 2006 cohort, the two-year attrition rates for regularly admitted students increased from 24.1 % to 26.4 %, and for conditional/transitional students, it went from 24.5 % to 28.2 % (Table 6).

	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
All %	22.3%	23.5%	25.6%	26.6%	26.6%	25.3%	22.7%	21.1%	20.9%	25.3%	25.9%
Begin N	620	609	645	763	760	845	842	920	932	934	1,078
Attrit N	138	143	165	203	202	214	191	194	195	236	279
Female %	21.4%	23.7%	25.7%	25.6%	25.5%	23.8%	22.3%	22.0%	19.2%	23.8%	25.3%
Begin N	416	392	443	504	522	575	582	637	616	665	736
Attrit N	89	93	114	129	133	137	130	140	118	158	186
Male %	24.0%	23.0%	25.2%	28.6%	29.0%	28.5%	23.5%	19.1%	24.4%	29.0%	27.1%
Begin N	204	217	202	259	238	270	260	283	316	269	343
Attrit N	49	50	51	74	69	77	61	54	77	78	93

* Gross attrition, including disqualified, withdrawn, stop-out, and graduated students.

TABLE 4. USF First-Time Freshmen-to-Junior Attrition Rates, All Students, and by Gender, Fall 1996 to Fall 2006 Beginning Cohorts*

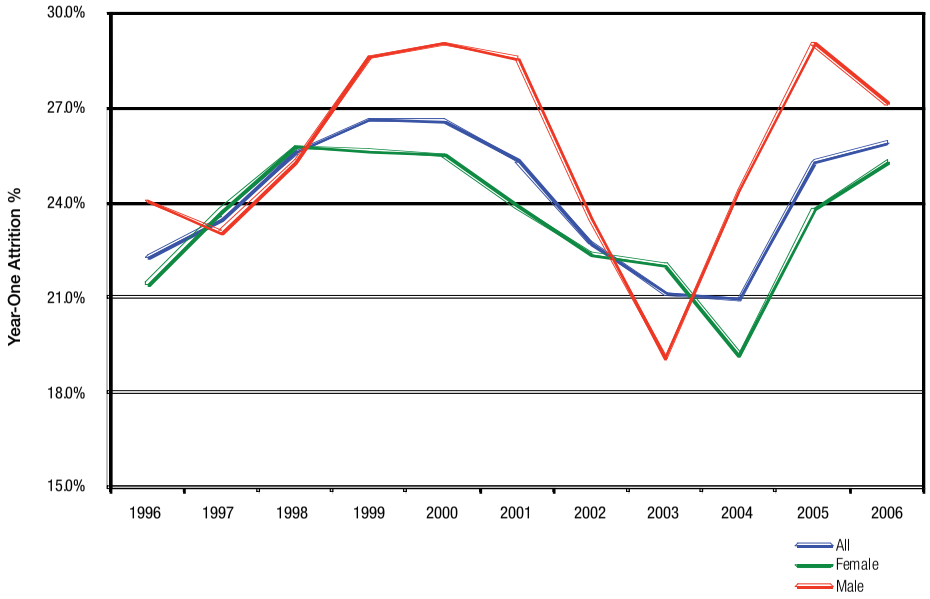
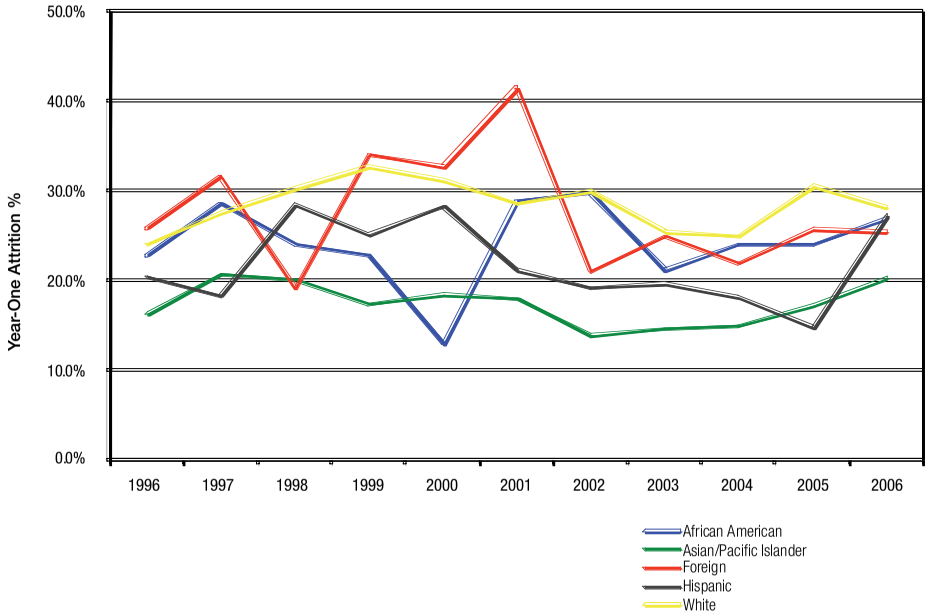


TABLE 5. USF First-Time Freshmen-to-Junior Attrition Rates, by Ethnicity, Fall 1996 to Fall 2006 Beginning Cohorts*

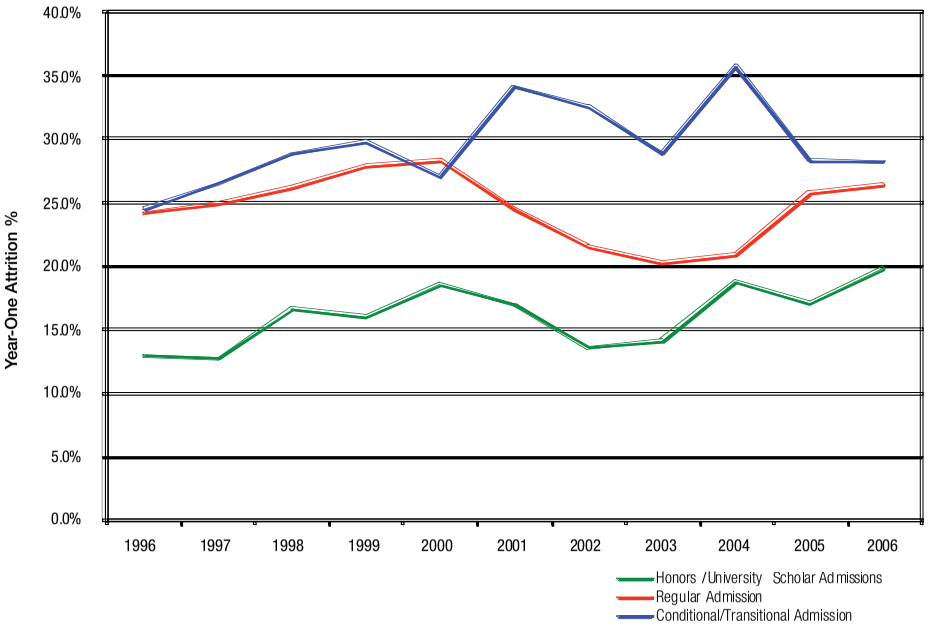


Attachment 39: Student Persistence at the University of San Francisco

	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
African American %	22.7%	28.6%	24.0%	22.9%	12.9%	28.9%	29.8%	21.2%	24.1%	24.0%	26.8%
Begin N	22	21	25	35	31	38	47	52	54	50	41
Attrit N	5	6	6	8	4	11	14	11	13	12	11
Asian/Pacific Islander %	16.2%	20.6%	20.0%	17.4%	18.4%	18.0%	13.8%	14.6%	14.9%	17.2%	20.2%
Begin N	148	155	205	207	201	239	224	226	249	204	253
Attrit N	24	32	41	36	37	43	31	33	37	35	51
Foreign %	25.8%	31.6%	19.1%	34.0%	32.8%	41.5%	20.9%	25.0%	22.0%	25.6%	25.5%
Begin N	62	57	47	47	58	53	43	64	41	39	55
Attrit N	16	18	9	16	19	22	9	16	9	10	14
Hispanic %	20.3%	18.2%	28.4%	25.0%	28.3%	21.2%	19.2%	19.5%	18.1%	14.7%	27.2%
Begin N	64	66	74	88	92	104	120	128	127	129	147
Attrit N	13	12	21	22	26	22	23	25	23	19	40
White %	24.0%	27.6%	30.3%	32.7%	31.2%	28.6%	29.9%	25.3%	24.9%	30.6%	28.1%
Begin N	217	214	251	330	311	346	304	356	361	389	420
Attrit N	52	59	76	108	97	99	91	90	90	119	118

*Gross attrition, including disqualified, withdrawn, stop-out, and graduated students.

TABLE 6. USF First-Time Freshmen-to-Junior Attrition Rates, by Admission Status, Fall 1996 to Fall 2006 Beginning Cohorts*



Attachment 39: Student Persistence at the University of San Francisco

	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
Conditional/Transitional Admission %**	24.5%	26.5%	28.9%	29.8%	27.0%	34.1%	32.5%	28.8%	35.7%	28.3%	28.2%
Begin N	147	162	194	178	159	173	169	198	28	212	255
Attrit N	36	43	56	53	43	59	55	57	10	60	72
Honors/ University Scholar Admissions %	13.0%	12.8%	16.7%	16.1%	18.6%	17.1%	13.6%	14.1%	18.8%	17.1%	19.9%
Begin N	108	94	96	112	113	129	110	149	186	117	156
Attrit N	14	12	16	18	21	22	15	21	35	20	31
Regular Admission %	24.1%	24.9%	26.2%	27.9%	28.3%	24.5%	21.5%	20.2%	20.9%	25.8%	26.4%
Begin N	365	353	355	473	488	543	563	573	718	605	667
Attrit N	88	88	93	132	138	133	121	116	150	156	176

*Gross attrition, including disqualified, withdrawn, stop-out, and graduated students.

**Conditional admits were students who did not meet the overall admission criteria because of a low SAT score and/or a low GPA. The last conditional admits were in 2005. Transitional admits began in 2003, and are freshmen students who meet the overall admission criteria, but who have some type of identifiable issue in their files (e.g., English is not their first language, either their math or verbal SAT is disproportionately low, or they come from lower SES communities/high schools.)

Six-Year Graduation Rates

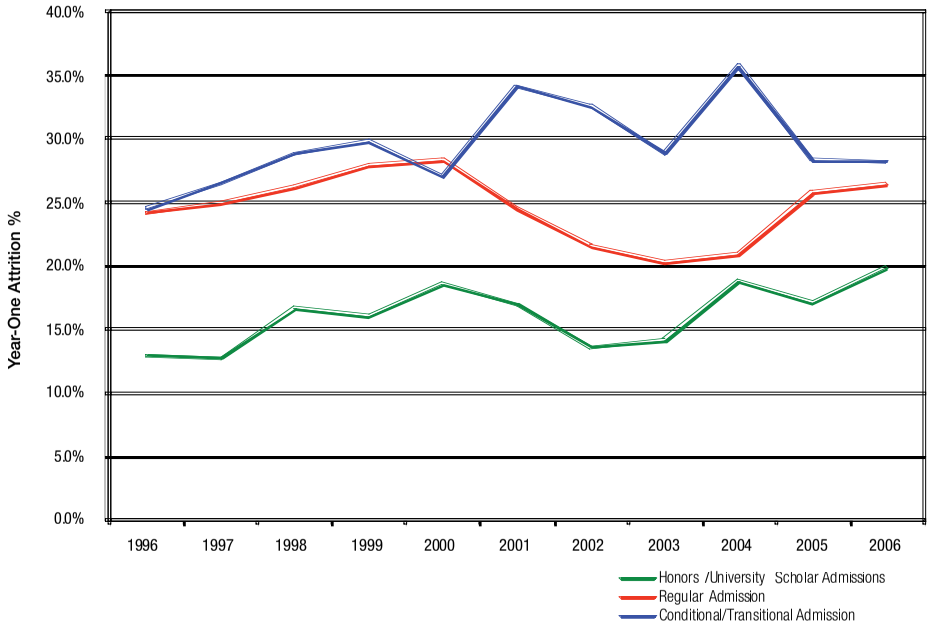
USF's overall six-year graduation rate for first-time freshmen (the nationally accepted comparative standard) declined slightly from the 1996 cohort to the 2002 cohort, from 66.9 % to 66.4 % (Table 7). Female graduation rates declined about two percentage points from 1996 to 2002, but male six-year graduation rates increased from 63.7 % for the 1996 cohort to 66.9 % for the 2002 cohort.

By ethnicity, African American students showed the steepest decline in graduation rates from the 1996 to the 2002 cohorts, from 63.6 % to 51.1 % (Table 8). White students were second in the decline in six-year graduation rates, from 64.1 % among 1996 entering freshmen to 61.2 % among freshmen entering in 2002. Hispanic students went from a six-year graduation rate of 68.8 % in the 1996 cohort to a 73.3 % rate in the 2002 cohort, the largest increase of any ethnic group. Asian/Pacific Islanders had the highest six-year graduation rate of any ethnic group in four of the last seven cohorts.

Six-year graduation rates also differ by admission status (Table 9). Among regularly admitted students, graduation rates increased by three percentage points from the cohort that entered in 1996 (64.9 %) to the cohort that entered in 2002 (67.9 %). Students who entered as honors students or university scholars in 1996 saw 80.6 % of their group graduate within the next six years, while for honors students or university scholars who entered in 2002, 82.7 % graduated six years later. Only conditional/transitional students suffered a decline in six-year graduation rates, from 61.9 % for the 1996 cohort to 50.9 % for the 2002 cohort.

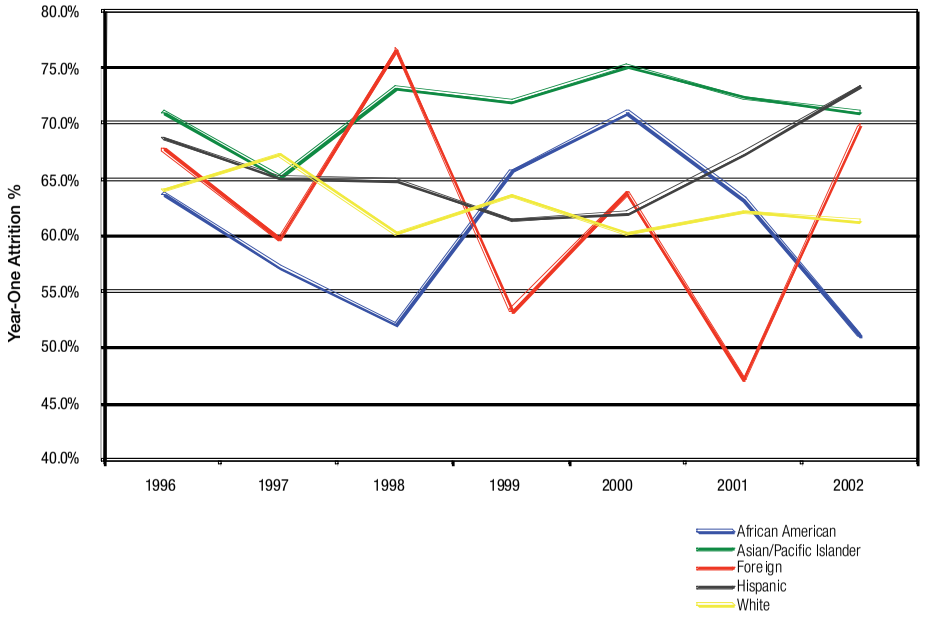
Attachment 39: Student Persistence at the University of San Francisco

TABLE 7. USF Six-Year Graduation Rates for First-Time Freshmen, All Students, and by Gender, Fall 1996 to Fall 2002, Beginning Cohorts



	1996	1997	1998	1999	2000	2001	2002
All	66.9%	65.4%	65.9%	65.8%	65.0%	64.9%	66.4%
Female	68.5%	66.1%	66.6%	68.5%	66.9%	68.2%	66.2%
Male	63.7%	64.1%	64.4%	60.6%	60.9%	57.8%	66.9%

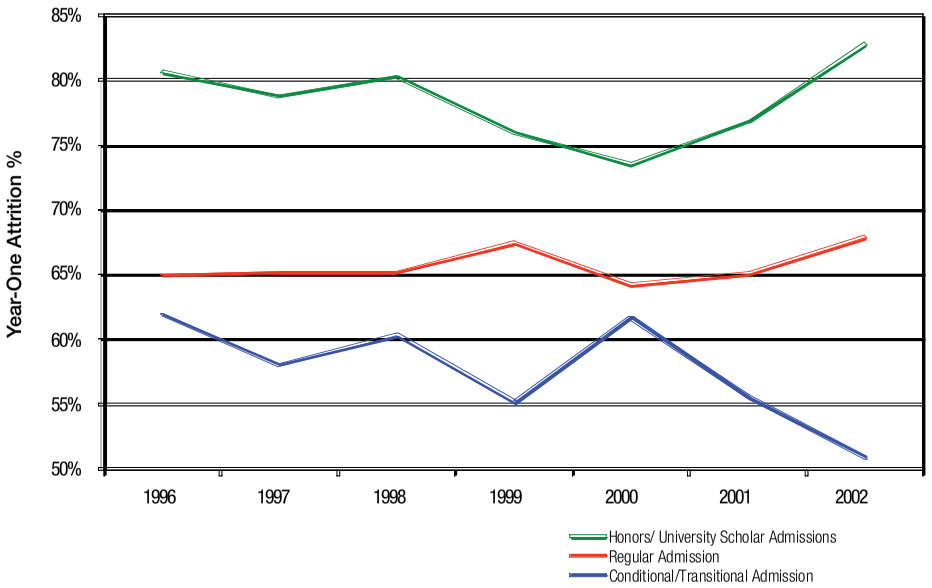
TABLE 8. USF Six-Year Graduation Rates for First-Time Freshmen, by Ethnicity, Fall 1996 to Fall 2002, Beginning Cohorts



	1996	1997	1998	1999	2000	2001	2002
African American	63.6%	57.1%	52.0%	65.7%	71.0%	63.2%	51.1%
Asian/Pacific Islander	70.9%	65.2%	73.2%	72.0%	75.1%	72.4%	71.0%
Foreign	67.7%	59.6%	76.6%	53.2%	63.8%	47.2%	69.8%
Hispanic	68.8%	65.2%	64.9%	61.4%	62.0%	67.3%	73.3%
White	64.1%	67.3%	60.2%	63.6%	60.1%	62.1%	61.2%

Attachment 39: Student Persistence at the University of San Francisco

TABLE 9. USF Six-Year Graduation Rates for First-Time Freshmen, by Admission Status,Fall 1996 to Fall 2002, Beginning Cohorts



	1996	1997	1998	1999	2000	2001	2002
Conditional/Transitional Admission*	61.9%	58.0%	60.3%	55.1%	61.6%	55.5%	50.9%
Honors/ University Scholar Admissions	80.6%	78.7%	80.2%	75.9%	73.5%	76.7%	82.7%
Regular Admission	64.9%	65.2%	65.1%	67.4%	64.1%	65.0%	67.9%

*Conditional admits were students who did not meet the overall admission criteria because of a low SAT score and/ or a low GPA. The last conditional admits were in 2005. Transitional admits began in 2003, and are freshmen students who meet the overall admission criteria, but who have some type of identifiable issue in their files (e.g., English is not their first language, either their math or verbal SAT is disproportionately low, or they come from lower SES communities/high schools.)

Financial Implications for USF

The financial implications of student attrition are significant. Using a formula developed by the independent research firm of Noel-Levitz, we calculated the unrealized revenue from various hypothetical retention rates among USF's first-year freshmen. For example, a reduction in first-year attrition from 17.6 % to 10.0 % among the 1,078 students who entered USF as first-time freshmen in the fall of 2006, translates into approximately $4.8 million in unrealized revenue over three years. Even a reduction in first-year attrition rates from 17.6 % to 16.0 % translates into $1 million in unrealized revenue from the first-time freshman cohort of 2006 (Table 10). These figures do not include other budget considerations, such as travel costs associated with student recruitment, costs of mailings to prospective students, and staff hours devoted to recruitment. It also does not include the loss of future contributions from potential alumni who never become alumni.

TABLE 10. First-Year Attrition Rates and Hypothetical Revenue Values, Fall 2006 Cohort*

First-to-Second Year Retention Rate	Number of Additional Students Retained by Changing Rates			Value of Increasing Retention***			Total
	Year 2	Year 3	Year 4	Year 2	Year 3	Year 4	
82.4% (actual)**							
84%	17	15	13	$376,455	$327,390	$283,738	$987,583
85%	28	25	22	$611,739	$545,650	$480,172	$1,637,561
86%	39	35	31	$847,023	$763,910	$676,606	$2,287,539
87%	50	45	41	$1,082,308	$982,170	$894,866	$2,959,344
88%	60	55	50	$1,317,592	$1,200,430	$1,091,300	$3,609,322
89%	71	64	58	$1,552,876	$1,396,864	$1,265,908	$4,215,648
90%	82	74	67	$1,788,161	$1,615,124	$1,462,342	$4,865,627

*Based on a Fall 2006 first-time freshmen cohort of 1,078 | **190 students lost from cohort
***2006-2007 gross undergraduate tuition revenue = $140,081,035
2006-2007 institutional financial aid = $35,226,175
2006-2007 net undergraduate tuition revenue = $104,854,860
Net tuition per students per year = $21,826 | **SOURCE:** Noel-Levitz Calculator

Comparative Benchmarks

A number of benchmarks can be used to compare USF's first-year attrition rates and six-year graduation rates to those of other institutions. For comparative six-year graduation rates, the most recent available data from other institutions are from first-time freshman cohorts that began in the fall of 2001. For first-year retention rates, the most recent available data from other institutions are from freshman cohorts that began in the fall of 2006. First-year retention rates are the converse of first-year attrition rates.

Among the 28 Jesuit colleges and universities, USF was in 19th place in one-year retention rates among the first-time fall cohorts beginning in 2006, and was in 21st place in six-year graduation rates among the cohorts that began in 2001. USF is more than two percentage points below the one-year retention rate average for all the Jesuit schools, and is more than seven percentage points below the six-year graduation rate average for all the Jesuit schools. Among the West Coast Jesuit Schools (Gonzaga University, Loyola Marymount University, Santa Clara University, and Seattle University), USF has the lowest one-year retention rate, and the lowest six-year graduation rate among the five schools. (Table 11).

TABLE 11. First-Year Retention Rates* and Six-Year Graduation Rates** Among First-Time Freshmen at AJCU Schools

Institution	First Year Retention Rate	6-Year Graduation Rate
Boston College	96.0%	91.0%
Canisius College	80.6%	65.4%
College Holy Cross	94.0%	92.0%
Creighton University	86.0%	75.0%
Fairfield University	88.0%	81.0%
Fordham University	90.0%	80.0%
Georgetown University	96.0%	93.0%
Gonzaga University	91.0%	80.0%
John Carroll University	84.0%	74.0%
Le Moyne College	84.0%	68.0%
Loyola College MD	91.0%	83.0%
Loyola Marymount University	87.0%	74.0%
Loyola University Chicago	84.0%	65.0%
Loyola University New Orleans	78.0%	67.7%
Marquette University	89.0%	75.0%
Regis University	78.1%	56.2%
Rockhurst University	80.0%	65.1%
Saint Joseph's University	88.1%	75.0%
Saint Louis University	82.0%	75.0%
Saint Peter's College	70.1%	46.0%
Santa Clara University	92.1%	84.2%
Seattle University	90.0%	71.0%
Spring Hill College	79.1%	66.0%
University of Detroit Mercy	78.0%	55.8%
University of San Francisco	83.0%	65.2%
University of Scranton	90.0%	77.0%
Wheeling Jesuit University	76.0%	58.0%
Xavier University	88.0%	79.0%
AVERAGES	**85.47%**	**72.77%**

*For First-time Freshman Beginning in Fall 2006
**For First-time Freshman Beginning in Fall 2001
SOURCE: AJCU Fact File, 2007-2008

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A second comparative benchmark is derived from the Carnegie Foundation for the Advancement of Teaching classification scheme for colleges and universities. The original Carnegie classification framework was first released in 1970, has gone through two major revisions, and is now the leading typology of all accredited colleges and universities in the United States, using data derived from the U.S. Department of Education, the National Science Foundation, and the College Board. In the 2005 classification scheme, USF can be compared to other schools that are classified as *private not-for-profit, four-year or above,* and *doctoral/ research universities.* Nationwide, there are 38 institutions that are in this same classification as USF, 37 of which have posted their six-year graduation rates from the 2001 first-time freshman cohort. Among those 37 schools, USF is tied for 12th in overall six-year graduation rates (Table 12). USF was 5th in six-year graduation rates among African American and Hispanic students, however, and 9th among Asian Students. For White students, USF placed 19th among comparable schools (Table 12A).

TABLE 12. Six-Year Graduation Rates* Among First-Time Freshmen at Schools in the same Carnegie Classification as USF, Overall and by Gender

Institution Name	6 Year Overall Graduation Rate		6 Year Graduation Rate by Gender			
	Rate	Rank	Male	Rank	Female	Rank
Pepperdine University	79%	1	76%	2	82%	2
Worcester Polytechnic Institute	76%	2	74%	3	84%	1
University of San Diego	74%	3	77%	1	72%	7
Duquesne University	73%	4	65%	8	77%	3
American University	73%	4	73%	4	73%	6
University of St Thomas	72%	6	71%	5	72%	7
Southern Methodist University	71%	7	66%	7	75%	4
Biola University	71%	7	65%	8	74%	5

TABLE 12 (continued). Six-Year Graduation Rates* Among First-Time Freshmen at Schools in the same Carnegie Classification as USF, Overall and by Gender

Institution Name	6 Year Overall Graduation Rate		6 Year Graduation Rate by Gender			
	Rate	Rank	Male	Rank	Female	Rank
Texas Christian University	69%	9	65%	8	72%	7
Immaculata University	68%	10	-	-	67%	13
Samford University	67%	11	64%	11	68%	10
UNIVERSITY OF SAN FRANCISCO	**65%**	**12**	**58%**	**15**	**68%**	**10**
Azusa Pacific University	65%	12	63%	12	66%	15
Pacific University	63%	14	54%	19	67%	13
Adelphi University	63%	14	56%	17	65%	16
George Fox University	62%	16	59%	14	65%	16
DePaul University	62%	16	61%	13	63%	20
The New School	61%	18	58%	15	63%	20
University of the Pacific	60%	19	67%	6	68%	10
St. John's University-New York	60%	19	55%	18	65%	16
University of La Verne	59%	21	49%	22	64%	19
Seton Hall University	57%	22	54%	19	60%	25
University of Hartford	54%	23	51%	21	58%	27
Saint Mary's University of Minnesota	53%	24	42%	30	63%	20
Hofstra University	53%	24	48%	24	59%	26
Pace University-New York	53%	24	48%	24	57%	28

TABLE 12 (continued). Six-Year Graduation Rates* Among First-Time Freshmen at Schools in the same Carnegie Classification as USF, Overall and by Gender

Institution Name	6 Year Overall Graduation Rate		6 Year Graduation Rate by Gender			
	Rate	Rank	Male	Rank	Female	Rank
Andrews University	52%	27	44%	28	63%	20
Widener University-Main Campus	52%	27	43%	29	63%	20
Oral Roberts University	52%	27	48%	24	55%	29
Trevecca Nazarene University	49%	30	46%	27	51%	30
Trinity International University	47%	31	41%	31	50%	31
Nova Southeastern University	47%	31	49%	22	45%	34
Union Institute & University	47%	31	-	-	38%	36
University of Bridgeport	43%	34	35%	33	47%	32
Long Island University-C W Post Campus	42%	35	34%	34	47%	32
Barry University	39%	36	39%	32	41%	35
Wilmington University	35%	37	30%	36	38%	37
Spalding University	24%	38	31%	35	21%	38
Average:	58%		54%		61%	
TOTAL: 38						

*Data for freshman beginning in Fall 2001 | **SOURCE:** IPEDS/College Navigator

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TABLE 12A. Six-Year Graduation Rates* Among First-Time Freshmen at Schools in the same Carnegie Classification as USF, by Ethnicity

INSTITUTION NAME	6 YEAR GRADUATION RATE BY ETHNICITY											
	White/ Non Hispanic	Rank	Black/ Non Hispanic	Rank	Hispanic	Rank	Asian/Pacific Islander	Rank	Other	Rank	Non-Resident, Alien	Rank
Pepperdine University	80%	1	81%	2	76%	2	86%	2	83%	1	67%	6
University of San Diego	76%	3	43%	23	66%	5	77%	6	83%	1	76%	1
Worcester Polytechnic Institute	76%	2	-	-	59%	9	82%	3	53%	15	71%	4
American University	75%	4	71%	4	79%	1	74%	7	68%	5	63%	10
Duquesne University	73%	4	60%	9	58%	10	67%	13	64%	7	76%	1
University of St Thomas	73%	6	83%	1	57%	12	66%	16	60%	9	30%	24
Biola University	72%	7	61%	7	72%	3	68%	11	-	-	67%	6
Southern Methodist University	72%	7	55%	10	71%	4	81%	4	-	-	61%	12
University of the Pacific	71%	9	53%	11	62%	8	65%	17	70%	4	52%	19
Texas Christian University	70%	10	61%	7	63%	7	81%	4	62%	8	66%	8
St. John's University-New York	69%	11	53%	11	56%	17	62%	18	53%	15	42%	21
Immaculata University	68%	12	-	-	-	-	-	-	-	-	-	-
Adelphi University	68%	12	52%	14	54%	18	50%	23	60%	9	63%	10
Samford University	67%	14	77%	3	-	-	-	-	53%	15	-	-
Azusa Pacific University	66%	15	53%	11	57%	12	59%	19	71%	3	65%	9
Long Island University-C W Post Campus	65%	16	-	-	-	-	-	-	42%	22	-	-
DePaul University	65%	16	48%	17	57%	12	67%	13	57%	12	71%	4
George Fox University	63%	18	-	-	-	-	-	-	-	-	-	-
UNIVERSITY OF SAN FRANCISCO	**62%**	**19**	**66%**	**5**	**66%**	**5**	**73%**	**9**	**66%**	**6**	**48%**	**20**
Seton Hall University	62%	19	50%	16	52%	19	58%	20	49%	21	40%	22
The New School	61%	21	52%	14	57%	12	70%	10	52%	18	72%	3
Pacific University	60%	22	-	-	-	-	74%	7	-	-	-	-
University of La Verne	57%	23	63%	6	57%	12	67%	13	59%	11	-	-
University of Hartford	56%	24	47%	19	50%	21	50%	23	50%	20	55%	16
Pace University-New York	56%	24	46%	21	44%	24	68%	11	57%	12	15%	26

TABLE 12A (continued). Six-Year Graduation Rates* Among First-Time Freshmen at Schools in the same Carnegie Classification as USF, by Ethnicity

INSTITUTION NAME	6 YEAR GRADUATION RATE BY ETHNICITY											
	White/ Non Hispanic	Rank	Black/ Non Hispanic	Rank	Hispanic	Rank	Asian/Pacific Islander	Rank	Other	Rank	Non-Resident, Alien	Rank
Saint Mary's University of Minnesota	55%	26	-	-	-	-	-	-	38%	23	-	-
Widener University-Main Campus	54%	27	33%	26	-	-	50%	23	51%	19	-	-
Hofstra University	54%	27	46%	21	49%	22	56%	22	56%	14	58%	13
Andrews University	53%	29	48%	17	45%	23	88%	1	-	-	56%	14
Oral Roberts University	53%	29	47%	19	58%	10	40%	26	-	-	36%	23
Trevecca Nazarene University	49%	31	-	-	-	-	-	-	-	-	-	-
Trinity International University	48%	32	-	-	-	-	-	-	-	-	-	-
University of Bridgeport	45%	33	31%	27	20%	26	-	-	-	-	55%	16
Nova Southeastern University	43%	34	39%	24	51%	20	57%	21	-	-	56%	14
Wilmington University	41%	36	20%	28	-	-	-	-	33%	24	-	
Barry University	41%	35	37%	25	40%	25	-	-	21%	26	53%	18
Spalding University	22%	37	9%	29	-	-	-	-	28%	25	27%	25
Average:	61%		51%		57%		67%		55%		55%	
TOTAL: 37												

*Data for freshman beginning in Fall 2001 | **SOURCE:** IPEDS/College Navigator

As a third benchmark at the national level, the federal government reports that among all first-time freshman entering 4-year institutions of higher education in the fall of 2000 (the most recent available data), the six-year graduation rate was 56.4 %. Among all of the nation's 1,533 private nonprofit 4-year institutions, the six-year graduation rate among first-time freshman entering in the fall of 2000 was 63.8 %. At USF, the six-year graduation rate for first-time freshmen entering in the fall of 2000 was 65.0 %.

