# REAFFIRMATION OF ACCREDITATION

## Educational Effectiveness Review Self-Study

### 15 JULY 2009

**‡USF**

**UNIVERSITY *of*
SAN FRANCISCO**

# VISION, MISSION *and* VALUES
## *of the University of San Francisco*

**APPROVED BY THE BOARD OF TRUSTEES SEPTEMBER 11, 2001**

## VISION

The University of San Francisco will be 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.

## MISSION

The core mission of the University is to promote learning in the Jesuit Catholic tradition. The University offers undergraduate, graduate, and professional students the knowledge and skills needed to succeed as persons and professionals, and the values and sensitivity necessary to be men and women for others.

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

## CORE VALUES

The University's core values include a belief in and a commitment to:

{ 1 } the Jesuit Catholic tradition that views faith and reason as complementary resources in the search for truth and authentic human development, and that welcomes persons of all faiths or no religious beliefs as fully contributing partners to the University

{ 2 } the freedom and the responsibility to pursue truth and follow evidence to its conclusion

{ 3 } learning as a humanizing, social activity rather than a competitive exercise

{ 4 } a common good that transcends the interests of particular individuals or groups; and reasoned discourse rather than coercion as the norm for decision making

{ 5 } diversity of perspectives, experiences, and traditions as essential components of a quality education in our global context

{ 6 } excellence as the standard for teaching, scholarship, creative expression, and service

{ 7 } social responsibility in fulfilling the University's mission to create, communicate and apply knowledge to a world shared by all people and held in trust for future generations

{ 8 } the moral dimension of every significant human choice: taking seriously how and who we choose to be in the world

{ 9 } the full, integral development of each person and all persons, with the belief that no individual or group may rightfully prosper at the expense of others

{ 10 } a culture of service that respects and promotes the dignity of every person.

# TABLE OF CONTENTS
## Reaffirmation of Accreditation
## Educational Effectiveness Review Self-Study

PRESENTED TO

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

On October 15, 1855, an immigrant Catholic priest opened the doors to a one room school in the middle of the sand dunes surrounding San Francisco. Father Antonio Maraschi, S.J. saw the need for a high school and a college (Saint Ignatius Academy) that would make real the Jesuit ideals of educating leaders in service. The first three students who enrolled in the Academy in 1855 were soon joined by others, and by 1859 the group had grown to 65 students who were immigrants or children of immigrants, of Italian, Irish, and Mexican origin who now attended what had become Saint Ignatius College. By1863, the College awarded its first Bachelor of Arts degree and by 1867, the first Master's degree. The fires of the 1906 earthquake destroyed the College's second campus, forcing its relocation to a temporary building. In 1927, we moved to our current campus by the Golden Gate Park. In 1930, the College was renamed the University of San Francisco as a reflection of its historical place as the oldest institution of higher education in the city and its commitment to serve, educate, and be an ongoing part of this unique and thriving metropolis.

## Institutional Context

Today the University of San Francisco (USF) enrolls more than 8,800 students in its six schools and colleges: The College of Arts and Sciences; the School of Business and Management; the School of Education; the School of Law; the School of Nursing; and the College of Professional Studies. Our academic programs are accredited by the American Bar Association (ABA), the Association to Advance Collegiate Schools of Business (AACSB International), the California Commission on Teacher Credentialing (CCTC), the Commission on Collegiate Nursing Education (CCNE), and the Western Association of Schools and Colleges (WASC). We are recognized as one of the most ethnically diverse universities in the country and have received the new Carnegie designation as a "Community Engaged Campus." Classes are offered at the main 55-acre San Francisco campus, at four Northern California regional sites (Cupertino, Sacramento, San Ramon, Santa Rosa) and in Southern California (Orange). The University is a private institution, characterized by its Jesuit Catholic tradition [Attachment 1], and governed by a 43-member Board of Trustees that includes 13 priests of the Society of Jesus (Jesuits). Mr. Claudio Chiuchiarelli is Chair of the Board of Trustees and Fr. Stephen A. Privett, S.J. is the University's President.

On September 2001, The Board of Trustees approved our current *Vision, Mission and Values* statement. That document was the result of lengthy discussions and extensive reflection by the University community, and it defines USF's Vision as that of an institution "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." Furthermore, our *Mission* challenges us to "promote learning in the Jesuit Catholic tradition" and to provide our students "the knowledge and skills needed to succeed as persons and professionals, and the values and sensitivity necessary to be men and women for others." Our *Vision, Mission and Values* statement (referred to as *Mission* in the rest of this document) also defines USF as a "diverse, socially responsible learning community of high quality scholarship and academic rigor sustained by a faith that does justice" and as an institution strongly engaged with San Francisco and with the Pacific Rim.

Our *Mission* statement has been the foundation for all we have done towards achieving WASC's reaffirmation of accreditation. (CFR 1.1) Our *Mission* shaped the analyses conducted as part of our Capacity and Preparatory Review (C&PR) and is reflected in the themes we have chosen for this Educational Effectiveness Review (CFR 1.2). The role of the *Mission* statement in the reaffirmation of accreditation process is not merely a convenient device to frame the analysis, but rather is a true reflection of its role in shaping the University as noted by the members of the Visiting Team during the C&PR.[1]

## The Reaffirmation of Accreditation Process

USF began preparations for the reaffirmation of accreditation process in 2003 when a group of faculty and staff met to review previous documents related to our accreditation by WASC as well as to become familiar with the newly developed accreditation process. From the beginning, the University decided to conduct an inclusive and transparent process that would reflect institutional integrity and welcome diverse perspectives. All documents and analyses have been posted online for review by alumni, students, faculty, trustees, staff and the general public and input and reflection have been solicited in a variety of formats.

Early in 2004, the President and the Provost of the University appointed a Steering Committee made up of 18 faculty and staff who, over a period of approximately

18 months, conducted the necessary analyses and drafted the Institutional Proposal. This document was submitted to WASC on May 2005 and was accepted by the Proposal Review Committee on June 24, 2005.

Upon approval of our Proposal, the University appointed 51 faculty, staff, administrators and students to be members of the WASC Working Groups charged with preparing the Capacity and Preparatory Review. The Working Groups met for almost two years to review a large variety of data and evidence on how the University was meeting the WASC Standards and the various Criteria for Review (CFRs). These analyses were conducted in a spirit of frankness and openness and helped us learn more about ourselves and identify areas where we needed to improve. The C&PR Visiting Team recognized this result in their Report.[2] The process of drafting the C&PR also benefited from the input of students, faculty, alumni, trustees, administrators and staff who reviewed and discussed early drafts of the documents and contributed to its final version. We concluded that analysis by indicating that USF had changed since the last WASC visit and that progress had taken place in

…enhancements to the quality of our academic programs, in the continued growth and development of our gifted faculty and staff, and in the increased educational, personal and civic engagement of our students. We also see an improved physical infrastructure, a stable financial base, a transparent planning, budget and review process, a nascent but active dedication to a culture of evidence and a commitment to fulfilling our *Mission*. Faculty, students, staff, trustees and alumni continually reaffirm their commitment to the search for the *Magis* as the University of San Francisco strives to reach the goal of educating "leaders who will fashion a more humane and just world."

The C&PR was submitted to WASC on August 8, 2007 and the site visit took place on October 29-31, 2007. The Commission received the Report on February 22, 2008 and agreed to our moving to the last phase of the re-affirmation of accreditation process. The Action Letter commended the University on our Self-Study and found it "…well aligned with the institution's *Vision, Mission and Values* Statement…

congruent with the Institutional Proposal; and … approach[ing] the task of self-reflection with integrity and transparency."

Preparations for the Education Effectiveness Review (EER) began concurrently with the preparations for the C&PR. As was true for the previous phase, over 50 faculty, administrators and staff analyzed and discussed data and other evidence of student learning in a spirit of openness and candor. Drafts of this Report were posted online[3] for review by students, alumni, faculty, trustees, administrators and staff and a variety of meetings were held to discuss their content. Like the C&PR, the preparation of this EER has served as a catalyst for discussions and for our renewed commitment to continue building the University envisioned in our *Mission* statement.

### This Report

This EER Self-Study includes seven sections. This Introduction is followed by three targeted essays, each dedicated to one of the three themes we chose for our EER: Effectiveness in (a) Supporting Academic Excellence as an Essential Component of our Educational Learning Community; (b) Building a Diverse Learning Community; and, (c) Creating a Socially Responsible Global Learning Community. A final essay summarizes our achievements and challenges and integrates the analyses of the three thematic essays into our vision of the University. Each thematic essay includes first, a brief overview of how the theme contributes to achieving our *Mission* and its place within our vision of USF in the year 2028 [Attachment 2]. Subsequently, we analyze our current situation and review current evidence of effectiveness in achieving the particular thematic goal.

In a subsequent section of the EER Self-Study we include our analysis of the three new substantive areas required by



WASC as a supplement to the EER as of 2008: (a) Student Success; (b) Program Review; and, (c) Sustainability of Effectiveness Plans. Our brief analysis of this required supplement is supported by more detailed appendices. The final section of the Self Study is a summary of our responses and analyses to the Commission's Letter after our C&PR.

Together with the Self Study, we are submitting a volume entitled *Appendices* where we are including an updated version of our self-review under the standards (including the 2008 changes to the CFRs) and an updated educational effectiveness indicators table as well as other documents. A second volume entitled *Attachments* presents supporting evidence for the assertions and analyses included in the Self Study. References to the appendices or attachments are included within square brackets in the text of the Self Study and provide a more complete perspective of our University. In addition, we have prepared a DVD and a CD that include archival examples of student artifacts that demonstrate the educational effectiveness of our University. As such, we wish to demonstrate our success as a university through a variety of types of evidence including survey data, student feedback and reflections, archival analysis of student and alumni activities, pre-post analysis of students' gains and changes in skills and abilities, peer feedback in our program review process, and examples of student achievements in research, essays, performances, productions, and other media and approaches. We believe that the complexity involved in demonstrating student learning can only be shown through a wide sample of types of evidence some of which is amenable to statistical analysis, some that can be subjected to evaluation through assessment rubrics, and some that must be evaluated as individual samples.

---

**1.** "The visiting team was truly impressed by the degree to which the members of the USF community, from senior administrative officers, to faculty, staff, and even students, both in the traditional academic programs and at the regional locations, display both familiarity with and comprehension of the *mission* and can quote it literally." (p. 8)

**2.** "The CPR also displays an admirable amount of integrity in the tone it sets for evaluating and reporting its status with respect to fulfilling the standards and the CFRs. Institutional claims are modest and restrained, but reveal a University confident and secure in its identity and its capacity to demonstrate its quality. There is a frank, forthright identification and acceptance of areas in need of improvement." (p. 5)

**3.** www.usfca.edu/wasc

# THEME ONE
## Effectiveness in Supporting Academic Excellence as an Essential Component of Our Learning Community

Our Jesuit heritage and the *Mission* of the University give a preeminent position to academic excellence in our definition of who we are and what we hope to achieve.[4] USF strives not only to provide a rigorous high quality education, but to advance knowledge and the search for truth within a values-based learning environment. Indeed, two of our Core Values specifically address this theme of our Self Study as a commitment to advancing "the freedom and the responsibility to pursue truth and follow evidence to its conclusion" and to hold "excellence as the standard for teaching, scholarship, creative expression and service to the University community." The distinguishing characteristic of our striving for academic excellence is that it is informed by our understanding of the traditional Jesuit goals and ideals for higher education [Attachment 1]. As our President, Fr. Stephen A. Privett, S.J., has said:

> The substance of our mission is determined first and foremost by our being a university. "Jesuit and Catholic" modify or specify how we are going to be a university… [these words say] something about how we are going to fulfill our mission of discovering, communicating and applying knowledge. "Jesuit Catholic" should never be seen as compromising the integrity of a university's goals, but they do amplify them. We basically set a higher

standard for ourselves than many other universities.

Our planning document "*USF 2028*" [Attachment 2] further describes how we envision academic excellence in the context of an expanded understanding of educational excellence:

> [it involves] 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.

Our striving for academic excellence takes place in the classroom, the laboratory, the library, the clinic, and in the field research conducted by both students and faculty; in our co-curricular activities that engage students, faculty, staff and alumni in the open exchange of ideas; and, in the quality of our academic support services and resources. All of these activities are designed to support our goal of "discovering, communicating

---

4. "The University will distinguish itself as a diverse, socially responsible learning community of high quality scholarship and academic rigor sustained by a faith that does justice."

## Current Status: Academic Excellence

In its 154 years of existence, USF has endeavored to offer students the best possible education grounded in the belief of the value of a liberal arts education and an awareness of the contributions that our students must make to improve the world they have inherited. In addition to excellence in mastering their scholarly and professional disciplines, we require undergraduate students to complete special requirements in a Core Curriculum as well as at least one course in each of two other graduation requirements: Service Learning and Cultural Diversity. We also strive to provide an environment that supports students' intellectual growth not just in the classroom but also on our campus, in the city, around the country, and abroad. Indeed, a substantial number of our students feel that USF encourages and supports their academic success. (CFR 2.10) For example, in 2008, 76% of seniors reported in the NSSE that the University provided the support they needed to succeed academically. This number is fairly consistent across five years and is similar to that of other Jesuit universities (79%). The responses of first-year students (78%) are similar to those of seniors and generally comparable to those of first-year students at other Jesuit universities.[7]

The University offers students a large number of services designed to support and complement their learning. (CFR 2.11) These services include those designed for students with disabilities, for the high achieving but poorly prepared students, and for those who can benefit from tutoring and mentoring. For example, the Learning Center serves approximately 1,300 students every academic year providing tutoring, supplemental instruction and other tools to improve their learning process and our office for disability services supports over 550 students every year. Likewise, we endeavor to provide a supportive social environment that enhances learning and personal growth. While evidence of our effectiveness in these areas is often limited (but growing), we know that some of these programs are quite effective. For example, entering students participating in "Foreword" (a two-week pre-enrollment program for promising students who have certain deficiencies)[8] show one-year attrition rates that are similar or lower than those of other freshmen: attrition of 11.7% in 2004 for Foreword freshmen compared to 14.2% for all freshman; 14.8% for Foreword

and applying knowledge" as *USF 2028* requires.[5]

In analyzing academic excellence at USF, we first review several important components of what we offer students and then summarize the effectiveness of those strategies. In evaluating and assessing the impact and effectiveness of our programs, we have endeavored to triangulate evidence in terms of the sources we have employed (for example, more than one survey measuring the effectiveness of specific learning strategies)[6] as well as the nature of the evidence (archival, qualitative, and quantitative). As such, in this EER Self Study we cite responses by students, alumni and faculty to various surveys as well as the results of quasi-experimental studies. We have also analyzed student reflections and comments, archival evidence of student involvement and alumni and external evaluations of the University and of our students' scholarly and professional performance (including the results of program reviews, licensing exams and certification procedures). The three themes we have chosen are closely interrelated and the separation of the analyses as presented here is artificial, since strategies in one area often impact the others.

---

**5.** One of our trustees, Rev. Dean Brackley, S.J., has properly described how USF's approach to academic excellence differs from that of other universities: *We want to help students understand texts of all kinds and the world in which they live, and, as part of that, to grow in moral sensitivity and practical reasoning and judgment. For us, this latter half is not a complementary "pastoral" add-on to academics, but an integral dimension of academic excellence. A major, probably dominant, current of academic discourse separates facts and values, intelligence and morals. On this view, values and moral commitments are ultimately matters of taste, not of reason, which is reduced to the analytical rationality of the natural sciences. So, it is tempting –even for us who want to educate minds and hearts-- to line up head and facts on one side (academic excellence) and heart and values on the other; or, through ambiguity, to give the impression that we buy into that split. But we don't. While we distinguish the elements, we also integrate them.*

**6.** Data from surveys have been rounded off to facilitate reading of the report. Results are available at: www.usfca.edu/assessment/USF_assess_results.html and at www.usfca.edu/provost/oir/student_data.html

**7.** In 2008, 84% of first-year students at other Jesuit universities responded this way. Comparable 2008 data for peer institutions in the same Carnegie classification as USF were 76% for first-year students and 73% for seniors.