USF Research on Factors Associated with Attrition

ACADEMIC PERFORMANCE

Decades of national research indicates that academic performance during students' first-year of college is strongly associated with persistence to graduation. For example, a study by the National Center for Education Statistics (2006) followed a large national sample of students, from 1988 to 2000, beginning when the students were in the 8th grade. The study examined selected variables that correlated with success in completing a bachelor's degree. Among the students who enrolled in college, the study found that earning grades that placed the student in the top 40 % of first-year GPA for the whole freshman cohort was positively correlated with degree completion; excessive withdrawals from courses without penalty significantly reduced the probability of degree completion; completing less than 20 units of credit by the end of the first calendar year of enrollment negatively correlated with degree completion; earning credits during summer sessions had a consistently positive relationship to degree completion; and continuous enrollment in college, even on a part-time basis, with no stop-out periods, significantly increased the probability of degree completion. The federal study also found that formal transfer from one four-year college to another was positively associated with degree completion, but that frequent wandering from one school to another, or "swirling" was not.

In a study of 11,000 students at 18 colleges and universities, researchers at Indiana University (Kuh, Cruce, Shoup, Kinzie, & Gonyea, 2007) found that first-year college GPA had a positive but diminishing effect on the probability of returning for the second year for students whose GPA was no greater than 3.25. The first-year average GPA of the students in the study was 3.04. The researchers found that for students who attain grades above 3.25, the probability of returning for the second year decreased exponentially. The effect of first year grades on retention was curvilinear and statistically significant.

To date, USF institutional research has found:

- **Continuing and non-continuing students differ significantly in their average GPA obtained at USF.** The average GPA of 2,469 continuing students from the first-time freshman cohorts of 2004, 2005, and 2006 at the end of their freshman year was 3.07. The average GPA of the 453 non-continuing students was 2.73. This difference was statistically significant ($p<.001$).
- **A grade of D or below during the fall semester of the freshman year or during the fall and spring semesters of the freshman year was associated with one-year attrition.** Among the non-continuing students who made a D or below during their first fall semester or during their first fall and spring semesters, 23.3 % did not return to USF for their second year, whereas 12.2 % of the continuing student made a D or below during their first fall or during their first fall and spring semesters (Table 13).

TABLE 13. Grade of D or Below During First Year Among Continuing and Non-Continuing First-Time Freshmen, Cohorts 2004–2006

	Non-continuing		Continuing	
	N	%	N	%
No D or below	362	76.7%	2,169	87.8%
D or below during 1st Year	110	23.3%	302	12.2%
TOTAL	**472**	**100%**	**2,471**	**100.0%**

$p<.001$, Mann-Whitney U test

- **Withdrawing from one or more classes during the freshman year was associated with one-year attrition.** Among the non-continuing students from the Fall 2004, 2005, and 2006 cohorts, 29.9 % withdrew from one or more classes after census date during their first year, whereas 19.8 % of the continuing students withdrew from classes after census date ($p<.001$, Mann-Whitney U test).
- **Earning 20 units or less of academic credit during the freshman year was associated with one-year attrition.** Among the non-continuing students from the Fall 2004, 2005, and 2006 cohorts, 19.2 % earned 20 units or less of academic credit during their first year, whereas 3.4 % of the continuing students earned 20 units or less during their first year (Table 14).

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TABLE 14. Comparison of Continuing and Non-Continuing Students who Earned 20 Units of Academic Credit or Less During the First Year, First-Time Freshmen, Cohorts 2004-2006

	20 UNITS OR LESS		MORE THAN 20 UNITS		TOTAL	
	N	%	N	%	N	%
Continuing	83	3.4%	2368	96.6%	2451	100.0%
Non-continuing	60	19.2%	252	80.8%	312	100.0%
Total	143		2620		2763	

p<.001, Mann-Whitney U test

As potential variables affecting first-year attrition rates, consideration was also given to the High School GPA and SAT scores of entering freshman. The results were:

- **High School GPA is an insufficient explanation for attrition during the freshman year.** For the 2004, 2005, and 2006 first-time freshman cohorts, students on both ends of the High School GPA continuum left USF by the end of the first year by a larger percentage than those in the middle range. On the higher end of the GPA range, 40.1 % of USF's non-continuing first-year students had a High School GPA greater than 3.50. On the lower end of the GPA range, 34. 6 % of USF's non-continuing students had a High School GPA less than 3.25. In the middle range, 25.3 % of non-continuing students from the 2004, 2005, and 2006 entering cohort had high school GPAs of 3.25 to 3.50. Among the continuing students, 46.9 % had a High School GPA above 3.50, 29.0 % had a High School GPA below 3.25, and 24.1 % were in the middle range of 3.25 to 3.50 (Table 15).

TABLE 15. High School GPA Ranges Among USF Continuing and Non-Continuing Students in the First-Time Freshmen Cohorts 2004–2006

	NON-CONTINUING		CONTINUING		TOTAL
HS GPA RANGE	N	%	N	%	N
<3.25	163	34.6%	716	29.0%	879
3.25-3.5	119	25.3%	594	24.1%	713
>3.5	189	40.1%	1,156	46.9%	1345
Total	**471**	**100.0%**	**2,466**	**100.0%**	**2937**

- **SAT scores are an insufficient explanation for attrition rates during the freshman year.** For the 2004, 2005, and 2006 first-time freshman cohorts, SAT scores at the 25th, 50th, and 75th percentile in math were the same for continuing and non-continuing students. The verbal SAT scores were actually 10 points higher for the non-continuing students than the continuing students at the 25th and 75th percentiles (Tables 16 and 17).

TABLE 16. Comparison of Math SAT score at the 25th, 50th, and 75th percentile for Non-Continuing and Continuing Students, Cohort 2004-2006

	NON-CONTINUING STUDENTS	CONTINUING STUDENTS
25th percentile	510	510
50th percentile	560	560
75th percentile	610	610

TABLE 17. Comparison of Verbal SAT score at the 25th, 50th, and 75th percentile for Non-Continuing and Continuing Students, Cohort 2004-2006

	NON-CONTINUING STUDENTS	CONTINUING STUDENTS
25th percentile	510	500
50th percentile	560	560
75th percentile	610	600

- Among non-continuing students in the Fall 2004 cohort with a first-year cumulative USF GPA of 3.5 or higher, more than 48 % transferred to schools rated higher than USF by U.S. News & World Report, whereas more than 55 % of the non-continuing students with a cumulative USF GPA of 2.5 or lower transferred to a community college. Schools rated higher than USF to which USF students from the Fall 2004 cohort transferred included the University of Southern California, Washington University in St. Louis, University of Minnesota-Twin Cities, Fordham University, and Marquette University.

Financial Aid Factors

Financial aid and other finance-related factors have been researched in recent years as a variable associated with persistence among college students. One review on financial aid and college persistence concluded that finance-related factors such as financial aid, tuition, living expenses, and other costs, explained about half of the variance in student persistence (St. John et al, 2000). At the same time, researchers have found that the type of student financial aid makes a difference: students who received a financial aid package made up of grants or with a high ratio of grants to loans demonstrated a higher level of persistence than students who received no grants or who had a low ratio of grants to loans (St. John, 1989, 1990; Somers, 1996). Other studies have also found that students with inadequate financial aid, or who attend schools they cannot afford, are more likely to drop out (St. John, 2003, Choy, 2002).

Research also shows that unmet financial need and students' perceptions and fears about financial difficulty may have a negative influence on retention. For example, a study of 11,000 students attending 18 colleges and universities found a statistically significant relationship between students who had an unmet need that was 10% or more of the total cost of college attendance and attrition rates at the end of the first year (Kuh, Cruce, Shoup, Kinzie, & Gonyea, 2007). A study by the National Center for Education Statistics (2006), however, found that the effect of grants and federal work-study were inconclusive as to their impact on student persistence. The federal researchers found that for a large 1982 national cohort that was followed through college, grants and student work-study were modestly significant contributors to student persistence. By contrast, the data on financial support for an equally large 1992 cohort failed to show a significant relationship. Other single institution studies have found no relationship between student financial aid and persistence (Braunstein, McGrath & Pescastrice, 2000; Somers, 1995).

To date, USF institutional research has found the following relationships between financial aid and persistence:

- **In phone interviews, the most frequent reasons students gave for leaving USF were financial, followed closely by academic reasons.** Among 56 non-continuing students from the fall 2004 cohort who were interviewed, 18 cited financial reasons for leaving USF, and 17 mentioned academic reasons. Several students said they had a good experience at USF, but could not afford to stay. Some students reported that academic difficulties were the reason they left, but several students said that they were not sufficiently challenged academically. Three students cited both financial and academic reasons for their departure. Phone interviews were also conducted among 19 of the 26 honors students and university scholars from the fall 2006 cohort who did not return to USF in the fall of 2007. Ten of those students said that tuition was too high for what they could afford (the most frequent response), and three of those ten also said there was inadequate financial aid.

- **The average unmet financial need for non-continuing freshman in the 2004 through 2006 cohorts was $12,211, whereas the average unmet need for continuing students was $8,320.** In an analysis of 854 freshmen from the 2004 through 2006 entering cohorts who had an unmet financial need, we found that the median unmet need for those that left was $4,323 greater than those who continued, and that 25% of those that left before the beginning of their sophomore year had an unmet need greater than $18,186 (Table 18).

TABLE 18. Descriptive Statistics of Unmet Need for Continuing and Non-Continuing Students, Fall Cohorts 2004, 2005, 2006

	N	Mean	Standard Deviation	25th percentile	50th percentile	75th percentile
Non-Continuing students	145	$12,210.85	$9,815.76	$4,078.00	$10,918.00	$18,186.50
Continuing students	709	$8,320.41	$7,226.15	$3,464.15	$6,595.00	$10,550.00

- For example, among those freshmen who left USF and had an unmet financial need, almost 30 % had an unmet need between $20,000 and $35,000. Among those freshman that continued at USF, only 9.4 % had an unmet need between $20,000 and $35,000 (Table 19).

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TABLE 19. Within-Population Comparison of Continuing and Non-Continuing Students' Unmet Need, Fall 2004, 2005, 2006 Cohorts

	NON-CONTINUING STUDENTS		CONTINUING STUDENTS	
AMOUNT OF UNMET NEED*	N	%	N	%
<=$5,000	60	26.3%	433	32.7%
$10,000 to $15,000	43	18.9%	515	38.9%
$15,000 to $20,000	38	16.7%	218	16.5%
$20,000 to $25,000	28	12.3%	64	4.8%
$25000 to $30,000	24	10.5%	38	2.9%
$30,000 to $35,000	16	7.0%	22	1.7%
$35,000 to $40,000	10	4.4%	24	1.8%
>=$40,000	9	3.9%	11	0.8%
TOTAL	228	100%	1,325	100%

- **Among non-continuing students, an unmet need of $15,000 or greater (more than 35% of the average total cost per year of a USF education from 2004 to 2007) was associated with a sharp increase in the percentage of students who did not continue past their freshman year.** Among all 558 freshmen in the 2004 through 2006 cohorts who had an unmet need of $5,000 to $10,000, 7.7 % did not continue at USF into their sophomore year, whereas 92.3 % did continue. Among all 256 freshman in the 2004 through 2006 cohorts who had an unmet need of $10,000 to $15,000, 14.8 % did not continue at USF into their sophomore year, whereas 85.2 % did continue. Once $20,000 of unmet need was reached, the percentage of non-continuing students rose dramatically, with a 30.4 % first-year attrition rate among those freshmen whose unmet need was between $20,000 and $25,000 (Table 20).

TABLE 20. Across-Population Comparison of Continuing and Non-Continuing Students Unmet Need, Fall 2004, 2005, 2006 Cohorts

	NON-CONTINUING STUDENTS	CONTINUING STUDENTS	TOTAL NUMBER OF STUDENTS	NON-CONTINUING STUDENTS	CON-TINUING STUDENTS	TOTAL
AMOUNT OF UNMET NEED	N	N	N	%	%	%
<=$5,000	60	433	493	12.2%	87.8%	100.0%
$10,000 to $15,000	43	515	558	7.7%	92.3%	100.0%
$15,000 to $20,000	38	218	256	14.8%	85.2%	100.0%
$20,000 to $25,000	28	64	92	30.4%	69.6%	100.0%
$25000 to $30,000	24	38	62	38.7%	61.3%	100.0%
$30,000 to $35,000	16	22	38	42.1%	57.9%	100.0%
$35,000 to $40,000	10	24	34	29.4%	70.6%	100.0%
> $40,000	9	11	20	45.0%	55.0%	100.0%
TOTAL	228	1,325	1,553	15%	85%	100.0%

- **Freshmen who received certain types of grants (Pell grants, Cal grants, University Merit Scholarships) were more likely to continue at USF into their sophomore year than freshmen who did not receive grants.** In an analysis of 2943 first time-freshmen from the 2004 through 2006 cohorts, it was found that 88.4 % of those freshman who received Pell Grants, Cal Grants, or University Merit Scholarships

continued into their sophomore year, whereas 82.2 % of the freshmen who did not receive these grants continued into their sophomore year (Table 21).

TABLE 21. Comparison of students who did or did not receive select grants[1] and first year attrition, Fall 2004, 2005, 2006 cohorts

	RECEIVED GRANTS		DID NOT RECEIVE GRANTS	
	N	%	N	%
Non-Continuing students	95	11.6	377	17.8
Continuing students	726	88.4	1745	82.2
TOTAL	**821**	**100.0**	**2122**	**100.0**

[1] Pell, Cal, or Merit

- **Freshmen who received certain types of grants (Pell grants, Cal grants, University Merit Scholarships) and enough additional financial aid to cover their university determined financial need were slightly more likely to continue into their sophomore year than freshmen who received grants but not enough additional financial aid to cover their university determined financial need.** In an analysis of 820 first time-freshmen from the 2004 through 2006 cohorts, it was found that 90.1 % of those freshman who received grants and enough additional financial aid to cover their university determined financial need continued into their sophomore year, whereas 88.1 % of the freshmen who received grants but not enough additional financial aid to cover their university determined financial need continued into their sophomore year (Table 22).

TABLE 22. Freshmen who received grants[1] but did receive sufficient financial aid to cover their need, compared to freshmen who did receive grants[1] and did not receive sufficient financial aid to cover their need, Fall 2004, 2005, 2006 cohorts

	DID RECEIVE GRANTS[1] AND ENOUGH FINANCIAL AID TO COVER NEED		DID RECEIVE GRANTS[1] BUT DID NOT RECEIVE ENOUGH FINANCIAL AID TO COVER NEED	
	N	%	N	%
Non-Continuing students	12	9.9%	83	11.9%
Continuing students	109	90.1%	616	88.1%
TOTAL	**121**	**100.0%**	**699**	**100.0%**

[1] Pell, Cal, or Merit

- Within several unmet financial need ranges, freshmen who received select grants were more likely to continue into their sophomore than those who did not receive a grant. Among all non-continuing students in the 2004 through 2006 cohorts, those with unmet needs of less than $5,000, $15,000 to $20,000, and $20,000 to $25,000, who received select grants (Pell, Cal, or University Merit Scholarships) were less likely to leave USF by their sophomore year than those who did not receive grants (Table 23)

TABLE 23. Comparison of Non-Continuing students who received grants[1] but did not receive sufficient financial aid to cover their need, Fall 2004, 2005, 2006 cohorts

AMOUNT	NON-CONTINUING STUDENTS WITH SELECT GRANTS		NON-CONTINUING STUDENTS WITHOUT SELECT GRANTS	
	N	%	N	%
<=$5,000	15	18.1%	45	31.0%
$10,000 to $15,000	20	24.1%	23	15.9%
$15,000 to $20,000	11	13.3%	27	18.6%
$20,000 to $25,000	5	6.0%	23	15.9%
$25,000 to $30,000	14	16.9%	10	6.9%
$30,000 to $35,000	7	8.4%	9	6.2%
$35,000 to $40,000	8	9.6%	2	1.4%
> $40,000	3	3.6%	6	4.1%
TOTAL	**83**	**100.0%**	**145**	**100%**

Overall, we conclude that financial aid factors have a relationship to retention particularly for those students who have high need or relatively high unmet need. We especially note that the receipt of a select grant, somewhat irrespective of the amount of financial need, may have a positive impact on student retention.

FRESHMAN SEMINARS

For the past 20 years, a growing body of research has generally shown a significant difference in retention rates among college students from the freshman to sophomore year associated with enrollment in freshman seminars. In several studies, using different methodologies, and holding possible intervening variables constant, retention rates during the first year of college have often been shown to be higher among students enrolled in freshman seminars than among students not enrolled in freshman seminars (Fidler and Hunter, 1989, Barefoot, 1993, Miller and Janz, 2007). These outcomes have not, however, been universal in the research literature. Some studies have shown no relationship between participation in a freshman seminar and second-year retention (Handel, 2001), while other studies have found no relationship between retention and participation in a freshman seminar unless the seminar was linked to a special cluster course program (Barefoot, 1998). Other studies have examined possible interactive effects, such as pre-college academic preparation. For example, Miller and Janz (2007) found that students of all entering academic ability levels generally benefited from participation in a first-year seminar, and no significant interaction effects were found based on entering academic ability level.

During the 2007-08 academic year, the Office of Institutional Research at USF conducted a study of retention rates from the freshman to the sophomore year among all first-time freshmen in the Fall 2004, 2005, and 2006 cohorts. In Fall 2008, the Office considered an additional variable in the analysis of freshman retention in these cohorts: enrollment in a freshman seminar. The major findings in the freshman seminar analysis were:

- Among those Fall 2004 first-time freshmen who enrolled in a freshman seminar, 88.5 % continued at USF into their second year, whereas among those first-time freshman who did not enroll in a freshman seminar, 85.7 % continued at USF into their second year (Table 24)
- Among the Fall 2005 first-time freshmen who enrolled in a freshman seminar, 89.4 % continued at USF into their second year, whereas among those first-time freshman who did not enroll in a freshman seminar, 82.8 % continued at USF into their second year (Table 25)
- Among the Fall 2006 first-time freshmen who enrolled in a freshman seminar, 84.6 % continued at USF into their second year, whereas among those first-time freshman who did not enroll in a freshman seminar, 82.0 % continued at USF into their second year (Table 26)
- Among all first-time freshmen in the combined Fall 2004 through Fall 2006 cohorts who enrolled in a freshman seminar, 87.3 % continued at USF into their second year, whereas among those first-time freshmen that did not enroll in a freshman seminar, 83.4 % continued at USF into their second year (Table 27). Using Chi-Square Analysis, the difference in attrition rates between the two groups was statistically significant ($\chi^2 = 3.913$, $p < .05$)

Freshman Persistence and Participation in Freshman Seminars: Cohorts 2004, 2005, 2006

TABLE 24. Comparison of first-year persistence among students who did or did not participate in Freshman Seminars, Fall Cohort 2004

	PARTICIPATED IN FRESHMAN SEMINAR		DID NOT PARTICIPATE IN FRESHMAN SEMINAR	
First-Time Freshmen	N	%	N	%
Non-continuing	14	11.5%	116	14.3%
Continuing	108	88.5%	694	85.7%
TOTAL	**122**	**100%**	**810**	**100%**

TABLE 25. Comparison of first-year persistence among students who did or did not participate in Freshman Seminars, Fall Cohort 2005

	PARTICIPATED IN FRESHMAN SEMINAR		DID NOT PARTICIPATE IN FRESHMAN SEMINAR	
First-Time Freshmen	N	%	N	%
Non-continuing	14	10.6%	138	17.2%
Continuing	118	89.4%	664	82.8%
TOTAL	**132**	**100%**	**802**	**100%**

TABLE 26. Comparison of first-year persistence among students who did or did not participate in Freshman Seminars, Fall Cohort 2006

	PARTICIPATED IN FRESHMAN SEMINAR		DID NOT PARTICIPATE IN FRESHMAN SEMINAR	
First-Time Freshmen	N	%	N	%
Non-continuing	25	15.4%	165	18.0%
Continuing	137	84.6%	750	82.0%
TOTAL	**162**	**100%**	**915**	**100%**

TABLE 27. Comparison of students who did or did not participate in the Freshmen Seminar, Combined Fall Cohorts 2004-2006

	PARTICIPATED IN FRESHMAN SEMINAR		DID NOT PARTICIPATE IN FRESHMAN SEMINAR	
First-Time Freshmen	N	%	N	%
Non-continuing	53	12.7%	419	16.6%
Continuing	363	87.3%	2108	83.4%
TOTAL	**416**	**100%**	**2527**	**100%**

$p<.05$

Overall, we conclude that successful completion of a freshman seminar has a modest relationship to retention, and may serve as one of many contributing factors in helping to explain which freshmen are most likely to continue at USF into a second year.

LINKED COURSES AND STUDENT PERSISTENCE

In the fall of 2008, we considered several additional variables to the analysis of freshman retention in the 2004-2006 cohorts, including: persistence among students who did or did

not participate in linked written/ oral communication courses (0102-130/131). Written and Oral Communication (130/131) is an accelerated two-semester course, with 4 credit hours per semester. When completed with a grade of C- or better, the linked courses meet the university requirement for writing and public speaking (Core A1 and A2).

The major finding of our study was that among all first-time freshmen in the combined Fall 2004 through Fall 2006 cohorts who successfully completed the linked written and oral communication courses with a C- or better, 93 % continued at USF into their second year, whereas among those first-time freshmen that did not enroll in a these linked courses, 82.0 % continued at USF into their second year (see table below). Using Chi-Square Analysis, the difference in attrition rates between the two groups was statistically significant (χ^2 =38.04, p<.001).

TABLE 28. Persistence Among Students Who Did or Did Not Participate in Linked Written/ Oral Communication Courses (0102-130/131)*, Fall Cohorts 2004-2006

	SUCCESSFULLY COMPLETED LINKED WRITTEN AND ORAL COMMUNICATION COURSES		DID NOT PARTICIPATE IN LINKED WRITTEN AND ORAL COMMUNICATION COURSES	
	N	%	N	%
Non-continuing	36	7.0%	434	18.0%
Continuing	479	93.0%	1980	82.0%
TOTAL	**515**	**100%**	**2414**	**100%**

p<.001
*0102-230/231 (2004, 2005)

In addition to enhancing students' writing and speaking abilities, two critical skills in college success, we believe that the linked courses over the course of two semesters fosters a sense of community among the students and greater mentoring possibilities for the instructor. As such, this linked course sequence may fall approximately midway on the continuum between living learning communities and freshman seminars in promoting community among students, fostering instructor mentoring, and enhancing other qualities, which our prior research has shown to be associated with student persistence.

STUDENT ENGAGEMENT AND STUDENT SATISFACTION

In recent years, the National Survey of Student Engagement (NSSE), has become a major tool throughout higher education to measure the degree to which students participate in educational practices that are linked to valued outcomes at college, including persistence to graduation. Researchers at the University of Indiana who developed the NSSE have found statistically significant positive correlations between graduation rates and the following NSSE benchmarks: academic challenge, active and collaborative learning, student-faculty interaction, enriching educational experiences, and a supportive campus environment. In a study of 11,000 students attending 18 baccalaureate-granting institutions (Kuh, Cruce, Shoup, Kinzie, & Gonyea, 2007), researchers found that student engagement, as measured by the NSSE, had a positive, statistically significant effect on grades and persistence between the first and second years of study for students from different racial and ethnic backgrounds.

USF has used the NSSE with its entering freshmen and graduating seniors for the past five years. To date, we have found the following links between student engagement and attrition:

- **Non-continuing student are more likely to evaluate their entire educational experience as poor or fair than continuing students.** Among the non-continuing students from the freshman cohorts of 2004, 2005, and 2006 who completed the NSSE, 33.9 % said their entire educational experience at USF was poor or fair. By contrast, among the continuing students, 12.3 % rated the entire educational experience as poor or fair (Table 29). This difference was statistically significant by the Mann-Whitney U Test (p<.05), using the median of the students' ranked responses to that NSSE item. It should be noted that non-continuing and continuing students who said that their entire educational experience was poor were more likely to say that they were not academically challenged; that campus support was poor; that faculty were more likely to be unavailable, unhelpful, or unsympathetic; that academic advising was poor; and that they were less likely to talk to an advisor or faculty member about career plans. Non-continuing students were also less likely to participate in a community-based project (e.g., service-learning) during their first year than were continuing students, though the difference just missed statistical significance at the .05 level. The significant differences between the continuing and non-continuing students in the median of their ranked responses to various NSSE items using the Mann-Whitney U Test are portrayed in tables 29 to 34, along with some of the findings that reveal patterns but missed statistical significance.

Attachment 39: Student Persistence at the University of San Francisco

TABLE 29. Responses by Continuing and Non-Continuing Students, Cohorts 2004-2006, to the NSSE Item: How would you evaluate your entire educational experience at this institution?*

	NON-CONTINUING		CONTINUING	
	N	%	N	%
Poor / Fair	19	33.9%	61	12.3%
Good/ Excellent	37	66.1%	434	87.7%
TOTAL	**56**	**100%**	**495**	**100%**

* p<.05, Mann-Whitney U test

TABLE 30. Responses by Continuing and Non-Continuing Students, Cohorts 2004-2006, to the NSSE Item: Participated in a community-based project (e.g., service learning) as part of a regular course.

	NON-CONTINUING		CONTINUING	
	N	%	N	%
Never/ Sometimes	62	93.9%	543	84.6%
Often/ Very Often	4	6.1%	99	15.4%
Total	66	100%	642	100%

TABLE 31. Responses by Continuing and Non-Continuing Students, Cohorts 2004-2006, to the NSSE Item: Providing the support you need to help you succeed academically.

	NON-CONTINUING		CONTINUING	
	N	%	N	%
Never/ Sometimes	17	28.3%	98	16.3%
Often/ Very Often	43	71.7%	502	83.7%
Total	60	100%	600	100%

TABLE 32. Responses by Continuing and Non-Continuing Students, Cohorts 2004-2006, to the NSSE Item: Worked harder than you thought you could to meet an instructor's standards or expectations.

	NON-CONTINUING		CONTINUING	
	N	%	N	%
Never/ Sometimes	36	56.3%	283	44.8%
Often/ Very Often	28	43.8%	349	55.2%
Total	64	100%	632	100%

TABLE 33. Responses by Continuing and Non-Continuing Students, Cohorts 2004-2006, to the NSSE Item: Overall, how would you evaluate the quality of academic advising you have received at your institution?

	NON-CONTINUING		CONTINUING	
	N	%	N	%
Poor / Fair	22	37.9%	169	28.7%
Good/ Excellent	36	62.1%	419	71.3%
Total	58	100%	588	100%

TABLE 34. Responses by Continuing and Non-Continuing Students, Cohorts 2004-2006, to the NSSE Item: Talked about career plans with a faculty member or advisor.

	NON-CONTINUING		CONTINUING	
	N	%	N	%
Never/ Sometimes	55	82.1%	498	77.6%
Often/ Very Often	12	17.9%	144	22.4%
Total	67	100%	642	100%

Attachment 39: Student Persistence at the University of San Francisco

- **Non-continuing students and continuing students responded differently to specific measures of student satisfaction on the Student Satisfaction Inventory (SSI).** The Student Satisfaction Inventory (SSI), developed by the independent firm of Noel-Levitz, seeks to assess what is important to students and how satisfied they are with various aspects of the college or university they attend. A random sample of first-time freshmen from the Fall 2006 cohort were administered the SSI, and several significant differences were found between the responses of the continuing and non-continuing students. In comparison to continuing students, non-continuing students were less likely to feel a sense of belonging at USF, had a less enjoyable experience on the campus, had less of a sense of pride about the campus, felt they experienced less intellectual growth, were made to feel less welcome on campus, were more dissatisfied with their overall experience, and were more likely to feel that the school did not meet their expectations. These significant differences, using the Mann-Whitney U Test, are portrayed in tables 35 through 43.

TABLE 35. Responses by Continuing and Non-Continuing Students, Fall 2006 Cohort, to the SSI Item: Most students feel a sense of belonging here.

	DISSATISFIED		ADEQUATE		SATISFIED		TOTAL	
	N	%	N	%	N	%	N	%
Continuing	33	16.7%	31	15.7%	134	67.7%	198	100.0%
Non-continuing	9	45.0%	5	25.0%	6	30.0%	20	100.0%

p<.01, Mann-Whitney U test

TABLE 36. Responses by Continuing and Non-Continuing Students, Fall 2006 Cohort, to the SSI Item: It is an enjoyable experience to be a student on this campus.

	DISSATISFIED		ADEQUATE		SATISFIED		TOTAL	
	N	%	N	%	N	%	N	%
Continuing	21	10.7%	23	11.7%	153	77.7%	197	100.0%
Non-continuing	9	45.0%	5	25.0%	6	30.0%	20	100.0%

p<.001, Mann-Whitney U test

TABLE 37. Responses by Continuing and Non-Continuing Students, Fall 2006 Cohort, to the SSI Item: I feel a sense of pride about my campus.

	DISSATISFIED		ADEQUATE		SATISFIED		TOTAL	
	N	%	N	%	N	%	N	%
Continuing	24	12.5%	34	17.7%	134	69.8%	192	100.0%
Non-continuing	8	36.4%	8	36.4%	6	27.3%	22	100.0%

p<.001, Mann-Whitney U test

TABLE 38. Responses by Continuing and Non-Continuing Students, Fall 2006 Cohort, to the SSI Item: I am able to experience intellectual growth here.

	DISSATISFIED		ADEQUATE		SATISFIED		TOTAL	
	N	%	N	%	N	%	N	%
Continuing	16	8.2%	18	9.2%	162	82.7%	196	100.0%
Non-continuing	4	20.0%	7	35.0%	9	45.0%	20	100.0%

p<.001, Mann-Whitney U test

TABLE 39. Responses by Continuing and Non-Continuing Students, Fall 2006 Cohort, to the SSI Item: Students are made to feel welcome on this campus.

	DISSATISFIED		ADEQUATE		SATISFIED		TOTAL	
	N	%	N	%	N	%	N	%
Continuing	14	8.9%	37	23.4%	107	67.7%	158	100.0%
Non-continuing	6	30.0%	6	30.0%	8	40.0%	20	100.0%

p<.001, Mann-Whitney U test

TABLE 40. Responses by Continuing and Non-Continuing Students, Fall 2006 Cohort, to the SSI Item: I seldom get the 'run-around' when seeking information on this Campus.

	DISSATISFIED		ADEQUATE		SATISFIED		TOTAL	
	N	%	N	%	N	%	N	%
Continuing	55	30.6%	22	12.2%	103	57.2%	180	100.0%
Non-continuing	11	57.9%	6	31.6%	2	10.5%	19	100.0%

p<.01, Mann-Whitney U test

TABLE 41. Responses by Continuing and Non-Continuing Students, Fall 2006 Cohort, to the SSI Item: USF meets my expectations for a quality education.

	DISSATISFIED		ADEQUATE		SATISFIED		TOTAL	
	N	%	N	%	N	%	N	%
Continuing	18	9.3%	14	7.2%	162	83.5%	194	100.0%
Non-continuing	8	40.0%	3	15.0%	9	45.0%	20	100.0%

p<.001, Mann-Whitney U test

TABLE 42. Responses by Continuing and Non-Continuing Students, Fall 2006 Cohort, to the SSI Item: So far, how has your college experience met your expectation?

	WORSE THAN I EXPECTED		ABOUT WHAT I EXPECTED		BETTER THAN I EXPECTED		TOTAL	
	N	%	N	%	N	%	N	%
Continuing	38	19.1%	80	40.2%	81	40.7%	199	100.0%
Non-continuing	12	60.0%	7	35.0%	1	5.0%	20	100.0%

p<.001, Mann-Whitney U test

TABLE 43. Responses by Continuing and Non-Continuing Students, Fall 2006 Cohort, to the SSI Item: Rate your overall satisfaction with your experience here thus far?

	DISSATISFIED		ADEQUATE		SATISFIED		TOTAL	
	N	%	N	%	N	%	N	%
Continuing	29	14.6%	24	12.1%	146	73.4%	199	100.0%
Non-continuing	11	55.0%	1	5.0%	8	40.0%	20	100.0%

p<.001, Mann-Whitney U test

SOCIAL INTEGRATION AND LIVING-LEARNING COMMUNITIES

The term social *integration* is derived from the work of Vincent Tinto (1993,1996), a professor at Syracuse University who developed a widely used model of why students decide to drop out from college. Students who face identical intellectual and financial obstacles, according to Tinto, can vary enormously in their likelihood to depart based on how well they feel they fit into a particular college environment. Based on this model, there is research to suggest that good peer networks and close friendships have a positive influence on student retention, as do involvement in student activities, clubs, and social events, especially during the students' first year of college. Indeed, research (Gardner, 2008; Barefoot, 2008; Tinto, 1996; Kuh et. al., 2007) shows that the first year experience is crucial in retaining students. Based on Tinto's model, learning communities, as a stimulus to social integration, have been the focus of research on student retention and graduation. This research demonstrated that students who participated in learning communities were more engaged overall, had higher persistence rates, and evidenced greater intellectual development and social development compared with peers who did not participate in learning communities. A study (Zhao & Kuh, 2004) of 365 four-year institutions by the Carnegie Foundation for the Advancement of Teaching, and the developers of the National Survey of Student Engagement (NSSE) at Indiana University, found that participating in a learning community was positively linked to student engagement as well as to student reported learning-outcomes and overall satisfaction with college.

Research conducted at USF found that students who participated in living-learning communities were more likely than students who did not participate in living-learning communities to:

- Maintain a higher grade point average and receive fewer Ds or Fs during their freshman year

- Complete all courses without a withdrawal during their freshman year
- Complete more units by the end of their freshman year
- Show lower attrition rates from their freshman to their sophomore year
- Report greater engagement with USF as measured by the National Survey of Student Engagement (NSSE), especially on benchmark items related to enriching educational experiences, active and collaborative learning, and positive student-faculty interaction
- Report more time working on campus, engaging in community service, and participating in political and social activities

The results of the study speak to the important role of living-learning communities at USF in enhancing students' academic success, institutional engagement, and persistence. The data was drawn from three freshman cohorts (2004, 2005, and 2006), totaling 2,943 students. Of these, eighty-nine students participated in freshman living-learning communities (LLCs).

Prior research indicates that students' decision to remain or leave a university is based on their total academic and non-academic experience. After a brief overview of the demographic composition of the living-learning communities, we will discuss differences in academic achievement between LLC students and Non-LLC students.

To explore the non-academic factors that influence students' college experience, data from the National Survey of Student Engagement (NSSE) was analyzed. The NSSE was administered to a random sample of freshmen during their second semester at the university. The goal of the NSSE was to capture students' engagement in different aspects of university life.

DEMOGRAPHIC DESCRIPTION OF THE FRESHMEN LIVING-LEARNING COMMUNITIES

The population in the freshmen living-learning communities mirrors the population of USF, with notable exceptions. The percentage of Latino students in the living-learning community is relatively high, when compared to students who did not participate in a living-learning community (20.2% to 13.4 %, respectively). The opposite is true for Asian students: the Asian population represents 22.1% of the non-living-learning community population, but it represents only 14.6% of the living-learning community population (Table 44).

TABLE 44. Comparison of ethnic composition between students who participated in living-learning communities and those who did not

	STUDENTS IN A LIVING-LEARNING COMMUNITY		STUDENTS NOT IN A LIVING-LEARNING COMMUNITY	
ETHNIC GROUPS	N	%	N	%
African American	4	4.5%	139	4.9%
Asian	13	14.6%	624	22.1%
Hawaiian/ Pacific Islander	0	0.0%	65	2.3%
International	1	1.1%	129	4.6%
Latino/a	18	20.2%	377	13.4%
Multi-ethnic	6	6.7%	113	4.0%
Native American	2	2.2%	30	1.1%
White	36	40.4%	1,120	39.7%
Others/unknown	9	10.1%	223	7.9%
TOTAL	**89**	**100.0%**	**2,820**	**100.0%**

The gender composition also differs. Whereas the non-living-learning community comprised 32% males and 68% females, the LLC's were comprised of 18% males and 82% females (Table 45).

Attachment 39: Student Persistence at the University of San Francisco

TABLE 45. Comparison of gender composition between students who participated in iving-learning communities and those who did not

	STUDENTS IN A LIVING-LEARNING COMMUNITY		STUDENTS NOT IN A LIVING-LEARNING COMMUNITY	
GENDER	N	%	N	%
Male	16	18.0%	902	32.0%
Female	73	82.0%	1,918	68.0%
TOTAL	**89**	**100.0%**	**2,820**	**100.0%**

Living-learning communities also had a larger percent of honors admits or university scholars (27% to 15.2%), as well as first generation students (19.1 to 14.2) when compared to non-LC participants (Tables 46 and 47).

TABLE 46. Comparison of honors or university scholars who participated in living-learning communities and those who did not

	STUDENTS IN A LIVING-LEARNING COMMUNITY		STUDENTS NOT IN A LIVING-LEARNING COMMUNITY	
	N	%	N	%
Classified as an honor student or university scholar	24	27.0%	428	15.2%
Not classified as an honor student or university scholar	65	73.0%	2,392	84.8%
TOTAL	**89**	**100.0%**	**2,820**	**100.0%**

TABLE 47: Comparison of first generation students who participated in living-learning communities and those who did not

	STUDENTS IN A LIVING-LEARNING COMMUNITY		STUDENTS NOT IN A LIVING-LEARNING COMMUNITY	
	N	%	N	%
First generation students	17	19.1%	403	14.2%
Not first generation students	72	80.9%	2,417	85.7%
TOTAL	**89**	**100.0%**	**2,820**	**100.0%**

Students who participate in living-learning communities at USF benefit from this experience academically. On average, LLC participants have a higher GPA at the end of their freshman year, complete more units, are less likely to receive a D or below, and are less likely to withdraw from classes than non-LLC students. These factors are associated with retention at USF. Specifically, students who leave USF are more likely to have a lower GPA, make a D or below, or withdraw from classes during the first year. Students who leave USF are also more likely to have completed a lower number of units by the end of their first year than students who return for their sophomore year.

While students who select a living-learning community enter with a higher average high school GPA than students who do not select a living-learning community (3.61 vs. 3.45, Table 48) this does not account for the higher end-of-first-year GPA of the living-learning community students (3.35 vs. 3.01, Table 48). This can be seen by comparing effect sizes. Effect size measures are used to show the magnitude of the difference between groups. In contrast to measures of statistical significance, effect size calculations are not affected by population size. Although there are different measures of effect size, when comparing treatments, Cohen's $\chi$is one of the most frequently used effect size measures. According to Cohen, .20 is considered a small effect size, .50 is considered a medium effect size, and .80 is a considered a large effect size. The difference in High School GPA between LLC and Non-LLC students as measured by Cohen's $\chi$was .39. The difference between LLC and Non-LLC students by the end of the freshman year was Cohen's χ= .60.

TABLE 48. Comparison of High School and College GPA of students who participated as freshmen in a living-learning community to those who did not

	STUDENTS IN A LIVING-LEARNING COMMUNITY			STUDENTS NOT IN A LIVING-LEARNING COMMUNITY				
	N	Mean	SD	N	Mean	SD	Effect Size	Statistic Sig.
HS GPA	89	3.61	.40	2,814	3.45	.42	.3919	$p < .001$
1st Year USF GPA	89	3.35	.44	2,799	3.01	.67	.609	$p < .001$

Ethnic difference emerged in our study in terms of GPA. White, Asian, and multi-ethnic students entered with small effect size differences, however, after one year these effect size differences had increased to moderate effect sizes (=.75, =.74, =.52 Table 49). Whereas Latino/Latina students who chose to participate in the living-learning community had a higher entering high school GPA than Latino/Latina students who did not choose to participate in a living-learning community (=.43), by the end of the freshman year, the gap between these two groups had not widened. In contrast, African American students who participated in the living-learning communities had the same entering GPA as African American students who did not participate in living-learning communities. At the end of the freshman year, however, a gap appeared between African American students who did or did not participate in living-learning communities. African American students who participated in LLCs had a higher GPA than those who did not, and Cohen's showed a small to medium effect size =.45.

TABLE 49. Comparison of High School and College GPA of students who participated as freshmen in a living-learning community to those who did not by ethnicity

ETHNICITY	GPA	STUDENTS IN A LIVING-LEARNING COMMUNITY			STUDENTS NOT IN A LIVING-LEARNING COMMUNITY			
		N	Mean	SD	N	Mean	SD	Effect Size
White	HS GPA	36	3.60	.43	1,119	3.49	.40	.26
	1st Year GPA	36	3.51	.27	1,110	3.13	.64	.75
African American	HS GPA	4	3.36	.36	138	3.35	.46	.02
	1st Year GPA	4	3.06	.65	138	2.74	.76	.45
Latino/a	HS GPA	18	3.58	.27	377	3.44	.37	.43
	1st Year GPA	18	3.11	.48	376	2.88	.64	.44
Asian	HS GPA	13	3.67	.42	622	3.48	.39	.47
	1st Year GPA	13	3.36	.42	618	2.95	.66	.74
Multiethnic	HS GPA	6	3.50	.31	113	3.39	.57	.24
	1st Year GPA	6	3.28	.40	112	3.02	.58	.52

Students who participated in the living-learning communities were less likely to make Ds (5.6% vs. 22.6%, Table 50) or withdraw from classes (16.9% vs. 21.6%, Table 51) during the first year than students who did not participate in the living-learning communities. In addition, students in the LLCs on average took more units during their freshman year than students who did not participate in the LLC's (31.4 vs. 30.03). These factors have been shown to influence attrition rates in previous studies at USF.

TABLE 50. Comparison of the percentage of students in a living-learning community who received a Grade of D or below during their first year to those who do did not participate in a living-learning community and received a D or below during their first year

	STUDENTS IN A LIVING-LEARNING COMMUNITY		STUDENTS NOT IN A LIVING-LEARNING COMMUNITY	
	N	%	N	%
D or below	5	5.6%	637	22.6%
No D or below	84	94.4%	2,183	77.4%
TOTAL	**89**	**100.0%**	**2,820**	**100.0%**

TABLE 51. Comparison of students in living-learning communities who withdrew from a class during the first year to those who withdrew and did not participate in a living-learning community

	STUDENTS IN A LIVING-LEARNING COMMUNITY		STUDENTS NOT IN A LIVING-LEARNING COMMUNITY	
	N	%	N	%
Withdrew from class during the first semester	15	16.9%	608	21.6%
Did not withdraw from class during the first semester	74	83.1%	2,212	78.4%
TOTAL	**89**	**100.0%**	**2,820**	**100.0%**

The first-year attrition rate of the living-learning community students was lower (9% vs. 16.5%, Table 52) than for the non-LLC students.

TABLE 52. Comparison between non-continuing and continuing students who participated in living-learning communities and those who did not

	STUDENTS IN A LIVING-LEARNING COMMUNITY		STUDENTS NOT IN A LIVING-LEARNING COMMUNITY	
	N	%	N	%
Non-continuing students	8	9.0%	464	16.5%
Continuing students	81	91.0%	2,356	83.5%
TOTAL	**89**	**100.0%**	**2,820**	**100.0%**

Analysis of NSSE Benchmarks

During the 2004 through 2006 years, 746 freshmen completed the NSSE, including 33 students in a living-learning community. There are five NSSE Benchmarks: (1) *Academic Challenge,* (2) *Active and Collaborative Learning,* (3) *Enriching Educational Experiences,* (4) *Student Interaction with Faculty Members,* and (5) *Supportive Campus Environment.* Three of the benchmarks showed a statistically significant difference between LLC and non-LLC students: *Enriching Educational Experiences, Active and Collaborative Learning, and Student Interaction with Faculty Members,* (Table 53). *Enriching Educational Experiences* had the largest effect size (=1.26), closely followed by *Active and Collaborative Learning*, (χ=1.21). Both categories were statistically significant ($p<.001$). The third benchmark that showed statistical significance was *Student Interaction with Faculty Members*, ($p<.05$, χ=.41). The specific items included in each benchmark are in Appendix B. Based on these data, it appears living-learning communities make a large contribution to active and collaborative learning and provide enriching experiences to students. Additionally, they seem to have a small to moderate positive effect on student-faculty interaction.

TABLE 53. Comparison of the NSSE Benchmarks of students who participated as freshmen in a living-learning community to those who did not

	STUDENTS IN A LIVING-LEARNING COMMUNITY			STUDENTS NOT IN A LIVING-LEARNING COMMUNITY			Effect Size	Statistical Significance
	N	Mean	SD	N	Mean	SD		
Academic Challenge	31	54.62	9.66	633	56.08	11.42	-.13	n.s.
Active and Collaborative Learning	33	61.58	14.64	727	43.56	15.24	1.21	p < .001
Student Interaction with Faculty Members	32	41.01	18.54	663	33.57	17.33	.41	p < .05
Enriching Educational Experiences	29	41.77	9.18	640	28.26	12.06	1.26	p < .001
Supportive Campus Environment	28	63.89	12.24	635	61.44	17.14	.16	n.s.

In addition to the general analysis of the NSSE Benchmarks above, an in-depth analysis of specific items was conducted to gain insight into the differences between students who did or did not participate in living-learning communities.

Although the benchmark *Academic Challenge* did not show any statistically significant differences between students who did or did not participate in the LLCs, a statistically significant difference was found in one of the three subsections: course challenge, writing, and higher order thinking skill. Within the subsection higher order thinking skills, the following item was statistically significant ($p < .05$), "during the current school year, to what extent has your coursework emphasized synthesizing and organizing ideas, information, or experiences into new more complex interpretation and relationship?" As can be seen from the chart below, whereas only 12.5% of the LLC students responded never or sometimes, 22.7% of the non-LLC students responded with never or seldom.

TABLE 54. Comparison of students who participated in living-learning communities and those who did not on specific NSSE item: *"During the current school year, to what extent has your coursework emphasized synthesizing and organizing ideas, information, or experiences into new more complex interpretation and relationships?"*

(collapsed categories)	STUDENTS IN A LIVING-LEARNING COMMUNITY		STUDENTS NOT IN A LIVING-LEARNING COMMUNITY	
	N	%	N	%
Never or sometimes	4	12.5%	150	22.73%
Often or very often	28	87.5%	510	77.27%
TOTAL	**32**	**100.00%**	**660**	**100.00%**

p<.05

The NSSE Benchmark, *Active and Collaborative Learning* had a large effect size (= 1.21), and was statistically significant (p<.001). All three items of the subcategory active learning were statistically significant (Tables 55-57).

TABLE 55. Comparison of students who participated in living-learning communities and those who did not on specific NSSE item: *"Asked question in class or contributed to class discussion"*

(collapsed categories)	STUDENTS IN A LIVING-LEARNING COMMUNITY		STUDENTS NOT IN A LIVING-LEARNING COMMUNITY	
	N	%	N	%
Never or sometimes	8	24.2%	268	36.8%
Often or very often	25	75.8%	460	63.2%
TOTAL	**33**	**100.00%**	**728**	**100.00%**

p<.05

TABLE 56. Comparison of students who participated in living-learning communities and those who did not on specific NSSE item: *"Made a class presentation"*

(collapsed categories)	STUDENTS IN A LIVING-LEARNING COMMUNITY		STUDENTS NOT IN A LIVING-LEARNING COMMUNITY	
	N	%	N	%
Never or sometimes	9	27.3%	403	55.4%
Often or very often	24	72.7%	325	44.6%
TOTAL	**33**	**100.0%**	**710**	**100.0%**

p<.001

TABLE 57. Comparison of students who participated in living-learning communities and those who did not on specific NSSE item: *"Participated in a community-based project (e.g., service-learning) as part of a regular course"*

(collapsed categories)	STUDENTS IN A LIVING-LEARNING COMMUNITY		STUDENTS NOT IN A LIVING-LEARNING COMMUNITY	
	N	%	N	%
Never or sometimes	4	12.5%	607	89.5%
Often or very often	28	87.5%	71	10.5%
TOTAL	**32**	**100.0%**	**662**	**100.0%**

p<.001

The differences between LLC and non-LLC students are especially striking on this item. Whereas 87.5% of the living-learning community students had participated in a service-learning project by the end of the freshmen year, only 10.7% of the non living-learning students did so. These findings are mirrored repeatedly in other subsections of the NSSE as well as in the NLLP discussed later in this report.

In addition to these three items, which comprise all of the items in the subsection Active Learning, one item in the subsection Collaborative Learning was also statistically significant (p<.001, Table 58).

TABLE 58. Comparison of students who participated in living-learning communities and those who did not on specific NSSE item: *"Worked with classmates OUTSIDE OF CLASS to prepare class assignments"*

(collapsed categories)	STUDENTS IN A LIVING-LEARNING COMMUNITY		STUDENTS NOT IN A LIVING-LEARNING COMMUNITY	
	N	%	N	%
Never or sometimes	6	18.2%	467	61.4%
Often or very often	27	81.8%	281	38.6%
TOTAL	**33**	**100.0%**	**710**	**100.0%**

p<.001

The benchmark *Active and Collaborative* Learning had four out of six items that were statistically significant, the largest percentage of items for a NSSE Benchmark.

The NSSE Benchmark, *Enriching Educational Experiences*, is comprised of three subsections: varied experience, information technology, and diversity. One item within each of these subsections reached statistical significance. In the subcategory of varied experience, the item that focused on community service and volunteer worked was statistically significant (p<.001, see Table 59).

By the end of the freshman year, 89.3% of the LLC students had participated in community service or volunteer work. In contrast, among the students who were not members of a living-learning community, 31.8% said that they had done volunteer work or provided community service. Although these findings may not be surprising, since service-learning is an integral part of the Martín-Baró Scholars community, the largest of the freshman living-learning communities; it might be worthwhile to investigate the perceived effect of these experiences on the students, specifically on their decision to remain at USF after their freshman year. This may be especially salient given that 58.1% of the students who did not participate in living-learning

communities plan to participate in community service or volunteer work at some point. It is possible that students who come to USF expect these opportunities early in or throughout their college career given our mission, "educating minds and hearts to change the world." Students coming to USF may anticipate multiple opportunities to engage in service-learning activities during their freshman year.

TABLE 59. Comparison of students who participated in living-learning communities and those who did not on specific NSSE item: *"Have or do you plan to participate in community service or volunteer work?"*

	STUDENTS IN A LIVING-LEARNING COMMUNITY		STUDENTS NOT IN A LIVING-LEARNING COMMUNITY	
	N	%	N	%
Have not decided	1	3.6%	51	8.0%
Do not plan to do	0	0.0%	18	2.8%
Plan to do	3	10.7%	372	58.1%
Done	25	89.3%	199	31.1%
TOTAL	**28**	**100.0%**	**640**	**100%**

p<.001

Within the technology information subsection of the NSSE Benchmark, *Enriching Educational Experiences,* the item that emerged as statistically significant was the use of e-mail to communicate with the instructor, as can be seen from Table 60.

TABLE 60. Comparison of students who participated in living-learning communities and those who did not on specific NSSE item: *"Used e-mail to communicate with an instructor"*

(collapsed categories)	STUDENTS IN A LIVING-LEARNING COMMUNITY		STUDENTS NOT IN A LIVING-LEARNING COMMUNITY	
	N	%	N	%
Never or sometimes	0	0%	146	21.50%
Often or very often	32	100%	533	78.50%
TOTAL	**32**	**100%**	**679**	**100%**

p<.01

Another subsection of the NSSE Benchmark, *Enriching Educational Experiences*, showed statistically significant differences between LLC and non-LLC students and is shown in Table 61 below. Students who participated in LLC were more likely (81.3%) to have serious conversations with students of a different race or ethnicity than non-LLC students (67.4%).

TABLE 61. Comparison of students who participated in living-learning communities and those who did not on specific NSSE item: *"Had serious conversations with students of a different race or ethnicity than your own"*

(collapsed categories)	STUDENTS IN A LIVING-LEARNING COMMUNITY		STUDENTS NOT IN A LIVING-LEARNING COMMUNITY	
	N	%	N	%
Never or sometimes	6	18.8%	212	32.6%
Often or very often	26	81.3%	438	67.4%
TOTAL	**32**	**100.0%**	**650**	**100.0%**

p<.05

The NSSE Benchmark, *Student Interaction with Faculty Members* has two components, course interaction and out-of-class interaction. One item in each of these two section reached statistical significance. Table 62 shows that students in the LLCs were more likely than non-LLC students to check "often" or "very often" (78.1% vs. 66.2%) to the statement "How often have you received prompt feedback from your faculty on your academic performance (written or orally)?"

TABLE 62. Comparison of students who participated in living-learning communities and those who did not on specific NSSE item: *"Received prompt written or oral feedback from faculty on your academic performance"*

(collapsed categories)	STUDENTS IN A LIVING-LEARNING COMMUNITY		STUDENTS NOT IN A LIVING-LEARNING COMMUNITY	
	N	%	N	%
Never or sometimes	7	21.9%	225	33.8%
Often or very often	25	78.1%	440	66.2%
TOTAL	**32**	**100%**	**665**	**100%**

p<.05

In the subcategory out-of-class interaction, the statistically significant item was: "Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)" (Table 63).

TABLE 63. Comparison of students who participated in living-learning communities and those who did not on specific NSSE item: *"Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)"*

	STUDENTS IN A LEARNING COMMUNITY		STUDENTS NOT IN A LEARNING COMMUNITY	
	N	%	N	%
Never	20	62.5%	532	80.1%
Sometimes	4	12.5%	48	7.2%
Often	1	3.1%	17	2.6%
Very often	7	21.9%	67	10.1%
TOTAL	**32**	**100%**	**664**	**100%**

p.<.05

In the last benchmark, *Supportive Campus Environment*, there seems to be no difference between LLC and non-LLC students.

In addition to the standard items, NSSE provides space for specific items that are of interest to the Jesuit consortium. The items in this section are directly related to the mission, vision, and values of our Jesuit institution. Eight of these items showed a statistically significant difference between students who did or did not participate in living-learning communities and are the focus of the remainder of this section (Table 64).

TABLE 64. Comparison of students who participated in living-learning communities and those who did not on selected Jesuit consortium items

	LIVING-LEARNING COMMUNITIES		NON-LIVING-LEARNING COMMUNITIES		STAT. SIG.
	N	%	sN	%	
WORKING EFFECTIVELY WITH OTHERS					
Very Little/Some	4	14.3%	177	28.4%	p<.05
Quite a bit/Very much	24	85.7%	447	71.6%	
CONTRIBUTING TO THE WELFARE OF YOUR COMMUNITY					
Very Little/Some	3	10.7%	240	38.8%	p<.05
Quite a bit/Very much	25	89.3%	378	61.2%	
DEVOTING EFFORT TO HELP OTHERS IN NEED					
Very Little/Some	0	0%	205	36.1%	p<.05
Quite a bit/Very much	24	100%	363	63.9%	
LEADING BY EXAMPLE					
Very Little/Some	5	20.8%	234	41.2%	p<.05
Quite a bit/Very much	19	79.2%	334	58.8%	
INCREASING YOUR AWARENESS OF THE RELATIONSHIP BETWEEN GLOBAL AND LOCAL ISSUES					
Very Little/Some	4	16.7%	190	32.8%	p<.05
Quite a bit/Very much	20	83.3%	389	67.2%	
ACTIVELY WORKING TO FURTHER SOCIAL JUSTICE					
Very Little/Some	1	4.3%	228	39.5%	p<.001
Quite a bit/Very much	22	95.7%	349	60.5%	
DEFINING YOUR OWN VALUES AND BELIEFS					
Very Little/Some	1	4.2%	186	32.3%	p<.05
Quite a bit/Very much	23	95.8%	389	67.7%	
DEMONSTRATING RESPECT FOR OTHERS' DIFFERENCES					
Very Little/Some	1	4.3%	119	20.7%	p<.05
Quite a bit/Very much	22	95.7%	456	79.3%	

Based on the analysis of both the academic data and the NSSE, students' experiences in freshmen living-learning communities differ from the experience of students not living in living-learning communities. Students in freshmen living-learning communities are:

- More actively engaged in the learning process
- More likely to receive higher grades and have a higher GPA at the end of the first year
- More likely to participate in service learning and volunteer activities
- More involved in social justice issue and focused on the needs of others
- Less likely to leave USF

Conclusions, Discussion, and Implications

The *Vision, Mission, and Values Statement* of the University of San Francisco holds that for the school to be recognized "as a premier Jesuit Catholic urban university" it should "enroll, support and graduate a diverse student body, which demonstrates high academic achievement, strong leadership capability, concern for others and a sense of responsibility for the weak and vulnerable." The relatively high attrition rate among USF's freshmen translates into relatively low graduation rates four to six years later, and significantly reduces the percentage of students who have an opportunity to fully incorporate the university's mission. The large number of students who do not persist to graduation from USF thus attenuates the school's efforts at "educating minds and hearts to change the world." The fact that in the Fall 2007 freshman cohort nearly 15 % of our entering freshmen did not return for their second year at USF, and that more than 33 % of the Fall 2002 cohort did not graduate from USF six-years later also significantly erodes tuition revenue, dilutes the benefits of recruitment expenses, and reduces the future alumni base for fundraising efforts. Therefore, relatively high first-year attrition rates and relatively low six-year graduation rates compromise a strategic initiative in the mission statement: "to continue to strengthen the University's financial resources to support its educational mission."

The one-year improvement in first-year attrition rates from 17.6 % for the first-time freshman cohort of 2006 to 14.7 % for the first-time cohort of 2007, suggests that various retention strategies at USF are beginning to have an impact. Especially encouraging is the decline in attrition rates among honors students and university scholars, from 17.9 % for the 2006 cohort to 12.2 % for the 2007 cohort. The one-year decline in attrition rates among regularly admitted students, which went from 18.0 % in 2006 to 14.8 % in 2007, also reverses a four-year increase in attrition rates for that population. African American, Asian, International, and White Students also exhibited reduced attrition rates of three to eight percent from the 2006 cohort to the 2007 cohorts, while attrition rates among Hispanic students remained about the same from 2006 to 2007. In 2009, therefore, there is cause for optimism that two-year attrition rates for the freshman cohort that began in 2007 will show improvement over that of the 2006 cohort, and that higher graduation rates will follow two, three, and four years later. The uncertainties of the national economy, however, and the impact of the current economic downturn on USF's students, make predictions regarding student persistence especially difficult.

The implementation of various retention strategies, coupled with the ongoing assessment of those strategies, is congruent with the research described above. Many of these strategies are beginning to be implemented in USF's schools and colleges, and include intervention with first-time freshmen to identify and secure assistance for students who are having academic problems; expansion of proactive academic and career advising; development of faculty mentoring programs; and the implementation of special experiences and programs for select groups of entering freshmen, such as university scholars and honors students. These strategies, as well as an increase in the number of freshmen seminars offered, increased opportunities for participation in linked courses, and the development of additional learning communities, offer great promise to increase the percentage of USF students who will persist to graduation, and to carry USF's unique mission to the wider world.

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Appendix A:
Descriptions of USF Living-Learning Communities

Each living-learning community at the University of San Francisco has a unique character, history, culture, and legacy. The students in the communities themselves have contributed to the development and sustainability of each. It is important to both value the unique aspects and nuances of every living-learning community and understand the commonalities they share. Fundamentally, USF living-learning communities are defined by three characteristics:

- Students are enrolled in a common set of courses and live in a designated residential setting.
- Dedicated staff and faculty from various campus departments and offices teach and support student learning.
- Connections between living and learning are intentional, interwoven, and sustainable over time.

All the living-learning communities require courses that fulfill at least one core curriculum area and a number of elective units upon successful completion of both semesters. Additionally, each community fulfills the service-learning designation.

MARTÍN-BARÓ SCHOLARS

The Martín-Baró Scholars community is designed to meet the needs of first-year students. Instruction and related community experiences focus on examining issues of citizenship, social justice, and diversity, using the city of San Francisco. The curriculum provides a creative, integrated approach to writing, speaking, and literature with intentionality around diversity and service-learning. Incorporating student development into the curriculum, the participants not only pursue individual growth but also engage in the challenges of community-building. This year, students will focus their studies on the dimensions of poverty.

GARDEN PROJECT

The Garden Project is an innovative living-learning community for freshman of any major. Established in response to student interest in how to cope with rapidly changing and interconnected global conditions, the Garden Project creates an opportunity for students to form a tight-knit community to learn about climate change, water rights, food security, and social and economic justice as they relate to food production. The study of community supported agriculture, through historical research, analysis of organic garden strategies, hands on learning, and field trips, will assist students as they facilitate the design, planning, and implementation of USF's first organic garden.

ESTHER MADRÍZ DIVERSITY SCHOLARS

Named after the late Esther Madríz, a beloved professor of sociology at USF, the Esther Madríz Diversity Scholars (EMDS) is a collaborative effort between the Sociology Department and the Office of Multicultural Student Services. In addition to the academic curriculum, the student community participates in retreats, community meetings, and field experiences that bring to life the issues learned in the classroom. The year-long program explores issues of identity, community activism, and social change through it's theme of "crossing borders, discovering home."

ERASMUS

Over the course of a year, Erasmus students delve deeper into their understanding of the intertextuality of ethics, service, and justice at local and global levels. Students engage themselves as a community in coursework, community living, and involvement in a number of organizations. The community experience allows students to learn theoretical information from the classroom, to discuss this material as a community, and to directly apply information and ideas through various service projects.