**8.** www.usfca.edu/foreword

---

---

freshman in 2007 compared to 14.7% for all freshmen. At the same time, Foreword four-year graduation rates (60% in 2004) are higher than those of their other classmates who did not participate in the program (46%). Students receiving Supplemental Instruction (SI) during the last three years show that their mean course grades have been .25 points higher than for students in the same courses who did not receive SI.[9] Freshmen disabled students receiving support from the University have shown a one-year retention rate of 90.5% which is higher than the equivalent rate for the rest of their classmates.

In addition, the College of Arts and Sciences and the School of Business and Management (SOBAM) have instituted an intrusive advising and mentoring program for students in academic probation that has shown rather dramatic improvements in the retention and academic improvement of these students. For example, students placed on probation at SOBAM due to low GPA and who underwent the intervention, were able to raise their term GPA by an average of 1.275 points. Students in a similar program in the College of Arts and Sciences showed that after one semester, 73% of the students on probation raised their GPA and 40% were removed from probation. Likewise, the Gleeson Library serves students' academic needs by offering over 330 short-term classes per semester on topics as varied as information search and analysis, research consultation and other information literacy skills.[10]

Our faculty members are dedicated to excellence in teaching and scholarly activities, and to mentoring students and supporting their personal and academic development. (CFR 2.8) Furthermore, the quality and significance of the scholarly contributions of our faculty have been recognized by peers at other institutions (e.g., in our program reviews) as well as by the honors they have received [Attachment 3]. Over 90% of the full-time faculty have terminal degrees in their respective fields and maintain an active scholarly life. Their creativity is manifested in a number of recently created interdisciplinary minors (e.g., Child Studies, Gerontology) as well as by the creative use of technology in the classroom and the integration of innovative approaches to teaching.

Our students evaluate the quality of the teaching they receive through the standardized teaching evaluation assessments we conduct in every course. (CFR 2.9) Data from the last 10 semesters show that using the same teaching evaluation instrument (SUMMA), USF faculty received higher evaluations from our students than the national average. These differences occur whether rating instructors as good teachers or rating instructors' characteristics, the instructional process, and the assessment of the learning process. Of note are questions dealing with students' perception of how much learning takes place in the classroom. In fall 2008, for example, USF students' average score was 4.31 compared to 4.23 (out of 5) for the national sample [Attachment 4]. In addition, on the May 2008 Graduating Student Survey (GSS), 97% of the undergraduate respondents agreed that "my instructor took an active interest in my learning" and 96% felt that instructors were "reasonably accessible outside of class." Importantly, these evaluations were very similar to those made by graduate students (94% and 93%, respectively). (CFR 2.2)

Our faculty and staff maintain an active scholarly life. (CFR 2.8) For example, during the period 2004-2009, faculty and staff published over 180 books in diverse areas including moral theology, aging, globalization, health care, workplace rights, organizational behavior, business and management and teaching techniques [Attachment 5]. In addition, faculty published a large number of articles in refereed journals within their many disciplines. USF is home to seven scholarly journals,[11] and faculty and staff serve as reviewers of both journal articles and books; they also serve on editorial boards and grant review panels. An analysis of our full-time faculty conducted in 2008 of the Hirsch Index[12] for our full-time faculty showed that based on 5,073 scientific publications, there were over 48,600 citations with approximately 27% of full-time faculty having Hirsch indices above 5.

Our faculty and staff receive continually increasing external support for educational programs, research, and teaching. Data from our Office of Sponsored Projects (established in 2002) show that in FY 2008 a total of 49 grants were funded for the first time or renewed by government

---

**9.** National data show that students pursuing SI receive higher grades in the courses than those who do not: An average of .5 grade units among students at private four-year institutions. (University of Missouri-Kansas City, 2007).

**10.** The effectiveness of these efforts was evaluated during spring 2009 with students in Rhetoric and Composition courses. The data showed that students improved in their use of library resources and in their ability to maximize the benefits of information searches and analysis including the use of Boolean logic, differences in information quality based on its source, etc.

**11.** *Journal of Asia Business Studies, Peace Review: A Journal of Social Justice, USF Law Review, USF Maritime Law Journal, Intellectual Property Law Journal, Journal of Law and Social Challenges,* and *Asia Pacific Perspectives*

**12.** The Hirsch Index (or h-index) is an indicator of the scientific impact of a researcher based on productivity of quoted articles/books and the number of citations of those articles/books. While the possible range is from 0 to 23, an h-index of 5 or higher indicates a significant level of scientific impact.

---

agencies (up from 38 in FY04) for combined total support of approximately $3 million. (CFR 2.8, 3.1) Another source of research support at USF is our Jesuit Foundation that awards grants to faculty and staff members who support the University's Jesuit and Catholic *Mission*.[13] In addition, the University supports faculty scholarly activities through a number of strategies, including a full-year sabbatical at 75% pay and a 4th year one-semester at full pay sabbatical for probationary faculty; a yearly fund of over a million dollars to support faculty development; writing retreats; mentoring workshops; and, national faculty development workshops sponsored by the Faculty Resource Network.

Finally, the University offers its students a rich scholarly environment that includes invited lecturers, symposia, art exhibits, performances, and the ability to interact with distinguished scholars and role models through our various speaker series[14] as well as our honorary degree recipients.[15] USF also provides a number of co-curricular services that support students' physical and emotional development including a recreation center that is visited by over 3,000 students every year,[16] a psychological counseling center, a career center that alone reaches over 2,000 non-unique students through their outreach programs, health promotion services,[17] a number of peer-educator programs, and harm reduction programs targeting sexual assault and alcohol drinking among others.[18]

---

13. www.usfca.edu/usfnews/news_stories/Jesuit_Foundation_Gr.html

14. For example, 12 Nobel Peace Prize laureates have visited USF in the last few years as part of our Justice Lecture Series, including Desmond Tutu, Elie Wiesel, Rigoberta Menchu, Adolfo Perez Esquivel, Oscar Arias, Shirin Ebadi, and The Dalai Lama.

15. These have included Fred Korematsu (Medal of Freedom recipient), Gregory Boyle, S.J. (founder of Homeboys Industries), Stephen Biko (South African anti-apartheid leader), George McGovern (former US senator), Gloria Macapagal-Arroyo (President of the Philippines), Rev. William Swing (Episcopal Bishop), Michael Tilson Thomas (Music Director of San Francisco Symphony), Rev. George Niederauer (Archbishop of San Francisco), Kerry Kennedy (Human rights activist), the Burmese Buddhist monks, Mark Dybul (US Global AIDS Coordinator), John Wood (founder of Room to Read), Greg Mortenson (director of Central Asia Institute), Mary McAleese (president of Ireland), and Joseph Marshall (founder of Omega Boys Club/Street Soldiers).

16. In 2008-2009, The Koret Recreation Center was accessed 176,491 times. Students report in high percentages that programming and activities offered by the center helped them improve their athletic and fitness levels, and also helped them develop a sense of adventure, multicultural awareness, increased their respect for others, ability to develop friendships, and a sense of belonging to the institution.

17. Among the services provided by this office is a stress reduction program that achieves high levels of effectiveness in teaching stress management techniques to students as well as promotes psychological hardiness.

18. Documented alcohol-related student situations have decreased by 33% from fall 2007 to fall 2008 thanks to campaigns designed to decrease consumption and the offering of non-alcohol entertainment venues on campus. Alcohol-related violations of University policy have decreased by 52% during AY08-09.

## Effectiveness

USF has received increasing external recognition of its programs. The University was considered one of the nation's 569 best colleges in the *Forbes* 2008 ratings.[19] USF was ranked 95th in 2008 by the *Washington Monthly* as a supporter of social mobility[20] and is listed as a Tier One National University in the 2009 *U.S. News & World Report*.[21] Nevertheless, in documenting a more comprehensive perspective on our educational effectiveness, we go beyond such rankings to analyze better samples of the evidence we have collected that demonstrates our impact on students and alumni.

### Impact on Students

There are a number of indicators of the level of academic excellence that our students achieve at USF. (CFR 2.6) These include not only students' own feedback and reflections on their experiences, but also their in-class performance (measured by grades, papers, research reports, etc.), as well as comprehensive program-wide measures (e.g., performances, reflective essays, capstone reports, and projects). Also important are indicators such as graduation rates, performance in certification and licensing exams, and admission rates into graduate and professional schools. This section of the EER Self Study summarizes some of these indicators.

We have been using the NSSE for the last five years and are now able to compare USF with other universities in the benchmark scales that NSSE computes,[22] as well as through students' responses to individual items.[23] The data from these benchmark scales show that USF students (first-year as well as seniors) rate their USF experiences higher than what is reported for the whole NSSE sample and, in many

---

19. Forbes.com cites one of our students (Katelin Patterson) as saying that "USF really does try to create a whole person, and focuses on an entire education…not just scholastically but also personally and spiritually…you end up learning a lot about the concept of community-in the city and on campus but also globally. That's what sets it apart." http://www.forbes.com/lists/2008/94/opinions_college08_University-of-San-Francisco_94500.html

20. Up from 114 in 2006

21. USF's rank in 2009 is 127. Only six other national Jesuit universities rank higher: Georgetown (23), Boston College (34), Fordham (61), St. Louis (80), Marquette (77), and Loyola University Chicago (116).

22. They measure: Academic Challenge; Active and Collaborative Learning; Student-Faculty Interaction; Enriching Educational Experiences; and, Supportive Campus Environment.

23. Comprehensive reports on all of our NSSE data are available at www.usfca.edu/assessment/USF_assess_results.html

cases, higher than other Doctorate Intensive universities [Attachment 6]. For four years (2005-2008), our first-year students have rated USF's level of academic challenge higher than students in the entire NSSE sample. (CFR 2.10)

It is not uncommon for our students, undergraduate as well as graduate, to conduct research and present or publish their results both with faculty, staff, and independently. Students also demonstrate their scholarly and professional achievements in a variety of venues. Business and Management students, for example, have repeatedly earned top places in international entrepreneurial business plan competitions.[24] Some of the best written work of undergraduates across the disciplines is published in an annual book-length publication, *Writing for a Real World*.[25] During AY06-07, students in Computer Science developed a website to track contributions to political campaigns in San Francisco while in spring 2009, students developed



---

24. See www.usfca.edu/sobam/mba/bcp_home.html

25. See www.usfca.edu/rhetcomp/journal/ Also see Additional Evidence Disk for student publications that have appeared in the last two issues of this book

multimedia presentations in celebration of the 200th anniversary of Charles Darwin's birth.[26] Our media students showcase their productions at end-of-year festivals and on our website.[27] These are but a few examples of the active scholarly life at USF, where students continually demonstrate the quality of their academic experiences and engagement within their chosen field of study. (CFR 2.9)

**Overall Student Satisfaction with Academic Activities**
Data from NSSE also show that our students rate their educational experiences at USF in very favorable terms, matching the ratings of students at other institutions [Attachment 7]. (CFR 2.10) In 2008, 88% of USF's seniors rated their educational experience as either "good" or "excellent." The corresponding figure for the NSSE sample was 86% and 90% for students at Jesuit universities. This level of satisfaction among our seniors has been fairly consistent between 2004 and 2008. Our first-year students also express a high level of satisfaction with their overall educational experience. In 2008, 81% of first-year students considered their USF education "good" or "excellent," the percentage represents a decline from previous years in which 89% expressed that level of satisfaction in 2004 through 2006, and 85% in 2007. Data from our peer Jesuit universities indicate a consistently higher level of satisfaction among first-year students (averaging 90%). These results have been of concern to the University since they are matched by low levels of freshmen satisfaction with services as shown in the SSI. Part of the reason for this decline in satisfaction may be due to over-reliance on adjunct faculty to teach freshman-level courses, the lack of a unifying academic experience for entering students, and poor student service in some offices. We planned to partially address these issues during fall 2009 by increasing the number of freshman seminars and the number of full-time faculty teaching freshmen; we also budgeted for the addition of 23 additional full-time tenure-track faculty positions. Unfortunately, the country's economic crisis is forcing us to postpone some of these hires for one or two years.[28] Nevertheless, we are not only increasing the number of freshman seminars offered in fall 2009, but are also changing their goals to enhance students' involvement with

---

26. See www.youtube.com/group/USFDarwin

27. See www.usfca.edu/medialab/Projects.html and DVD of Additional Evidence

28. The positions were budgeted and approved for FY2009; two were filled in FY09 and eight are being reinstated for FY10 with the others planned for FY11 or as soon as the financial challenges of the current crisis are resolved.

the city of San Francisco. In addition, the Office of Residence Life is implementing a customer service training process for its staff in order to provide a welcoming and supportive environment to students who must interact with the office.

USF's Freshman Seminars are designed to add an exciting and challenging dimension to the freshman experience and to involve students with the learning opportunities available in San Francisco. The seminar format allows students to study a topic of common interest and to form a mentoring relationship with a faculty member while developing skills crucial to learning and to their future personal and professional development. The College of Arts and Sciences is developing 26 freshman seminars for fall 2009. In the past, students entering the School of Business and the School of Nursing did not undertake course work in their major until their second year. Now both schools will be offering specially designed freshman seminars that introduce students to their disciplinary fields during their first year. Indeed, fall 2008 freshmen participating in the SOBAM programs indicated that the seminar (mean evaluation of 3.3 out of 4) had positive effects in creating a working team among classmates by learning cooperative work strategies.



Data from on-campus residents obtained through the EBI also show a high level of satisfaction with the overall academic experience of students at USF. (CFR 2.10) In AY07-08, 78% of students indicated being satisfied (76% in AY06-07) and these perceptions are fairly similar among freshmen (76%), sophomores (80%), White students (77%), and ethnic minority students (76%). Data from the GSS show that large percentages of graduating undergraduate students (94%) and of graduating graduate students (90%) express overall satisfaction with their USF education.

NSSE data also allow us to measure satisfaction by asking students to indicate the likelihood that they would come to USF if they could start again [Attachment 7]. In 2008, 83% of USF's seniors indicated that they would attend USF again, and that number has been fairly consistent across five years of NSSE data. The 2008 result is similar to that of the whole

NSSE sample (82%), and of respondents at Jesuit universities (84%). Among first-year students, we find a somewhat lower percentage of students indicating their willingness to choose USF again if given the chance. For example, 79% of first-year students in 2008 indicated they would probably or definitely again enroll at USF compared to 84% of first-year students at other Jesuit universities. Similar results are found in the GSS where 82% of graduating undergraduate students and 76% of graduating graduate students indicated in 2008 that they would choose to attend USF again. Among graduating graduate students, the lowest levels of satisfaction were found among Arts and Sciences graduates (74%) and among graduating students from CPS (74%).

### Achieving the Benefits of a Liberal Education

Large percentages of USF seniors consistently report on the NSSE that their experiences at USF contributed to acquiring a broad general education and job- or work-related knowledge and skills [Attachment 8]. (CFR 2.10) For example, 89% of 2008 seniors indicated that USF helped them obtain a broad general education, including writing clearly and effectively (85%), speaking clearly and effectively (76%), thinking critically and analytically (89%), as well as other skills including working effectively with others (84%). These data reveal two noteworthy patterns. One is the fact that there has been consistency across the years in the percentage of seniors

responding that they have achieved these basic learning outcomes through their USF education. The other is the fact that while lower than seniors, the percentage of first-year students feeling that they have accomplished these goals is also fairly high. For example, 82% of 2008 first-year students felt that they had acquired a broad general education, 80% felt that they had learned to write clearly and effectively, and 76% felt they had learned to speak clearly and effectively. As expected, our data are fairly similar to those of other Jesuit universities, given our emphasis on the basic principles of Jesuit education [Attachment 1].