TAB 40

Attachment 40: Progress on the Recommendations Made by the Committee on Student Retention

RECOMMENDATIONS	RESPONSIBILITY	CURRENT STATUS MAY 2009
Report One: August 2008		
1.1. Redesign the freshman experience to support students in setting academic and professional goals as well as understanding the University's expectations of academic excellence. These strategies should be part of the freshman advising process, of New Student Orientation, and of year-long activities during the freshman year.	**FORWARDED TO COUNCIL OF ASSOCIATE DEANS (CAD)**	New Student Orientation is being re-envisioned to be implemented summer/fall 2009 New Freshman advising procedures to be implemented summer 2009 with introduction of WebTrack in June 2009.
1.2. Better define the advising process at USF, its goals, expectations, components and specific responsibilities of faculty, students and staff. This process should acknowledge the fact that there are differences in perceived effectiveness, training, ability and desire of some faculty to offer academic and/or career advising.	**FORWARDED TO COUNCIL OF ASSOCIATE DEANS (CAD)**	New Freshman advising procedures to be implemented summer 2009 with the introduction of WebTrack on June 2009 SOBAM implemented faculty advising training workshops, developed a faculty advising handbook, developed peer advising procedures for MBA students SOBAM implements Advising Fare in spring 2009, a week-long open-ended advising session for undergraduate students
1.3. Improve the nature and quality of online resources available to students particularly by designing clear curriculum maps that outline program requirements and curricular expectations; providing examples of career choices for the various majors/programs; and availability of mentors among alumni and community members.	**FORWARDED TO COUNCIL OF ASSOCIATE DEANS (CAD)**	Arts and Sciences is developing online resources that address the curriculum and career options for majors WebTrack includes introduction to Core Curriculum and separate online videos for each major/college/school SOBAM uploaded curriculum planners and a student handbook for MBAS and undergraduate students including course descriptions, career options, and current alumni employment sites
1.4. Continue to increase the number of full-time faculty so that newly hired faculty can provide comprehensive advising to a manageable number of student advisees and spend greater amounts of time with advisees. In addition, develop online resources to train and support faculty in the advising process.	**PROVOST**	Hiring of some new approved tenure-track positions put on hold because of financial crisis but some hiring is scheduled for FY10 Funding for additional tenure-track positions put on hold because of financial crisis

Attachment 40: Progress on the Recommendations Made by the Committee on Student Retention

RECOMMENDATIONS	RESPONSIBILITY	CURRENT STATUS MAY 2009
1.5. Highlight the importance of face-to-face student advising and mentoring by faculty and staff including the creation of a special Mentor-of-the-Year award and other ways to reward faculty and staff who excel in student advising and mentoring.	**PROVOST COUNCIL**	Mentor-of-the-Year Award approved January 2009 and implemented spring 2009 New disability Issues award implemented in spring 2009 Arts and Sciences continues implementation of online Advisor Track system SOBAM developed a Student Advocacy Award for faculty
1.6. Develop protocols and procedures including an integrated online early alert system to identify students at risk of attrition (i.e., those withdrawing after Census Date, obtaining D or F grades in freshman semesters) and provide the necessary institutional support (e.g., behavior contracts, tutoring, mentoring, supplemental instruction, etc.).	**FORWARDED TO COUNCIL OF ASSOCIATE DEANS (CAD)**	Data exchange between offices and Advisor Track enhanced to facilitate use of early warning features. SOBAM is developing an early alert system/Progress Report process Manager of Graduate Services at SOBAM began in spring 2009 reviewing student records in order to identify students at risk of academic failure The "Know Before You Go" program at SOBAM provides academic preparation information to incoming MBA students and "brush up" workshops are offered as refreshers in accounting, finance, spreadsheet analysis, etc.
1.7. Develop University-wide, integrated online services to support the advising process (e.g., minutes of meetings with students, probation status, etc.) that are accessible to appropriate offices in the divisions of Academic Affairs and University Life.	**FORWARDED TO COUNCIL OF ASSOCIATE DEANS (CAD)**	
1.8. The Committee recommends that the Provost appoint task forces or charge specific individuals with planning and implementation of each of the seven recommendations listed above and that specific actions be in place by January 31, 2009.	**PROVOST**	Most recommendations forwarded to Council of Academic Deans (CAD)

Attachment 40: Progress on the Recommendations Made by the Committee on Student Retention

RECOMMENDATIONS	RESPONSIBILITY	CURRENT STATUS MAY 2009
1.9. University evaluates (with support from the Offices of Institutional Research and Institutional Assessment) the effectiveness of current and future strategies and activities realizing that resources are finite and that staff time and resources may need to be reallocated to strategies and activities that are more promising and have greater impact. "Better and not necessarily more" should be the guiding principle in analyzing which strategies need to be implemented, discontinued or modified.		
Report Two: October 2008		
2.1. Require beginning fall 2009 that all freshman students participate in at least one of the following academic experiences: (1) A Freshman Seminar; (2)A Freshman Living Learning Community; (3) A set of freshman-level linked courses	**PROVOST COUNCIL**	Tabled because of financial crisis Number of freshman seminars for fall 2009 has increased.
2.2. Continue to redesign and implement freshman seminars that are academically challenging to students and that allow freshman students to engage in scholarly and social interactions with a faculty member and fellow freshman students. Faculty teaching freshman seminars should be chosen by their ability to academically engage freshman students, dedication to forming mentoring and apprenticeship relations and be encouraged to teach a topic that reflects her or his scholarly passion.	**PROVOST COUNCIL**	Tabled because of financial crisis SOBAM continues to implement freshman seminar that provides skills necessary to succeed in business school. CA&S plans to implement approximately 10 new freshman seminars for fall 2009 Nursing develops for fall 2009 two one-unit seminars on Nursing in the Jesuit tradition and an introduction to the profession.
2.3. Continue to support and strengthen the freshman Living Learning Communities including the possible development of one or two additional freshman LLCs.	**PROVOST COUNCIL**	
2.4. Encourage departments serving the Core Curriculum to develop freshman-level linked courses.	**PROVOST COUNCIL**	Rhetoric & Composition and Public Speaking linked courses being encouraged in Arts and Sciences

Attachment 40: Progress on the Recommendations Made by the Committee on Student Retention

RECOMMENDATIONS	RESPONSIBILITY	CURRENT STATUS MAY 2009
Report Three: December 2008		
3.1. Redefine and publicize the position of the University's Ombudsperson to better serve students needing advice and support on managing University procedures and policies.	**PRESIDENT** **UL**	University Life to clarify roles of Dean of Students and Ombudsperson
3.2. Analyze all current procedures affecting students with the goal of eliminating all unnecessary steps and signatures as well as forms or meetings.	**DEANS** **A & E SERVICES** **UL** **ITS**	CA&S is revising procedures CA&S, AES working with ITS to determine how Banner Work Flow can help streamline procedures Room selection process has been streamlined and improved New Transfer Center opened in February 2009 Registration/Add/Drop web pages were reorganized in spring 09 based on student and faculty feedback
3.3. Train "Front-Office" personnel in appropriate and welcoming customer relations particularly those staff who interact frequently with students in registration and course selection, financial issues, housing	**DEANS** **ONE-STOP** **RESIDENCE LIFE** **UL** **FOOD SERVICES** **HR**	HR is developing training program AES and Residence Life have set up training sessions for spring '09 and into AY09-10 SOBAM held in spring 2009 an all-inclusive staff retreat to discuss excellence in customer service
3.4. Design a welcoming social environment for students who live on campus and stay on campus during the weekends by developing activities students expect and want.	**UL** **U MINISTRY**	USF Calendar undergoing enhancements and will be available summer 2009 SLE is developing a student events calendar for AY09-10 Late Nights at Crossroads offered to reduce high risk drinking with alternative programming.
3.5. Analyze the current mix of student clubs and activities and support the development of new ones meeting actual students' wishes. Appropriate support of faculty advisors and limiting the burden of bureaucratic procedures	**UL** **ATHLETICS**	SLE initiates online network for clubs (OrgSync) to support student engagement and relationships with faculty advisors. SOBAM assigned in spring 2009 a club advisor to the 7 student clubs in the School and is developing a College Advisory Board made up of students
3.6. Implement a clear and easy-to-access series of approaches to disseminating information about on-campus activities that make use of a variety of media.	**UL** **A & E SERVICES** **ITS** **ATHLETICS**	New activities Calendar available summer 09 Career Service Center implements new technology with NACE to interact with employers and manage information processing.

Attachment 40: Progress on the Recommendations Made by the Committee on Student Retention

RECOMMENDATIONS	RESPONSIBILITY	CURRENT STATUS MAY 2009
3.7. Review and modify current University policies that affect students in order to eliminate redundancies and seemingly arbitrary and overly rigid procedures.	**DEANS** **RESIDENCE LIFE** **A & E SERVICES** **UL**	AES is working with ITS to determine how Banner workflow can be used to streamline processes and approvals Alcohol policies have been updated; Recommendation from Physical Security Task Force have been implemented; sexual assault reporting procedures have been reviewed. University has updated protocols for cases of pandemic flu and similar incidences
3.8. Revise residence hall policies and procedures and staff training in order to create a welcoming and supportive environment.		Tabled until Interim Report #4 Residence Life has implemented a customer satisfaction training process
3.9. Implement procedures that as part of the co-curriculum (academic and non-academic) support students' sense of belonging, ease of meeting peers and institutional pride as well as ways that help students develop socially.	**DEANS** **UL** **ATHLETICS** **PUBLICATIONS & WEBSITE**	Deans to analyze honors programs CA&S is encouraging honors programs in all departments Late Nights at Crossroads have been implemented University Life develops peer educators programs, risk reduction interventions, health promotion programs SOBAM implemented in spring 2009 an open weekly "coffee with the dean" event for students, faculty and staff, an end-of-year BBQ
3.10. Develop high quality opportunities for students to learn in The City and to contribute to The City by implementing a wider menu of volunteer opportunities, facilitating student involvement in The City's cultural events and better supporting faculty in the implementation of activities such as service learning courses, internships, field study options, etc.	**DEANS** **OFFICE OF SERVICE LEARNING** **UL** **U MINISTRY** **CAREER SERVICES**	- Deans to analyze current programming involving The City - New Student Orientation now includes a new 2-day summer program "Discover USF" that includes a day in the city with specific learning activities and goals. - SOBAM developed in spring 2009 a Public Service Internship with non-profit organizations; MBAs begin their program with a service day; all MBA students receive a one-week Muni pass during new student orientation

TAB 41

Attachment 41: Advising at USF

Previous student and alumni feedback has shown that advising is one area where there is some dissatisfaction. Furthermore, unsatisfactory advising is often quoted as one of the reasons for student attrition at USF. The University has been concerned, therefore, about the dissatisfaction with advising that is often expressed by our students and we have been monitoring student reactions to advising through our own graduating student surveys as well as through normed instruments such as NSSE and the SSI. In addition, we have used these results to devise a number of strategies that help us improve advising and overall student satisfaction. Improvements in student feedback over the last year are good indicators of the effectiveness of these programs.

In analyzing student feedback on attrition we have realized that the word "advising" can mean a number of student experiences including planning course registration, mapping academic activities until graduation, envisioning a personal or professional plan, mentoring relationships as well as personal/social or psychological sharing of experiences and exploration of life goals. These multiple meanings confound the data on student satisfaction with advising and we have tried to separate some of those components in our most recent analyses.

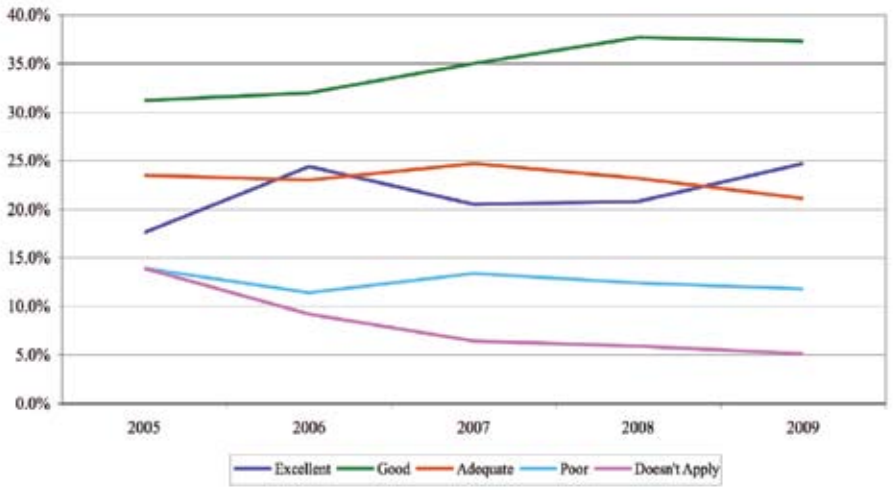
This Report looks at the longitudinal information we have on satisfaction with advising as well as more recent information gathered from a comprehensive survey of non-returning freshman conducted in spring 2008.

Overall Satisfaction

During the early part of this decade, we asked graduating students to rate satisfaction with advising by using a single word "academic advising." Overall, the results of the Graduating Student Survey (GSS) showed a number of students evaluating advising as "poor." For example, among students graduating in 2003, 14.4% rated academic advising as poor. Beginning in 2005, our GSS was modified to ask students about satisfaction with (a) short-term academic advising; (b) long-term academic advising; and, (c) career advising (Tables 1-3). Data from graduating undergraduate students show an increase in satisfaction ("excellent" or "good") with short-term academic advising between 2005 (48.8%) and 2009 (62.0%) and in terms of long-term academic advising (52.5% in 2005 and 59.7% in 2009). Satisfaction with career advising, although overall lower than academic advising, has also shown an increase in satisfaction ("excellent" or "good") from 24.3% in 2005 to 38.6% in 2009.

TABLE 1. Evaluation by Undergraduates of Short-Term Academic Advising

	2005	2006	2007	2008	2009
Excellent	17.6%	24.4%	20.5%	20.8%	24.7%
Good	31.2%	32.0%	35.0%	37.7%	37.3%
Adequate	23.5%	23.0%	24.7%	23.2%	21.1%
Poor	13.9%	11.4%	13.4%	12.4%	11.8%
Doesn't Apply	13.9%	9.2%	6.4%	5.9%	5.1%
TOTAL RESPONDENTS	**634**	**749**	**1,112**	**1,047**	**1,048**



Attachment 41: Advising at USF

TABLE 2. Evaluation by Undergraduates of Long-Term Academic Advising

	2005	2006	2007	2008	2009
Excellent	21.5%	25.4%	21.8%	23.4%	26.9%
Good	31.0%	31.3%	34.1%	33.3%	32.8%
Adequate	22.4%	22.8%	22.2%	22.6%	22.5%
Poor	14.1%	13.7%	17.3%	15.2%	14.0%
Doesn't Apply	11.0%	6.8%	4.6%	5.4%	3.8%
TOTAL RESPONDENTS	**634**	**749**	**1,112**	**1,047**	**1048**

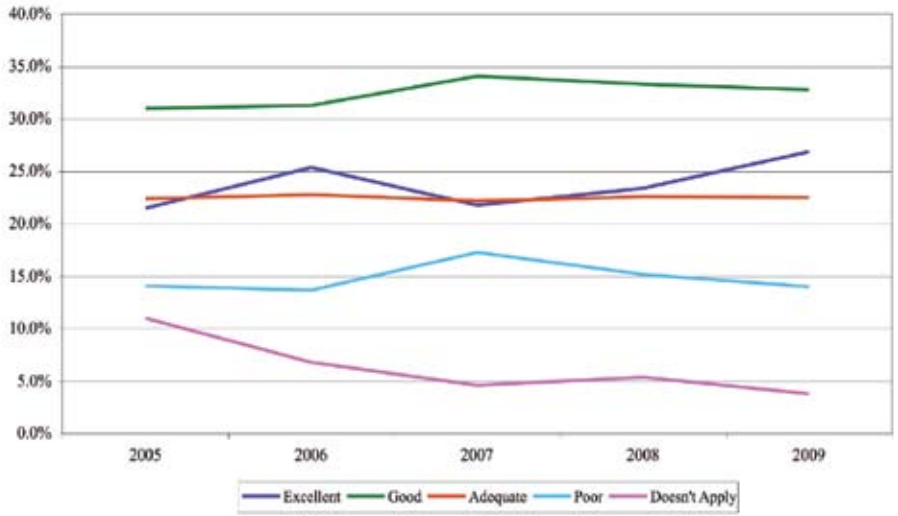
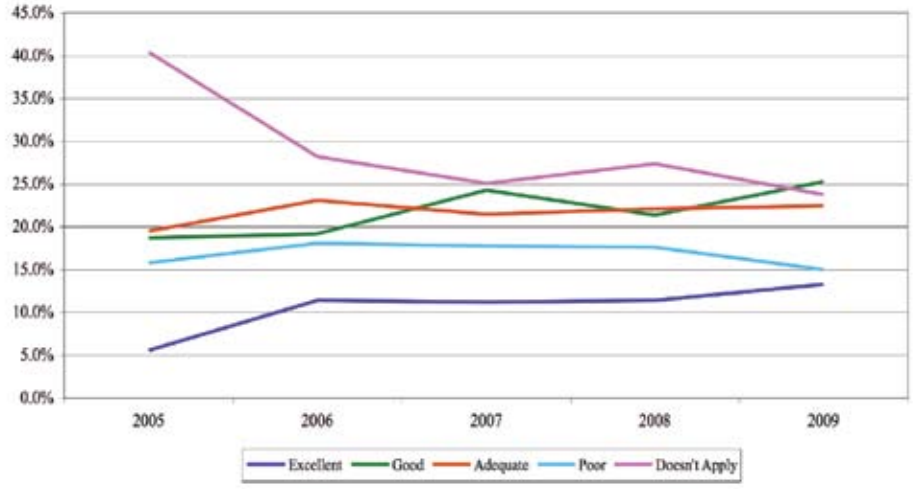


TABLE 3. Evaluation by Undergraduates of Career Advising

	2005	2006	2007	2008	2009
Excellent	5.6%	11.4%	11.2%	11.4%	13.3%
Good	18.7%	19.2%	24.3%	21.4%	25.3%
Adequate	19.5%	23.1%	21.5%	22.1%	22.5%
Poor	15.8%	18.1%	17.8%	17.6%	15.0%
Doesn't Apply	40.4%	28.2%	25.1%	27.4%	23.8%
TOTAL RESPONDENTS	**634**	**749**	**1,112**	**1,047**	**1,048**



Attachment 41: Advising at USF

Data from undergraduate students graduating by May 2009 showed that there were differences in satisfaction ("excellent" or "good") across colleges/schools when students evaluate short-term academic advising (Table 4). Results range from a low of 52.5% for CPS to a high of 67.4% for the College of Arts and Sciences; with 56.7% of Business and Management and 56.2% of Nursing graduates expressing "excellent" or "good" levels of satisfaction with short-term academic advising. Satisfaction with long-term academic advising in 2009 (Table 5) also showed differences across colleges, with School of Nursing graduates being the most satisfied with long-term academic advising (65.6% said it was "excellent" or "good") and with Business and Management graduates being the least satisfied (52.4% said it was "excellent" or "good"). Results for career advising for 2009 (Table 6) also showed differences across colleges. CPS graduates showed the lowest levels of satisfaction (18.3%) compared to the other schools: Nursing (39.7%), Business and Management (46.9%) and Arts and Sciences (38.0%).

TABLE 4. Evaluation of Short-Term Advising by Graduating Undergraduates of each School/College

2009	NUMBER	PERCENTAGE RESPONSES				
		Excellent	Good	Adequate	Poor	Doesn't Apply
Arts and Science	548	29.6%	37.8%	20.6%	8.0%	4.0%
Business and Management	275	18.2%	38.5%	20.4%	18.5%	4.4%
Nursing	89	16.9%	39.3%	28.0%	12.4%	3.4%
College of Professional Studies	99	23.2%	29.3%	19.2%	13.1%	15.2%

2008	NUMBER	PERCENTAGE RESPONSES				
		Excellent	Good	Adequate	Poor	Doesn't Apply
Arts and Science	565	23.1%	37.2%	24.0%	11.7%	4.0%
Business and Management	269	20.7%	35.6%	24.5%	14.9%	4.2%
Nursing	108	11.8%	54.9%	21.6%	5.9%	5.9%
College of Professional Studies	105	17.0%	29.0%	17.0%	16.0%	21.0%

2007	NUMBER	PERCENTAGE RESPONSES				
		Excellent	Good	Adequate	Poor	Doesn't Apply
Arts and Science	586	23.3%	35.3%	24.5%	12.7%	4.2%
Business and Management	299	15.3%	35.2%	27.2%	19.5%	2.8%
Nursing	96	13.6%	38.6%	27.3%	10.2%	10.2%
College of Professional Studies	135	24.8%	31.2%	18.4%	4.8%	20.8%

2006	NUMBER	PERCENTAGE RESPONSES				
		Excellent	Good	Adequate	Poor	Doesn't Apply
Arts and Science	446	26.3%	32.5%	23.4%	12.2%	5.5%
Business and Management	146	19.1%	34.8%	22.7%	17.0%	6.4%
Nursing	29	19.2%	30.8%	38.5%	3.8%	7.7%
College of Professional Studies	130	25.0%	26.7%	19.2%	3.3%	25.8%

2005	NUMBER	PERCENTAGE RESPONSES				
		Excellent	Good	Adequate	Poor	Doesn't Apply
Arts and Science	353	21.2%	34.4%	24.2%	13.9%	6.3%
Business and Management	72	13.1%	21.3%	36.1%	23.0%	6.6%
Nursing	22	12.5%	31.3%	31.3%	12.5%	12.5%
College of Professional Studies	186	12.4%	29.2%	16.8%	10.6%	31.1%

TABLE 5. Evaluation of Long-Term Advising by Graduating Undergraduates of each School/College

2009	NUMBER	PERCENTAGE RESPONSES				
		Excellent	Good	Adequate	Poor	Doesn't Apply
Arts and Sciences	549	31.3%	32.2%	23.5%	10.7%	2.2%
Business and Management	275	19.3%	33.1%	21.8%	20.7%	5.1%
Nursing	90	22.2%	37.8%	27.8%	12.2%	0.0%
College of Professional Studies	101	27.7%	30.7%	13.9%	14.9%	12.9%

2008	NUMBER	PERCENTAGE RESPONSES				
		Excellent	Good	Adequate	Poor	Doesn't Apply
Arts and Sciences	565	27.2%	32.7%	22.4%	15.0%	2.7%
Business and Management	269	19.2%	31.4%	25.7%	18.0%	5.7%
Nursing	108	14.7%	50.0%	20.6%	9.8%	4.9%
College of Professional Studies	105	23.0%	25.0%	17.0%	15.0%	20.0%

2007	NUMBER	PERCENTAGE RESPONSES				
		Excellent	Good	Adequate	Poor	Doesn't Apply
Arts and Sciences	586	24.3%	34.6%	22.0%	16.9%	2.3%
Business and Management	299	14.3%	33.1%	23.7%	24.7%	4.2%
Nursing	96	17.0%	37.5%	29.5%	14.8%	1.1%
College of Professional Studies	135	30.4%	32.0%	15.2%	4.0%	18.4%

2006	NUMBER	PERCENTAGE RESPONSES				
		Excellent	Good	Adequate	Poor	Doesn't Apply
Arts and Sciences	446	28.3%	30.9%	24.5%	14.1%	2.2%
Business and Management	146	19.0%	31.0%	21.1%	21.8%	7.0%
Nursing	29	20.0%	32.0%	36.0%	8.0%	4.0%
College of Professional Studies	130	23.6%	32.5%	17.1%	4.1%	22.8%

2005	NUMBER	PERCENTAGE RESPONSES				
		Excellent	Good	Adequate	Poor	Doesn't Apply
Arts and Sciences	353	27.1%	32.0%	22.4%	14.9%	3.6%
Business and Management	72	9.8%	21.3%	36.1%	26.2%	6.6%
Nursing	22	11.8%	41.2%	29.4%	11.8%	5.9%
College of Professional Studies	186	16.6%	31.3%	16.6%	8.6%	27.0%

TABLE 6. Evaluation of Career Advising by Graduating Undergraduates of each School/College

2009	NUMBER	PERCENTAGE RESPONSES				
		Excellent	Good	Adequate	Poor	Doesn't Apply
Arts and Sciences	548	14.1%	23.9%	24.8%	14.4%	22.8%
Business and Management	273	15.0%	31.9%	20.9%	18.7%	13.6%
Nursing	88	10.2%	29.5%	30.7%	11.4%	18.2%
College of Professional Studies	98	7.1%	11.2%	7.1%	11.2%	63.3%

Attachment 41: Advising at USF

2008	NUMBER	PERCENTAGE RESPONSES				
		Excellent	Good	Adequate	Poor	Doesn't Apply
Arts and Sciences	565	10.8%	20.5%	23.9%	19.2%	25.6%
Business and Management	269	15.4%	22.3%	24.6%	19.2%	18.5%
Nursing	108	9.0%	37.0%	17.0%	13.0%	24.0%
College of Professional Studies	105	7.0%	9.0%	11.0%	9.0%	64.0%

2007	NUMBER	PERCENTAGE RESPONSES				
		Excellent	Good	Adequate	Poor	Doesn't Apply
Arts and Sciences	586	13.3%	23.2%	22.9%	17.4%	23.2%
Business and Management	299	9.2%	28.5%	20.8%	24.3%	17.3%
Nursing	96	11.5%	27.6%	32.2%	11.5%	17.2%
College of Professional Studies	135	5.6%	17.7%	9.7%	9.7%	57.3%

2006	NUMBER	PERCENTAGE RESPONSES				
		Excellent	Good	Adequate	Poor	Doesn't Apply
Arts and Sciences	446	11.8%	20.1%	25.3%	20.6%	22.2%
Business and Management	146	15.6%	22.7%	26.2%	22.0%	13.5%
Nursing	29	11.5%	26.9%	34.6%	7.7%	19.2%
College of Professional Studies	130	5.0%	10.0%	10.0%	6.7%	68.3%

2005	NUMBER	PERCENTAGE RESPONSES				
		Excellent	Good	Adequate	Poor	Doesn't Apply
Arts and Sciences	353	5.6%	24.9%	23.6%	18.6%	27.2%
Business and Management	72	5.0%	13.3%	35.0%	23.3%	23.3%
Nursing	22	12.5%	25.0%	25.0%	12.5%	25.0%
College of Professional Studies	186	5.0%	8.7%	5.0%	8.1%	73.3%

The NSSE asks students to evaluate "academic advising" and our results for five years (Table 7) show that in general, our first year respondents evaluate academic advising as "good" or "excellent" in lower percentages than first year students at other Jesuit institutions. Seniors on the other hand, evaluate academic advising as good or excellent in percentages similar to those of seniors at other Jesuit universities. For example, in AY07-08, 65% of USF first year students rated academic advising as good or excellent compared to 80% of first year students at other Jesuit universities. For seniors, the results were 69% of USF students and 68% of those at other Jesuit universities. Further analyses of these responses show no major variation by gender and some differences by ethnicity. White students tend to rate academic advising as good or excellent in lower percentages than students of color and this pattern has been consistent across four years. For example, in AY 06-07, 73% of students of color rated academic advising as good or excellent compared to 66% of White students. Across schools and colleges, undergraduate students differ in their ratings of academic advising with somewhat lower levels of satisfaction being found among students in SOBAM. During AY 06-07, 64% of SOBAM students considered academic advising as good or excellent compared to 70% of students in Arts and Sciences and in Nursing and 72% of students in CPS.

During spring 2008, the University conducted a comprehensive survey with freshman students who entered USF in fall 2007 and failed to return for their second semester at USF (spring 2008). A random sample of continuing freshman students was also surveyed at the same time. The majority of returning and non-returning students reported having talked to either a faculty member or a dean's office staff in order to register for classes and a large percentage reported multiple sources of additional information regarding registration including friends and parents. When asked for their level of overall satisfaction with registration advising, a large percentage of freshmen who did not return to USF (53.4%) indicated being dissatisfied with advising compared to 13.9% of returning students.

TABLE 7. NSSE Results on Academic Advising

NSSE QUESTION	USF 03-04	USF 04-05	USF 05-06	USF 06-07	USF 07-08	JESUIT UNIV. 03-04	JESUIT UNIV. 04-05	JESUIT UNIV. 05-06	JESUIT UNIV. 06-07	JESUIT UNIV. 07-08	NSSE SAMPLE 03-04	NSSE SAMPLE 04-05	NSSE SAMPLE 05-06	NSSE SAMPLE 06-07	NSSE SAMPLE 07-08
12. "Overall, how would you evaluate the quality of academic advising you have received at your institution?" **[POOR]**	11% [F] 9% [S]	7% [F] 10% [S]	5% [F] 10% [S]	10% [F] 8% [S]	12% [F] 11% [S]	5% [F] 8% [S]	4% [F] 9% [S]	6% [F] 10% [S]	6% [F] 11% [S]	5% [F] 11% [S]	5% [F] 8% [S]	5% [F] 9% [S]	6% [F] 11% [S]	6% [F] 11% [S]	6% [F] 11% [S]
12. "Overall, how would you evaluate the quality of academic advising you have received at your institution?" **[GOOD OR EXCELLENT]**	69% [F] 70% [S]	71% [F] 69% [S]	74% [F] 72% [S]	67% [F] 70% [S]	65% [F] 69% [S]	78% [F] 72% [S]	78% [F] 71% [S]	75% [F] 68% [S]	76% [F] 67% [S]	80% [F] 68% [S]	78% [F] 72% [S]	76% [F] 71% [S]	75% [F] 66% [S]	75% [F] 68% [S]	77% [F] 68% [S]

NOTE: [F] = First Year students; [S] = Seniors

CAREER ADVISING

The NSSE also asks students to report how often they have talked about career plans with a faculty member or advisor (Table 8). Our first year students report never having had those discussions during the academic year in percentages that are higher across five years of data than first year students of other Jesuit universities. For example, 32% of first year USF students reported in 2007 never having had career discussions with faculty or advisors. The equivalent response for first year students at other Jesuit universities is 24%. Nevertheless, that percentage was much lower in 2008 (25% for USF first year students). Among seniors, the response patterns are somewhat different. Between AY 03-04 and AY 05-06, USF seniors reported never having this type of conversation in percentages that were higher than seniors of other Jesuit universities. In AY 06-07, on the other hand, similar percentages of USF seniors (17%) and seniors at other Jesuit universities (14%) reported never having that type of advising.

Attachment 41: Advising at USF

Helping students set goals for the future seems to be an important component of advising among USF students' perceptions. Indeed, academic advisors helping students set goals to work toward is perceived by USF students in the SSI to be of particular personal importance (M=6.2) compared to other students at private four-year institutions (M=5.9). USF students generally express mid-range levels of satisfaction (M=4.8) with that component of advising. And this level of satisfaction is similar to that of students at other private universities (M=4.8). During AY 07-08, a slightly lower percentage of freshman students showed satisfaction (61%) with the help they were receiving from advisors in setting goals than sophomores (67%). Interestingly, the results for this question are fairly similar in AY 06-07 and in AY 07-08. Student satisfaction varies by college/school with SOBAM having the lowest percentage of satisfied students (57.5%) followed by Arts and Sciences (64.1%), Nursing (65.6%) and CPS (68.0%).

TABLE 8. NSSE Results on Career Advising

NSSE QUESTION	USF 03-04	USF 04-05	USF 05-06	USF 06-07	USF 07-08	JESUIT UNIV. 03-04	JESUIT UNIV. 04-05	JESUIT UNIV. 05-06	JESUIT UNIV. 06-07	JESUIT UNIV. 07-08	NSSE SAMPLE 03-04	NSSE SAMPLE 04-05	NSSE SAMPLE 05-06	NSSE SAMPLE 06-07	NSSE SAMPLE 07-08
1. "During the current school year, about how often have you talked about career plans with a faculty member or advisor" **[NEVER]**	27% [F] 26% [S]	34% [F] 20% [S]	32% [F] 23% [S]	32% [F] 17% [S]	25% [F] 15% [S]	24% [F] 12% [S]	21% [F] 11% [S]	21% [F] 14% [S]	24% [F] 14% [S]	20% [F] 13% [S]	23% [F] 15% [S]	23% [F] 14% [S]	26% [F] 17% [S]	24% [F] 17% [S]	23% [F] 17% [S]
1. "During the current school year, about how often have you talked about career plans with a faculty member or advisor" **[OFTEN OR VERY OFTEN]**	26% [F] 32% [S]	25% [F] 36% [S]	25% [F] 38% [S]	24% [F] 44% [S]	28% [F] 39% [S]	26% [F] 50% [S]	34% [F] 49% [S]	28% [F] 46% [S]	27% [F] 45% [S]	33% [F] 45% [S]	29% [F] 45% [S]	30% [F] 47% [S]	27% [F] 42% [S]	29% [F] 40% [S]	31% [F] 42% [S]

NOTE: [F] = First Year students; [S] = Seniors

Attachment 41: Advising at USF

A survey of students participating in the redesigned New Student Orientation during Fall 2007 showed that a large percentage (88.4%) felt that the activities during NSO helped them learn about how the Career Services Center can help in planning their careers and also a large percentage (81.4%) said that they were somewhat or very likely to visit the Center during their first year at USF.