### Achieving Course Learning Outcomes

Faculty reflections[29] on the quality of the assessment procedures used to measure course-specific learning outcomes show that the majority of faculty (89% of full-time faculty and 95% of part-time faculty) feel that they are able to effectively measure students' understanding and learning. (CFR 2.10)

In general, our students feel that exams are sufficiently challenging. For example, NSSE data show that a substantial number of our students feel that examinations challenge them to do their best work. Indeed, 52% of first-year USF students and 63% of seniors reported this experience (compared to 58% and 55%, respectively, at other Jesuit universities).

Recently, we have conducted an analysis of the grades students obtain. While we recognize that grades alone are not comprehensive indicators of student learning, they do indicate how well students meet faculty expectations for learning and performance, and to some extent, how the learning outcomes for the course were met. Overall, the average cumulative grade point average for our students is around 3.0, with a slight improvement as they advance in their academic careers. In the fall 2008 semester, the average cumulative GPA for freshmen who took at least one Core Curriculum course was 3.02 (standard deviation [SD] of .71) increasing to 3.13 (SD = .63) for sophomores, 3.14 (SD = .59) for juniors and 3.23 (SD = .52) for seniors. A large percentage of Core courses (89%) were passed by students obtaining a grade of C or higher (91% with a grade of D or higher), and a small percentage failed with an F (2%).[30] There was variability across areas of the Core Curriculum in the percentage of courses passed at various grade levels. For example, the largest

percentages of "A" grades earned in Core Curriculum courses were in Public Speaking (54%), Visual and Performing Arts (53%), Philosophy (48%), Theology and Religious Studies (46%), Ethics (45%), Rhetoric and Composition (45%), and Literature (43%). The lowest percentage of a grade of "A" was in the laboratory sciences (20%). These data may indicate high levels of student achievement, grade inflation, lower expectations on the part of faculty when teaching Core Curriculum courses, or some combination of these factors yet to be investigated. (CFR 2.10)

### The Core Curriculum

All undergraduate students at USF must fulfill the requirements of a Core Curriculum that reflects our Jesuit tradition of educating the whole person. (CFR 2.2) USF's Core Curriculum includes 44 units (out of 128 units required for graduation) in communication and quantitative skills, literature, history, philosophy, theology or religious studies, social sciences, visual and performing arts, physical sciences, and ethics.[31]

The University has identified Learning Goals and Learning Outcomes for the Core Curriculum and mapped them against the *Mission* of the University.[32] (CFRs 1.3; 2.3) Courses that are part of the Core Curriculum are reviewed by the faculty, the Core Area chairs, and the Curriculum Committee or dean of each school/college, and are ultimately approved by the Provost. In fall 2008, USF offered 302 course sections that met Core Curriculum requirements.

Overall, we have found that during fall 2008, a large percentage of Core Curriculum courses (56%) were taken by freshmen and sophomores, 27% by juniors and approximately 17% were taken by seniors. These results show that, as designed, the Core is a four-year enterprise rather than a series of courses to be taken as an introduction to a college education. Indeed, the majority of courses taken by freshmen[33] were social sciences (Area E: 26%) and quantitative courses (Area B1: 15%), while large percentages of seniors took Core courses in applied or laboratory sciences (Area B2: 16%) and literature (Area C1: 14%).

Course level assessment has become particularly important

---

**29.** As measured in the spring 2008 survey of academic integrity

**30.** Importantly, the largest percentage of course withdrawals after Census Day were among freshmen (41.4%)

**31.** www.usfca.edu/core

**32.** See www.usfca.edu/assessment/USF%20Academic%20Program%20Assessment%20Plans.html

**33.** While a large percentage of freshmen take remedial or preparatory Rhetoric and Composition courses, only approximately 7% are placed in the course that meets the Core Curriculum requirement.

in the Core Curriculum. (CFRs 1.2; 2.3) Beginning in fall 2004, faculty who taught courses in the Core Curriculum completed an assessment report entitled the "Core Assessment Matrix" or CAM. In that self-study[34] faculty members indicated how they measured each of the learning outcomes of specific Core Curriculum areas, what the findings indicated in terms of student learning, and the changes they planned to introduce to the curriculum to better achieve the learning outcomes. Faculty feedback showed a large percentage relying on exams to measure achievement of learning outcomes as well as more comprehensive assessment approaches such as integrative papers, presentations, performances, and research projects. Importantly, faculty often reported changes made to or planned for the curriculum that would improve student learning.

Students have also been asked to reflect on the degree to which they have achieved the learning outcomes for their courses. (CFRs 1.2; 2.3) During AY 2006-2007, the faculty in the Rhetoric and Composition Program asked students taking introductory courses to report how each of the relevant Core Curriculum learning outcomes was achieved through the course. Student responses indicate a clear understanding of the learning outcomes for their courses, as well as the perception that in general, the outcomes were achieved. Students frequently identified specific course activities that contributed to the achievement of the course learning outcomes.

We have begun a new phased process of assessment of the learning taking place through Core Curriculum courses.[35] As detailed below, this process includes an examination of students' reflections on the learning that has taken place in their Core Curriculum courses as well as the detailed analysis of students' direct products based on rubrics that reflect the SLOs for given areas of the Core Curriculum (Rhetoric and Composition, Public Speaking, Philosophy, Ethics). In spring 2009, students who took Core Curriculum courses in the fall 2008 semester were asked to reflect on how those courses helped them achieve the learning goals of the Core and how the quality of instruction compared to non-Core courses. The data showed that 88.5% of students taking Core Curriculum courses felt that the course helped them to significantly increase their knowledge of the course's field/topic. There were few differences in this perception across

gender, ethnicity or class status. For example, 90.2% of freshmen felt they had improved somewhat or quite a great deal in their knowledge of the topic compared to 94.2% of sophomores, 83.1% of juniors and 84.4% of seniors. Our data also showed that students felt the Core Curriculum courses they took had improved their abilities in the various Core's SLOs[36] and these perceptions varied across SLOs but were fairly similar within a give SLO and across student class status, gender and ethnicity [Attachment 47].

During the last three academic years, the faculty in Rhetoric and Composition has been analyzing how well student achieve the learning outcomes for the basic composition sequence. For each academic year, the faculty collected random samples of the first essay written by an entering student in the fall semester and her/his last essay at the end of the spring semester. Using specific rubrics, the essays were blindly evaluated for student success in each of four outcomes. Overall, students completing the second course in the composition sequence showed improvements in every outcome. The AY07-08 data for example, showed average improvements in the lower level composition course sequence ranging from a low 9% (style) to a high of 100% (integration of information) including a 67% improvement for critical analysis. The data from the previous academic year had been equally impressive and the study is being repeated during AY08-09. Furthermore, the results from these studies have been used by the faculty to analyze the way the curriculum is being delivered.

Faculty in Public Speaking is also conducting a similar effectiveness study during spring 2009 by analyzing video recordings of the first and last speech delivered by random samples of students. This study will allow the faculty to measure not only the effectiveness of the course in supporting the achievement of learning outcomes but also provide indicators of areas or instructional procedures that faculty may wish to modify in order to improve students' learning experiences.

In addition, faculty in Philosophy and in Ethics are analyzing during spring 2009 students' artifacts in terms of the SLOs for those two areas of the Core Curriculum. End-of-term papers or other summative artifacts were collected from random samples of students taking a Core Curriculum course in philosophy or in ethics (as taught by the philosophy

**34.** See www.usfca.edu/assessment/USF%20Academic%20Program%20Reviews.html

**35.** The assessment of the Core Curriculum is also discussed in the responses to the Commission letter

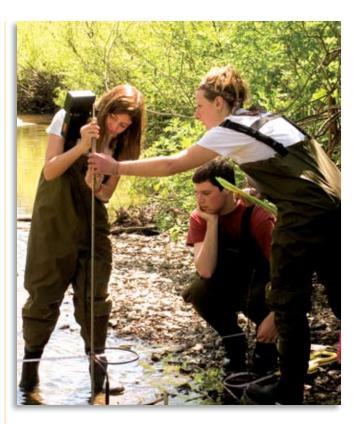**36.** www.usfca.edu/catalog/

department) and they have analyzed the achievement of the SLOs for each area based on rubrics developed by the faculty for this analysis. The results of the study are being analyzed during summer 2009. A second set of Core Curriculum areas will be submitted to similar assessment of student learning during AY09-10. In addition, we plan to use the AAC&U metarubrics to analyze artifacts produced by graduating seniors at USF particularly in areas such as critical thinking, problem solving and integrative learning.

**Academic Program Excellence**

At USF we strive to provide academic programs that excel in their quality and significance. Our academic programs conform to recognized disciplinary and professional standards in terms of content and length, and they undergo periodic review on a five- to seven-year cycle.[37] External standards and practices are considered when developing new academic programs to ensure they meet or exceed the expectations of scholars in the field and relevant accrediting or licensing agencies. (CFR 2.1)

During the last academic year we embarked on a process of analyzing the design and goals of all of our academic programs. Faculty have dedicated a significant amount of time to identifying the goals they would like for their program as derived from our *Mission*, taking into consideration standards in the profession. In addition, all programs have developed Student Learning Outcomes (SLOs) and have mapped course offerings against the program's SLOs. A third component of this process has been the development of assessment plans for each program and the evaluation of student learning. The first assessment efforts within this new framework are being carried out in AY08-09 with a second third of SLOs being scheduled for assessment in the following academic year. All program goals, SLOs, curricular maps, and assessment plans are available online.[38] This process, although in its initial stages, has already produced important changes in our curriculum as faculty discuss their program goals and SLOs and identify changes they would like to see.

One of the ways in which we guarantee the excellence of our academic programs is through program reviews. (CFR 2.7) This topic is covered in greater detail in the Addendum to the EER. [Attachments 42 & 43]



The level of academic expectations placed on students is another indicator of the academic excellence of our programs. (CFR 2.1) As mentioned above, data from the Core Curriculum survey conducted in spring 2009 (described above) showed that approximately half of the students (53.3%) felt that the level of rigor in Core classes and in non-Core class was the same and 40% felt that non-Core courses were more rigorous. Data from the comprehensive NSSE Benchmark Scale[39] show that, in general, USF first-year students and seniors report higher levels of academic challenge than students at other doctoral intensive universities and at the other universities participating in the NSSE [Attachment 6]. The average Academic Challenge score for first-year USF students in 2008 was 56.4, while for Doctoral Intensive universities it was 53.3.[40] The difference among seniors is equally significant, with USF seniors having an average score of 61.0 and seniors at other doctoral intensive universities having an average score of 57.2.[41] (CFR 2.10)

Item-specific data from NSSE have consistently shown that first-year students and seniors feel that USF emphasizes

**37.** See Educational Effectiveness Table in the *Appendices* volume

**38.** See www.usfca.edu/assessment/USF_assess_results.html

**39.** This scale includes items dealing with course goals and requirements, level of student preparedness for class activities, and level of effort on the part of students.

**40.** The difference is statistically significant at p<.001; effect size = .22

**41.** The difference is statistically significant at p<.001; effect size = .27

spending "significant amounts of time" studying and doing academic work. In 2008, 82% of seniors and 79% of first-year students reported this perception. While these figures are comparable to those at other institutions, they are lower than at other Jesuit universities (88% for first-year students and 86% for seniors). Comparisons with other institutions also show that USF students are held to equal or more stringent academic requirements. Approximately 57% of USF seniors reported in 2008 that they had to write at least one paper of 20 pages or more compared to 50% of seniors at other institutions. Among students responding to NSSE in 2008, 65% of seniors and 58% of first-year students reported working harder than they thought they could in order to meet instructors' standards or expectations. These figures are similar to those found among all NSSE respondents and among Jesuit universities. (CFR 2.2)

Data from NSSE also allow us to analyze and compare the nature of the learning process at USF, as perceived by students [Attachment 9]. In general, our students report being asked to do little repetition of facts based on memorization (e.g., 22% of first-year students in 2008 and 23% of seniors). Rather they feel they are being asked to analyze (43% of first-year students and 51% of seniors) and apply (32% of first-year students and 56% of seniors) knowledge. While these figures are promising, these experiences are not reported by large percentages of our students and they tend to be uncharacteristic of the academic experiences of our first-year students. Nevertheless, our results are reasonably similar to those of other Jesuit universities. In general, we find that synthesizing and evaluating information, arguments, and ideas are activities reported by low percentages of our students. In 2008, only 32% of our first-year students and 41% of our seniors reported frequent use of the process of evaluation and assessment of information and ideas.

We also find evidence of students' learning in the symposia and colloquia where they report the results of their research to local audiences and at regional student meetings and professional conferences. (CFR 2.3) For example, the sociology department holds an Honors Thesis Workshop every year where students present their research papers. A similar event is held by the African studies program. Psychology and sociology students often present at regional meetings of students (e.g., the Santa Clara Sociology Research Conference) or professionals (e.g. Western Psychological

Association),[42] while chemistry students present at the ACS annual meetings.[43] Our business and management students often win awards in national honors competitions on ethics[44] and consult for community agencies,[45] and media students produce videos[46] that have received acclaim and have even aired on national television.

USF students actively participate in applying the knowledge and skills they acquired in the classroom to the solution of practical problems.[47] (CFR 2.3) For example, our Architecture and Community Design students have for the last three years been designing culturally appropriate homes and community structures to serve the needs of children in Zambia and indigenous communities in Mexico. During subsequent summers, some of these students have traveled to those communities to build the structures.[48] Students in the Philippines Studies program have been active in community mobilization and were instrumental in the passage of legislation to provide pensions to Filipino World War II veterans.[49] Students in sociology, economics and environmental studies have analyzed the impact of humanitarian food aid in Darfur.[50] Media students have produced videos that aired nationally on Current TV and other outlets.[51] Business students have consistently placed in the top of international business plan competitions.[52] Environmental Studies students have analyzed the carbon footprint of the University as a way of suggesting ways in which USF can become more environmentally responsible. Our undergraduates have designed or developed resources for non-profit organizations, including websites[53] and online resources, and our law students have frequently appeared before the United Nations Human Rights offices in New York and Geneva. Education students have trained primary school

---

42. See Additional Evidence disk for copies of posters presented by psychology students at a professional convention (WPA) as well as an on-campus scientific fair.
43. See Additional Evidence disk
44. www.usfca.edu/usfnews/news_stories/Business_Ethics.html
45. www.usfca.edu/usfnews/news_stories/WWE.html
46. See www.usfca.edu/medialab
47. Our presentation of Theme Three also addresses this issue.
48. www.usfca.edu/artsci/ug/visual_arts/arcd_gallery.html and www.usfca.edu/usfmagazine/fall07/f3_blueprint_1.html
49. www.asianweek.com/2008/05/01/senate-approves-benefits-for-filipino-wwii-veterans/
50. www.usfca.edu/usfnews/news_stories/Darful_Center.html
51. www.usfca.edu/usfnews/news_stories/Documentary.html
52. www.usfca.edu/sobam/nvc/bpc/
53. www.painexhibit.com/aboutexhibit.html

---

teachers in Belize, and Nursing students provide important health promotion services to poor communities in the San Francisco Bay area.