Results from the Graduating Student Survey during the last seven years show a fairly high level of satisfaction with the Career Services Center by graduating students in all schools and colleges, although it tends to be lower among graduates of the College of Professional Studies, most of whom already have jobs.

TABLE 9. Satisfaction with Career Center Services

	ALL	ARTS AND SCIENCES	BUSINESS AND MANAGEMENT	NURSING	CPS
2009	65.9%	69.2%	62.2%	63.9%	55.5%
2008	67.2%	65.8%	65.8%	65.1%	55.6%
2007	64.9%	64.5%	68.0%	56.2%	64.6%
2006	63.5%	61.9%	65.2%	46.2%	75.7%
2005	64.8%	64.6%	67.5%	71.4%	61.0%
2004	61.2%	61.0%	73.3%	42.9%	68.2%
2003	64.9%	65.1%	59.6%	62.5%	71.9%

NOTE: Percentage of Graduating Students Rating the Career Center Services as Excellent or Good excluding the *"does not apply"* response.

Additional information about student satisfaction with career advising comes from the spring 2008 survey of non-returning freshman. That study showed that a substantial number (53.3%) reported not having talked to anybody at USF about career plans compared to a smaller percentage (25.6%) of returning freshman. Overall, 38.5% of the non-returning students expressed dissatisfaction with career advising compared to 17.1% of the returning freshman students. Results from that survey seem to suggest that students expect to obtain career advising from faculty and college/school staff rather than only at the Career Services Center. When asked to report their level of satisfaction with the Career Services Center, 53.8% of the non-returning students indicated that they had not visited the Center compared to 81.4% of the returning freshman.

NATURE OF ADVISING RELATIONSHIP

The SSI measures students' evaluations of the relational characteristics of the advising process by asking them to rate approachability, expertise, and overall concern for students' success by faculty and staff. Overall, Data for AY 06-07 and AY 07-08 (Table 10) show that USF students rate all aspects of academic advising fairly positively and similarly to students at four-year private universities. One major difference found between USF students and the national comparison group in the AY 06-07 data is in the overall rating of the level of approachability of academic advisors where average responses by USF students are statistically significantly lower (M=5.33) than students at other 4-year private universities (5.48). This difference does not show up in the more recent data for AY 07-08.

TABLE 10. Satisfaction with Advising in SSI (Means)

ACADEMIC ADVISOR IS...	USF 06-07	4 YEAR PRIVATES 06-07	USF 07-08	4-YEAR PRIVATES 07-08
Knowledgeable about requirements in major	5.50	5.45	5.49	5.49
Approachable	5.33	5.48	5.45	5.51
Concerned about students' success	5.18	5.21	5.27	5.25
Helpful to students setting goals	4.82	4.78	4.88	4.83

While there were no major difference in the level of satisfaction with advisor's approachability between White students (74.5%) and students of color (72.6%) in AY 06-07 the data for AY 2007-2008 showed a large difference in the number of satisfied students. Overall, a lower percentage of students of color (74.5%) expressed satisfaction with advisors' approachability than White students (80.7%) in the more recent data. There were no other major differences across ethnicity in the responses to advising-related items in the SSI for AY 07-08.

Disaggregating the ratings by students' college/school (Table 11) shows that the lowest percentage of satisfied students in terms of advisors' approachability is found among SOBAM students (69% in AY 06-07 and 68% in AY 07-08) with students from the other three colleges/schools being satisfied at around the same level in both academic years. Nevertheless, the SSI data for AY 07-08 for all colleges except for SOBAM show an increase in the percentage of students expressing satisfaction with advisors' approachability.

TABLE 11. Satisfaction with Advising Process in SSI

ACADEMIC ADVISOR IS…	ARTS & SCIENCES 06-07	ARTS & SCIENCES 07-08	SOBAM 06-07	SOBAM 07-08	NURSING 06-07	NURSING 07-08	CPS 06-07	CPS 07-08
Knowledgeable about requirements in major	77%	82%	76%	70%	76%	76%	83%	82%
Approachable	74%	80%	69%	68%	76%	80%	75%	82%
Concerned about students' success	68%	74%	70%	60%	71%	75%	66%	77%
Helpful to students setting goals	61%	64%	63%	58%	67%	66%	54%	68%

Generally, a lower percentage of freshman students expressed satisfaction with various aspects of advising than sophomores in AY 06-07 (Table 12). Nevertheless, these differences became smaller or disappeared when considering the AY 07-08 data.

TABLE 12. Satisfaction with Advising Process

ACADEMIC ADVISOR IS…	FRESHMAN 06-07	FRESHMAN 07-08	SOPHOMORES 06-07	SOPHOMORES 07-08
Knowledgeable about requirements in major	74%	78%	78%	78%
Approachable	64%	75%	77%	78%
Concerned about students' success	60%	67%	73%	72%
Helpful to students setting goals	52%	61%	68%	67%

ACADEMIC REQUIREMENTS

The SSI also asks students to indicate their satisfaction with the clarity and reasonableness of requirements for the major. USF students in AY 06-07 expressed higher levels of satisfaction with these aspects of curriculum planning (M=5.66) than students at other 4-year private institutions (M=5.38). The data for AY 07-08 show similar results with a larger percentage of USF students expressing satisfaction with the clarity of requirements for the major (M=5.62) than students at other 4-year private universities (M=5.40). Furthermore, there are no differences in the level of satisfaction across gender or ethnicity. Nevertheless, freshman expressed satisfaction with the clarity and reasonableness of requirements for the major (77%) in lower percentages than sophomores (88%) in AY 06-07 although that difference disappeared in AY 07-08 when a similar percentage of freshman and sophomore students (83%) expressed satisfaction with the clarity of requirements. An important difference across colleges/schools was found in the percentage of students who expressed satisfaction with the clarity of requirements. In AY 07-08, SOBAM students expressed satisfaction with this aspect of advising in lower percentages (77%) than students in Arts and Sciences (84%), CPS (89%) or Nursing (92%). The AY 06-07 showed that there were no differences across colleges/schools in students' satisfaction with the clarity of requirements with approximately 83% of students in each school/college being satisfied.

Attachment 41: Advising at USF

The survey of returning and non-returning fall 2007 freshmen showed that approximately a third of non-returning students reported not speaking to anybody at USF about requirements for the major compared to 16% of returning students. Furthermore, a substantial percentage of non-returning freshman (57.1%) expressed dissatisfaction with the advice received regarding requirements for the major compared to 9.7% of returning students.

Recent Actions

Our analysis of the various surveys and studies with non-returning students not only confirmed the need for advising to be improved but suggested a few areas in need of attention. Specifically, we realized that freshman students need improved and comprehensive advising procedures in order to meet their expectations. These needs were related not just to course registration but also to career information. Procedural clarity as well as personal contact were perceived as important in the process. We also concluded that special attention needed to be provided to students at risk of academic failure as well as mentoring and role modeling relationships with highly prepared students. (CFR 2.4, 2.5) These considerations have led us to develop a number of strategies including:

FRESHMAN ADVISING

- The New Student Orientation process continues to be improved and it now includes an extensive "meet the Faculty" component where students meet with their departmental faculty to explore requirements, course options, and career opportunities
- An online training module has been created by the College of Arts and Sciences that trains students on the registration process and on how to handle our online resources including course schedules and listings
- Online registration procedures have been implemented during summer 2009 whereby a video introduces entering students to the major and to the faculty. This step is then followed by a telephone or face-to-face conversation with the student's advisor.
- The New Student Orientation has been streamlined further and as of August 2009 it emphasizes engagement and forming supportive relationships. Entering students also are invited to participate in special sessions during the summer that introduce them to San Francisco and its resources.
- The School of Business and Management experimented in spring 2009 with an "Advising Fare" where faculty and advisors were available during the course of three days and without appointment to talk with students about course and career advising.

ADVISING OF STUDENTS ON PROBATION

- The College of Arts and Sciences and the School of Business and Management (SOBAM) have developed a special program for students placed on academic probation. SOBAM's STAR program (Students Taking Academic Responsibility) is designed to give students placed on academic probation the opportunity to reflect on factors which contributed to such difficulties as well as to create an academic plan and benefit from academic support services available at he University. Students also are required to attend special skills workshops and to meet with a staff advisor or faculty member to discuss their academic plan. The program was begun in Spring 2008 and within a month approximately half of the students on probation had signed up for the program.
- The College of Arts and Sciences has also developed a special intervention program that is required of all students on academic probation. The program provides training in academic and personal skills as well as periodic monitoring of student academic progress. Initial data from this program showed that after one semester of personalized intrusive advising, 73% of the students in the program raised their GPA and 40% were removed from probation.
- SOBAM introduced as a pilot the use of a mid-term progress report in Spring 2008 for students on academic probation and also as an elective early-alert system for all other students. The form asks faculty to provide an indication of such areas as students' performance, attendance, participation and students are expected to reflect on the feedback. The College of Arts and Sciences has been using this mid-term report procedure for a number of years and has found it an important alert system for students in potential academic trouble.
- The College of Arts and Sciences has developed a series of workshops ("Academic Success Program") that address skills needed by students (e.g., test taking, credit management, stress management) as well as academic skills (e.g., writing research papers, exploring majors, preparing for finals).

FACULTY SUPPORT

- The College of Arts and Sciences has developed a comprehensive manual and convened training sessions for recently hired faculty.
- The University has funded three additional positions to support the advising of at-risk students and those on academic probation, two in the College of Arts and Sciences and the other in the School of Business and Management.
- Faculty as well as staff at the career services center are advising students on job and career opportunities
- The School of Business and Management has developed a placement center targeted at MBA graduates.

* * *

We are gratified to see how our new strategies have produced increased satisfaction with advising among our students in the last year. Furthermore, we are certain that the new advising and academic registration for entering students that makes use of mediated information (online video, online tutorials, phone conversations with advisors, etc.) will not only increase satisfaction with advising among first-year students but also produce improvements in the academic experiences of our students and help with increasing retention.

TAB 42

Attachment 42: Program Review—Theology and Religious Studies

CAMPUS VISIT: April 14-16, 2004 • **PROGRAM(S) REVIEWED:** B.A. in Theology; B.A. in Religious Studies; M.A. in Theology.

EXTERNAL REVIEWERS:
Susan Ackerman, Professor, Department of Religion, Dartmouth College
Francis X. Clooney, S.J., Professor, Department of Theology, Boston College
Yvonne P Chireau, Professor and Chair, Department of Religion, Swarthmore College
Gerald P. Fogarty, S.J., William R. Kennan Professor, Department of Religious Studies, University of Virginia

NEXT REVIEW: 2010-1011

RECOMMENDATION	ACTION TAKEN	STATUS
Merge separate undergraduate degree programs into one.	The department created a new combined major with three emphases.	Completed
Work to bridge the divide between Theology and Religious Studies.	The departure of some faculty and the hiring of new tenure-track faculty has considerably improved personal relationships and working conditions in the department.	Completed
Revise and shorten learning goals and outcomes.	The department revised its learning goals. It now has three learning goals that address 1) the human dimensions of religion, theology and spiritually; 2) religious diversity; and 3) social justice.	Completed
More long term planning around curriculum.	There has been significant improvement here. The department has held several retreats around curriculum and lowered their dependence on adjunct faculty.	On-going
More dynamic courses, especially in the core.	The department has added new lower division courses including “The Christian Village”, “Mystery of God/Mystery of the Human Person”, “Christian Feminist Theology”, “Catholic Social Thought”, “Sexuality and Scripture” and “Migrant and Diaspora Religions.” These satisfy the core requirement in religion. There are also new course offerings in the areas of Judaism, Islam and Hinduism.	Completed
Review of the graduate program.	The graduate program in Phoenix was closed but the San Francisco program is continuing. The M.A. program on campus is currently under review.	Completed

Attachment 42: Program Review-Theology and Religious Studies

RECOMMENDATION	ACTION TAKEN	STATUS
Greater mentorship of junior faculty.	This has improved. All junior faculty have been assigned mentors.	Completed
Appoint co-chairs and establish standing committees.	The co-chair model worked successfully for a year, then James Bretzke S. J. took over as chair. Lois Lorentzen was elected department chair beginning in Fall 2007 and continues in that role. The subcommittees worked well with the curriculum revision.	Completed

Attachment 42: Program Review—Physics

CAMPUS VISIT: February 9-11, 2004 • **PROGRAM(S) REVIEWED:** B.S. in Physics.

EXTERNAL REVIEWERS:
David Griffiths, Howard Vollum Professor of Science, Department of Physics, Reed College
Henri Jensen, Professor and Chair, Department of Physics, Oregon State University
Douglas Osheroff, Professor, Department of Physics, Stanford University.

NEXT REVIEW: 2010-2011

RECOMMENDATION	ACTION TAKEN	STATUS
Improve physical facilities	Fundraising and planning for the new Science is well underway.	Underway
Develop an astronomy program and increase the sense of a physics community at USF.	In Fall 2006, the department hired Dr. Aparna Venkatesan (University of Chicago) as an Assistant Professor in the area of Astrophysics. The minor in Astronomy is in the planning stages and a second female astronomer has just been hired and is due to begin in January 2010.	On-going
Target students in General Physics for the major.	To date, there have been some slight increases in the number of majors.	On-going
Service the milling machine and install it away from the optics lab.	No alternative space has yet been identified for the milling machine (which is not currently used).	Under consideration
More lab staff (technician, machinist and electronics specialist).	The department continues to operate with one technician.	No action
Reduce teaching load of new faculty.	No changes have been made to the teaching loads of new faculty.	No action
Streamline class schedule and utilize different time slots.	The department has spread its course offerings across all days and time slots.	Complete

Attachment 42: Program Review—Psychology

CAMPUS VISIT: March 24-26, 2004 • **PROGRAM(S) REVIEWED:** B.A. in Psychology.

EXTERNAL REVIEWERS:
Richard Gonzalez, Professor and Chair, Department of Psychology, University of Michigan
Richard S. Lewis, Associate Professor of Psychology and Neuroscience, Pomona College
Deborah Phillips, Professor and Chair, Department of Psychology, Georgetown University

NEXT REVIEW: 2010-2011

RECOMMENDATION	ACTION TAKEN	STATUS
Consider introducing a Neuroscience minor rather than a major.	Neuroscience minor has been in place since Fall 2005.	Completed
Build on existing strength- lifespan development, aging/gerontology, family systems, and child and family policy.	New hire being made in the area of development scheduled to begin in Fall 2008.	Completed
Assign adjunct faculty to teach General Psychology thus freeing up full-time faculty for seminars and experimental classes, more undergraduate research and teaching upper division electives in specialist areas.	It is primarily adjunct faculty that now teach sections of General Psychology.	Completed
Department needs to hire more full-time faculty.	The department hired 2 new tenure track faculty members in 2006 (Knight) and 2008 (Cheung) and is currently recruiting.	Completed
Department needs more state-of-the-art space.	The department is moved into the new Kalmanovitz Hall in Summer 2008. This has new faculty offices and modern labs.	Completed
Special resources need to be given to the department for advising.	A psychology faculty member is given a course release each semester to oversee student advising.	Completed
The department needs more honest discussion concerning the equity of course assignments and also needs to develop departmental by-laws.	The department continues to work on this issue and is engaged in on-going discussions to address governance concerns.	On-going
More incentives need to be provided to obtain research grants	Formula for course release based on grants was revisited. Part of grant fund now allocated to the department.	Completed
Increase departmental budget.	The department continues to work with the Dean's Office to address this issue.	On-going

Attachment 42: Program Review—Mathematics

CAMPUS VISIT: April 28-30, 2004 • **PROGRAM(S) REVIEWED:** B.S. in Mathematics.

EXTERNAL REVIEWERS:
Priscilla S. Bremser, Professor, Department of Mathematics, Middlebury College
Erica Flapan, Professor and Chair, Department of Mathematics, Pomona College
William G. McCallum, Professor, Department of Mathematics, University of Arizona

NEXT REVIEW: 2010-2011

RECOMMENDATION	ACTION TAKEN	STATUS
Improve physical facilities, especially faculty offices.	Fundraising and planning for the new Science building is well advanced and renovations to Harney Science Center will also be made Upgrades to faculty offices have been completed and three new window offices were given to the department.	Completed
Enhance the faculty and space to improve enrollments.	Three additional faculty members (two of them women) have been hired.	Completed
Provide space for departmental functions.	Department now has space for social activities, especially its Wednesday afternoon 'teas'. With the arrival of Exercise and Sports Science into the Harney Science Center, the compromise with Mathematics was that an area in the Deans Office might be made available.	Completed
Address the problem of instructor-to-instructor variation in teaching quality.	This is under review.	On-going
Allocate two new tenure-track positions to the department.	Dr Stephen Yeung, an applied mathematician with interdisciplinary research, will joined the department in Fall 2007. The department hired Cornelia Van Cott who began in Fall 2008 and Jennifer Chubb will begin in Fall 2009.	Completed

Attachment 42: Program Review—Exercise and Sport Management

CAMPUS VISIT: April 27-29, 2005 • **PROGRAM(S) REVIEWED:** B.A. in Exercise and Sport Science; B.S. in Exercise and Sport Science.

EXTERNAL REVIEWERS:
Jeffrey A. McCubbin, Professor and Associate Dean, College of Health and Human Sciences, Oregon State University
Janet C. Harris, Professor and Director of the School of Kinesiology and Nutritional Science, California State University, Los Angeles
Arlette Perry, Professor and Chair, Department of Exercise & Sport Sciences, University of Miami

NEXT REVIEW: 2011-2012

RECOMMENDATION	ACTION TAKEN	STATUS
The ESS department should have better office and laboratory space with modern equipment.	The entire department moved in Fall 2006 from under Memorial Gymnasium to the second floor of the Harney Science Building The department now has new faculty offices and dedicated lab space for Exercise Physiology and Motor Learning.	Completed
The department needs to procure equipment and should be included in science instructional equipment funds.	Faculty working on grants and the department has been included in science instructional equipment funds. The department has benefited from the Department of Education's multi-department grants as has also won funding from the city.	On-going
Move offices closer to the Sports Management program.	Sports Management program moved from Lone Mountain to Kalmanovitz Hall in Summer 2008, thus improving proximity to Exercise and Sports Science.	Completed
Retreat to discuss goals	The department has had retreats to discuss curriculum and assessment.	Completed.
Hire a sports psychologist	Hired Dr Diana Lattimore in Fall 2007	Completed
Increase the racial/ethnic diversity of the faculty.	The last two hires have been women but department is looking to improve racial/ethnic diversity with future hires.	Underway
Prioritize health promotion (this is in line with where ESS programs are going nationally).	Department now emphasizes health promotion in its mission and all aspects of its operations (teaching, research and service). The orientation of the department has dramatically shifted towards issues of health promotion and wellness.	Completed

Attachment 42: Program Review-Exercise and Sport Science

RECOMMENDATION	ACTION TAKEN	STATUS
Reduce the number of upper division electives listed in the catalogue.	Reduced number of upper division electives.	Completed
Increase community outreach programs	Faculty now involved in extensive and on-going community projects Department recently won the College of Arts and Sciences Collective Service Award in part for its efforts in this area.	Completed
Enhance collaboration with other departments and schools at USF.	Faculty now working with other departments and programs, for example, they have a very strong presence in the new Gerontology, neuroscience, and Child and Youth Studies minors.	Completed

Attachment 42: Program Review—Chemistry

CAMPUS VISIT: March 30 – April 1, 2005 • **PROGRAM(S) REVIEWED:** B.S. in Chemistry; M.S. in Chemistry.

EXTERNAL REVIEWERS:
Adele Wolfson, Professor of Chemistry and Associate Dean of the College, Wellesley College
Bert Holmes, Philip G. Carson Distinguished Chair of Science and Professor of Chemistry, University of North Carolina, Ashville
Thomas Poon, Associate Professor of Chemistry, Claremont-McKenna College

NEXT REVIEW: 2011-2012

RECOMMENDATION	ACTION TAKEN	STATUS
The physical facilities must be improved.	Fundraising and planning for the new Science building is well advanced.	Underway
Hiring of at least two full-time support staff.	One half-time Chemistry technician is in place and the stockroom manager position has been converted to full-time.	Completed
Formulate a strategic plan that includes a collaborative curricular assessment and a consensus vision for the department's future.	Department has developed a three year assessment plan and is currently collecting data. Discussions on the department's future are on-going	On-going
Employ a greater variety of teaching strategies and more curricular variety.	One faculty member has been sent to a conference on pedagogy and curriculum and has visited two other institutions for ideas.	On-going
Greater student involvement in undergraduate research.	Students have recently published in the top chemistry journals along with two faculty members.	Ongoing
Agree on the graduate program's future.	The department agreed to continue the program and its status is unchanged.	Completed
Faculty position in organic chemistry or bioorganic chemistry.	The department hired Dr Megan Bolitho whose area is bioorganic chemistry.	Completed
Establish an incentive program that rewards faculty for getting grants.	This is still under development.	Under consideration

Attachment 42: Program Review—History

Campus Visit: April 6 – 8, 2005 • **PROGRAM(S) REVIEWED:** B.A. in History.

EXTERNAL REVIEWERS:
Craig Steven Wilder, Professor, Department of History, Dartmouth College.
Leslie S. Offutt, Associate Professor, Department of History, Vassar College.
Richard Lim, Associate Professor, Department of History, Smith College.

NEXT REVIEW: 2011-2012

RECOMMENDATION	ACTION TAKEN	STATUS
Add new position in Middle Eastern and/or Islamic History.	Dr. Taymiya Zaman (University of Michigan) joined the department as an Assistant Professor in Fall 2007 teaching courses on the Islamic World.t	Completed
Focused discussion to address some curricular, instructional and managerial issues.	The department has moved to a rotation system to select the chair and has changed its internal modes of operation. Curricular and instructional issues are still under consideration.	On-going
More debate on the issue of diversity and diversify the faculty.	Dr Katrina Olds (Princeton University) joined the department as an Assistant Professor in Fall 2007 teaching courses in Late Medieval/Early Modern European History. Dr. Taymiya Zaman (University of Michigan) joined the department as an Assistant Professor in Fall 2007 teaching courses on the Islamic World. Dr Candice Harrison (Emory University) joined the department in Fall 2008 teaching courses in American and African-American history. Since 2005, three women faculty (including two women of color) have joined the department.	Completed
More administrative support for the program.	Ms. Cheryl Czekala (Administrative Assistant) now works solely for the History Department.	Completed
Discussion of reliance on and role of adjunct faculty in the department.	The number of adjunct faculty has declined as more full-time faculty have joined the department. Discussions are on going about increasing the number of full-time faculty teaching lower divisions courses.	On-going
Faculty workloads should be examined and revised.	Discussions are on going with regard to this issue.	No action
More courses should be added to address cross-cultural contact and encounters, which are now central questions in the discipline.	Course offerings are improving in this regard with the addition of new faculty and existing faculty broadening their course offerings.	Completed
Examine new ways to re-invigorate the intellectual life of the department.	The department has initiated a faculty colloquium series that includes students.	Underway

Attachment 42: Program Review—Philosophy

CAMPUS VISIT: April 5–7, 2005 • **PROGRAM(S) REVIEWED:** B.A. in Philosophy.

EXTERNAL REVIEWERS:
Karen J. Warren, Professor, Department of Philosophy, Macalester College
Mark Murphy, Professor, Department of Philosophy, Georgetown University
Margaret Walker, Professor, Department of Philosophy, Arizona State University

NEXT REVIEW: 2012-2013

RECOMMENDATION	ACTION TAKEN	STATUS
Efforts need to be made to reduce the department's workload with regard to teaching ethics in the Core Curriculum.	The chairs of Philosophy and Theology and Religious Studies are discussing how to deliver the ethics course.	Under consideration
The department needs to address its increasing use of adjunct faculty and the quality of instruction they deliver.	The department has appointed an Adjunct Faculty co-coordinator to advise the adjunct faculty. This faculty member works in conjunction with the Associate Dean of Academic Program Review, Assessment and Adjunct Faculty on matters of adjunct teaching quality. The two Associate Deans met with the chair and ethics coordinator to go over teaching evaluations for PT faculty.	On-going
The department should hire one more tenure track faculty member and that attention be given to the gender diversity of the department.	Dr. Marjolein Oele hired for Fall 2007.	Completed
Examine new ways to re-invigorate intellectual life of the department.	Based on the recommendations of the Dean's office, the department has revisited the use of the Fleishhaker fund converting it into a visiting part-time chair.	Completed

Attachment 42: Program Review—Politics

CAMPUS VISIT: March 8-10, 2006 • **PROGRAM(S) REVIEWED:** B.A. in Politics.

EXTERNAL REVIEWERS:
Lorn Foster, Professor, Department of Politics, Pomona College
Katherine Moon, Associate Professor, Department of Politics, Wellesley College
Peter Steinberger, Professor of Politics and Dean of the Faculty, Reed College

NEXT REVIEW: 2012-2013

RECOMMENDATION	ACTION TAKEN	STATUS
Focus on developing concentrations within the major rather than affiliated minors.	Many of the minors that Politics students pursue are primarily within the department and thus they actually serve the very purpose the reviewers were hoping to achieve through concentrations by allowing students to focus their studies on particular subfields of politics. A number of the core and elective courses for these minors are cross-listed with the politics curriculum and thus do not take faculty away from the major.	No action
Streamline and enforce requirements within the major.	The department feels that many of the reviewers concerns regarding overlap are dealt with in the advising process where students are given guidance as to what classes to take. It is also important to note that the department maintains advising holds on all of its students, and thus Politics majors are required to meet with an advisor every semester to discuss their selection of courses. Prerequisites would be problematic for transfer students. The Public Administration minor should be retained.	No action
The department should offer a methods course.	The department is adding a methods course to the curriculum beginning in Fall 2009. Teaming with other departments to offer a statistics course for social scientists is also a possibility.	Completed
Examine ways to reinvigorate the intellectual life of the department.	The department holds brown bag lunches to discuss research and informally help each other with research.	On-going
Hire another political theorist.	Dr. Keally McBride joined the department in Fall 2007.	Completed
Re-evaluate departmental advising practices.	The department has instituted “group advising sessions” one of which all Politics students are directed to attend. Once the session is concluded, faculty are available meet with students individually. However, the department recognizes that this is an on-going concern for the College.	On-going

Attachment 42: Program Review-Politics

RECOMMENDATION	ACTION TAKEN	STATUS
Clarify the expectations regarding teaching, research and service.	The reviewers may not have adequately understood how the tenure and promotion process works at USF, with the complexities entailed with collective bargaining along with the academic career prospectus ("ACP") process. Newer faculty reported that the "ACP" process was helpful in clarifying expectations, and that the workshops offered by the USF Faculty Association also clarified tenure and promotion requirements. Finally, new Politics faculty are assigned mentors who help to clarify what is needed to succeed at USF.	No action
Increase opportunities for the department to get together.	For last two years, the department has held full-day off-campus retreats that were productive and surprisingly enjoyable, and they plan to continue that practice They have, in addition, instituted monthly "brown bag" research talks that have been well attended and helpful. Finally, the department is hopeful that the new space in Kalmanovitz Hall will provide greater opportunities for community building.	On-going
Improve the department's physical facilities	The department moved into new offices in Kalmanovitz Hall in Fall 2008	Completed
Develop suitable databases so that the department could track and contact its alums.	At their end-of-the-year event, the department collected graduating students contact information, and they are looking for funding to hire a student worker to track recent alumni. They intend to take up this issue at the fall departmental retreat (including discussing creating a departmental newsletter).	On-going

Attachment 42: Program Review—Sociology

CAMPUS VISIT: April 26-28, 2006 • **PROGRAM(S) REVIEWED:** B.A. in Sociology.

EXTERNAL REVIEWERS:
Miguel Centeno, Professor, Department of Sociology, Princeton University
Jill Grigsby, Professor and Chair, Department of Sociology, Pomona College
Karin Martin, Associate Professor, Department of Sociology, University of Michigan

NEXT REVIEW: 2012-2013

RECOMMENDATION	ACTION TAKEN	STATUS
Use new faculty lines to broaden course offerings to other subfields within the discipline.	The department hired two faculty members, Dr Hwa-Ji Shin and Di Anne Bartlett, both of whom teach in new areas or fill previously staffed areas In addition to political sociology, the new hires cover urban sociology, comparative-historical sociology, social psychology and globalization.	Completed
Exercise caution with regard to participation in and initiation of new minors.	While proud of its contributions to the College's interdisciplinary programs, the department acknowledged that it needs to exercise caution with regard to commitments that take faculty outside the department.	On-going
Advised against the creation of a new criminology program.	The department has agreed not to start a new criminology program.	Completed
Introduce more quantitative reasoning throughout the curriculum.	The department is considering a number of different options to address the perceived deficiency in quantitative literacy among students.	Under consideration
Ensure that students satisfy theoretical and methodological requirements by the end of the junior year.	The department has begun to address this issue through more rigorous advising and may consider requiring completion of these courses in the junior year although this impacts transfer students, study abroad, etc.	On going
Provide capstone experience for all sociology students.	The department has already conceptualized a required Capstone course that will be required of majors. This is included in the department's assessment plan.	Completed

Attachment 42: Program Review-Sociology

RECOMMENDATION	ACTION TAKEN	STATUS
Work at maintaining and improving the department's high level of collegiality.	The department had a retreat in September 2007. It is also planning to revamp the popular colloquium series and will be adding smaller events aimed at encouraging faculty to share their work among one another.	On-going
Clarify expectations with regards to teaching, research and service.	Dean has discussed expectations at ACP meetings with faculty and criteria for promotion and tenure are clearly spelt out in the collective bargaining agreement.	On-going
Address workload issues, particularly for the chair.	The Dean does not contemplate eliminating the third course We have discussed alternative approaches to advising that reduce the burden on the chair.	On-going
Improve the department's physical facilities.	The Sociology Department moved into new offices in Kalinanovitz Hall in Fall 2008.	Completed
Existing leave and course planning be scheduled in longer cycles.	The department has compiled a tentative 3-year plan for existing leave and course planning purposes and this was approved at the retreat in September 2007.	Completed

Attachment 42: Program Review—Environmental Science

CAMPUS VISIT: April 19-22, 2006 • **PROGRAM(S) REVIEWED:** B.S. in Environmental Science; M.S. in Environmental Management.

EXTERNAL REVIEWERS:
Joanne Fox-Przeworski, Director of the Bard Center for Environmental Policy, Bard College.
Kenneth Reckhow, Professor of Water Resources and Chair of Environmental Sciences and Policy, Duke University.
Anne Sturz, Professor and Chair of Marine Sciences and Environmental Studies, University of San Diego.
Jose D. Fuentes, Associate Professor of Environmental Science and Director, Virginia Forest Research Facility, University of Virginia.

NEXT REVIEW: 2012-2013

RECOMMENDATION	ACTION TAKEN	STATUS
Hire faculty to address gaps in the Environmental Science curriculum in Geology and Atmospheric Science and the new field of Environmental Medicine.	The department will be making some new hires in the coming years.	Ongoing
Increase full-time faculty teaching graduate students.	More full-time are now teaching graduate courses.	Completed
Consider teaching more graduate courses in the evening allowing undergraduates to enroll in these courses.	Undergraduate enrollment in graduate classes is now more common but closely monitored.	Ongoing
Undertake new initiatives to increase undergraduate enrollments.	The department is closely looking at new initiatives and strategies to increase enrollments.	On going
Establish an alumni network for MSEM graduates and ENVS graduates.	A detailed alumni list has been forwarded to the department to begin work on this issue and an annual endowed lecture has been established to which alumni are invited.	Ongoing
New computational and teaching laboratory. Improve the existing greenhouse. More student space for Environmental Science majors to interact with each other.	Planning for new space is underway.	In progress
Hire two full-time assistants, one for the graduate and one for the undergraduate program.	Limited funds are available at this time for increases in staff.	No action

Attachment 42: Program Review-Environmental Science

RECOMMENDATION	ACTION TAKEN	STATUS
Greater emphasis on long-range curricular cooperation and planning between science departments.	Planning for the new Science building is providing a forum for discussing new modes of cooperation in the sciences. The Associate Dean of Natural Sciences is interested in facilitating conversations to increase interaction and collaboration between science departments.	In progress
Department chairs in the sciences should regularly discuss during the academic year course offerings, scheduling and other issues of common interest.	More discussions are taking place between departments.	In progress
Give full course credit to each of the teachers involved in course development and teaching if the course is team-taught.	There has been no action on this recommendation at this time.	No action

Attachment 42: Program Review—Economics

CAMPUS VISIT: March 28-31, 2007 • **PROGRAM(S) REVIEWED:** B.A. in Economics; M.A. in Economics; M.A. in International and Development Economics; M.S. in Financial Analysis.