**Evidence of Active and Collaborative Learning**
Results from NSSE show that our students engage in active and collaborative learning both inside and outside the classroom. (CFR 2.2) In general, USF first-year and senior students achieve higher averages in the NSSE Benchmark Scale on "Active and Collaborative Learning"[54] than do students at other Doctorate Intensive universities [Attachment



6]. In 2008, USF seniors obtained an average of 57.3 on this scale, compared to 52.9 for seniors at other institutions in the same Carnegie classification as USF.[55] Data for first-year students show that USF students exhibit similar levels of active and collaborative learning as students at other Jesuit institutions and at other doctoral intensive universities.

More detailed analyses of NSSE data confirm these findings. In 2008, 66% of seniors and 36% of first-year students reported working with other students outside of class to prepare assignments. These percentages are higher

than those of seniors at Jesuit universities (60%) but lower than first-year students [Attachment 10]. High percentages of our senior students report asking questions in class (78% in 2008), making class presentations (72%), working on a paper that required integration of ideas and sources (93%), and using electronic media to discuss or complete assignments (63%). These findings are fairly consistent across the five years of NSSE data we have accumulated. We see a lower percentage of first-year students who report some of these behaviors, including working with other students on assignments in class (39%) and outside of class (36%), and integrating ideas from various courses (63%). Some of these findings regarding the level of engagement of first-year students can be related to the nature of introductory classes and skill-building courses during the freshman year. Another possible contributor could be over-reliance on part-time faculty in some areas of the Core Curriculum. This is an issue of concern to USF, and one that requires re-imagining the nature of the academic experience of first-year students in order to better meet our *Mission*.

**Graduation Rates**
As indicated in our response to the Commission's letter after the CPR,[56] we have analyzed the graduation rates of our students for a number of years. We see this as a way of better understanding our success as a university and a means of supporting our search for strategies and approaches that would help us improve the educational experience of our students. (CFR 1.2)

We continually analyze our basic indicators against those of other institutions in order to appropriately benchmark our performance. According to the latest comparative data available [Attachment 11], approximately 65% of USF's freshmen graduate in six years or less. This percentage is higher than the average for the 37 other institutions that share our Carnegie classification (58%), and places us 12th in the ranking of

---

54. Including questions on class participation, making presentations, working with classmates during class and outside class, tutoring, and service learning.
55. The difference is statistically significant at p<.001; effect size = .25
56. See a later section in this self study

those institutions.[57] Furthermore, our six-year graduation rate exceeded the predicted graduation rate (60%) included in the 2007 analysis computed by the *Washington Monthly*.[58] The Education Trust's analysis[59] of our six-year graduation rates places USF 4th out of the 15 institutions considered similar to USF in their characteristics. This latter analysis also shows that USF compares quite well in its lack of a graduation gap between white students and students of color.[60] (CFR 1.2)

Regardless of these comparisons, we feel that USF needs to do better in terms of student persistence to graduation and we are implementing a number of strategies in order to better understand this phenomenon and improve students' academic and personal experiences while at USF.[61]

### Integrative Learning

While USF's *Mission* and our Jesuit tradition support the integration of learning from various fields (including the centrality of a liberal education), we need to enhance these

experiences. (CFR 1.2) NSSE data show that a small percentage of USF seniors (26% in 2008) report having carried out a culminating senior activity (capstone course, project, thesis, comprehensive exam) in comparison to seniors at other Jesuit universities (45% in 2008) or even at other NSSE universities (33%). At the same time, some of our academic programs require a longitudinal reflective or integrative project that serves the same purpose as a capstone experience, although it is not carried out solely at the end of the program.

Another troubling finding from the NSSE data is the fact that lower percentages of our seniors reported having done a practicum, an internship, or other types of field experiences, in comparison to other Jesuit universities. For example, 54% of USF's seniors reported in 2008 having carried out such activity during their university education compared to 63% of seniors at other Jesuit universities. The data for 2007 were equally disappointing.

Nevertheless, integrative learning takes place throughout the academic experiences of our students. For example, service learning courses, as well as other community engagement opportunities and international immersion experiences (reviewed as part of Theme Three), provide students with an opportunity to integrate and apply what they have learned in various courses. In the 2008 NSSE, 77% of seniors and 63% of first-year students reported integrating ideas or concepts from various courses as they prepared class assignments, and these figures are higher than at other Jesuit universities (56% for first-year students and 72% for seniors). (CFR 2.2)

Recently, CPS conducted a survey of current students and alumni regarding the extent to which students apply knowledge and skills learned in the classroom. The data showed that 85% of students report being able to apply what they have learned in the classroom to their careers, while 78% of alumni reported that what they learned in the classroom had a positive impact on their professional lives.

### The Continued Pursuit of Higher Education

An important indicator of USF's educational effectiveness is the number of graduates who plan for or actually pursue graduate degrees immediately after receiving their baccalaureate. (CFR 2.2) Results from our GSS show that approximately 35% of undergraduates receiving their baccalaureate degree from USF plan to pursue either a Master's or Doctorate degree, the majority being graduates of the College of Arts and Sciences (approximately 38%) followed by graduates of our School of Business (approximately 25%). The remaining graduates plan to look for a job or continue in a job after graduation, although a number of them may consider graduate education at a later date.

Data from NORC on research doctorates awarded between 2004 and 2006[62] in the United States show that USF was the baccalaureate institution attended by 19 of the 2004 doctorate degree recipients. (CFR 2.2) In 2006, 23 doctorate recipients obtained their bachelor's degree at the University (ranking USF as 415th nationwide). Among Jesuit universities, USF was the baccalaureate institution with the highest percentage of people of color receiving a research doctorate in 2004 and 2005 although we dropped to 8th place in 2006. Among women recipients, USF ranked 10th among the 28 Jesuit colleges and universities (13 recipients). [Attachment 12] (CFR 2.7)

Another important indicator of the academic achievement of our students is the rate of admission into U.S. medical schools. (CFRs 2.2; 2.7) From 1996 to 2008, 62% of USF students who applied to medical school through the Pre-Professional Health Committee were admitted. During the same period, 44% of applicants to medical school were admitted nationwide. In 2008, USF students who took the MCAT test scored an average of 10.0 on the biological sciences section, compared to 9.8 for the national average.

Our graduates of professional programs pass licensure exams and credentialing processes at very high rates. (CFRs 2.2; 2.7) Among first time Bar exam takers, graduates of USF's School of Law passed at a rate of 87.4% in 2008 (up from 63.3% in 2004). Only three schools of law in the Bay Area placed among the top 10 programs in Bar passing rates, and USF was a mere 1.7 percentage points below second place UC Berkeley. Graduates from our other professional programs also receive certifications and licensure at very high rates. For example, there is a 99% pass rate on their first attempt in the Reading Instruction Competence Assessment

(RICA) for candidates for the Education Specialist Credential over the past three years; a 90% first time pass rate on the 2007 Teaching Performance Assessment (TPA). The pass rate for Nursing licensure (NCLEX-RN) for both the BSN and the MSN graduates is well above the national and state means.[63] Graduates of our recently created MSFA program have achieved high passing rates at each of the three levels of Chartered Financial Analysis certification.

### Impact on Alumni

Evidence of USF's educational effectiveness includes archival analyses of our graduates' professional activities and levels of community involvement, as well as their responses to surveys. In this section, we present our analyses of this evidence. (CFR 2.2)

### Alumni Satisfaction

Respondents to our 2007 alumni survey reported high levels of satisfaction with the education they received at USF. (CFR 2.2) For example, 93% were satisfied with their academic experiences while at USF, and 95% said that they would recommend USF to others. Nevertheless, we found our alumni expressing lower levels of satisfaction with co-curricular activities both academic (67%) and non-academic (56%). There were no differences by gender, ethnicity, or school/college in the level of satisfaction of alumni with the academic experiences while at USF. Likewise, there were few differences by gender, ethnicity, and college/school in the level of satisfaction with academic co-curricular experiences. For non-academic activities, on the other hand, there were marked differences in satisfaction by gender (59% of women and 51% of men), ethnicity (49% of White students and 63% of students of color), and college/school (70% in Nursing, 67% in Business and Management, 57% in Arts and Sciences and 27% in College of Professional Studies). It should be noted that undergraduates in CPS are typically adults who work full-time and are generally unable to avail themselves of the co-curricular opportunities offered by the University.

### Contributions to Society

Our alumni include a large number of individuals who have made and continue to make important contributions to industry and commerce, the community, and educational and cultural institutions, using their abilities and entrepreneurial spirit as well as their motivation to contribute to society's advancement [Attachment 13]. (CFR 2.2) As former USF
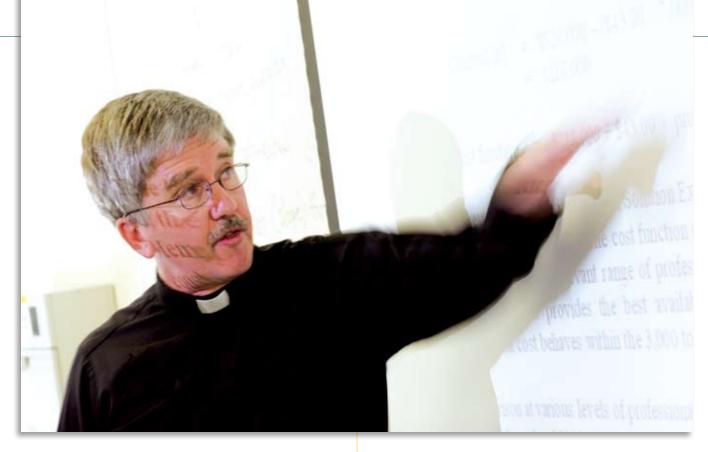
---

**57.** Ranked higher than USF are Pepperdine (79%), Worcester Polytechnic (76%), University of San Diego (74%), Duquesne (73%), American (73%), University of St Thomas (72%), Southern Methodist (71%), Biola (71%), Texas Christian (69%), Immaculate (68%) and Samford (67%).

**58.** *The Washington Monthly* computes a 6-year predicted graduation rate based on the percentage of Pell recipients and the SAT scores of incoming students

**59.** www.collegeresults.org/mainMenu.aspx

**60.** The Education Trust's College Results data for 2006 (latest available) show that among 25 comparators, USF places in 1st place for lack of a graduation gap for African Americans (+8.2) compared to Whites, and third for lack of graduation gaps for Asian Americans (+13.6) and Latinos (+0.5).

**61.** See www.usfca.edu/provost/viceprovost_aa/student_retention.html for reports, recommendations and current status regarding student retention and also Attachment 40

**62.** Latest data available

**63.** www.rn.ca.gov/schools/passrates.shtml

students, they have used the skills and knowledge acquired while at USF to contribute to society. For example, we find alumni developing new businesses, leading community agencies, serving as legislators and educators, and contributing in almost every facet of society.

One additional indicator of USF's scholarly excellence can be found in the number of university professors and scholars that we have educated, either at the bachelor's degree level (thereby planting the seeds of scholarly pursuit) or among our graduate degree recipients. A review of our alumni files shows that approximately 360 college and university professors have graduated from USF. Our review indicates that these graduates are now teaching at public or private colleges and universities,[64] or conducting research[65] at prestigious institutions as well as teaching at colleges and universities outside the United States.[66]

**64.** Including various campuses of the California State University System, a number of community colleges in California and in other states, Santa Clara University, Columbia, Washington State, Virginia, Michigan State, Oregon, Toronto, Montana, Fuller Theological Seminary, Southern Illinois, Nevada-Reno, Georgia State, Minnesota, Notre Dame, Pepperdine, Utah, University of Southern California, City College of New York, UCSF, Boise State, Temple, West Virginia, Northeastern, Miami, St. Thomas, UCLA, Union, Fordham, Texas El Paso, UC Berkeley, Arizona State and Stanford.

**65.** Including NASA, the CDC, University of California San Francisco, Anderson Cancer Center at Texas, McGill Hospital, Scripps Research Institute.

**66.** Including Dhofar University, University of Guam, Beijing University of International Business and Economics, Feati University, KAIST, Kyushu Institute of Technology, Universidad de Barcelona, Joongbu University, Chinese Military, Fribourg, East China Normal, Trinity College Dublin

### Achievement of Basic Skills

Our 2007 survey of alumni showed that large numbers of USF alumni felt that their experiences at USF helped them develop skills and abilities associated with the outcomes of an excellent general education [Attachment 14] such as critical thinking and problem solving capabilities (95%), oral and written communication skills (95%), information-seeking abilities (93%), and quantitative analysis skills (87%), as well as the ability to think creatively (90%), appreciate the arts (83%), be aware of international issues (80%), and achieve leadership skills (88%). (CFR 2.1; 2.2)

### Achievement of Job- and Mission-Related Skills

The life experiences of our alumni (as described here and in the other sections of the EER Report) show how our graduates have acquired professional capabilities that have allowed them to perform important roles in public service, business, industry, and the non-profit sector as well as in health and education. (CFR 2.2) We are proud of how the mission-driven education we provide our students has influenced the life choices our alumni have made [Attachments 13 & 37].

Our alumni acknowledge that their experiences at USF allowed them to obtain skills and abilities to apply in their jobs, as well as to contribute to society's general welfare [Attachment 15]. For example, approximately 93% of the alumni surveyed in 2007 indicated that their experiences at USF prepared them well for their first job after graduation.

These perceptions were true across all colleges and schools and not just for professional programs. In addition, large percentages of alumni indicated that their USF experiences helped them obtain skills to make a difference in society, including appreciating the needs of the community (93%) and participating in assisting those in need (83%). Again, these perceptions were true across all of our schools and colleges, not just among graduates of our professional schools [Attachment 15]. (CFR 2.2)

### Achievement of Essential Learning Outcomes

We have been able to receive feedback from alumni regarding how helpful USF was in enabling them to achieve the learning outcomes that are essential for a liberally educated individual. 67 (CFR 2.2) Results from the 2007 survey of alumni show that large percentages of our alumni feel that USF provided them with the skills to not only think and communicate effectively, but that it also helped them better understand an interrelated world (80%) and a society affected by technological changes (75%). Large percentages reported having learned the need to continue searching for knowledge and skills (97%). Generally, both men and women felt similarly about the effects that USF had on them [Attachment 16], and these perceptions were fairly similar across ethnicities and the colleges/schools where alumni studied.

**67.** AAC&U. *Greater Expectations: A New Vision for Learning as a Nation Goes to College.* 2002

# THEME TWO
## Building a Diverse Learning Community

Since its founding in the 19th century, USF has been characterized as an institution that strives to provide its students with the personal and scholarly benefits associated with a diverse learning environment.[68] The first group of students was young men of Irish and Italian ancestry who interacted with small numbers of students of Mexican, German, and French backgrounds. Since USF's inception, immigrants and sons and daughters of immigrants shared the learning opportunities offered by the Jesuits in their one-room school on Market Street and later at USF's second and third campuses. On the eve of World War I, USF also began to see Asian Americans among its students, at a time when anti-Asian sentiment was widespread in California and much of the rest of the nation. Chan C. Wing, son of a Chinese immigrant, was one of 39 students in the first class (1912) in USF's School of Law. In 1918, Mr. Wing became the first Asian American to be admitted to the Bar in California's history.

Historically, USF was decades ahead of most universities in integrating African Americans into its athletic teams. In 1930, USF fielded one of the first integrated football teams in the history of intercollegiate athletics. The 1949-1950 USF soccer team faced widespread discrimination as it traveled throughout the nation because one of its student-athletes was

a Nigerian. In 1951, USF fielded an integrated football team that saw more of its starting players drafted directly into the National Football League (nine), more who eventually played in the NFL Pro Bowl (five), and more who were inducted into the Pro Football Hall of Fame (three), than any one team in the history of intercollegiate football. Nevertheless, the team did not play in any post-season bowl games because of racism directed at its two starting African American players and the team's unwillingness to accede to that racism. The team's players voted to reject a bowl game offer that included a demand that it leave its African American players at home.

Women were admitted to all USF academic programs in 1964 although it should be noted that they had been attending our School of Law and our evening business program since 1927 and our nursing program since 1948. Nevertheless, it wasn't until the second half of the 20th century that USF became more diverse not just in terms of students' ethnicity, gender and social class but also in the diversity of our faculty and staff. This "structural" or "representational" diversity supported the continued diversification of the curriculum as proclaimed in our 2001 *Mission* statement, which identifies diversity as a central characteristic of the University.[69] (CFR 1.5)

---

**68.** Kuh, G. D. (2008). *High-Impact educational practices*. NY: AAC&U.

**69.** "The University will distinguish itself as a diverse, socially responsible learning community of high quality scholarship and academic rigor sustained by a faith that does justice."

The University's commitment to and support of diversity is reflected not only in our *Mission* but also in the Core Values that are part of that statement. Indeed, one of our key distinctive Core Values espouses "a belief in and a commitment to advancing … a diversity of perspectives, experiences and traditions as essential components of a quality education in our global context." An additional related institutional value is USF's commitment to advancing "the full, integral development of each person and all persons, with the belief that no individual or group may rightfully prosper at the expense of others." (CFR 1.5)

We realize that "diversity" at a university must mean more than gender and ethnic/racial variety. Indeed, we also value diversity in terms of ancestry, nationality, citizenship, religion, socio-economic status, physical ability, sexual orientation, marital status, and age. As our President, Fr. Stephen A. Privett, S.J. has said, "this is a University community where students, faculty and staff learn from each other; where diversity is not a political agenda, but the necessary ingredient of a quality education in the 21st century."

In analyzing our effectiveness in building a diverse community, we are interested in identifying not only how structurally diverse we are, but also how that diversity has helped us build a diverse scholarly community that has had a positive impact on students and alumni.[70] Given the space constraints of this Report, we are limiting our analysis to the educational effectiveness of three types of diversity: Gender, Ethnicity/Race and Economic.[71] As we reflect on these issues, we will first review our current status in comparison to our recent past and to available benchmarks. We will then summarize the effects on students and alumni[72] as we continue to create a "diverse, socially responsible learning community of high quality scholarship and academic rigor" as our *Mission* statement indicates.

---

**70.** See Smith, D.G., & Schonfeld, N.B. (2008). The benefits of diversity. About Campus, November-December, 16-23.

**71.** A large percentage of our students are first generation college students (27% in 2008), and their presence further enriches the academic experiences of all students. Furthermore, there is significant diversity in the religious beliefs of our students. In addition, we have a number of curricular and co-curricular activities centered on diversity due to age, national origin, and culture that support the development of a diverse learning environment for our students.

**72.** See Shaw, E.J. (2005). Researching the educational benefits of diversity. NY: College Entrance Examination Board.

## Current Status: Diversity

### Ethnic/Racial Diversity

USF has one of the most ethnically diverse student bodies in the country. We are rated 19th in student ethnic diversity among 262 national universities in the *U.S. News & World Report* 2009 ratings and 18th among 366 institutions of higher learning by the 2008 *Princeton Review*. In addition, we are the second most ethnically diverse university among the 28 Jesuit colleges and universities. Indeed, prospective students identify student diversity as an important characteristic of USF. For example, 53% of fall 2007 and 52% of fall 2008 enrolling students who answered the Admitted Student Questionnaire (ASQ) indicated that student diversity was an important component in the decision to enroll at USF and that it is an important characteristic when comparing USF with other institutions.[73]

Furthermore, USF is recognized as an important contributor to the education of the major ethnic minority groups in the country. For example, in a recent analysis,[74] USF was ranked among the 100 Top Baccalaureate Degree Producers for Asian Americans (ranked 86th nationally) and among the top 50 universities in producers of computer and information sciences baccalaureate degrees among Asian Americans (ranked 38th nationally).

### Student Ethnic Diversity

The ethnic diversity of the total student body has been increasing in the last 18 years with the percentage of White students decreasing from 54% of all students in 1990 to 39% in fall 2008 [Attachment 17]. We have also seen this increased ethnic diversification among undergraduate students. In 1991, 55% of all undergraduate students were White compared to 37% in 2008. During this 18-year period, we have experienced noticeable increases in the number of undergraduates who are African American (176% increase), Asian American (127% increase) and Latino (293% increase). Nevertheless, the last five to six years have seen no significant increases in the percentage of students of color at USF. While the total number of undergraduate students has increased significantly since 2003 (from 4,026 in 2003 to 4,929 in 2008), the overall percentage of students of color has remained fairly stable in

---

**73.** Other highly rated characteristics included the availability of majors offered, location, personal attention, academic reputation, and academic excellence.

**74.** *Diverse*, June 12, 2008, pp. 23-36

those years. For example, in 2003, 13.0% of undergraduates were Latino and in 2008 the percentage had only increased to 13.3%. Similar consistency in percentages can be found among Asian Americans (21.1% in 2003 and 20.4% in 2008) with an actual decrease for traditional-age undergraduates who are African American (4.8% in 2003 and 4.0% in 2008).

The overall stability in the percentage of ethnic minorities among our student body in the last five years has taken place amidst an increase in applications from students of color and an overall growth in the total number of students. Between 2005 and 2008, the number of freshman applications received increased for African Americans (31%), Asian Americans (11%), Latinos (58%) and Whites (29%). These increases in applications have allowed us to maintain the same level of ethnic diversity among our students while increasing our selectivity and improving the quality of the entering freshman groups at least as measured by grades and test scores. The selectivity of applicants increased with the percentage of accepted applicants decreasing for all ethnic groups between 2005 and 2008. For example, the average high school GPA has increased for all ethnic groups between 2005 and 2008. In 2005, the average high school GPA for enrolled White students was 3.50 while in 2008 it was 3.52. Similar increases are seen for African Americans (3.29 in 2005 and 3.45 in 2008), Asian Americans (3.53 in 2005 and 3.58 in 2008) and Latinos (3.50 in 2005 and 3.53 in 2008).

At USF we view our international students as integral contributors to the diversity of our student body. We have experienced an increase in the number of international students in the last six years, a factor that contributes to the diversity of the student body. For example, in 2003 there were 308 traditional-age undergraduates, and that group had increased to 427 in 2008. Nevertheless, the overall percentage of graduate and undergraduate international students has remained fairly stable since 2003 (9%), while there has been an increase in undergraduate students (7.7% in 2003 and 8.7% in 2008) [Attachment 17]. These figures rank us as 25th among 200 national universities in the 2009 *U.S. News & World Report*



rankings. The majority of our international students (approximately 72%) are from Asia, predominantly from China, which is in alignment with our emphasis on the Pacific Rim although we recognize the need to further diversify the cultural backgrounds of our international students.

### Faculty Ethnic Diversity

The University has made significant efforts to diversify its faculty and staff,[75] and these strategies have translated into increased gender and ethnic diversity among USF's personnel. (CFR 3.1) These changes reflect our commitment to providing all students with a diverse learning environment that supports the *Mission* of the University and provides students the "knowledge and skills needed to succeed as persons and professionals, and the values and sensitivity necessary to be men and women for others."

Our faculty does not show the same level of ethnic/racial diversity as our student body. Overall, 20.8% (N=79) of our full-time faculty identified themselves as a member

---

**75.** The Provost Office has produced a document outlining procedures to be followed in order to diversify candidate pools (www.usfca.edu/provost); in addition, all job announcements must include the following statement: "The University of San Francisco is a Jesuit Catholic university founded in 1855 to educate leaders who will fashion a more humane and just world. Candidates should demonstrate a commitment to work in a culturally diverse environment and to contribute to the mission of the university. USF is an Equal Opportunity Employer dedicated to affirmative action and to excellence through diversity. The University provides reasonable accommodations to qualified applicants with disabilities upon request."

of an ethnic minority group in fall 2008 (the latest IPEDS Data available) [Attachment 18]. As a comparison, in 2001, the percentage of full-time faculty who self-identified as a member of an ethnic/racial group was 18% (N=56), while 10 years earlier, the percentage was 12% (N=28). The growth in numbers since 2001 has taken place among all ethnic groups: 54% among African Americans, 70% among Asian Americans, 300% among Native Americans although there has been a decrease among Latinos. As a comparison, the total number of White full-time faculty members grew by 18% between 2001 and 2008 while the overall number of full-time faculty grew by 23% in the same period of time. Of the 380 full-time faculty members in fall 2008, 8.9% were Asian American, 5.8% were Latinos, 5.3% were African American and 76.1% were White. Full-time faculty of color as well as White faculty can be found at all ranks, with the largest percentages found at the Assistant and Associate levels.

Of the part-time faculty who reported their ethnic background in fall 2008 (the latest IPEDS data available), 23% self-identify as members of an ethnic minority group. In 2001, the corresponding figure was 15%. As is true for full-



time faculty, the number of ethnic/racial minority faculty has increased in all groups between 2001 and 2008.

A recent comparison of 2005 and 2007 IPEDS data showed very similar results in the level of ethnic diversity of our

faculty. The analysis of 2007 IPEDS data[76] for ethnic diversity of full-time faculty among the 53 private 4-year California institutions (excluding art and professional schools) showed that USF's percentage of minority faculty (20.2%) placed us ahead of 35 other California institutions. The percentage of minority faculty at USF was slightly greater than the statewide average (19.6%). Another comparison can be established with the 28 Jesuit universities and colleges where USF ranks 2nd in the diversity of its full-time faculty (after Loyola Marymount University) for AY2007-2008 (the latest available).

### Staff and Trustee Ethnic Diversity
Among full-time staff, 33% self-identify as belonging to one of the major ethnic/racial minority groups [Attachment 18]. Approximately 18% of all full-time staff is Asian American, 9% is Latino, 6% is African American, and 65% is White. A comparison with Bay Area ethnic diversity shows that the percentage of African Americans at USF matches that of the Bay Area (7.3%). In addition, USF's ethnic diversity in staff closely resembles that of the Bay Area for Whites (58.7%) and Asian Americans (18.4%), but Latinos are dramatically underrepresented at USF in comparison with their share of the population in the Bay Area (19.7%).

IPEDS data for 2001 through 2008 show significant variability in the representation of members of the various ethnic/racial groups by employment category [Attachment 18]. Also noteworthy is the fact that there are minor variations in the percentage of most ethnic groups in a given job category across the last few years of employment data. One exception is the percentage of Whites occupying executive/administrative positions, which has shown variability across the seven years of data when 2001 (85%) is compared to 2008 (77%). The same pattern is true for at least two additional job categories (technical/professional and clerical/secretarial). Another major change in the diversity of staff between 2001 and 2008 can be found among non-faculty professional staff (from 67% Whites in 2001 to 59% in 2008).

The members of our Board of Trustees also show a limited level of ethnic diversity (30% are members of an ethnic minority group). In AY08-09, the Board of 43 individuals included 5 (12%) African Americans, 5 (12%) Asian/Pacific Islanders, and 3 (7%) Latinos. The Board has been diversifying in its ethnic composition in the last four

**76.** Association of Independent California Colleges and Universities, January, 7, 2009

academic years, with Whites representing 75% of the Board members in AY04-05 and 70% in AY08-09.

### Curriculum and Co-Curriculum Ethnic Diversity
The curriculum reflects USF's commitment to ethnic/racial diversity. All undergraduate students must take a course on cultural diversity as a requirement for graduation. Furthermore, undergraduate students can pursue one of five ethnicity-oriented minors (African American, Asian American, Chicano/Latino, Philippines Studies or Ethnic Studies). (CFR 1.5) Courses in our regional area minors (e.g., African, Asian, European, Middle Eastern, and Latin American Studies) often involve discussions and analyses of ethnicity and race. Approximately 24 undergraduate and 11 graduate courses with significant ethnic/racial content have been offered during the last two academic years.

Co-curricular activities also reflect our interest in creating an ethnically diverse learning community. (CFR 1.5) For example, our Multicultural Student Services Office[77] supports 10 clubs centered on ethnicity or culture (open to all students) and trains students and staff in cultural sensitivity through workshops and storytelling. [Attachment 19] In addition, the various centers at the University (e.g., Center for Latino Studies, Center for the Pacific Rim) and the academic departments and interdisciplinary programs often offer co-curricular programming that supports and advances our efforts at building a diverse learning community.

## Gender Diversity
The University is committed to welcoming women and men as equal partners in all of our activities. As such, we have increased the number of women students in our undergraduate and graduate programs. Efforts have also been made to diversify the faculty and staff and to include gender and sexuality issues in the curriculum and our co-curriculum programs. (CFR 1.5)

### Student Gender Diversity
USF has made great strides in the gender diversification of its student body since 1964, when the first female students were admitted to the traditional undergraduate programs. Indeed, the number of female students at USF has increased by 11% over the last 10 years and in fall 2008, 61.6% of all students were women. The corresponding figure among traditional-age undergraduates was 63.9%. Compared to other Jesuit

**77.** www.usfca.edu/mcss/index.html

universities, USF is 5th in terms of the percentage of women enrolled as undergraduate students in AY 2007-2008.

### Faculty Gender Diversity
USF has made significant efforts toward gender diversification of the faculty. As reported in the 2006 AAUP report on gender equity,[78] 42.8% of the full-time faculty at USF are women compared to 39.1% for all colleges and universities included in that report. This level of gender diversity among the faculty is the product of concerted efforts to diversify candidate pools on the part of the deans and Provost. In fact, in the last six years, the percentage of full-time faculty who are women has increased from 40.3% in 2001 (N=125) to 46.3% in 2008 (N=176) [Attachment 20]. The increase in gender diversity of the faculty has been most noticeable among part-time faculty (from 42.7% in 2001 to 58.1% in 2008). It is important to note that there has been a large increase in the percentage of probationary faculty who are women in the last six years (from 44.6% in 2001 to 63.6% in 2008).

### Staff and Trustee Gender Diversity
A comparison of IPEDS data for 2001 through 2008 shows a large increase in the percentage of women among such job categories as executive/administrative (from 31.8% in 2001 to 50.8% in 2008) and service/maintenance (from 0% in 2001 to 19% in 2008). Nevertheless, the other job categories show no major change in the proportion of women. Women are particularly underrepresented within two job categories: Technical/paraprofessional (17.4% in 2008) and skilled craft (5.9% in 2008). However, women are well represented in two of the job categories which have significant levels of interaction with students: Non-faculty professional (55.3% in 2008) and clerical/secretarial (77.0% in 2008) [Attachment 20].

Our Board of Trustees also shows modest gender diversity among its members. During AY08-09, 21% of its 43 members were women (30% of the lay, non-Jesuit members of the Board). This percentage has been very similar across the last four academic years and is very similar to the national average, according to a 2009 study by AGB.

### Gender Diversity in the Curriculum and Co-Curriculum
Our efforts to increase gender diversity are also manifested in the curriculum. (CFR 1.5) USF offers undergraduates the opportunity to pursue an interdisciplinary minor in Gender and Sexualities Studies. In addition, during the last two
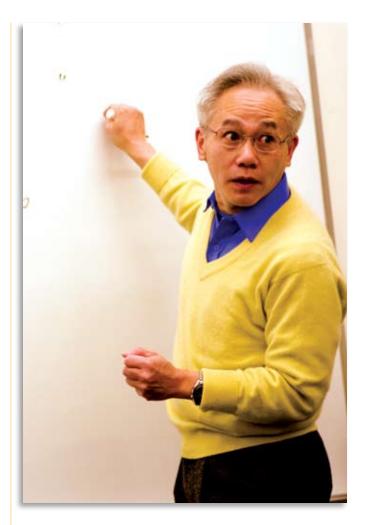
**78.** The latest available

academic years, the University has offered approximately 25 undergraduate and three graduate courses with a significant level of gender or sexuality content.