EXTERNAL REVIEWERS:
Jack W. Aber, Professor of Finance and Chair, Department of Finance and Economics, Boston University School of Management
David Colander, Christian A. Johnson Distinguished Professor, Department of Economics, Middlebury College
David Kennett, Professor, Department of Economics, Vassar College
Enrico Spolaore, Professor and Chair, Department of Economics, Tufts University

NEXT REVIEW: 2013-2014

RECOMMENDATION	ACTION TAKEN	STATUS
Hire a new professor to become "director of undergraduate economics.	Dr Sunny Wong has assumed the role of Director of Undergraduate Education.	Completed
Establish a senior seminar that built on lower-level courses and included "a substantial integrative writing component".	This is still under discussion in the department.	No action
Set up a careful and monitored advising system for undergraduate students.	The new Director of Undergraduate Education is addressing this problem.	In progress
Create a broader based structure for the graduate programs.	Under discussion in the department.	No action
Examine and clarify the goals and objectives of individual graduate programs.	All programs in the Economics Department have assessment plans with stated program goals and learning objectives.	Completed
Faculty workload needs to be examined with regard to credit for thesis advising in the graduate programs.	This is under consideration.	Underway
The department should be given at least two additional tenure track lines.	Searches are currently being undertaken and one new hire has been made for Fall 2009	Completed
The department needs better offices, common spaces and computer facilities.	The department moved into Cowell Hall in Fall 2008	Completed
Improve lines of communication with other divisions on campus and with students, alumni and business.	Ongoing discussions are taking place with SOBAM, alumni and graduate students	Completed

Attachment 42: Program Review—M.F.A. in Writing

CAMPUS VISIT: April 23-25, 2007 • Program(s) Reviewed: Master of Fine Arts in Writing

EXTERNAL REVIEWERS:
Mary Jo Bang, Professor of English and Director of the Writing Program, Washington University, St. Louis
Melissa Hammerle, Professor and former Director of Creative Writing, New York University
James Kastely, Professor and Director of the Writing Program, University of Houston

NEXT REVIEW: 2013-2014

RECOMMENDATION	ACTION TAKEN	STATUS
The program should move from open admissions to genre specific admissions.	Three genre heads have been appointed in poetry, fiction and non-fiction and they will soon begin to address this issue in more detail.	Underway
The program needs a new hire in the area of non-fiction.	David Vann has been hired in the area of non-fiction and will start in Fall 2009	Completed
Major projects need to be revised so that genre heads teach masters project courses, adjuncts would be paid for summer teaching and thesis preparation (Master Project I) and thesis writing (Masters Project II) would be offered.	Genre heads will oversee thesis preparation and writing and adjuncts will be paid for summer teaching.	Completed
Change the autobiography class into a reading section and writing workshop for students in particular genres.	This is under consideration	Under consideration
Assessment: Implement a more thorough system of course assessment and evaluation.	The program now has an assessment plan and is collecting data.	Completed
The program needs to address student concerns in areas of teaching assistantships, scheduling readings during class time, more variety of courses in fiction and non-fiction, publishing concerns and the racial and ethnic diversity of the program.	These issues are being considered and discussed by the program.	Underway
Convert term positions to tenured or tenure-track positions.	Faculty in fiction and poetry have applied for promotion and tenure.	Completed
Reduce the reliance on adjunct faculty and improve their quality.	New faculty hires will reduce the reliance on adjunct faculty in the program.	Underway
Clarify and improve relations with the Department of English.	There has been increased collaboration between these programs and more joint intellectual activities (readings, events, etc.)	Underway

Attachment 42: Program Review-M.F.A. in Writing

RECOMMENDATION	ACTION TAKEN	STATUS
Have a semester long visiting position for a faculty of color to address the absence of students and faculty of color in the program.	This is under consideration though budgetary constraints have affected its implementation.	Under consideration
Appoint an administrative director.	Micah Ballard was appointed to this position in Fall 2008	Completed
Improve space and physical facilities for the program.	The program moved into the new Kalmanovitz Hall in Fall 2008.	Completed

Attachment 42: Program Review—Biology

PROGRAM REVIEW CONDUCTED: April 11-13, 2007 • **PROGRAM(S) REVIEWED:** B.S. in Biology; M.S. in Biology.

EXTERNAL REVIEWERS:
Cris Cheney, Associate Professor and Chair, Department of Biology, Pomona College
Joe Pelliccia, Professor, Department of Biology, Bates College
Deborah Robertson, Professor, Department of Biology, Clark University.

NEXT REVIEW: 2013-2014

RECOMMENDATION	ACTION TAKEN	STATUS
Move from a human-centered focus to a more animal-centered focus to better prepare students for non-medical careers.	The department currently has a search underway that focus on biology and ecology.	Underway
Change General Biology (switch sequence between Biology 105 and 106; use more interactive pedagogy; use peer educators; defer beginning Biology curriculum until second semester, etc.)	This recommendation was rejected as it had been tried before and failed.	No action
Change the sophomore curriculum (drop Cell Physiology from the core and add a lab to Genetics, etc).	This recommendation has not been acted on because there is no additional lab space to assign to Genetics.	No action
Review elective offerings, staffing of elective and core classes and caps on class size.	The lack of additional space (both offices and lab space) severely curtails the opportunities the department has to add to its curriculum.	No action
Establish a Biology seminar.	This is currently under consideration by the department	Under consideration
Teaching reduction for the pre-professional health advisor given their workload.	The pre-professional health advisor has been granted a course release	Completed
Biology faculty should stop advising undeclared science students and this advising workload should be shifted to other faculty in the Natural Sciences.	The department felt that it was essential to advise undeclared science students since many of them eventually declare the Biology major.	No action

Attachment 42: Program Review-Biology

RECOMMENDATION	ACTION TAKEN	STATUS
Improve interactions and share curricular with Environmental Science, Chemistry and Computer Science.	The Dean's Office is encouraging more interaction between these departments.	On-going
Make improvements to the graduate program (e.g. a seminar course in each semester).	The department is considering changes to the graduate program.	Under consideration
Hire additional technical staff within the Natural Sciences to help with routine maintenance of equipment and to support the presentation of the Biology curriculum.	The technical staff in the Sciences have been reorganized to better support Biology.	Completed
Improve space and facilities.	Fund raising and planning for a new Science building continue and Harney will renovated once the new Science building in completed.	On-going

Attachment 42: Program Review—Media Studies

CAMPUS VISIT: March 26-28, 2008 • **PROGRAM(S) REVIEWED:** B.A. in Media Studies.

EXTERNAL REVIEWERS:
Felix F. Gutierrez, Professor of Journalism and Communication, Annenberg School of Communication, University of Southern California
Ted Magder, Associate Professor and Chair, Department of Media Studies, New York University
Andrea Press, Professor of Sociology and Chair of Media Studies, University of Virginia.

NEXT REVIEW: 2014-2015

RECOMMENDATION	ACTION TAKEN	STATUS
Conduct a broad, independently moderated review of work in and for the department (teaching loads, advising, department management, chairs duties, etc.	Teaching loads have been analyzed and shared with the department	In progress
Arrive at consensus on what constitutes work for the department with the bulk of faculty work taking place in the department.	This is under discussion.	No action
Pay more attention to rotating core courses and adopting a multi-semester framework for curriculum planning and course scheduling.	This is under discussion.	No action
Faculty search procedures need to be revised with each faculty member participating in on-site review of candidates and in internal search meetings. Faculty need to recuse themselves from discussions concerning candidates with whom they have or have had a close working relationship.	This is under discussion.	No action
Dean's Office should continue to support faculty but with the knowledge and full support of the chair and faculty members should generally consult with the chair before raising departmental matters with the Dean.	The Chair is always consulted	Completed
Faculty should encourage and support the creation of a variety of mechanisms to seek the advice and support of students on departmental matters.	This is under discussion	No action
The department should build closer ties to existing campus media while exploring ways for students to further develop their skills with new media.	This is under discussion	No action
The department needs a second full-time administrator.	The Dean's Office has no resources for another administrative position in the department.	No action

Attachment 42: Program Review—Communication Studies

CAMPUS VISIT: April 23-25, 2008 • **PROGRAM(S) REVIEWED:** B.A. in Communication Studies.

EXTERNAL REVIEWERS:
Dale Brashers, Professor of Communication, University of Illinois, Urbana-Champaigne
Barry Brummett, Charles Sapp Centennial Professor in Communication and Chair of Communication Studies, University of Texas, Austin
Karen Tracy, Professor of Communication, University of Colorado, Boulder.

NEXT REVIEW: 2014-2015

RECOMMENDATION	ACTION TAKEN	STATUS
Make departmental boundaries correspond more closely to the already existing decision-making structures by separating the three divisions (ESL, Rhetoric and Composition and Communication Studies) into two departments.	This is under discussion though the department is leaning toward keeping their current configuration.	In progress
Continue curriculum development, particularly adding smaller seminars and a capstone experience.	This is under discussion.	Under consideration
Faculty need to resolve differences and/or learn appropriate boundaries between departmental business and student concerns and needs.	A departmental retreat is planned for further discussion of these issues.	Ongoing
Faculty needed to improve advising, particularly career advising.	This is under discussion in the department and the Dean's Office.	Under consideration
Students needed to have a place to voice concerns and questions about the divisions or the department as whole (e.g. on the absence of an advertising/public relations program).	This is under discussion.	Under consideration
Structural changes needed to be made to foster a healthier departmental and divisional culture (e.g., more senior leadership, long term planning around future hires, consultation on leaves and sabbaticals, etc.)	This is under discussion	Under consideration
Department needs to establish hiring practices based upon fundamental scholarly planning and not ad hoc course coverage.	This is in progress. A new faculty member has been hired for Fall 2009.	Ongoing
Mentoring of junior faculty needs to be improved.	All new faculty have now been assigned mentors.	Ongoing
Staff support, adjunct office space, reliability and consistency of instructional technology and program funding needs to be improved.	A new Administrative Assistant for the program has been hired. New office space has been assigned to adjunct faculty.	Completed

Attachment 42: Program Review—Sport Management

CAMPUS VISIT: February 25-27, 2008 • Program(s) Reviewed: M.S. in Sports Management

EXTERNAL REVIEWERS:
Dianna Gray, Professor of Sports Management, University of Northern Colorado
Neil Longley, Professor of Sports Management, University of Massachusetts, Amherst
Daniel F. Mahony, Associate University Provost for Institutional Effectiveness and Professor of Sports Management, University of Louisville.

NEXT REVIEW: 2014-2015

RECOMMENDATION	ACTION TAKEN	STATUS
Hire at one and preferably two full-time faculty and actively recruit at least one female faculty member.	Currently there is a search underway for a tenure track faculty member.	Underway
In faculty hiring, look at the potential for research collaboration not just teaching expectations and course coverage.	This is being incorporated into the current search.	Underway
Adjunct faculty should only be used to teach elective courses and with only a few exceptions should be allowed to teach core courses for the program.	Progress is being made on this issue especially with new hires being made.	Underway
Minimum qualifications should be established for adjunct faculty teaching in the program (at least a masters degree).	This is under discussion.	Under consideration
Support and guidance for adjunct faculty needs to be improved in a way that does not increase the burdens of the program director.	Associate Deans review the performance of adjunct faculty.	Ongoing
Hire a term faculty member to teach courses in Southern California (if that program is going to be continued).	There are no full time positions to allocate to Southern California.	No action
The program should consider some blended course delivery methods in order to reduce the travel time and financial costs of sending faculty to Southern California.	This is under consideration	Under consideration
Mentoring of junior faculty needs to be improved.	This is under consideration by the College.	Ongoing
Staff support, adjunct office space, reliability and consistency of instructional technology and program funding needs to be improved.	The program moved into new offices in Kalmanovitz Hall in Fall 2008 with new full-time and adjunct faculty space.	Completed

Attachment 42: Program Review-Sport Management

RECOMMENDATION	ACTION TAKEN	STATUS
Increase minimum GPA to 3.00 and introduce the GRE as admission requirement in order to improve the academic expectations of the program.	This is being considered	Under consideration
Reduce cohort size to 25 to increase student quality and reduce performance gap between students.	This is not financially viable at this time.	No action
Consider alternative scheduling of courses (e.g. classes twice a week in normal semester, two 8-week classes in semester, delivering Sports Business Research course earlier, scheduling electives at midpoint as well as the end of the program).	This is being considered	Under consideration
Limit student involvement in Masters project to targeting students interested in pursuing a doctoral degree.	This is under discussion	Under consideration
Determine credit hour equivalent of courses by course content to enforce consistency and standards across core courses.	This is under discussion	Under consideration
Improve assessment of student learning outcomes.	The department now has an assessment plan that will assess one-third of its learning outcomes in each of the next three years.	Completed
Improve resources, services and facilities (e.g., update computer hardware and software, acquire MFD, expand library holdings for research, etc.)	Computer facilities and resources have been updated.	Completed
Increase the involvement of full-time faculty in the admissions process.	This is under discussion	Under consideration
Create a new department of Sports Management and develop an advisory board to increase the involvement of alumni and the local sports industry.	This is not financially viable at this time.	No action

Attachment 42: Program Review—Computer Science

CAMPUS VISIT: April 9-11, 2008 • **PROGRAM(S) REVIEWED:** B.S. in Computer Science; M.S. in Computer Science.

EXTERNAL REVIEWERS:
Andrea Danyluk, Professor of Computer Science and Department Chair, Williams College
Mehran Sahami, Associate Professor of Computer Science and Associate Chair of Undergraduate Education, Stanford University
Franklyn Turbak, Associate Professor of Computer Science, Wellesley College.

NEXT REVIEW: 2014-2015

RECOMMENDATION	ACTION TAKEN	STATUS
Change major requirements (since a 70 unit major leaves little room for electives or flexibility) by reducing the Math requirement from three to two courses, reduce or modify the Physics requirement and reduce the number of CS courses from ten to eight.	This is under discussion.	Under consideration
Aggressively explore opportunities to draw students from other departments into CS and collaborate with other faculty on team-taught courses (while avoiding long prerequisite chains and other impediments to interdisciplinarity).	The department is exploring ways to collaborate with the departments of Art and Architecture, Communication Studies and Media Studies about future collaborations.	Ongoing
Increase undergraduate enrollments by changing major requirements, broaden curriculum, furthering interdisciplinary projects with other departments and having more non-major courses to draw students into CS.	The department is actively considering different strategies to increase enrollments.	Ongoing
In the graduate program, standardize the content of hardware courses between different course offerings and broaden the scope of course coverage.	This is under discussion in the department.	Under consideration
Offer more 'mixed' level courses for advanced undergraduates and beginning graduate students	This is under discussion.	Under consideration
Review the thesis option in the MS program to determine how it may be transformed into a viable option for students.	This is under discussion	Under consideration
Establish an early and broad system of matching graduate students with advisers from across the department. Graduate students need more access to faculty guidance and the opportunity to explore research collaborations.	This is under discussion	Under consideration
Allow graduate students to find out about the masters project before class begins and involve faculty early in setting expectations and promoting quality. In addition, publicize that the MS thesis option precludes masters project course to encourage research option.	This is under discussion	Under consideration

Attachment 42: Program Review-Computer Science

RECOMMENDATION	ACTION TAKEN	STATUS
Hire an additional faculty member in an interdisciplinary area or sub-discipline of CS not currently represented in the curriculum.	There are insufficient enrollments to justify a new hire at this time.	No action
Form a curriculum committee charged with reinvigorating the curriculum at the undergraduate and graduate levels.	This is under discussion	Under consideration
Reinstate 75% reduction in tuition policy for undergraduate merit scholars and look for additional support for graduate scholarships.	This is under discussion	Under consideration
Create a new Systems Support position in the department.	There are no funds available for this at this time.	No action

Attachment 42: Program Review—Executive Education/ MBA for Executives, School of Business and Management

CAMPUS VISIT: Feb 11-14, 2001 • **PROGRAM(S) REVIEWED:** Executive Education and MBA for Executives

EXTERNAL REVIEWERS: None

Prior to 2006, Program Reviews were part of the AACSB reaccreditation process. As the scope changed and an internal departmental structure was organized, process and procedures for departmental program review have been initiated. The recommendations below are from AACSB were not specific to Executive Education or the MBAE program.

RECOMMENDATION	ACTION TAKEN	STATUS
Encourage and reward scholarship in the critical areas of accounting, as well as decision sciences and information systems.	As faculty in these areas retired, junior faculty with a solid research agenda have been recruited. Faculty development funds continue to be available to promote research and scholarship.	Ongoing
Technology: The University has been "behind the curve" in the development and educational use of technology.	The University has significantly upgraded technology since the 2001 review. The majority of classrooms on campus are equipped with computers and/or computer connections, LCD projectors, and internet capability. The University also provides classroom technology learning support through Blackboard. Technology continues to be a priority and upgrades are ongoing.	Ongoing
Salaries: Faculty and staff salaries are often inadequate to ensure employment of qualified and, especially, highly qualified individuals.	This is an ongoing concern and one that is in continued discussion.	Ongoing
Facilities: SOBAM is extremely limited by its current facilities.	SOBAM moved into a new School of Business building, Malloy Hall, in August, 2004. Malloy Hall provides case-method classrooms, seminar rooms, break out rooms and individual/group study rooms and spaces, a video conference room, and a computer lab.	Complete
Faculty Work Loads: Balancing a reasonably heavy teaching load with the requirements for both service and scholarly activities.	This is an ongoing concern and one that is in continued discussion.	Ongoing

Attachment 42: Program Review—Department of Finance and Quantitative Analysis

CAMPUS VISIT: March 13-14, 2008 • **PROGRAM(S) REVIEWED:** B.S. in Finance; M.B.A. with concentration in Finance

EXTERNAL REVIEWERS:
Peter Brous, Khalil Dibee Endowed Chair of Finance, Seattle University
Carl Chen, William J. Hoben Professor of Finance, Editor of International Review of Economics and Finance, University of Dayton
Stephen Powell, Professor of Business Administration, Tuck School of Business at Dartmouth

RECOMMENDATION	ACTION TAKEN	STATUS
Require faculty to design comprehensive, multi-year research programs.	This has been tied with academic qualification initiatives and Faculty Development funding, and clearly communicated to faculty. Faculty has started to work this	On-going
Create financial and course load incentives for faculty with successful research programs and/or who provide research mentoring.	Faculty Development funding takes into account evidence of faculty research progress and success. Mentoring and collaborations are active	On-going
Acquire data and software and other library resources necessary for research.	Have inquired the faculty regarding their needs for such resources and purchased data bases as requested	On-going
Create publication lists by field that establish which are A, B, and C publications.	Under discussion	On-going
Leverage the school's location by holding research seminars for Bay Area scholars	Tied with school-wide faculty development activities, which are under discussion	On-going
Reform the student evaluation process to ensure students make a serious effort to provide useful feedback.	Have sought MBA students' feedback on elective course offerings and course scheduling. Continue discussion	On-going
Establish a teaching seminar with speakers from the faculty and from outside the school to bring innovative ideas to the faculty, to encourage discussion among the faculty, and to establish a program of peer review of teaching (independent of the faculty promotion process).	Being considered	Early stage
Encourage faculty to attend and present papers at teaching conferences and to write for teaching journals.	This has bee tied to AQ and FDC initiatives.	On-going

Attachment 42: Program Review-Department of Finance and Quantitative Analysis

RECOMMENDATION	ACTION TAKEN	STATUS
Reward faculty for innovative teaching and teaching excellence.	Similar school-wide practices exist and are going.	On-going
Fully utilize the Bay Area's business community resources to better combine theories and practices in the classroom.	Guest speakers from Bay Area business community are a frequent practice. Have started conversations to bring feedback from local business communities to continue improving curriculum designs and to identify desired learning outcomes.	On-going
Revise the undergraduate major in Finance to require a core level of competency in key areas	Under discussion	Early stage
Conduct surveys of students and employers to help determine the appropriate elective course offerings at the graduate level.	Have sought MBA students' feedback on elective course offerings and course scheduling. Have started conversations to bring feedback from local business communities to continue improving curriculum designs and to identify desired learning outcomes.	On-going
Alumni Relations: create a database to track alumni; leverage use of alumni for courses, projects, and faculty research; establish an alumni-based business advisory council at the departmental level; create a regular schedule of events for alumni.	Alumni Relations is a part of school-wide efforts. Alumni-based business advisory will be considered.	On-going/under consideration
Placement: Create a Director of Undergraduate Placement; add staff to the office of MBA Placement; gather data on starting salaries of graduates.	Gathering data has been a part of on-going efforts at MBA level. Adding staff to UG and MBA Placement is difficult given the current fiscal conditions	On-going/under consideration

Attachment 42: Program Review—
Department of Marketing, Globalization, and Strategy (MGS)

CAMPUS VISIT: March 5-7, 2008 • **PROGRAM(S) REVIEWED:** Undergraduate Marketing (MKTG), Undergraduate International Business (IB), Graduate Marketing Area of Concentration, Graduate IB Area of Concentration.

EXTERNAL REVIEWERS:
Rodney Stump, Professor of Marketing, Chairperson, Department of Marketing and e-Business, Towson University
Seung H. Kim, Professor of International Business, Director, Boeing Institute of International Business, St. Louis University, School of Business and Administration
Peter V. Raven, Professor of Marketing, Director, International Business Programs, Seattle University, School of Business and Economics

RECOMMENDATION	ACTION TAKEN	STATUS
Improve advising for undergraduates	New school-wide Faculty Advising and Registration Event (FARE) for undergraduates has been created and implemented. New Faculty Academic Advising Handbook for undergraduates has been produced.	On-going
Increase opportunities for internship or sufficient support in enabling students to obtain them (and full-time employment upon graduation).	This has staffing implications, which is difficult to address given the current fiscal conditions, and tends to be supported at the University level.	Being considered
Change BUS 464 (Marketing Strategy and Planning) from being an elective to being designated as the required capstone course for the major.	Being considered	Being considered
Expand the array of free electives to include more focused marketing contexts, e.g., services, non-profit, hospitality/tourism, entrepreneurial, product/brand management, marketing channels/supply chain management.	Is being considered, together with initial thinking on the re-design of the marketing major and its the strategic focus	Being considered
Consider offering elective courses in 2 units	Is being considered, together with initial thinking on the re-design of the marketing major and its the strategic focus	Being considered
Consider adding an internship as a Marketing elective.	Is being considered, together with initial thinking on the re-design of the marketing major and its the strategic focus	Being considered

Attachment 42: Program Review-Department of Marketing, Globalization, and Strategy (MGS)

RECOMMENDATION	ACTION TAKEN	STATUS
UNDERGRADUATE INTERNATIONAL BUSINESS (IB) MAJOR:		
Allow BUS 350 (Intro to IB) to be taken earlier, at junior or even sophomore level.	Being considered	Being considered
Designate BUS 452 (The Manager in the Global Economy) as the required capstone course for the major.	Being considered	Being considered
Specify two other core required courses for the IB major (perhaps BUS 430 and BUS 461) to ensure all IB majors are exposed to the same core body of knowledge in IB.	Being considered	Being considered
Consider rationalizing the array of free electives to: • reduce the options that can reasonably be covered by full & part-time faculty • reduce redundancy • add more operational courses in certain regions/countries. • Consider adding an internship as an IB elective	Under discussion	Under discussion
Graduate Marketing Area of Emphasis and IB Area of Emphasis Consider the option of waiving a select number of core courses (e.g., MBA 618 or MBA 6106: Marketing Management) for students coming in to the program with a recent bachelor's degree in business from an accredited program.	This is accomplished by the inauguration of the MBAI program in summer 2009, whereby recent business degree holders do not repeat these core courses but review them at an elevated and enriched level	On-going
Increase gender diversity in the faculty.	There are five new hires in the department, four of whom are women	On-going
Encourage increase of publications in peer reviewed journals.	This has been tied with academic qualification initiatives and Faculty Development funding, and clearly communicated to faculty.	On-going
Blacks and Hispanics ... are underrepresented, and should be increased in number.	At school level, we started to address this issue. SOBAM is now a sponsoring school of NSH-MBA. We are in the process of forming Black MBA Club as a way to communicate and attract African-American MBA candidates	On-going
We request that at least a part time office assistant to be assigned to assist the department chair, starting in fall 2008.	With the current fiscal conditions, it is difficult to accomplish this. Will revisit this when fiscally feasible.	Hold
For incumbent faculty members, the emphasis must be on motivating them to develop a higher research profile. Incentives tied to workloads and teaching assignments, coupled with development support are recommended.	This has been tied with academic qualification initiatives and Faculty Development funding, and clearly communicated to faculty.	On-going
Recruiting new faculty – the review team recommended more IB faculty to enhance the IB area coverage.	We successfully recruited a few new faculty, and an experienced IB faculty has been hired	Addressed

Attachment 42: Program Review—Digital Media and Learning (DML) Program (formerly Educational Technology), School of Education

CAMPUS VISIT: May 6-8, 2004 • **PROGRAM(S) REVIEWED:** M.A. in Educational Technology

EXTERNAL REVIEWERS:
Peggy Benton, Professor of Instructional Technology, San Francisco State University
David Georgi, Professor of Education, California State University-Bakersfield

RECOMMENDATION	ACTION TAKEN	STATUS
Consider departmental status with its own chair and appropriate resources.	Program is currently too small to be considered for departmental status; appropriate resources are being provided in terms of advertising and recruitment to build enrollment. (as of 1/09)	On-going
Increase the number of DML (former MET) tenure track faculty.	Increase in number of tenure track faculty will be considered in the future based on student enrollment. (as of 1/09)	On-going
Restructured educational technology as a doctoral program, or developed as an emphasis within one of the existing School of Education doctoral programs.	The DML program is currently working to build up the number of MA DML students, as well as to build the number of students (both MA in other programs and Ed.D.) who elect an emphasis in the DML program. (as of 1/09)	On-going
Create a clearer path of core and elective courses for students in the DML (formerly MET) program.	The faculty, both F/t and P/T who teach in the program have met regularly to review and improve course offerings and course content. The program has been restructured per this recommendation. (as of 1/09)	On-going
Develop a marketing plan for educational technology program and courses.	A plan is in place and the Coordinator for the DML Program is working closely with the SOE Marketing and Web staff to market the program. (as of 1/09)	On-going

Attachment 42: Program Review—International and Multicultural Education (IME) Department*, School of Education

CAMPUS VISIT: March 3-5, 2005 • **PROGRAM(S) REVIEWED:** M.A. and Ed.D. in International and Multicultural Education

EXTERNAL REVIEWERS:
Mary Poplin, Professor of Education, Claremont Graduate University
Maria Torres-Guzman, Professor of Bilingual Education, Teachers College, Columbia University

RECOMMENDATION	ACTION TAKEN	STATUS
Reduce the number of distinct programs.	The faculty will explore offering two MA programs, IME and TESL, with the former having special emphasis such as multicultural literature for children, and human rights/social justice education.	IME currently has 2 MA programs: MA IME with optional emphasis in Human Rights Education and the MA TESL. The MA in Multicultural Literature has been put on hold; students currently is the program are being supported as they complete their degree; no new students are being admitted. The Ed.D. in IME now has two optional emphasis: Second Language Acquisition and Human Rights Education (as of 1/09)
Realignment of curriculum and resources.		IME continues to review curriculum in relationship to current issues in the area of international and multicultural education. The new emphasis in Human Rights Education is an outgrowth of this process. (as of 1/09)
Craft a formal mission statement for the department with more emphasis on the "I" in international and multicultural education.	The recent hiring of an international specialist is the first step, but the mission statement and strategic plans need to drive the future of the program.	The department continues to work toward a more specific international emphasis, both in the hiring of new faculty and continuing program development. The new emphasis on Human Rights Education (MA & Ed.D.) has an international focus. (as of 1/09)
Renew faculty and increase faculty of color.	Since June, IME has hired one new faculty member and received a half-time appointment. Currently the IME department consists of six faculty members and 5.0 FTE (two men and four woman; four faculty of color.)The initial concerns of the external review have been satisfied; however a strategic plan process will need to be completed to solidify their future vision, align programs, and make difficult resource decisions on program emphasis.	IME currently has 6 F/T faculty (1 man; 5 women; 4 faculty of color). The department has been working to solidify their future vision as is evident with the new Human Rights Education emphasis. (as of 1/09)

* Response taken from the program review documents itself.