The co-curriculum offers a variety of gender-related academic programming opportunities sponsored either by the academic departments or the minor in Gender and Sexualities Studies. For example, the LGBT Caucus assembles faculty and staff interested in learning about and supporting the LGBTQ community at USF. In addition, the LGBTQ Allies trains student leaders who in turn can lead and support student discussions.[79]

## Socio-Economic Diversity

USF supports the education of low-income students and values the contributions of a socio-economically diverse student body.[80] As such, we endeavor to attract students from low income families. For example, during AY 2007-2008, approximately 17.4% of the traditional age undergraduate students who applied for financial aid had family incomes of less than $30,000.[81] This percentage is higher than at the other Jesuit universities in California. Furthermore, approximately 20.7% of USF undergraduate students received Pell grants during AY 2007-2008, a percentage that is also higher than that of the other California Jesuit universities.[82] USF is ranked 104th nationally in the 2009 *U.S. News & World Report* listing of universities with a large percentage of Pell recipients and 10th among the 28 Jesuit universities in the percentage of undergraduate students who received a Pell grant in AY 2007-2008. Unfortunately, as is true at many other universities,[83] the percentage of Pell recipients enrolling at USF has been decreasing in the last few years after increasing from 14.6% in 1992 to 26.6% in 2003. In 2006, 21% of our students received a Pell grant, a percentage that is similar to that of AY07-08 (the latest comparable data available).



## Effectiveness

The impact of diversity in the composition of our student body, faculty and staff is reflected in students' reactions as captured in a number of surveys. (CFR 1.5) For the past eight years, more than 85% of graduating undergraduate students reported in the GSS that individual, ethnic, religious and other differences were valued at the University [Attachment 21]. While lower percentages of graduating graduate students feel the same way, the number of students feeling that USF values differences in quite high (e.g., 77% of graduating graduate students in 2009). Equally important is our graduates' perception that they have changed in their understanding and appreciation of human diversity. Indeed, approximately 75% of graduating undergraduate students in the last eight years reported in the GSS that their appreciation of individual, ethnic and religious differences increased while at USF [Attachment 22]. These percentages have been increasing recently with 81% of May 2009 graduating undergraduates saying that their personal appreciation of diversity has increased while at USF. Furthermore, our

students report that they have benefited from interactions with a diverse group of peers. The 2008 EBI, for example, showed that 80% of freshmen of color and 84% of White freshmen reported having greatly benefited from interacting with students who were different from themselves. These results are also found among sophomore ethnic minority students (81%) and Whites (80%) in 2008 and in 2007 (83% and 81% respectively).

### Academic and Scholarly Impact

We find evidence of the effects on students of our diverse learning community in a number of sources including students' own reflections, survey data, and student academic performance. (CFR 1.5) Our students frequently report on the impact that studying and living in a diverse environment has had on them. For example, graduating student comments provided in the GSS frequently indicate how the diversity of USF's curriculum and environment has opened new perspectives, provided or sharpened interpersonal skills and challenged previously held attitudes and values [Attachment 23].

Retention and graduation rates are important indicators of student success as well as of the academic and personal support that we provide.[84] (CFR 1.2) A recent analysis[85] shows that USF is one of 94 four-year colleges with a small or non-existent Black/White Six-Year Graduation Gap. As a matter of fact, African American students graduated at better rates than White students in the 2006 data analyzed in that report, and this positive result has been true for three of the previous six years. There were only three other Jesuit universities showing that positive outcome.[86] In addition, an analysis of six-year graduation rates at 38 comparable schools, according to Carnegie classification criteria, found that whereas USF tied for 12th place in overall six-year graduation rates, it was 5th among African Americans and Latinos and 9th for Asian Americans. For White students, USF ranked 19th among comparable schools [Attachment 24]. Given space constraints, we will not repeat here the results of the analysis of retention and graduation rates for ethnic minority students that are included in other parts of the EER Report [Attachment 39]. However, it is important to mention that

generally, women and ethnic minority students do not show a graduation gap (defined as lower graduation rates) when compared with men or with White students. Nevertheless, the most recent graduation data (for the 2002 entering cohort of freshmen) show a ten percentage point graduation gap between African Americans and White students. We are certain that we must improve retention and graduation rates for all of our students, and we have identified a number of strategies to that end.[87]

Responses to the NSSE for the last five years consistently show that the experiences of our students in a diverse environment have affected not only their exposure to and understanding of diverse others, but also, as is shown in the research literature,[88] their academic performance [Attachment 25]. (CFR 1.5) For example, among respondents to the 2008 NSSE, 76% of first-year students and 79% of seniors indicated that they often or very often included diverse perspectives in terms of ethnicity, gender, religion or political beliefs in class discussions or in written work. These responses are well above those of the whole NSSE sample in 2008 (61% of first-year students and of seniors) as well as those found among respondents from Jesuit universities (64% for first-year students and 70% for seniors). Furthermore, this behavior is found among ethnic minority students (75% of first-year students and 78% for seniors) as well as Whites (77% of both first-year students and of seniors). Of particular significance is the fact that for the last five years (as shown by NSSE data), our students have consistently reported including diverse perspectives in their academic work, behaviors that are generally reported by larger percentages of USF students than what is found among other Jesuit universities or among the whole NSSE sample.

### Interpersonal Behavior

Our students report that their experiences at USF have contributed not only to an increased frequency and quality of interactions, but also to the acquisition of knowledge and skills that have had an impact on their ability to understand diverse others. (CFR 1.5) These findings confirm the results of various recent studies regarding the positive impact of a

**79.** Training conducted in spring 2009 showed an increased in the number of students who reported having learned from the experience particularly in terms of ways of how to interrupt cycles of oppression and behaviors or comments that were derogatory and perpetuated heterosexism and homophobia.

**80.** USF is a Charter Member of the CollegeKeys Compact organized by the College Board and formed by universities that seek to support students from low-income families.

**81.** The average for other Jesuit universities is 12%.

**82.** Loyola Marymount University = 18.2%; Santa Clara University = 12.7%.

**83.** Douglass, J.A., & Thomson, G. (2008). *The Poor and the Rich: A Look at Economic Stratification and Academic Performance among Undergraduate Students in the United States.* Center for Studies in Higher Education, Research & Occasional Paper Series: CSHE.15.08, University of California, Berkeley.

**84.** Attachment 39 includes a detailed discussion of attrition and graduation rates among all entering undergraduates with data properly disaggregated by gender, ethnicity and other variables. In addition, detailed data on retention and graduation rates for the last 10 years will be available in the Team Resource Room.

**85.** Carey, K. (2008). Graduation Rate Watch: Making Minority Student Success a Priority. *Education Sector Reports*, April 2008.

**86.** Loyola Marymount University, Loyola University of New Orleans and Regis University.

**87.** Reports are available at: www.usfca.edu/provost/viceprovost_aa/student_retention.html

**88.** For example, Leung, A.K., et al., (2008). Multicultural experience enhances creativity. *American Psychologist*, 63, 169-181.

diverse campus environment.[89] For example, the 2008 EBI showed that 81% of ethnic minority freshmen and 84% of Whites reported being influenced in their ability to interact with diverse others after living in a highly diverse residence hall (86% and 87% respectively in AY07-08). These results are similar to those found among sophomores (80% of ethnic minority students and 81% of Whites in 2008 and 84% and 83% respectively, in 2007). In addition, large percentages of first-year students (69%) and seniors (74%) reported in the 2008 NSSE that their experiences at the University contributed to their acquisition of knowledge and skills regarding people of diverse ethnic and racial backgrounds [Attachment 25]. These results are higher than those found for the NSSE sample (56% for first-year students and 55% for seniors) and for other Jesuit universities (60% for first-year students and for seniors). Our NSSE data show that these effects are also found among White students (70% of both first-year and of senior students) and among ethnic minority students (70% of first-year students and 76% of seniors). Furthermore, these patterns of responses have been fairly similar across the five years in which we have used the NSSE.

Data from NSSE also show that students feel that USF emphasizes promoting interactions among diverse others, which translates into a number of activities, including having serious conversations with students who differ in terms of ethnicity, religious beliefs, political opinions, or personal values [Attachment 25]. (CFR 1.5) In 2008, approximately 68% of first-year students and 71% of seniors at USF reported having serious conversations with students different from themselves in terms of ethnicity or race. Comparable responses for Jesuit universities were 56% for first-year students and 57% for seniors, and for the entire NSSE sample were 51% and 54%, respectively. Once again these results were found among ethnic minority students (67% of first-year students and 65% of seniors) and among Whites (71% of first-year students and 78% of seniors).

We find similar, although more moderate, evidence of the effects of structural diversity on interpersonal interactions when students are asked to report how frequently they hold serious conversations with students who differ from themselves in terms of religion, politics, or personal values. A substantial percentage of first-year students in 2004 (77%)

responded that they held such conversations "often" or "very often." Unfortunately, by 2008, that percentage had decreased to 61%. This decline in interactions with diverse others across five years is not found among seniors, who actually report in increasing percentages that they interact "often" or "very often" with diverse others (61% in 2004 and 67% in 2008). Part of the explanation for these results can be traced to decreased percentage of our first-year students who report feeling that USF emphasizes these types of interactions. For example, in 2004, 77% of first-year students reported in the NSSE that the University emphasized such contact "quite a bit" or "very much," while 65% of 2008 first-year students felt the same way. This finding is perplexing and implies the need for the University to analyze how the curriculum and particularly, the co-curriculum can be improved to encourage such interactions. In terms of students' ethnic backgrounds, we find that ethnic minority students tend to report this type of interaction in lower percentages (56% among first-year students and 62% among seniors in AY07-08) than Whites (72% among first year students and 74% among seniors). These results point to our need to better support the personal development of our ethnic minority first-year students in terms of the types and quality of opportunities we should offer.

### Psycho-Social Climate[90]
In the last three years, USF has been measuring students' overall satisfaction with the University's social environment through the EBI, the SSI [Attachment 26] and the NSSE [Attachment 27]. (CFR 2.10) Fairly large percentages of students report in a consistent fashion that they felt a sense of belonging at the University. For example, in the 2007 SSI, 70% of the women reported feeling a sense of belonging at USF compared with 69% of the men. The comparable figures for 2008 are 69% of the women and 68% of the men. When analyzed in terms of ethnicity, 67% of students of color in 2007 reported being satisfied compared with 70% of White students (71% of ethnic minority students and 67% of Whites in 2008) [Attachment 26]. Data from NSSE show that our

**89.** Chatman, S. (2008). *Does Diversity Matter in the Education Process?* Research & Occasional Paper Series: CSHE.5.08, Center for Studies in Higher Education, University of California, Berkeley. And Sidanius, J., et al. (2008). The diversity challenge. NY: Russell Sage Foundation.

**90.** In this section we address social and behavioral dimensions of institutional climate as characterized in the well known model first proposed by Aida Hurtado and colleagues (1998). Hurtado's (2008) other components of institutional climate include structural or compositional diversity and institutional history (addressed above) as well as the curriculum, policies and resources. As such, the text in this section of the EER reflects the 2008 perspective presented by Hurtado and colleagues of the multicomponent nature of climate as it attempts to review the evidence USF has collected to analyze its institutional climate. (Hurtado, S., Griffin, K.A., Arellano, L., & Cuellar, M. (2008). Assessing the value of climate assessment: Progress and future directions. *Journal of Diversity in Higher Education*, 1, 204-221.

students feel that they have a positive, friendly relationship with other students, and this is true of White students (65% of first-year and 78% of seniors in 2008) as well of ethnic minority students (73% of first-year and 77% of seniors in 2008). These patterns of results have been fairly consistent across the five years in which we have used the NSSE [Attachment 27].

In terms of the existence and impact of a supportive, diverse learning community, we have seen no major differences in responses by gender, academic class, college/school, or ethnicity [Attachment 26]. (CFR 2.10) For example, in 2008, 78% of women and 76% of men indicated satisfaction with the University's welcoming environment, and with the fact that they sensed the institution's concern for students as individuals (76% for both men and women). There are no differences in 2008 in terms of ethnic minority students (76%) and White students (78%) feeling welcomed although ethnic minority students reported in lower percentages (72%) than Whites (80%) that USF shows concern for students as individuals.[91] The same percentage of men and women (76%) feel that the University shows

concern for its students as individuals.

Responses to the SSI in 2008 show that White students (85%) and students of color (80%) expressed fairly high levels of satisfaction with the University's commitment to racial harmony. Those figures are similar to the 2007 data for White students (83%) and slightly lower (85%) for students of color [Attachment 26]. Likewise, freshmen living in our residence halls report in the EBI for 2008 that this experience has enhanced their ability to respect diverse others, and these effects are found among ethnic minority students (84%) as well as among Whites (81%) and are similar to those found in 2007 (84% and 83%, respectively). Sophomores also report the same effects (for example, 80% of ethnic minority students and 82% of Whites in 2008 and 75% and 81% respectively in 2007).

As suggested by the research literature on the effects of diversity in higher education,[92] we have analyzed and reported data in this and other sections of the EER Self-Study, disaggregating by gender and ethnicity. As an institution, USF strives to achieve its Core Values[93] and to

**91.** Scholars (see Hurtado, 2008) have shown that structural diversity should serve as a catalyst to promote a hospitable campus environment and for increasing intergroup interactions.

**92.** For example, Hurtado and colleagues, 2008 (see above)

**93.** "The full, integral development of each person and all persons, with the belief that no individual or group may rightfully prosper at the expense of others" and "a culture of service that respects and promotes the dignity of every person."

support the development of all its students, faculty, and staff. As such, we continue to further diversify our student body and the faculty and staff, to diversify the curriculum, and to provide a fair, supportive and unbiased learning and working environment. We believe that a respectful and diverse environment is beneficial to all students and is a requirement for the effectiveness of our students as they embark on the task of changing the world.

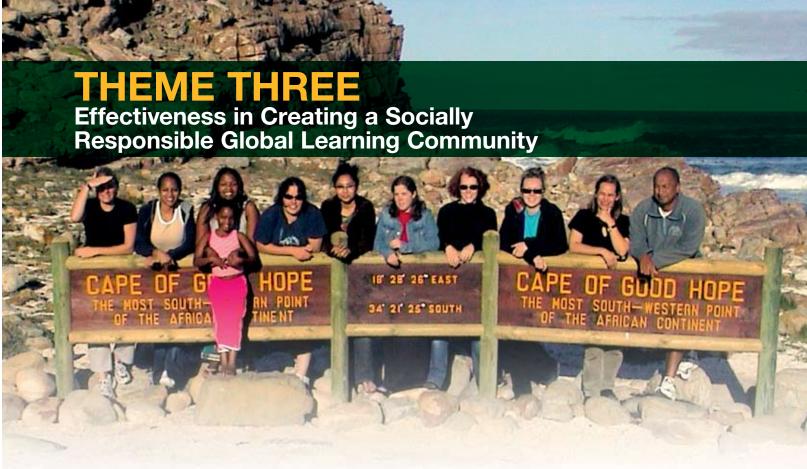## Impact of Co-Curriculum Diversity on Students

Students' reflections and feedback have consistently shown that our students value not just the University's structural diversity but also the curricular and co-curricular efforts in that respect. Also frequently mentioned by our students is how these various components of our diverse learning community have changed their knowledge as well as their attitudes and values, providing them with the skills required to have a positive impact on the diverse world in which we live and to which they will contribute [Attachment 23].

USF's Division of University Life has embarked on a project to develop student and staff cultural competency,[94] and toward that end has established a Council on Equity and Inclusion to identify exemplary practices and engage students and staff. (CFR 2.11) The Council was charged with identifying a baseline of experiences on the part of students' first year, implementing a training program for students ("Allies Program"), and planning a professional development series for staff. The assessment of its effectiveness is incomplete at this point in part because the project is in its infancy and has thus far served very small numbers of students.

## Impact on Alumni

Results from the alumni survey conducted in spring 2007 show that 92% believed that USF prepared them to work in a multicultural environment and to appreciate differences between people (94%). Similarly, large numbers of alumni felt that USF prepared them to relate positively to a diverse world in terms of race/ethnicity (94%), religion (91%), sexual orientation (87%), political beliefs/values (89%), or socio-economic background (90%). Importantly, 88% of our alumni reported that their experiences at USF helped them to personally and/or professionally advocate for diversity.

The feedback provided by our alumni in the 2007 survey suggests that the presence of a diverse student body and exposure to a diverse curriculum helped our former students acquire the knowledge, skills and attitudes necessary to function in a multicultural environment, to feel comfortable interacting with diverse individuals and, as our *Mission* states, to be men and women for others. (CFR 2.10) Our discussion of Theme Three further addresses diversity and shows examples of our effectiveness in reaching the Jesuit ideal of "educating men and women for others."

# THEME THREE
## Effectiveness in Creating a Socially Responsible Global Learning Community



Our Jesuit Catholic heritage [Attachment 1] and our *Mission* statement[95] are the basis for our commitment to creating a socially responsible global learning community that positively influences students, faculty, staff, and alumni. While social responsibility[96] and global perspectives are usually considered separate goals in higher education, at USF we regard them as interrelated. Indeed, as a Jesuit Catholic university, we believe in the need to dedicate ourselves to educating and empowering our students to be socially responsible leaders who will make a difference and who will distinguish themselves by their sensitivity to others and their motivation to change the world for the better. (CFR 2.2)

Our concern for global social responsibility has been an integral part of our history. USF was a pioneer in creating community-based learning opportunities when in 1963 we developed the Student Western Addition Project (SWAP) dedicated to providing health care and assistance, tutoring and neighborhood services. From three community projects, SWAP grew to 11 projects by 1964 and five years later more than 250 USF students were involved. Over 25 years ago, the

Psychology Department, began a pioneering project placing undergraduate psychology students in community agencies. One of the first such projects in the nation, the Psychology Practicum has now grown to place students not just in community clinics but also in industry, government agencies and nonprofit institutions. Another groundbreaking initiative of ours is the USF Street Law Program that began in 1976 in order to provide legal assistance to those unable to afford it and to educate underserved youth about the legal system. Furthermore, students in the School of Nursing provide over 100,000 hours of free enhanced health care every year to area residents and Education students collaborate with Catholic schools in San Francisco's Latino neighborhoods through the "Mission Alliance."

In the 21st century we continue to endeavor to create a socially responsible learning environment where faculty, students, staff and alumni are involved. We strive to empower communities and contribute to the development of an institution that lives and learns within and for all of society[97] and shares responsibility and concern for the common good. Our understanding of social responsibility, therefore, avoids

**94.** Cultural Competence is defined by the Division as "the process by which individuals and systems increase their awareness, knowledge, and skills to cultivate meaningful relationships with others who are similar to and different from them."

**95.** USF is characterized in our *Mission* as a "premier Jesuit Catholic, urban university with a global perspective that educates leaders who will fashion a more humane and just world."

**96.** Often considered at USF as those behaviors and attitudes that promote the common good emphasizing the option for the poor and educating for justice and the promotion of faith—a "meaningful way to learn."

**97.** Following the tenets espoused by former Superior General of the Jesuits that students "must let the gritty reality of this world into their lives, so they can learn to feel it, think about it critically, respond to its suffering and engage it constructively. They should learn to perceive, think, judge, choose and act for the rights of others, especially the disadvantaged and the oppressed."—*Peter-Hans Kolvenbach, S.J.*

creating strategies that produce in the recipient a sense of helpless gratitude. Our approach approximates the definition adopted by our sister Jesuit universities in Latin America[98] that emphasizes the essential role played by teaching, research and service or outreach to empower others. As such, faculty conducting research in the natural sciences contribute to our commitment to the creation of a socially responsible learning community as much as social scientists exploring addictions and racism, or the philosophers who write on ethics or civic engagement. Likewise, students experience a socially responsible education when learning about ethics by reading Aristotle or Liberation theologians, and we find evidence of our educational effectiveness when they analyze water quality in the San Francisco Bay, teach basic legal principles to underprivileged youth in the barrio, model appropriate maternal care to Guatemalan midwives, tutor inner city elementary school students with learning disabilities, or document the University's carbon footprint.

Our discussion below highlights two basic components in our efforts to provide students with a socially responsible global learning environment: (a) the curriculum; and, (b) the co-curriculum (both academic as well as non-academic). First we present an overview of our current activities in each area

followed by a summary of evidence[99] on their effect on students and alumni. Attachment 28 includes a sampling of USF activities with a socially responsible global perspective. (CFR 2.2)

## Current Status

That our students are aware of our *Mission* and the distinctive socially responsible global education we offer is demonstrated by their reactions to curricular and co-curricular activities. Large percentages of graduating students indicate that USF has had a beneficial impact on their lives not just in terms of the knowledge and skills they have acquired but in terms of their worldview and self-understanding. In 2008, for example, more than 77% of graduating undergraduate students reported that their sense of social justice improved as a result of their USF experiences, a result that is higher than that of 2002 (64%) and slightly lower than in May 2009 (79%) [Attachment 29]. These perceptions have led to actions such as choice of careers, decisions to work for non-profit organizations and commitment to volunteer services. (CFR 2.2)

Our efforts at providing an excellent socially responsible global perspective for our students have also been recognized by external organizations. In 2006, USF was named by the Carnegie Foundation for the Advancement of Teaching as one of 76 community engaged colleges and universities in the nation. In awarding the classification, the Carnegie Foundation stated that USF's community engagement programs were "exemplary" and that the university demonstrated an "excellent alignment between mission, culture, leadership, resources, and practices that support dynamic and noteworthy community engagement." USF was also selected in 2006, 2007 and in 2008 for inclusion on the Corporation for National and Community Service President's Higher Education Community Service Honor Roll with Distinction.[100] In addition, for three years in a row (2006 through 2008), the *Washington Monthly* described USF as one of the top 95 universities nationwide that distinguish themselves for being an engine of social mobility, supporting

research, and promoting an ethic of service. Only four other Jesuit universities are ranked higher than USF in the 2008 *Washington Monthly* ratings (Georgetown, Marquette, Fordham, and Loyola Chicago). (CFRs 2.7, 4.8)

As a further indication of how well the University fulfills its *Mission*, we can point to how our students evaluate their experiences at the University. In addition to our GSS results mentioned above, responses to the NSSE in 2008 show that 71% of seniors and 64% of first-year students reported that USF helped them develop a personal code of values and ethics. These results are similar to the reactions of students at other Jesuit universities (72% and 69%, respectively) and much higher than for the whole NSSE sample. Furthermore, 72% of 2008 seniors and 64% of first-year students felt that their experiences at USF helped them gain the skills necessary to contribute to the welfare of their communities. Although these results are similar to those at other Jesuit universities (66% and 65%, respectively) they are again much higher than for the whole NSSE sample (47% and 48%, respectively). (CFR 2.2) These results have been fairly consistent across multiple years [Attachment 30], demonstrating that from our students' perspective, USF is achieving its *Mission* of educating the whole person and training women and men who show concern for others.

### The Curriculum

USF has chosen to integrate social responsibility and global perspectives into the overall curriculum rather than just as an isolated addendum to the course-based learning experiences. Supporting these academic and scholarly strategies are opportunities for students to engage in their development through their major or minor; service learning; second-language learning; study abroad; field experiences (including internships); and international programs. In integrating students into the community, we are not dependant solely on service learning but take advantage of field work, internships, clinical experiences and other off-campus activities as we prepare students to make a difference and to contribute to our city. We are proud of the extent of our students' involvement in community engagement. For example, during spring 2009, a total of 1,284 undergraduates (27% of all undergraduates) were enrolled in 104 course sections that involved community engagement. The University's efforts in service to the community were recognized when USF received a special recognition in 2007 from the St. Anthony's Foundation (one of the most successful and well-respected non-profit community agencies in San Francisco) for our 20 years of collaboration.[101]

---

**101.** www.stanthonysf.org/home.html



---

**98.** Social responsibility is "the ability and effectiveness of the university to respond to the needs for change in the society in which it is immersed, through its essential functions of teaching, research and service or outreach. These functions should be supported by the search for the promotion of justice, solidarity and social equity, through the building of successful approaches to answer the challenges involved in promoting sustainable human development." (AUSJAL, 2008)

**99.** In evaluating our effectiveness we have relied on quantitative as well as qualitative evidence including surveys, students' reflections, student products, indicators of involvement and participation and other approaches as suggested by Caryn Musil (2006) in *Assessing Global Learning*. Washington, D.C.: AAC&U.

**100.** Other than USF, only 18 universities in the country have made the list all three years and of those 18, only one is another Jesuit university (Georgetown) and only two others are in California (Stanford and Azusa Pacific). See www.usfca.edu/usfnews/news_stories/Honor_Roll.html

## The Core Curriculum

As previously mentioned, USF's Core Curriculum requires undergraduates to complete 44 units across six topical areas. (CFR 2.2) Overall, the Core Curriculum is designed to provide a general liberal education within the context of the Jesuit Catholic tradition: educating the whole person, communicating clearly and thinking critically (eloquencia perfecta), promoting justice, fostering leadership in service ("men and women for others"), and always striving for improvement (*magis*). [Attachment 1] USF's Core Curriculum also has an international dimension, which asks students to "understand and value cultural and ethnic differences in a multicultural society and globalizing world."[102]

## Undergraduate Majors and Minors

USF currently offers seven undergraduate majors with an international emphasis (International Studies, International Business, Asian Studies, Latin American Studies, French, Japanese, and Spanish). Undergraduates at USF also can pursue one or more of the minors that emphasize a specific area of the world (Africa, Asia-Pacific, China, Europe, Latin America, Middle East, or the Philippines). In addition, certain majors (e.g., History, International Studies, Politics, and Theology and Religious Studies) offer a variety of concentrations with a global perspective (e.g., African History, Global Politics, and World Religions and Spiritualities). Interest in these programs is quite high. For example, the newest program (Bachelor's in International Studies) is currently one of the most popular (176 majors in fall 2008 from 17 majors in fall 2004 when it began). Likewise, the area minors have attracted significant interest on the part of our students. The Philippines Studies Minor (one of only a handful in the country), grew from one course to a complement of 13 courses currently offered —growth that occurred in less than a decade. The existence of these programs and of a significant number of faculty with international expertise and experience has had a positive impact on the curriculum. Overall, we offer well over 150 courses with a significant global perspective in their content. (CFR 2.2)

## Graduate Programs

The University offers a number of graduate programs that have international emphases including masters in International and Development Economics (IDEC), in International Studies, and in Asia Pacific Studies; an MBA with a concentration on International Business; Master's and Doctoral degrees in International and Multicultural Education as well as LLM degrees for non-U.S. lawyers. (CFR 2.2) Some academic graduate programs also include international experiences. For example, the IDEC program requires students to conduct their thesis research outside the United States; the M.S. in Sport Management offers its students the opportunity to study the role of sports in Korean community development; and the School of Business and Management has begun an innovative tri-country Master's in Global Entrepreneurship and Management where students spend a third of the program in Barcelona followed by a semester in Taipei and a semester in San Francisco. These programs are especially attractive to our students, and enrollments have grown rapidly.[103]



## Second Language Learning

The University offers instruction in 13 languages (Arabic, Chinese, French, German, Greek, Hebrew, Italian, Japanese, Latin, Portuguese, Russian, Spanish, and Tagalog). Undergraduate students in the College of Arts and Sciences are required to achieve as a minimum a second-course proficiency level in a language (by taking courses or testing out). This requirement is not present in the other undergraduate programs except for International Business.

## Community Engagement and Service Learning

USF requires all undergraduates to participate in at least one service learning (SL) course.[104] Through these courses, students are challenged to expand their knowledge and experiences by connecting theory to practice, enhancing critical thinking abilities and ethical reasoning, developing leadership and conflict resolution skills, and acquiring a nuanced sense of civic responsibility. (CFR 2.3) Our students develop these skills in service learning courses by building the structures they have designed, performing the plays they have authored, solving the problems faced by small family businesses, publishing the works they have written, and practicing what they have learned through a number of service and problem-solving opportunities outside the classroom. Indeed, graduate and undergraduate students are involved in community activities that are related to their coursework or professional training including nurses in clinical rotations in over 100 in-patient and community facilities, law students working in community law services, counseling psychology students working with Latino families, education students tutoring elementary school children, and politics students working with government officials.

Service Learning courses are offered in a large number of departments and programs, and they typically require a service experience and personal but structured reflection on the experience in addition to classroom work. Overall, 55 courses with the SL designation were offered in fall 2008 and 104 in spring 2009 in departments/ programs as varied as Architecture and Community Design, Business Administration, Chemistry, Exercise and Sport Science, Environmental Science, History, Media Studies, Nursing, Performing Arts and Social Justice, Politics, and Psychology. Enrollment in these courses is generally quite large. For example, 820 students were enrolled in service learning courses in fall 2008 and 1,284 in spring 2009.

## Study Abroad and International Programs

USF offers its students a number of opportunities to learn beyond our national borders. (CFR 2.2) The University offers semester-long study abroad opportunities,[105] short-term international academic programs (during January intersession and in summer), and international service learning coursework. In addition, a number of not-for-credit volunteer immersion programs are offered through our living-learning communities or the Office of University Ministry. These immersion programs are designed to help students engage diverse cultures and become sensitized to the needs of the poor and marginalized. Our programs embody the pedagogy suggested by the previous Father General of the Jesuits, who spoke of experiential learning as an essential part of the process of educating for justice.[106] Our Philippines program has been recognized as a model of cultural and social engagement by the Association of Jesuit Universities and Colleges.[107]

Generally, we favor study abroad programs that are offered by Jesuit or other Catholic universities in developing societies. Acknowledging the interests of some students to study in industrialized countries, we endeavor to offer USF-sponsored programs that have a strong social justice component being taught at other Catholic universities such as St. Mary's in London, Sacro Cuore in Milan, and Notre Dame in Australia. For example, the program in Budapest at Pázmany Péter Katolikus Egyetem includes a course on ethnicities and discrimination, and students interact with members of the Roma (gypsy) minority community. Of our 42 USF-sponsored study abroad programs, 28 are at Catholic universities. Furthermore, 39% of our study abroad students in AY08-09 studied in a developing country.

During AY 2007–2008, 357 USF students earned academic credits in study abroad programs coordinated through the Center for Global Education. An additional 177 USF students participated in non-credit volunteer, internship, or service learning international programs, for a total of 534 students. These numbers of students earning academic credit increased during AY 2008-2009, with 432 students participating in a for-credit international experience. Compared to other Jesuit universities, USF ranked 12th in the percentage of students it sent to study abroad programs in AY06-07.[108]

---

**102.** Core Curriculum goals and learning outcomes can be found at: www.usfca.edu/acadserv/catalog/ and mapping of the Core Curriculum within the context of the University's *Mission* and learning goals is available at: www.usfca.edu/assessment/USF%20Academic%20Program%20Assessment%20Plans.html

**103.** For example, IDEC currently enrolls over 50 students from a variety of countries, up from just five students in 2002.