Attachment 42: Program Review—
Learning and Instruction (L&I) Department, School of Education

CAMPUS VISIT: March 3-5, 2005 • **PROGRAM(S) REVIEWED:** Ed.D. in Learning and Instruction

EXTERNAL REVIEWERS:
Steven Bossert, Dean and Professor, Graduate School of Education, University of California, Riverside
Michael Gerber, Professor, Gevirtz Graduate School of Education, University of California, Santa Barbara

RECOMMENDATION	ACTION TAKEN	STATUS
Concern about the retirement of the current department chair raises concern about the future leadership of the program.	A young and talented department chair has been identified and elected by the faculty. She already exhibited excellent leadership last year in her role as co-chair of the School of Education Curriculum Committee. Also, in anticipation of her new responsibilities as department chair, she attended the AACTE Chair Institute in May 2005 and continues to develop her leadership abilities.	The Department is fine in this regards. They have a solid, agreed upon, rotation of faculty who will serve as Chair. Each faculty will serve as Chair for 2 years, then we'll rotate to the next in line. (as of 1/09)
Due to success of the program, another concern raised by the reviewers was the need to consider consequences and opportunities of expanding the program.	The department has responded to the increased demand for the program by being very selective in the students they admit. This, in turn, increases the status and credibility of the Doctoral Program.	Consequences and Opportunities to Expand Program: The Department is currently being selective in our admittance process for new doctoral students. Nothing has changed since the "Actions Taken" reported in the last document. (as of 1/09)
Recommended two new FTE for the department.	One of the strengths of the L&I Department is in its faculty. They are not dependent on adjunct faculty to teach core classes, all the faculty are active scholars, and one in six faculty will qualify for sabbatical each year. These concerns need to be addressed in a new five-year strategic plan and the through the School of Education decision making process for allocation of faculty lines and resources.	Two New FTE for the Department Overall we have one new FTE in the 4-5 years since the program review. Susan Evans retires in May 2009. We added a new faculty member in Fall 2008 and will add a new faculty in the Special Education Program in Fall 2009. (as of 1/09)

Attachment 42: Program Review-Learning and Instruction (L&I) Dept., School of Education

RECOMMENDATION	ACTION TAKEN	STATUS
The current system for the dissertation advising was devised several years ago and should be reviewed by the faculty and administration to properly reflect comparable work. One possible model would be from process to output model whereby credit would be provided for doctoral students produced rather than doctoral students advised. A comparative study of doctoral advising at other institutions would produce a baseline to begin discussion.		Dissertation Advising: While the Department appreciates the suggestions made by the reviewers of our program, dissertation advising loads and policies are set by faculty for the entire School of Education. The Department has no way to tweak or change this setup. Instead there needs to be an entire School of Education discussion and policy change. Towards this end, such discussions have not been raised by the SOE Faculty Association, The Doctoral Policy Committee, or the SOE Deans. (as of 1/09)
Secure the current instructional and department space from intrusions and noise and assure that the department has enough space to sustain its strong cohort model.		Secure Physical Department Space: Currently it seems that our physical location is safe and we are in no immediate threat to move somewhere on, or off, of the campus. With the current financial crisis it is unlikely that threats to our physical space would happen soon. However, everyone in the department is aware that we must be diligent and vigilant about possible problems to our physical location, or noise levels become problematic due to changes in how Presentation Theater is used. (as of 1/09)

Attachment 42: Program Review—Organization and Leadership (O&L), Department of Leadership Studies (DLS)*, School of Education

CAMPUS VISIT: April 14-18, 2004 • **PROGRAM(S) REVIEWED:** M.A. in Organization and Leadership, Ed.D in Organization and Leadership

EXTERNAL REVIEWERS:
Chet Bower, Professor Emeritus, Portland State University
Barbara Lawrence, Associate Provost, Baruch College, New York

RECOMMENDATION	ACTION TAKEN	STATUS
Provide an orientation for students.	Continuing orientation-beginning of each semester we have a student/faculty meeting. (as of 1/09)	On-going
Have printed guidelines for the doctoral program.	O&L doctoral handbook-listing requirements, electives, and sequencing. (as of 1/09)	On-going
Expand course syllabi to be more descriptive.	Largely done (as of 1/09)	On-going
Increase the enrollment on the masters' level.	The enrollment has increased by 30% at this level. (as of 1/09)	On-going
Improve student services and advising.	Advising student is an on-going semi-monthly activity. (as of 1/09)	On-going
Create a core course that provides a conceptual and moral basis for assessing theories and information.	We have two cores courses that go into O&L subject matter that provides in-depth study of Sociocultural Foundation of Organization & Policy, and Leadership Theories. (as of 1/09)	On-going
All O&L faculty should help design and teach this core course.	Different assets, different theoretical orientation toward learning and Sociocultural Organization and Policy calls for two separate classes. If one class, depth would be absent. (as of 1/09)	On-going
Faculty should work on resolving issues of cooperation, trust, and respect among themselves.	Done (as of 1/09)	Done (as of 1/09)
New faculty lines should be allocated to the department.	In process of hiring a new faculty member. (as of 1/09)	On-going

* Program has merged with Catholic Education Leadership to form the Department of Leadership Studies

Attachment 42: Program Review—Counseling Psychology, School of Education

CAMPUS VISIT: May 3-4, 2006 • **PROGRAM(S) REVIEWED:** M.A. in Counseling Psychology with a specialization in Marriage and Family Therapy

EXTERNAL REVIEWERS:
Amy Hittner, Former Associate Dean, Faculty of Health, San Francisco State University
Michael Carter, Associate Professor and Coordinator of the Marriage and Family Therapy Program, California State University – Los Angeles

RECOMMENDATION	ACTION TAKEN	STATUS
More depth in clinical training and a greater focus on multicultural, lifespan, and family systems approaches.	MFT Coordinators are continually working with faculty and adjuncts to create syllabi that reflect these issues	On-going
Increased consistency in content among instructors and sections	An adjunct faculty member was hired for one 3-unit course equivalent amount of time this year to assist with various coordination tasks. One of the tasks assigned to her is to collect all program syllabi, assess core competencies for each class, and make recommendations This is a very time consuming task and even with her help, we will only be in the rudimentary stages by May 2008.	On-going
Greater alignment among regional programs and the main campus in course delivery, consistency, and communication. The position held by Maggie Krier is recommended as the first point of contact to secure good university/field site communication.	This needs to be further addressed. Historically, the MET Coordinator has been the primary contact. At present, the Programs Coordinator is assisting with this task, however, our concern is that even with her help, there is insufficient attention being given to all of the regions. This is an additional task added to the Coordinator's MET program load and just one part of her job for both the MFT and School Counseling Programs.. She is also currently the primary coordinator for the San Ramon campus since the Coordinator had left last year.	On-going

Attachment 42: Program Review-Counseling Psychology, School of Education

RECOMMENDATION	ACTION TAKEN	STATUS
An additional tenure-track MFT faculty position		On-going
Convert the two term-limited positions to permanent clinical faculty positions.	One of the term-limited positions (which was going to end in May, 2008) was converted to a *permanent* term-limited position.	On-going
A protocol for a strong and consistent connection between field sites and the MFT program should be developed.	The Programs Coordinator is a consistent initial point of contact. The Traineeship Coordinator, conducted phone interviews with numerous field site supervisors to gain feedback regarding their experience with the MFT traineeship program. This is continuing. New written communications for site supervisors are being developed as a result. A traineeship manual for instructors was developed to assist in consistency. A forum for MET students has been planned with a career center representative to assist students in developing better writing skills, per feedback from the sites.	On-going

Attachment 42: Program Review—Graduate Programs in Catholic Educational Leadership (CEL), Dept. of Leadership Studies (DLS)*, School of Education

CAMPUS VISIT: June 27-30, 2006 • **PROGRAM(S) REVIEWED:** M.A. in Catholic Educational Leadership and Ed.D. in Catholic Educational Leadership

EXTERNAL REVIEWERS:
Claire M. Helm, Vice President of Operations and Director, Office of Leadership Development, National Catholic Educational Association
John James, Assistant Professor, Department of Educational Leadership and Higher Education, St. Louis University

RECOMMENDATION	ACTION TAKEN	STATUS
New marketing strategies for program:	In November 2006, the Chair of the Department of Leadership Studies and the Dean of the School of Education will be attending the East Asia Conference for Overseas Schools (EARCOS) to explore new clientele from private schools serving the Pacific Rim. Both certificate and degree programs will be proposed to attract a new clientele from on campus programs as well as courses delivered on site in Asia.	CEL investigated the possibility of offering the program to EARCOS and determined that it was not a fit for CEL. Currently CEL is investigating working with the Catholic Diocese of Guam. The EARCOS program will be developed by the O&L Program. The CEL faculty and staff are working closely with the SOE Marketing and Web staff to expand and target marketing for the program. (as of 1/09)
Program Advancement: • Provide a strategic recruitment plan, • Plan strategic expansion of the program, • Articulate with Organizational and Leadership studies	CEL faculty is working on expanding the CEL program to include masters and possibly doctoral degrees in higher education, and also to increase the faculty to include scholars with this expertise. This faculty member would also be able to augment support for the other leadership programs in the newly founded Department of Leadership Studies.	Through a series of conversations, a curriculum has been developed and awaits approval from the SOE Curriculum Committee in the School of Education. Due to the hiring freeze, progress has slowed at the present time.
Expand and diversify the faculty	The program faculty is diligently working on diversification of its faculty ranks. The combination of both leadership programs (once two departments of 2 faculty and 4 faculty) now represents 6 full-time faculty with greater depth and breath of expertise. Another successful strategy has been to enhance the Summer West faculty with the addition of many "experts" in the field from across the United States, including prominent and successful university presidents and visiting faculty. Finally, the new department will be able to hire an additional full-time faculty member in educational leadership to begin Fall Semester 2007.	In Spring 2007, the Department of Leadership Studies hired Dr. Christopher Thomas to oversee the Administrative Credential program. The department is presently conducting a search to hire a faculty member , primarily focused in the O&L Program) to replace Dr. Deborah Bloch who retired in Spring 2008. In addition, a search is also currently underway to hire a new ICEL Director/CEL Assistant Professor to replace Br. Raymond Vercruysse, who is leaving to assume new responsibilities within his order.

Attachment 42: Program Review-Graduate Programs in Catholic Educational Leadership (CEL), Department of Leadership Studies (DLS)*, School of Education

RECOMMENDATION	ACTION TAKEN	STATUS
Continue reducing tuition of Catholic Educators by 47%	As the University of San Francisco engages in new pricing structure for tuition over the next few years, it should not lose sight of the fact that tuition reduction for Catholic educators is critical to support the mission of the University, serving the clientele who serve the mission of Catholic education. The practice of tuition reduction has been a clear sign of the University's commitment to a common good through the legacy of our CEL graduates.	This is ongoing and excellent progress is being made to maintain this reduced tuition for the CEL students.

* Response taken from the program review documents itself.

Attachment 42: Program Review—
Applied Economics, College of Professional Studies

CAMPUS VISIT: May 1-2, 2005 • **PROGRAM(S) REVIEWED:** B.S. in Applied Economics

EXTERNAL REVIEWERS:
Andrew T. Williams, Professor of Economics, Saint Mary's College (California)
Raymond Sfeir, Associate Professor in Economics, Chapman University
Edward M. Cooper, Professor of Business and Chair of the M.S. in International Management, Regis University

RECOMMENDATION	ACTION TAKEN	STATUS
Program outcomes need to be clearly identified and articulated and individual course objectives need to be linked to those outcomes. Once articulated, the outcomes need to be communicated to students and prospective students, full and part-time faculty, administrators and the University at large.	The new program director has held a series of discussions with FT and adjunct faculty, students, AE staff; and the College administration to identify and communicate program learning outcomes, held faculty workshops (including adjunct faculty) to integrate individual course learning outcomes with overall program outcomes. Analyzed student and alumni survey data related to this issue. As appropriate, revised course learning outcomes in support of program outcomes.	On-going
Better integrate the capstone experiences of AE 490 Current Issues: Economics for Managers (re-titled "Current Issues in Applied Economics in 2006) and AE 492, Strategic Economic Analysis, and better relate the capstone experience to the above-mentioned learning outcomes	As a part of an overall revision of the curriculum several options are under consideration. It is acknowledged by the faculty and students that the capstone experience needs improvement. This area is one of several included in the new curriculum package that will be presented to the CPS curriculum committee in AY 2007-2008.	
The Program director, the full time faculty and staff should meet regularly with adjunct faculty to promote their professional development and to discuss and plan for program changes.		

Attachment 42: Program Review-Theology and Religious Studies

RECOMMENDATION	ACTION TAKEN	STATUS
Consider requiring incoming students to already have taken basic micro and macroeconomics and statistics.	As a part of the overall changes to the AE curriculum (see above), the faculty are considering this recommendation. The challenge is ensuring all students have a common and firm background in micro-and macro economics, and responding to market demands (80% of our incoming students have not taken one or both of these courses). We are considering deleting these courses and having them as prerequisites to the program; or deleting them and requiring students who do not have these courses to enroll in a new blended micro/macro summer course, thus revamping the existing courses to provide a unique learning experience for all students and ensuring that every student has a common baseline of understanding. The curricular revisions under consideration include requiring statistics as a prerequisite and replacing the current statistics course with an econometrics course. The program director has circulated to relevant faculty econometric books for their review and recommendation. The faculty are considering additional courses that may expand the scope and depth of the program offerings, especially if macro and micro are deleted from the program (allowing for two additional courses to be offered).	
Provide better guidance about, and a more cost-effective means by which students may fulfill their philosophy requirement.	CPS offers online courses that satisfy the Core philosophy requirement. Students often elect to take this requirement at community colleges and through other online offerings at lower tuition.	

Attachment 42: Program Review—Organization Development, College of Professional Studies

CAMPUS VISIT: March 19-22, 2007 • **PROGRAM(S) REVIEWED:** M.S. in Organization and Development

EXTERNAL REVIEWERS:
Larry M. Starr, Professor of Management. University of Pennsylvania
David W. Jamieson, President of Jamieson Consulting Group

RECOMMENDATION	ACTION TAKEN	STATUS
Redesign MSOD 600 (Organizational Behavior, Diagnosis, and Change).		
Decrease tests and use more integrative papers and other assignment.		
Encourage the faculty and staff to create more mentoring opportunities that would include mentoring by alumni and adjunct faculty. The mentoring should include personal objectives of students while they attend as well as future career development.		
The full-time faculty should frequently consult the adjunct faculty in curriculum development, including topics of current interest and relevance in the field.		
Cultivate adjunct faculty networks to facilitate students becoming connected to the OD community. Develop more core advisory groups consisting of leaders in the OD profession.		
Encourage the faculty to create a core advisory group consisting of leaders in the OD profession.		
Website: Improve the design and content of the MSOD website.		
Change marketing strategies to emphasize the uniqueness of program.		
Offer fewer cohorts to increase average class size.		
Link MSOD courses to other graduate programs offered by the College in the form of concentrations or elective courses.		

Attachment 42: Program Review-Organization Development, College of Professional Studies

RECOMMENDATION	ACTION TAKEN	STATUS
Develop an intensive new student orientation similar to orientations that most MBA programs offer to their students.		
A strategic plan may help to move from an incremental approach to improving the program and differentiating it from the competition.		

Attachment 42: Program Review—
Public Administration, College of Professional Studies

CAMPUS VISIT: April 15-19, 2005 • **PROGRAM(S) REVIEWED:** Bachelor of Public Administration and Master of Public Administration

EXTERNAL REVIEWERS:
Ramon Del Castillo, Professor and Chair of Public and Non-Profit Administration, Regis University
Tim Hodson, Professor of Public Administration and Executive Director of the Center for Professional Studies, California State University, Sacramento

RECOMMENDATION	ACTION TAKEN	STATUS
Provide an adequate quantitative methods component in the MPA program and refine the overall program learning outcomes to include mastery of commonly used quantitative methods	The program administration and full-time faculty developed and implemented a required Quantitative Methods (MPA 670) course. In addition, the Independent Study in Public Administration course (MPA 698) was revised to incorporate more discussion of and advising on quantitative research methods for all current and future MPA students—effective Summer 2005.	Completed.
Conduct an assessment of Emerging Technologies for Public Managers (MPA 638) with the goal of adopting a clear statement of the goals and purpose of the course.	Based on feedback from adjunct faculty who have taught the course, the program administration and full-time faculty revised MPA 638, including selection of better textbooks and related reading materials, and better articulating course learning objectives. The course reviews (students and adjunct faculty) have been consistently positive since its re-design.	Completed.
Reevaluate the recent shift from 8 to 7 class meetings format.	The College elected to adopt a uniform 7-week format for all courses in every program to better integrate CPS into the university systems, e.g., financial aid, scheduling, etc. The lost "seat time" was more than recaptured via extensive online instruction and supplemental activities offered through every in-class course. Specifically in the case of the MPA program, recent feedback from faculty and students indicates that the revised format has had minimal impact on student learning or instruction as a result of the re-evaluation of course learning objectives and increased use of online resources/ discussion (Blackboard). Exceptions are allowed within CPS. The newly developed Quantitative Methods course (see above) is an excellent example. Based on the scope and difficulty of the subject, the Quantitative Methods course is 8 weeks.	On-going
Use the service learning requirements to strengthen diversity.	The undergraduate program in Public Administration offers a service learning course (BPA 368). This course has been reevaluated and redesigned in an effort to make it more robust and meaningful. We have established stronger community ties to facilitate student placement in public agencies and non-profit organizations. Cultural diversity has been incorporated in graduate and undergraduate courses (primarily through case studies and supplemental materials), especially in the Introductory and Organizational Analysis courses (BPA 351, 353, MPA 611, 613). Other courses have been strengthened in terms of diversity issues, e.g., Human Resource Management (BPA 364 and MPA 636) and Public Policy Analysis (BPA 352 and MPA 632). The program administration is in the process of evaluating and considering the option of offering a service- learning component as part of the MPA Program.	Partially completed and on-going

Attachment 42: Program Review-Public Administration, College of Professional Studies

RECOMMENDATION	ACTION TAKEN	STATUS
Standardize and clarify the use of Blackboard in course descriptions and curricula.	All courses in both programs are designed for Blackboard, and faculty are required to supplement their in-class instruction and assignments with online resources and assignments, Faculty are required to have at least 10% of the student's grade based on Blackboard interactivity..	Completed
Develop and implement a more coordinated approach to selecting adjunct faculty members, including an analysis of proposed teaching materials, and a group process to provide feedback.	As of 2006, the program administration has developed and implemented a procedure of inviting prospective adjuncts (those who have been selected from the pool of applicants and who have passed an initial interview process) to develop a sample course outline, followed by a sample lecture/class activity to be presented to the Program Director and Associate Program Director. Selected adjunct faculty are then invited to deliver a guest lecture in one of the on-going classes on a topic relevant to the course and in the applicant's area of expertise. Students and the course instructor are invited to provide feedback and to rate the guest speaker.	Completed
Develop a plan and work toward a more diverse faculty.	Following the program reviewers' visit, the program administration has focused its efforts on increasing faculty diversity, including eliminating the male-female ratio imbalance. Since the review, we have hired at least 12 excellent female faculty (one full-time) and at least 6 faculty of minority status. As a result of these efforts, at least 45% of the faculty are female, and at least 30% are ethnic or racial minorities. Unfortunately, because of the natural adjunct faculty attrition, it is a constant struggle to recruit and retain minority faculty.	Partially completed and on-going
Develop a plan for enhancing communication between the administration and adjunct faculty, provide convenient training for adjunct faculty on Blackboard, and assist them in locating current text and articles to assist them to stay current in the field.	The need for enhanced communication is emphasized at every public administration faculty meeting and faculty development workshop. The meetings and workshops are well attended and provide faculty an opportunity to share their concerns, ideas and to network with one another. Although the use of the Faculty Forum on Blackboard has been consistently encouraged and facilitated, regrettably few faculty avail themselves of this resource on a regular basis. We have found active faculty participation at our semi-annual curriculum meetings (all adjunct faculty are encouraged to participate) and development workshops. In addition, the College has resurrected its newsletter, published each semester and distributed to all students, faculty and alumni. Each issue has included stories about students and faculty in the public administration program	On-going
Review and further develop procedures and support for addressing the quality of student writing, especially that of non-native speakers of English.	The quality of students' writing remains an issue. Some improvements have been achieved in terms of administrative support and advising (e.g., early identification, on-going advising by faculty and program administration, and referrals to the USF Learning and Writing Center and ESL programs.) Student cohorts are supported and encouraged to embrace and assist students with writing and language needs. The USF TOEFL admission standards have been reviewed and are being rigorously enforced.	On-going

Attachment 42: Program Review—Organizational Behavior, College of Professional Studies

CAMPUS VISIT: May 14-17, 2004 • **PROGRAM(S) REVIEWED:** B.S. in Organizational Behavior

EXTERNAL REVIEWERS:
Thomas Mayes, Professor of Management, California State University, Fullerton
Asbjorn Osland, Associate Professor of Organization and Management, San Jose State University
Larry Robertson, Associate Dean Executive Education, Leavey School of Business, Santa Clara University

RECOMMENDATION	ACTION TAKEN	STATUS
Clarify the content of OB 335, add elective courses, combine statistics and research, and consider adoption of experiential and competency-based OB textbooks.	**RECOMMENDATION: CLARIFY CONTENT OF OB 335.** **Action**: The name of the course was changed from Social and Organizational Networks to Organizations in Context. The course is now focused on organizational theory concepts. A new text and additional readings were added to the course curriculum. **RECOMMENDATION: ALTER DELIVERY METHOD OF OB 336.** **Action:** This three-unit course, called Topics in Organizational Behavior, has been divided into three separate one-unit courses. One unit has been tied to OB 319—Foundations of Organizational Behavior; one unit to OB 321—Organizational Communication; and one unit to OB 323—Leading Change in Organizations. Each unit presents two topics, with additional readings, in greater depth, and relates to the course content of the course to which it is tied. **RECOMMENDATION: COMBINE STATISTICS AND RESEARCH COURSE.** **Action:** This was completed and provided the opportunity to create a new course – OB 361— Financial Analysis for Costing Organizational Outcomes – which is now the last course in the curriculum. **RECOMMENDATION: REVIEW COURSE TEXTS AND ASSIGNMENTS.** **Action:** The course text and readings were updated initially in the 2004-2005 academic year. Changes to course curriculum, including new texts, readings, and assignments, occur on an annual (and as needed) basis.	
Increase adjunct faculty development activities.	This continues to be a focus, albeit difficult to implement given the five locations where the program is offered and the schedules of the program's adjunct faculty. The OBL Program schedules one to two Saturday meetings a year (one each semester) with the adjunct faculty The primary purpose of these meetings is not informational; instead, the focus is on pedagogical development.	

Attachment 42: Program Review-Organizational Behavior, College of Professional Studies

RECOMMENDATION	ACTION TAKEN	STATUS
Add a tagline to the OB program title, e.g., Leadership in Contemporary Organizations.	**NAME CHANGE OR NEW DEGREE PROGRAM.** **Action:** The name of the program was changed to Organizational Behavior and Leadership effective January 2007. It was decided not to create a new program called Organizational Leadership. Instead, select courses in the curriculum have an increased focus on leadership. No substantive discussions about creating an entirely new program which would borrow content from all CPS undergraduate programs have occurred.	
Add one or two more full time faculty, with greater emphasis on diversity.	**PROGRAM FACULTY WORKLOAD (INCLUDING ROLE OF PROGRAM DIRECTOR).** **Action:** No additional faculty lines, beyond the two currently budgeted, have been added to the program; however, the associate program director remains instrumental in the operation of the program freeing up the faculty members' time to focus on curriculum development and adjunct faculty mentoring. An effort has been made to increase the amount of contact between the full-time faculty and the students.	
Increase administrative support so that full time faculty members are able to pursue their research in preparation for tenure and promotion.		

Attachment 42: Program Review—Information Systems, College of Professional Studies

CAMPUS VISIT: April 6-7, 2007 • **PROGRAM(S) REVIEWED:** B.S. in Information Systems and M.S. in Information Systems

EXTERNAL REVIEWERS:
Steve Chenoweth, Associate Professor, Department of Computer Science and Software Engineering, Rose-Hulnam Institute of Technology
Mannocher Ghiassi, Director of the MSIS Program and Professor in the Operation & Management Information Systems Department, Leavey School of Business, Santa Clara University
George Ledin, Chair of the Computer Science Department, Sonoma State University
Rob Nickerson, Professor and Chair of the Department of Information Systems and Director of the Center for Electronic Business in the College of Business, San Francisco State University.

RECOMMENDATION	ACTION TAKEN	STATUS
Include recent developments in the IS marketplace and/or refocus the undergraduate and graduate programs toward local industries, such as the financial, health care, hospitality, and biotechnology sectors.	We expect to complete the restructuring of both the MSIS and BSIS programs by the end of calendar year 2008. At this point we can conclusively address all recommendations and issues raised by the review committee.	
Create an advisory board, with representation from target industries.		
Build on new and evolving fields that are not fully included in the current curriculum. Examples include web-based technologies, software-oriented architectures, virtualized environments, and wireless communications.		
Develop alliances with other schools/colleges at USF.		
Regularly review and revise the curriculum.	The greatest need for immediate action was in the MSIS program. The curriculum for MSIS was restructured to reflect many of the recommendations and suggestions by the review committee. Courses that had some degree of redundancy were consolidated; while other courses that had become marginal to the mainline MSIS curriculum were eliminated. This led to the introduction of four (4) new courses (out of 12) in the MSIS program. Furthermore, the MSIS program now offers a focused emphasis in Information Security	
Revise course offering format		
Eliminate course content redundancy		
Reduce rampant grade inflation		
Establish a “course/field coordinator” [within CPS this is the role of the associate program director, which the IS program has been without].	Dr. Moira Gunn has been promoted to Program Director.	

Attachment 42: Program Review-Information Systems, College of Professional Studies

RECOMMENDATION	ACTION TAKEN	STATUS
Formalize the undergraduate portfolio process.		
Have adjuncts teach only within their areas of strength, and reduce course preps for adjuncts to no more than 3 or 4 per year.	The IS program has made great strides in hiring new adjunct faculty with terminal degrees (Ph.D., J.D. and/or MBA).	
Develop enrollment statistics, report number of applicants, their academic metrics, and final acceptance and rejection rates for each cohort.		
Require GMAT, GRE, or other standardized minimum test scores from each MSIS candidate.		
Improve guidance to adjunct instructors to enable consistent course delivery, such as (1) earlier notice to the adjuncts regarding their teaching schedules, (2) appointment of area / course coordinators, (3) meeting of adjunct and full time faculty at least once per semester, and (4) preparing a curriculum chart of all courses and their expected learning outcomes.		
Establish MSIS pre-program requirements to include some appropriate level of proficiency in mathematics, statistics, and programming.		
Address the mismatch between the current faculty expertise and the expertise needed for emerging fields (e.g., hire a new tenure-track faculty member with the appropriate expertise).	A request for a new term faculty line has been put forward.	
The College of Professional Studies provides only adequate learning environments for their students. Neither the classrooms nor the laboratories are state of the art.		

TAB 43

Attachment 43: Sample of Program Review Accolades

This attachment includes summaries of the comments made by the Visiting Team in their confidential reports submitted to the University after a program review.[1]

College of Arts and Sciences

BIOLOGY

The review team noted the "research active emphasis" of the department and referred to the high quality of teaching.

The review team noted that the department had strong leadership and they had the impression that the department seemed to "function well as a group with department members feeling comfortable with the decision-making process in the department."

CHEMISTRY

The reviewers repeatedly refer to the "generally excellent teaching and concern for the students" among the faculty.

ENVIRONMENTAL SCIENCE

The reviewers stated that the department has the potential to be an exceptional academic asset to the University of San Francisco.

The reviewers praised the decision of the University to launch new environmental programs with the graduate MSEM program that filled a natural niche in the academic community. The graduate program is well established and the undergraduate program is well conceived.

There is genuine and widespread praise for the faculty who are described as having "incredible talents and dedication to both teaching and scholarly activities."

The review team felt that the greatest asset of the Department of Environmental Science is its faculty "who are highly committed to teaching and who convey enthusiasm for their academic subject and research."

The reviewers noted that 60% of undergraduate students come from Hispanic, Asian or African-American backgrounds. They were impressed that the department provides students with "high quality, personalized instruction and easy access to faculty."

The reviewers were impressed with the "positive interactions between students and faculty" and a real strength of the department was the "enthusiasm and energy of the faculty devoted to hands-on exposure to real world, local environmental problems."

In the opinion of the reviewers, the Department of Environmental Science is committed to "helping students understand the natural world and human beings' relationship to nature and is thereby providing the knowledge and tools for them to help society choose more sustainable paths towards development and social justice."

The reviewers stressed that the department "strongly supports and exemplifies well the core mission of the University."

PHYSICS

The reviewers state, "By national standards it is now a strong department with a promising future." They further state that it is, "... on a strong positive trajectory, with energetic and productive young faculty, lively and dedicated physics majors, and a rich, rigorous curriculum, ... USF physics majors have gone on to some of the finest graduate schools in the country."

The percentage of female majors is high by American standards (possibly due to a high percentage of females at USF.)

The reviewers refer to the high academic achievement and strength of the rich, rigorous curriculum.

It is often difficult to directly map physical sciences to social concerns. While such issues are not organic to the discipline, the reviewers concluded that the faculty show great care and concern for students.

Reviewer feedback concerns the excellent standards of the department when it comes to scholarship and teaching. The department functions as a premier physics department, and supports the value and pursuit of scientific knowledge consistently. This type of outlook will greatly benefit potential future leaders in the modern, technological world.

The research of the department has attracted media attention, some of it international and substantial. This positive media coverage includes the work of multiple physics faculty.

The reviewers state that, "Although the numbers are relatively small, USF physics majors have gone on to some of the finest graduate schools in the country, a clear certification of the strength of the program."

The reviewers evaluate the department as doing a very good job, given the small number of faculty, limited resources, and the scarcity of students who arrive at USF with physics in mind.

EXERCISE AND SPORTS SCIENCE

The reviewers observe that the department "has invested in building relationships within the community and planning on enhancing the organization and variety of service learning opportunities for their students."

1. The complete copies of the teams' reports will be available in the Team's Evidence Room. These reports are reviewed by the deans and the Provost.

The reviewers were impressed that the ESS department "emphasizes the preparation of professionals who are poised to provide programs that may reduce or prevent critical health needs of people across the lifespan."

SPORTS MANAGEMENT

The reviewers felt that the program had many strengths, and they specifically mentioned the high-quality of its full-time faculty; the professionalism and enthusiasm of its staff; the generally high morale within the program; the strong brand-awareness and reputation of the program within the local market; and the strong alumni network of the program.

The reviewers saw a number of strengths in the Sports Management curriculum, including the breadth of courses offered, the emphasis on internships, the program's relationship with sports industry professionals, and favorable graduation and retention rates.

The review team noted that "the research reputation of the faculty is strong" and "USF offers some professional development options that are good for the faculty."

The faculty members were clearly enthusiastic about the program and want it to be a "well-respected, quality program."

Faculty and staff felt that the quality of the students was "significantly higher" in recent years.

The reviewers noted that "faculty seemed to genuinely enjoy working with students" and were "energized and motivated by the students."

MATHEMATICS

The department has "many excellent teachers," and the reviewers note some instances of faculty research of software development.

The reviewers note that the students consider themselves lucky "to have such dedicated and accessible faculty" in the department.

The reviewers cite the incredibly positive sense of community created within the department's group of majors.

The department encourages leadership and concern for others by having their majors participate in the Bay Area Mathematics competition.

The department has done an exemplary job of creating a positive learning environment for students. The reviewers were perhaps most impressed with the enthusiasm of the majors for the department and the outstanding faculty efforts that have achieved such an atmosphere.

Service dedication as a department, to nearly the entire university, is astounding to the external reviewers.

COMMUNICATION STUDIES

The reviewers felt that the program had "tremendous potential to be among the best undergraduate departments in the discipline of Communication."

The reviewers noted that some faculty already had "substantial reputations" in the field and program graduates were entering important graduate programs.

The review team was very complimentary about student participation in conferences and reported that students were pleased with the strong emphasis in the program on writing, with the broad range of courses they were exposed to and activities such as conferences and advertising presentations.

Students described their teachers as "phenomenal" and "amazing" and commented to the reviewers on the many strengths of the department.

Many students participate in conferences based upon their course papers or independent studies with faculty. The reviewers noted that this "provides visibility for the program and recognizes the quality of the students."

The Department of Communication Studies and its three divisions "have much promise, engaged faculty and students and a respect for the mission and tradition of the University of San Francisco."

MEDIA STUDIES

The reviewers felt the Department of Media Studies is an "extremely impressive group of scholars crafting a pioneering program in a relatively new discipline."

The department offers both academic and 'hands-on' experience and has "developed into a strong and varied program" that "covers the most important areas of the discipline."

The department had developed a "strong and varied program" that covered most areas of the discipline and spanned the theoretical, artistic and applied approaches to Media Studies.

Students were impressed with the "teaching strength of the full-time faculty, the faculty commitment to students and student driven projects in which faculty had been involved."

The reviewers observed that faculty and students "demonstrated mutual respect of each other's role in the department and an interest in strengthening interactions with each other beyond the classroom."

Teaching and scholarship in Media Studies at USF are infused with this commitment and by the common purpose of communicating to the Media Studies students the importance of a commitment to social justice in their own lives and future Media Studies activities."

Attachment 43: Sample of Program Review Accolades

ECONOMICS

The review team was "impressed with the Economics faculty ... the program is working and we would characterize the department as successful."

The review team "was impressed by the faculty and their achievement in teaching and research" and it seemed clear that the department had positive collegiality and that faculty were "excited about their work."

The reviewers noted that the graduate programs have enjoyed great success in recent years and they were "very impressed with the hard work, imagination and dedication that has gone into them". These programs "have had a transformative role in the Economics Department."

SOCIOLOGY

The review team praised the department for having done an "excellent job recruiting from the very best departments and developing a faculty with a strong research agenda" who were clearly committed to teaching and social justice.

The department was clearly committed to teaching and the students were "engaged and enthusiastic" about the major, commenting on the strength of advising and mentoring.

The reviewers noted that "the department is doing an excellent job in serving the vision, mission and values of USF and the broader University community." The department does "particularly well in contributing to the social justice component of the mission" and also makes "significant contributions" to USF's vision of being a university with a global perspective.

PSYCHOLOGY

Reviewers spoke often about the high teaching standards, dedication and caring of the faculty, strong community-based focus of research.

Reviewers referred to the high teaching evaluations as well as high degree of satisfaction expressed by the students for their professors.

Reviewers stated that faculty are "... enthusiastic about their research and their teaching and have a relatively high teaching expectation."

Reviewers stated that, "... students love the faculty... strongly appreciate the dedication and devotion that the faculty show."

Reviewers stated the department has a "... strong commitment to diversity.... diversity issues are embedded throughout the curriculum.... for which the department should be praised."

POLITICS

The reviewers praised the "highly respectable program of undergraduate education" offered by the department, the impressive quality of instruction and the meaningful research agendas being pursued by the faculty. In their view, "the department is thoughtful, self-conscious and highly professional in organizing its curricular, scholarly and communal endeavors."

The review team also found that the department's pedagogy is strongly and impressively consistent with the mission of the institution and that it offers a "suitable and respectable array of courses" that are consistent with the latest developments and trends within the field.

In terms of scholarship, the reviewers praised the department's high level of productivity, but noted approvingly "scholarly engagement had not come out of the hide of the teaching program." The reviewers attributed this in part to the generous reconfiguration of faculty courses loads (two-two-two-three) that had been of great benefit to the scholarly lives of the faculty.

The review team complimented the department on its "numerous interdisciplinary contributions" and noted the "high internal morale, collegiality and professional functionality" of the department.

The reviewers noted that the Politics program "is substantially in keeping with, and very much supportive of, the larger mission of the University". The mission was distinctive in its "very strong emphasis on service, on active engagement in public life, and on a commitment to the pursuit of social justice."

PHILOSOPHY

A "stellar, creative, unique, innovative philosophy program solidly within the Jesuit, Catholic faith and intellectual tradition, that deserves to be recognized for its excellence in the areas of diversity and innovative curriculum that accommodate the traditional and the newer, non-traditional conceptions of philosophy."

The reviewers noted that the department was a "gem." It had made a "distinctive, clear and compelling contribution" to USF in that it emphasized a "unique diversity" and a commitment to "conflicted pluralism," that is the development and maintenance of a philosophy based in both the traditional and the novel even when the latter is in conflict with the former.

The review team noted "a sincere, genuine, collegial, cooperative, good faith commitment to the value of diversity and a refusal to permit the erasure of difference" among the faculty.

The students whom the reviewers met "really liked philosophy, the philosophy courses they took, and the professors they knew." The faculty were committed "to teaching both traditional philosophical perspectives and newer challenges to those perspectives."

The reviewers noted that the Philosophy Department was excellent "in achieving, perhaps uniquely, the mission and goals of a genuinely diverse community within a Jesuit, Catholic learning environment committed to social justice and responsibility."

The reviewers felt that the department had created a philosophy program within the Jesuit, Catholic intellectual tradition that did not reduce philosophy to some neat, tidy, monistic theory."

Moreover, "neither reviewer has ever seen anything quite like it before and we suspect we might have wondered beforehand whether such genuine acceptance–indeed embracement and promotion–of diversity among such different colleagues, curricular offerings and philosophical perspectives were possible."

Their report was a "highly positive, affirming and laudatory perspective on the contributions, strengths and unique qualities of the Philosophy Department."

THEOLOGY

"Department members seem well aware of the mutual implications of academic study and religious faith and practice, and they are sensitive to how academic study and the religious self-understanding of students interact, sometimes raising questions that will be inevitably difficult for some students."

HISTORY

The reviewers observed that the morale among majors seemed high and that most displayed great pride in belonging to a department that had a reputation for high academic standards.

The reviewers noted that history students appreciate the intellectual rigor and excitement of their professors and notice the close link between the study of history and social justice. The reviewers also commented on the dedication of the faculty and how many of them welcome the opportunity to reach out to first generation college goers.

MASTER OF FINE ARTS IN WRITING

The reviewers felt that the program could take "justifiable pride in its accomplishments." While staying true to its original commitment to nontraditional students and its belief that "being a member of a community of writers is important for the growth of a complete writer," the program had expanded and grown to become "a professional arts program."

The reviewers found a community "proud of its achievements, deeply loyal to the program, and willing to accept the challenge of improving the program while preserving its core identity." In addition, the students were "emphatically positive" about many aspects of their educational experience at USF, particularly the intimate atmosphere of the program.

The review team noted that the MFA program had established a "unique position for itself in the highly competitive arena of quality Creative Writing programs in the larger San Francisco Bay Area." One of the major reasons for this was the hard work of its co-directors, faculty and part-time faculty.

Students commented that instructors were generous with their time and were clear and capable.

The review team noted that it was clear "that the program's commitment to quality teaching has played an important role in creating an environment in which teaching is taken seriously and in which student feel that they are receiving the benefits of this commitment."

The MFA program "embodies the University of San Francisco's commitment to serving its community by educating the whole person and by enabling its students to see writing as a practice occurring within and among a community of writers."

School of Business and Management

DEPARTMENT OF MARKETING, GLOBALIZATION, AND STRATEGY (MGS)

Reviewers recognized that "changes to the curriculum at the master's level are evidence of the department's commitment to providing a rigorous, contemporary education to students." Overall, they rated the department and its programs as good.

Overall, the marketing undergraduate curriculum appears to provide the necessary breadth, depth, rigor and flexibility that one would expect for a bachelors degree program. Three points to consider as potential enhancements to the program:

- All changes (e.g., cohort classes, 2-unit courses, and the new curriculum) introduced in the last couple of years by the school and by MGS are in the right direction, and the flexibility and willingness to adjust during the implementation (e.g., the 8th week activities) are appropriate. The current curriculum seems to be in synch with student expectations.
- Based on statistics and anecdotal observations, the reviewers find, "MGS is serving a highly diverse student body with regard to race/ethnicity, gender, and national origin. However, Blacks and Hispanics ... are underrepresented." "On the other hand, the significant number of foreign students provides a tremendous opportunity for students to interact with others outside their own race/ethnicity that is not necessarily found in other universities."

The reviewers also "feel MGS and the School are doing a very credible job with respect to... provide(ing) a rich learning environment and distinctive education in the discipline... (which) prepare students to make a real contribution to society."

"Both undergraduate and MBA students appear to be very satisfied with the breadth of student clubs, organizations, etc."

"The strengths of the MGS department are its dedicated and highly experienced faculty, dedicated chair and engaged student body. One way the department could improve itself to become a leader in its field and to sharpen its identity. This can be accomplished by heightening its multicultural focus and/or engagement with the surrounding business community."

QUANTITATIVE ANALYSIS

The reviewers noted several positive directions of the department; key among them: a collegial attitude, the Jesuit environment, and a tradition of student centered teaching. Hiring of a new dean from a top ranked business school, substantive changes in curriculum, and enactment of a cohort model were cited as positive trends.

School of Education

CATHOLIC EDUCATION LEADERSHIP

The external reviewers determined from the data set forth by the documents and the campus visitation with faculty, students, and administrators that the ICEL/CEL programs are excellent, defined as "significantly above the level one would expect to find at a top- tier college or university." Specifically, they stated that the CEL doctoral program at USF is perceived by many as the "gold standard" of Catholic Educational Leadership programs and "the envy" of other Catholic universities and colleges.

The reviewers characterized the curriculum as strongly based on solid content with priority on research, clear in focus on Catholic Educational Leadership, and continuity among the faculty. They argued that the organizing principle that sets CEL's program apart from other universities is its thirty year commitment to Catholic educational leadership whereby CEL "lives" its mission statement. The SUMMA rating of CEL courses places curricular related items at 95% to 100% level.

One hundred percent of the students viewed the overall quality of faculty as "good" to "excellent." Students in the focus group conducted by the reviewers were effusive in their praise of faculty. Also, the degree to which the full-time faculty integrates the adjuncts as full fledged faculty members was seen by the reviewers as remarkable. The "permanent" adjunct faculty provide "tremendous internal cohesion, collegiality, and strong alignment in understanding the purpose and objectives of the CEL program."

The CEL program draws students from across the nation and internationally. From the external reviewer's perspective, the volume and quality of the doctoral dissertations surpasses that of any other Catholic college or university in the United States.

The external reviewers cited one student: "Catholicity transcends every class; it is about being a Catholic leader." They went on to say that every student and faculty member they met were eager to share their ICEL "story." The conclusion of their report stated: "It has been said that the person who goes on a journey is not the same person who returns; we must agree." Clearly CEL fulfills the University's strategic initiatives.

The external reviews believed the international reputation of CEL and ICEL enables USF to not only realize its vision as a premier Catholic Jesuit university, but provides mechanisms whereby the University might fashion a more humane and just world. They observed that this success did not happen by accident but represents visionary leadership dating back three decades and ongoing support and clarity on the part of the President, Provost, Trustees, the Jesuit Community, and the faculty and staff. As an aside, they commented that they do not make these statements lightly or without substantiation.

ORGANIZATION AND LEADERSHIP

The external reviewers were impressed with the students and alumni. They found the vast majority were pleased with the faculty and curriculum. In particular, they noted the commitment on the part of the teaching faculty to be unusually high. They commended faculty's willingness to mentor students and the students' rich diversity and academic quality.

The reviewers found that the program is fulfilling its mission, in the Catholic Jesuit tradition, to provide its students with the knowledge and skills necessary to succeed as persons and professionals. The program stimulates development of the moral, ethical, and spiritual values, such as justice and equality, as well as intellectual growth within an urban context.

COUNSELING PSYCHOLOGY

The external reviewers described the USF Master's degree program in Marriage and Family Therapy as having a "well-developed, cutting edge curriculum" that fulfills the academic requirements for the State of California Marriage and Family Therapy license and provides "excellent didactic and experiential experiences for students."

The external reviewers found the curriculum to be well-designed, challenging, and current to meet the needs of the

students it serves. With regard to content, the program also effectively represents the "educational requirements and societal understanding needed for a well-prepared Marriage and Family Therapist in today's world." The reviewers attribute the strong curriculum to three revisions since 1993 creating a cutting-edge focus: the 1993 curriculum revision to include the guidelines of the American Association for Marriage and Family Therapists (AAMFT); the 2001 program revision to integrate the two MFT programs; and the 2003 MFT program revision to strengthen the Multicultural and Social Justice emphasis.

The external reviewers concurred with students and alumni who felt that "the continuous faculty commitment to their academic, professional, and personal well-being" was one of the program's major strengths. They cited the positive faculty teaching evaluations and also noted that faculty "contribute to scholarly literature in a meaningful way."

The external reviewers indicated that the MFT program in the Department of Counseling Psychology has many areas of strength including: dedicated program administration including a new professional administrative position; appropriate class sizes; life span developmental perspective; attention to older adult needs and concerns; time and attention to students; cohort model of training; encouragement of personal counseling; MFT information sessions; and excellent student handbook, fieldwork manual, and exit manual (the later being unique to the external reviewers.)

The external reviewers stated that the faculty is "committed to the education and training of Marriage and Family Therapists, contributing to scholarly literature in the field in meaningful ways, making personal commitments to serve others less fortunate in a socially responsible way." They also noted that the students praised the adjunct faculty as models for good counseling.

The external reviewers emphasized that the faculty "makes a special effort to recruit students who represent the ethnic, religious and sexual orientation diversity in the San Francisco Bay Area." All students are exposed to a curriculum emphasizing social justice, particularly in their traineeship experiences where they provide essential mental health services that would not otherwise be available to the client populations they serve.

The faculty offer quality instruction and a high level of support to students in a rigorous program that is well-regarded in the State of California.

LEARNING AND INSTRUCTION

The external reviewers commended the program faculty for preparing a clear and concise self-study and complete set of program documents for their review.

The department has developed a doctoral curriculum that emphasizes the fundamentals of applied educational psychology and research methods and the students follow a clear sequence of courses and requirements. In their two day visit they repeatedly observed "tangible evidence of very good to excellent teaching and advising . . . and creative pedagogy and exemplary use of technology," also citing students who "talked openly about the high expectations of faculty and the hard work and dedication needed to progress" in the program.

"The advising and mentoring went well beyond the normal expectations for university faculty."

"The program's solid core curriculum . . . helps ground the students in a common body of theories, concepts and methods" and students talked about the power of the cohort friendships in supporting and completing the program.

Reviewers sensed "a strong climate of mutual respect, support, and collegiality among the program faculty." The L&I faculty work as a team in their teaching, scholarship and service - and look out for one another, especially senior faculty support of new faculty.

The reviewers found that the program is fulfilling its mission, in the Catholic Jesuit tradition, to prepare knowledgeable and compassionate leaders in professions where the principles of learning and instruction can make a difference. It is committed to the Jesuit tradition of academic rigor and excellence in scholarship and fully develops the intellectual and professional potential of its students with emphasis on social science methodology and application of scientific knowledge to the professions.

INTERNATIONAL AND MULTICULTURAL EDUCATION

Overall, the reviewers concluded that the quality of the IME graduate programs is very good to excellent. They believed that IME is one of the premier multicultural education and social justice programs in the country. Faculty and graduates of this program have long been recognized as leaders in those areas. Also, IME has a reputation for effecting education by supplying state universities with doctoral graduates who are hired as CSU faculty committed to social justice.

EDUCATIONAL TECHNOLOGY

The technology courses are taught by an excellent cadre of adjunct faculty with diverse experiences in the field and technology professions.

The faculty devote considerable time, energy, and expertise in mentoring the students and advancing them in their academic programs.

The reviewers felt strongly that the Masters in Educational Technology program promotes University of San Francisco's mission and values. For example, the program:

- Serves a diverse and urban population;
- Addresses the digital divide, an important social justice issue;
- Emphasizes excellence in teaching, encourages creative expression, and implements service learning; and
- Provides community service by reaching out to the K-12 public and Catholic schools.

College of Professional Studies

APPLIED ECONOMICS

In their estimation, "the student outcomes...the benefits to the community, the structure of the degree, the quality of the faculty and the fit of the degree to the mission and goals of USF and CPS place it as a very good program." The program is at the level one would expect to find at a top-tier college or university offering degree programs to mid-career professionals.

"The AE major is consistent with the outreach and professional development of undergraduate learners developing skill and knowledge in the context of 'values and sensitivity to be men and women for others' within the Jesuit tradition."

PUBLIC ADMINISTRATION

The reviewers were impressed with the full- and part-time faculty teaching in the two programs, noting that they bring considerable energy, enthusiasm, and commitment to the programs. They were particularly taken with "the willingness of the faculty to exchange ideas and cooperate so they could better serve the students."

The faculty and students reported that they feel supported by the administration and that they are well served by the College and University.

The visiting team applauded the program and College administrators for their efforts in delivering a quality curriculum, with "energetic and committed" faculty. The reviewers were "especially impressed with the willingness of the faculty to exchange ideas and cooperate so they could better serve their students." They also commented on the service to the regional campuses, quoting one faculty who said, "administrators have traveled out to the extension campuses to problem solve issues and concerns."

The reviewing team specifically commented on how the BPA and MPA programs incorporate the values of a Jesuit University. The wrote, "The MPA program, for example, requires a course in Administrative Ethics (PA 620) and the basic introductory courses for both programs include components on ethics (PA 361 and PA 611)." They go on to say, "Program and course goals and objective also include appropriate references of public service, ethical reasoning and understanding and using ethical principles as a foundation for managerial decisions."

ORGANIZATIONAL BEHAVIOR

"The OB program is quite solid...In sum, the program is excellent in terms of quality, direction by full-time faculty, support by CPS administration, numbers of students enrolled, coordination and involvement of adjuncts, current topics covered, coherence of curriculum and its promotion of Jesuit values (i.e., learning, service, and ethical behavior), and providing the opportunity for students to complete their undergraduate college degree."

OB students are required to take the writing and social ethics courses provided by the Interdisciplinary Studies (IS) program. The external reviewers both for the OB and the IS programs found that the Interdisciplinary Studies program is a special and innovative approach to meeting the mission of a Catholic Jesuit education. The OB program requires every student to complete a service learning project designed to benefit the community.

ORGANIZATION DEVELOPMENT

The review team found the MSOD program to be of high quality as defined by its core curriculum, which is in compliance with the Academy of Management standards for organization development; the quality of its full- and part-time faculty; entrance requirements for admission into the program; and, that the program is only one of three that serves a need in the greater Bay Area community. Overall, the reviewers would rate the MSOD as very good. They write: "The USF MSOD program has created a graduate degree with good quality, high convenience, and which offers an important and valuable service to the greater Bay Area." The review team noted that the MSOD program is only one of three in the greater Bay Area. While they did not compare the quality of the MSOD program to these programs, or other programs nationally, they concluded the program makes an important contribution to educating future organization development practitioners.

The review team believes the MSOD program and CPS are doing an excellent job of serving the students. "Students are receiving a fine education from a faculty with expert credentials and in facilities that support academic learning." Their recommendations are meant to enhance what, in their view, is a quality program.

The external review team found that the MSOD program contributes to the goal of making USF a premier Jesuit Catholic urban university. The inclusion of ethics across the curriculum is particularly important in addressing organization development and change in today's climate.

Attachment 43: Sample of Program Review Accolades

INTERDISCIPLINARY STUDIES

The team found that the new faculty teaching in the Interdisciplinary Studies (IS) program, including the relatively new Ignatian Humanities program that is part of IS, have clearly brought a depth of expertise in their fields as well as a strong commitment to high quality program standards. "Conversations with numerous students, permanent and adjunct faculty, graduates, and administrators all conclusively point to an increased emphasis on academic quality in all phases of the program." They also found convincing evidence based on recent outcomes assessment that 67% of the Organization Behavior graduates (OB students take the writing, Ignatian Humanities and social ethics courses offered through IS) "rated their ability to write effectively at the level of excellent as compared to 14% of an entering group of OB students." [2-3]

The reviewers report that "Integrating writing instruction, Ignatian Humanities content, and portfolio development in specific IS courses is an innovative approach to develop writing skills in a way that is very meaningful and motivating to students."

The team applauded the full-time and adjunct faculty for their excellent teaching, and in the case of the full time faculty, their scholarship.

The reviewers found a diverse student body, with most demonstrating strong academic and leadership qualities. Nearly half of the graduates (48%) rated their "understanding of the Jesuit tradition of ethics, being of service to others, and influencing a more just society" at the level of excellent as compared to 36% of entering students.

INFORMATION SYSTEMS (BACHELOR AND MASTER)

The committee was impressed with the quality of the students, especially with their motivation and sophistication. Current cohorts and recent graduates of both programs show that the University in general and the College of Professional Studies in particular have been very successful in recruiting, matriculating, supporting, retaining, and graduating a diverse and dynamic student body. The students are happy and mature, and they devote considerable effort to the program. Their studies appear to lead them to success and advancement in their careers.

TAB 44

Attachment 44: Eight-Year Comparison of Full-Time Base Budgeted Faculty Lines, by School and College (Fall 2001-Fall 2008)

School/ College	FULL-TIME BASE BUDGETED FACULTY LINES*								CHANGE IN BASE BUDGETED FACULTY LINES							
	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	01-02 TO 02-03	02-03 TO 03-04	03-04 TO 04-05	04-05 TO 05-06	05-06 TO 06-07	06-07 TO 07-08	07-08 TO 08-09	01-02 TO 08-09
Arts and Sciences**	175	186	194	198	202	213	225	242	11	8	4	4	11	12	17	67
Business	46	46	46	46	46	46	48	48	0	0	0	0	0	2	0	2
Nursing	21	21	21	21	23	23	25	29	0	0	0	2	0	2	4	8
Education	33	33	34	34	32	33	34	35	0	1	0	-2	1	1	1	2
CPS	19	19	19	20	18	16	16	17	0	0	1	-2	-2	0	1	-2
Law***	28	28	28	29	32	25	25	25	0	0	1	3	-7	0	0	-3
TOTAL	**322**	**333**	**342**	**348**	**353**	**356**	**373**	**396**	**11**	**9**	**6**	**5**	**3**	**17**	**23**	**74**

* Includes deferred lines

**One position in Biology was funded as a 15% budgeted 85% endowment split in 2006 and 2007. In 2006, this slot was counted as .15, while in 2007, it was counted as 1.00 of a budgeted item.

**In 2006-07, the definition of full-time base budgeted faculty lines for the School of Law was altered to be consistent with the other schools and colleges at USF, thus rendering comparisons to earlier years for that school inexact.

TAB 45

Attachment 45: Sections Taught by Full-Time Faculty, Part-Time Faculty, and Administrators

Fall 2004

CLASSIFICATION	HEADCOUNT	ORGANIZED CLASS SECTIONS	INDEPENDENT/ DIRECTED STUDY	LABS	TOTAL SECTIONS	TOTAL SECTIONS [%]
Full-Time Faculty	306	651.5	238	91.5	981	49.4%
Part-Time Faculty*	483	736	63	67	866	43.6%
Administrators*	45	66	24	2	92	4.6%
TA/Staff	40	16	12	20	48	2.4%
TOTAL	**874**	**1,469.5**	**337**	**180.5**	**1,987**	**100.0%**

* Three Administrator and five part-time faculty in two colleges.
The duplicates have been subtracted from the total to avoid double counting.

Fall 2005

CLASSIFICATION	HEADCOUNT	ORGANIZED CLASS SECTIONS	INDEPENDENT/ DIRECTED STUDY	LABS	TOTAL SECTIONS	TOTAL SECTIONS [%]
Full-Time Faculty	321	673.5	197.5	106	977	48.8%
Part-Time Faculty*	523	746.5	84.5	66	897	44.8%
Administrators*	37	59	20	2	81	4.0%
TA/Staff	37	22	11	14	47	2.3%
TOTAL	**918**	**1,501**	**313**	**188**	**2,002**	**100.0%**

*One Administrator taught in two colleges and two administrators taught in three colleges.
Three part-Time Faculty members taught in two colleges.
The duplicates have been subtracted from the total to avoid double counting.

Fall 2006

CLASSIFICATION	HEADCOUNT	ORGANIZED CLASS SECTIONS	INDEPENDENT/ DIRECTED STUDY	LABS	TOTAL SECTIONS	TOTAL SECTIONS [%]
Full-Time Faculty	335	678	210	114	1,002	50.5%
Part-Time Faculty*	531	685.5	73	88	846.5	42.6%
Administrators*	34	67	17	4	88	4.4%
TA/Staff	21	21.5	20	8	49.5	2.5%
TOTAL	**921**	**1,452**	**320**	**214**	**1,986**	**100.0%**

* Two part-time faculty members and four administrators taught in two colleges. Two administrators taught in three colleges. These have been subtracted from the total

Attachment 45: Sections Taught by Full-Time Faculty, Part-Time Faculty, and Administrators

Fall 2007

CLASSIFICATION	HEADCOUNT	ORGANIZED CLASS SECTIONS	INDEPENDENT/ DIRECTED STUDY	LABS	TOTAL SECTIONS	TOTAL SECTIONS [%]
Full-Time Faculty	316	713.5	192	99	1,004.5	48.9%
Part-Time Faculty*	555	739.5	75	122.5	937	45.7%
Administrators*	40	61	19	2	82	4.0%
TA/Staff	28	11	10	7	28	1.4%
TOTAL	**939**	**1,525**	**296**	**230.5**	**2,052.5**	**100.0%**

*Two administrators taught in three different colleges, one administrator taught in two colleges and two administrators co-taught a class in three colleges. These administrators have been subtracted from the total.

Fall 2008

CLASSIFICATION	HEADCOUNT	ORGANIZED CLASS SECTIONS	INDEPENDENT/ DIRECTED STUDY	LABS	TOTAL SECTIONS	TOTAL SECTIONS [%]
Full-Time Faculty	343	762	186	109.5	1,057.5	52.4%
Part-Time Faculty	534	692	56	90.5	838.5	41.5%
Administrators	54	64	27	5	96	4.8%
TA/Staff	26	1	0	27	28	1.4%
TOTAL	**957**	**1,519**	**269**	**232**	**2,020**	**100.0%**

TAB 46

Attachment 46: Comparison of Full-Time and Part-Time Teaching of Core Curriculum Areas 2005-2008

	FULL-TIME		PART -TIME		STAFF	
FALL 2005 CORE	**SECT**	**%**	**SECT**	**%**	**SECT**	**%**
Core A1	3	13.0%	20	87.0%	0	0.0%
Core A2	15	28.8%	37	71.2%	0	0.0%
Core B1	14	60.9%	9	39.1%	0	0.0%
Core B2	14	100.0%	0	0.0%	0	0.0%
Core C1	12	60.0%	8	40.0%	0	0.0%
Core C2	5	35.7%	9	64.3%	0	0.0%
Core D1	3	27.3%	8	72.7%	0	0.0%
Core D2	11	64.7%	6	35.3%	0	0.0%
Core D3	5	23.8%	16	76.2%	0	0.0%
Core E	23	62.2%	14	37.8%	0	0.0%
Core F1	11	47.8%	12	52.2%	0	0.0%
TOTAL	**116**	**45.5%**	**139**	**54.5%**	**0**	**0.0%**

	FULL-TIME		PART -TIME		STAFF	
FALL 2006 CORE	**SECT**	**%**	**SECT**	**%**	**SECT**	**%**
Core A1	4	16.7%	20	83.3%	0	0.0%
Core A2	1	2.9%	33	97.1%	0	0.0%
Core B1	20	62.5%	12	38%	0	0.0%
Core B2	14	93.3%	1	6.7%	0	0.0%
Core C1	12	60.0%	7	35.0%	1	5.0%
Core C2	7	53.8%	6	46.2%	0	0.0%
Core D1	5	38.5%	8	61.5%	0	0.0%
Core D2	8	61.5%	3	23.1%	2	15.4%
Core D3	5	27.8%	13	72.2%	0	0.0%
Core E	21	58.3%	15	41.7%	0	0.0%
Core F1	12	40.0%	18	60.0%	0	0.0%
TOTAL	**109**	**44.0%**	**136**	**54.8%**	**3**	**1.2%**

Attachment 46: Comparison of Full-Time and Part-Time Teaching of Core Curriculum Areas 2005-2008

	FULL-TIME		PART -TIME		STAFF	
FALL 2007 CORE	**SECT**	**%**	**SECT**	**%**	**SECT**	**%**
Core A1	5	20.8%	19	79.2%	0	0.0%
Core A2	11	28.9%	27	71.1%	0	0.0%
Core B1	23	69.7%	10	30.3%	0	0.0%
Core B2	15	78.9%	4	21.1%	0	0.0%
Core C1	11	55.0%	9	45.0%	0	0.0%
Core C2	5	35.7%	9	64.3%	0	0.0%
Core D1	10	43.5%	13	56.5%	0	0.0%
Core D2	9	75.0%	2	16.7%	1	8.3%
Core D3	1	5.0%	19	95.0%	0	0.0%
Core E	30	69.8%	13	30.2%	0	0.0%
Core F1	14	51.9%	13	48.1%	0	0.0%
TOTAL	**134**	**49.1%**	**138**	**50.5%**	**1**	**0.4%**

	FULL-TIME		PART -TIME		STAFF	
FALL 2008 CORE	**SECT**	**%**	**SECT**	**%**	**SECT**	**%**
Core A1	3	12.0%	22	88.0%	0	0.0%
Core A2	9	22.5%	30	75.0%	1	2.5%
Core B1	17	47.2%	19	52.8%	0	0.0%
Core B2	16	88.9%	2	11.1%	0	0.0%
Core C1	13	59.1%	9	40.9%	0	0.0%
Core C2	9	50.0%	9	50.0%	0	0.0%
Core D1	6	30.0%	14	70.0%	0	0.0%
Core D2	11	68.8%	5	31.3%	0	0.0%
Core D3	5	21.7%	18	78.3%	0	0.0%
Core E	34	68.0%	16	32.0%	0	0.0%
Core F1	12	35.3%	21	61.8%	1	2.9%
TOTAL	**135**	**44.7%**	**165**	**54.6%**	**2**	**0.7%**

CORE AREAS A THROUGH F

Area A: Foundations of Communication (8 units)
1. Public Speaking (4 units)
2. Rhetoric and Composition (4 units)

Area B: Math and the Sciences (8 units)
1. Math or Quantitative Science (4 units)
2. Applied or Laboratory Science (4 units)

Area C: Humanities (8 units)
1. Literature (4 units)
2. History (4 units)

Area D: Philosophy, Theology and Ethics (12 units)
1. Philosophy (4 units)
2. Theology and Religious Studies (4 units)
3. Ethics (4 units)

Area E: Social Sciences (4 units)
1. Social Sciences (4 units)

Area F: Visual and Performing Arts (4 units)
1. Visual and Performing Arts (4 units)

TAB 47

Attachment 47: Perceptions of Gains in Skills and Abilities Through the Core Curriculum

CORE SLO	OVERALL	MEN	WOMEN	ETHNIC MINORITIES	WHITES	FRESHMEN	SOPHOMORES	JUNIORS	SENIORS
	88.5%	89.2%	88.3%	90.9%	88.4%	90.2%	94.2%	83.1%	84.4%
Students should be able to speak effectively.	55.3%	57.1%	65.0%	69.3%	58.3%	77.7%	62.3%	50.9%	53.1%
Students should be able to write effectively	66.1%	64.8%	73.5%	75.2%	68.0%	82.0%	71.3%	54.1%	71.9%
Students should be able to express ideas in an articulate and persuasive way.	68.3%	66.2%	74.4%	75.2%	72.1%	85.0%	69.0%	57.1%	72.3%
Students should be able to understand a mathematical problem and design a solution.	29.8%	57.8%	63.2%	62.3%	64.9%	61.8%	64.9%	58.1%	61.1%
Students should understand the process of seeking truth and disseminating knowledge.	50.9%	64.2%	65.8%	65.1%	65.7%	72.8%	61.6%	58.3%	65.5%
Students should understand historical traditions.	50.3%	60.9%	63.3%	63.1%	58.3%	67.1%	63.8%	50.0%	67.2%
Students should appreciate and be able to critically evaluate the arts.	42.2%	52.8%	64.9%	62.2%	59.5%	58.7%	66.1%	58.0%	65.3%
Students should understand the nature of society and the relationships between individuals and groups.	61.2%	64.2%	74.0%	75.0%	69.6%	73.2%	72.7%	61.0%	78.1%
Students should understand the nature of the physical world.	44.4%	57.1%	67.9%	66.7%	63.4%	63.9%	61.7%	58.0%	77.4%
Students should understand the uses of the scientific method.	27.2%	54.3%	54.8%	57.1%	58.1%	50.0%	48.8%	72.4%	53.8%
Students should understand the implications of technology.	34.5%	54.9%	55.6%	54.8%	54.0%	60.3%	49.2%	48.6%	61.5%

Attachment 47: Perceptions of Gains in Skills and Abilities Through the Core Curriculum

CORE SLO	OVERALL	MEN	WOMEN	ETHNIC MINORITIES	WHITES	FRESHMEN	SOPHOMORES	JUNIORS	SENIORS
Students should comprehend the variations of people's relationship with God	36.3%	59.3%	60.4%	63.2%	57.9%	46.2%	52.6%	71.1%	74.5%
Students should develop respect for the religious beliefs of others	43.4%	72.7%	65.2%	66.0%	64.1%	72.4%	63.9%	66.7%	65.3%
Students should understand the moral dimension of every significant human choice, taking seriously how and who we choose to be in the world.	48.9%	64.5%	67.8%	64.4%	66.7%	63.8%	70.1%	62.7%	70.9%
Students should understand and value cultural and ethnic differences in a multicultural society and globalizing world.	54.5%	66.1%	68.7%	69.9%	68.3%	70.8%	65.8%	64.2%	71.2%
Students should gain the skills and experiences necessary to link education to service.	41.5%	54.2%	57.8%	55.3%	51.6%	65.3%	55.6%	51.0%	51.9%
Students should be exposed to opportunities to work for social justice.	31.7%	48.2%	51.7%	47.3%	46.9%	63.5%	40.4%	51.2%	45.5%

MADE FROM 15% POST-CONSUMER RECYCLED FIBER.