**104.** Service learning goals/outcomes are available at: www.usfca.edu/acadserv/catalog/core_sl.html

**105.** www.usfca.edu/studyabroad

**106.** "When the heart is touched by direct experience, the mind may be challenged to change. Personal involvement with innocent suffering, with the injustice others suffer, is the catalyst for solidarity, which then gives rise to intellectual inquiry and moral reflection." Peter-Hans Kolvenbach, S.J. (2000)

**107.** www.ajcunet.edu/Education-for-a-Globalized-World

**108.** Latest available data, Open Doors 2008: Report on International Education Exchange

## International Students

USF enjoys the presence of a sizeable number of international students on our campus.[109] (CFR 1.5) Their presence and the resulting exchange of experiences and perspectives enhance the academic environment of both domestic and international students. At the same time, through the presence of international students, we are able to contribute to a value-based education for future world leaders. Approximately 9% of our current student body is made up of international students and on average, we welcome approximately 35 exchange scholars every semester (mostly from Jesuit or other Catholic universities). We began hosting a large number of international students in the 1970s, and their percentage grew as high as 26% in 1980. Currently, USF ranks 24th among national universities in terms of the percentage of international students.[110] Our plans call for a measured increase in the number of international students in the next few years, emphasizing regional diversity and maintaining high academic standards. We have a well-developed support system[111] for these students, including a large number of faculty with substantial international experience.

## The Faculty

Central to the development of a socially responsible global perspective are the contributions made by the faculty in curriculum development, scholarly activities, and community involvement. (CFR 3.2) USF faculty is involved in a number of research projects and activities that advance their scholarly fields and have important implications for the welfare of the community. Of particular importance is the fact that many of these activities involve significant student participation. A sampling of such activities include the analysis of migration support systems,[112] and the development of programs to help ethnic minority communities improve their health by controlling diabetes, or stopping cigarette smoking.

**109.** N= 709 in fall 2008 and N=782 in spring 2009

**110.** *U.S. News & World Report* 2009 ratings for Best Colleges: Most International Students

**111.** www.usfca.edu/isss/ and www.usfca.edu/esl

**112.** www.usfca.edu/lanecenter/newsletters.html

## Effectiveness

### Impact on Students

Our ability to document the impact of the curriculum in supporting a socially responsible global learning community is based on the actions of our students as well as on their reflections and feedback. As a whole, it is common for our students to feel that the overall USF experience has influenced the way they view the world and their role in making it better for generations to come. A typical reaction can be seen in a student's reactions in the GSS who felt that "…the working world needs students like the ones who come from USF. Here we are educated to have minds and hearts to change the world. USF has given that to me. They have done their job, and now it's my turn to do mine…", or another student who said, "My education here has helped wake my heart up to the needs of this world and the role I have in changing it." The sections below provide a number of examples of how the curriculum has affected students' involvement and commitment to a socially responsible global environment.

### Community-Based Learning

Overall, large numbers of USF students participate in community-based learning activities either in service learning courses, internships, or field experiences. (CFR 2.3) NSSE data for the last five years show that the percentage of USF seniors reporting participation in community-based projects as part of their curriculum has markedly increased. For example, in 2004 only 32% of seniors reported participating in community-based activities but the number increased to 43% in 2008. By contrast, these experiences are reported by a much lower percentage of first-year USF students (21% in 2008). While this percentage is similar to that of first-year students at other Jesuit universities, it is disappointing given our emphasis on learning from the community and contributing to its improvement [Attachment 30]. An important aspect of these data is that there are no differences across gender or across ethnic groups. (CFR 2.2)

Student reactions to their community involvement and their service learning experiences are generally very positive and they are often characterized as "one of the greatest lessons," and an opportunity to decide "what to do with my career and how to live my life."[113] A unique example

**113.** Student comments and reactions after a service learning experience can be found at: www.usfca.edu/osl/testimonials.html

of curricular activities that support the development of a socially responsible global perspective is the Architecture and Urban Design program, in which students spend one or two semesters designing structures (libraries, homes, or community centers) that are culturally appropriate and responsive to the needs of the community. After designing the structures, the students then spend part of the summer helping to build them.[114] This program began three years ago and our students have designed and built a library for orphan children in Zambia and homes in Mexico and Nicaragua.[115] Students' reactions to the experience indicate that they have not only achieved the learning outcomes for the course but have also learned about the practical issues related to architectural design. Another excellent example of our ability to integrate classroom learning with socially responsible engagement is the experience of our students creating and developing the *Not For Sale* Campaign [Attachment 31],[116] an international movement to end human trafficking and modern slavery.

### Second Language Learning

As mentioned above, USF offers instruction in a large number of languages and many, but not all, undergraduate majors require the acquisition of at least basic proficiencies in a second language. (CFR 2.2) For example, 48% of 2008 USF seniors indicated on the NSSE having learned a foreign language, compared to 57% of seniors at other Jesuit universities. At the same time, it is important to acknowledge that approximately 20% of our students speak a language other than English at home. This factor may account, at least partially, for the lower percentage of USF seniors who indicated on the NSSE that they acquired an additional language.

Recently, the University has developed two innovative programs that support students' learning in Spanish by using socially relevant texts while involving them with the community. These programs are held in Puebla, Mexico and in Bilbao, Spain and instead of using traditional language textbooks, students use literature or products of popular culture dealing with social issues (e.g., women's rights, immigration, or ethnicity) to learn and improve vocabulary and grammar. Students' reactions to these programs have been very positive, and many summarize them as "a fantastic challenge of your own ability, work ethic," "a wonderful experience," and as a way to "see a culture and a people whose beauty you never knew existed." Data from the two previous summers, for example, show that these programs receive very high ratings from students in terms of their personal growth, increasing their ability to work with others, providing them with a global perspective, enabling them to appreciate diversity, and delivering many other positive outcomes [Attachment 32]. In addition, the University offers an ESL program for international students that aims to provide them with the necessary linguistic skills to succeed at a U.S. university and during interactions with English-speaking individuals.[117]

**114.** www.usfca.edu/usfmagazine/fall07/f3_blueprint_1.html and also the Additional Evidence DVD

**115.** www.usfca.edu/artsci/ug/visual_arts/arcd_gallery.html

**116.** www.notforsalecampaign.org/

**117.** A sample of the success of the program can be seen in student videos produced at the end of their program www.usfca.edu/esl/student_web.html

### Semester-Long Study Abroad

Data from NSSE show that approximately 23% of the senior class of 2008 indicated that they had studied abroad, a percentage that is similar to that of other Jesuit universities (25%) but higher than for the whole NSSE sample (15%). While this level of participation is satisfactory, we are developing strategies to increase it based on student feedback by adding sites, facilitating the application process and lowering costs through initiatives such as travel and tuition grants. (CFR 2.2)

For a number of years USF has been surveying students returning from study abroad regarding the quality of their experience and their reactions to spending time abroad. (CFR 2.2) The results of those reflections, answers to surveys as well as debriefing sessions with staff, have helped us document the significant impact of those programs [Attachment 33] and have also provided us with information on how to improve our international offerings. For example, student feedback about programs offered by other institutions in Madrid and in London led us to stop recommending them as USF-sponsored programs. Overall, we have found that experiences abroad have helped our students develop academically, personally and professionally by providing them with new and more complex perspectives the human experience. Personal changes mentioned by our students range from becoming less of a consumer, to becoming more tolerant of differences.

Beginning in fall 2007, we began using a new instrument to survey students in semester-long study abroad programs. (CFR 2.2) This survey includes feedback regarding students' overall experiences, reflections on the personal changes the experience has produced, and how the study abroad experience helped them achieve the University's learning outcomes [Attachment 34]. Overall, we found that students participating in semester-long study abroad programs are satisfied with the experience (87% in AY 07-08 and 91% in fall 2008), and that they feel that it helped them not only to learn about the country or countries they visited, but also to produce major personal changes. For example, our students indicate that studying abroad has helped them to learn to be more understanding of others' beliefs, to relate to people who are different from themselves, to better appreciate the needs of others, to become aware of international issues, and to learn to work effectively in a multicultural world [Attachment 34]. While these outcomes were fairly similar
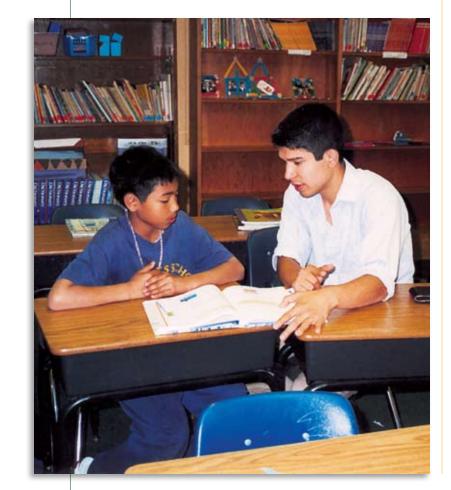
for men and women, we found that ethnic minority students differed from White students in their achievement of certain outcomes. For example, minority students indicated in larger percentages than White students that their study abroad experience taught them to become more understanding of others, develop a new sense of life's purpose, and appreciate the richness of other cultures. In addition, ethnic minority students were more likely than White students to feel that their study abroad experience helped them learn more about themselves, improve their leadership skills, develop their value system, gain more personal independence, and make new friends [Attachment 34].

An analysis of our NSSE data shows that our senior students who have studied abroad differed from those who did not in a number of areas [Attachment 35]. For example, seniors who studied abroad were more likely to indicate that when back in the United States, they worked outside of class with other students in a collaborative fashion (an important component of active learning and an approach common in universities outside the US). Furthermore, they were more likely to integrate ideas and concepts from different classes, participate in service learning during their senior year, to engage diverse others in serious conversations, and to participate more actively in co-curricular activities.

### Short-Term Study Abroad

During the past decade, students participating in the university's short-term study abroad programs have consistently been asked to reflect on their overseas experiences. In general, we have found that the majority agreed that the experience helped them to "appreciate the needs of others," "appreciate differences among people," "develop a new sense of purpose," and "understand the interdependence of contemporary societies." In addition, we have used the results of surveys and student feedback to improve the design and quality of the programs. (CFR 2.2) For example, our South Africa program was modified to eliminate the amount of inter-city travel and its overall length, after students consistently expressed dissatisfaction with those components and indicated their interest in staying longer in one location and being able to engage community members more deeply. Overall, we find that our short-term international programs have a significant effect on our students, in many cases serving as a prelude to participation in semester-long study abroad programs. Likewise, we find that these short-term experiences change students' lives and serve as catalysts for continued intellectual growth and community involvement.

One project that exemplifies the impact that curricular activities have on our students is the Guatemala clinical program offered by the School of Nursing. The goals of the project are to train local midwives to help reduce infant mortality rates and to develop interventions that decrease preventable infant deaths; to increase the cultural competence of nursing students and faculty through an immersion program; and to help prepare nurses to understand health issues in the context of a growing global community. During the summer and intersession of 2008, for example, USF nursing faculty and students provided prenatal care to 146 families. Students feel that this program has improved their professional skills while also helping them to grow personally. In particular, students emphasize that they learn the importance of family support, the significance of spirituality in a person's life, the complexity of alleviating poverty, and the need for them, as future health professionals, to be attentive to a variety of communication cues including nonverbal messages.

## Impact of the Co-Curriculum

The University offers a number of co-curricular opportunities for students to develop a socially responsible global perspective. Some of these opportunities are tied to academic offerings or are sponsored by one of the colleges or schools. Others are non-academic in nature and are offered by a number of service units, including University Ministry, Academic and Enrollment Services, and the Division of University Life [Attachment 28].

USF offers its students a wide variety of opportunities to learn about the world by living and serving in diverse contexts. (CFR 2.2) These include law internships in El Salvador, the Dominican Republic, India and Spain; training teachers in Belize and Peru or midwives in Guatemala; and visiting businesses in Korea, Finland, Chile, Mexico, Guatemala, Argentina, Turkey, and China. In addition, we can find USF students in Durban, South Africa or Lima, Peru working with street children; in Zambia building a library for orphans that the students themselves designed during the previous academic year; in Thailand and Cambodia studying human trafficking[118]; in Tijuana, Mexico, experiencing the realities of migration and border cultures; in Manila, Philippines, building homes and working with street children alongside Filipino college students; in El Mozote, El Salvador, helping rebuild a community devastated by a massacre during the civil war; in Bosnia-Herzegovina witnessing and exploring the consequences of ethnic/religious conflict; in Puebla, Mexico, supporting community development programs for women left behind as sole breadwinners because of male migration to the Washington; or in Tacna, Peru, helping schools bridge the digital divide and improve educational quality.[119]

The University also organizes short-term immersion trips to developing societies for trustees, faculty, and staff that are designed to help them share the experiences of our students when they travel abroad.[120] The Leadership Team has had extended stays in Tijuana, Managua, and San Salvador and trustees and faculty have participated in immersion programs in San Salvador to better understand our students' experiences

118. See www.jesuitscalifornia.org/NETCOMMUNITY/Document.Doc?id=219

119. www.cs.usfca.edu/peru/index.shtml

120. The goal is to "…provide an opportunity for key partners of the University to experience first hand the transformational power that immersion experiences have for many of our students. These programs aim to expose and educate us to the realities of the global village and are sometimes the catalyst for students to rethink how and who they want to be in the world."—Stephen A. Privett, S.J. President

and the University's *Mission*.[121] USF also organizes an International Education Week every year[122] to enhance awareness of different cultures among our students, and it has co-sponsored for the last two years a meeting of returning study abroad students to identify personal and career options available as a result of their study abroad experience.

Moreover, the University strives to provide our students a number of local volunteer opportunities that enable them to better understand the social realities of our contemporary world and help them alleviate the pain and discomfort of those less served--- of the poor, the sick and the vulnerable. Volunteer opportunities are supported by the staff of University Ministry and work study opportunities are coordinated by the staff of the Learning Center. Examples include working in homeless shelters, delivering meals to the homebound, and tutoring elementary school children.[123] Data from AY 2007-2008 showed that approximately 3,500 USF students contributed over 217,000 hours to community service, evidence of how USF students are encouraged to give back to their community.[124] (CFR 2.3)



Another important indicator of students' involvement can be found in NSSE data for the last five years that show that USF seniors report in high percentages (73% in 2007 and 71% in 2008) having done community service or volunteer work, a percentage that is similar to that of seniors at other Jesuit universities (72% in both years) but higher than for the whole NSSE sample (59% in 2007 and 60% in 2008) [Attachment 30]. Unfortunately, these experiences are reported by a much lower percentage of first-year students answering the NSSE (27% in 2007 and 36% in 2008), and these percentages are lower than at other Jesuit universities (45% in 2007 and 51% in 2008). This is another area that the University is analyzing as a way to improve the co-curricular experiences of freshman students while promoting engagement with the city. (CFR 2.3)

USF offers its students the opportunity to develop leadership and community engagement skills through non-academic co-curricular strategies including participation in student clubs[125] and in organized personal development activities such as retreats[126] and workshops.[127] Evidence of their effectiveness can be found in the level of student engagement. For example, over 50 students per semester participate in the America Reads program tutoring elementary school children. Additionally, a substantial number of students tutor elementary school students with learning disabilities. Students participating in monthly reflection meetings on cultural and global diversity (International Network Program) indicate that these experiences make them feel more connected with other USF students and that the program expands their horizons and perspectives of different cultures. We also believe that the experience of living in a residence hall provides an opportunity to educate our students as socially responsible global individuals. As such, there are a number of programs and activities that are supported by our Office of Residence Life in cooperation with faculty and other support offices. For example, we have three learning

living communities that are relevant to this theme: one emphasizes cultural diversity[128] while the others explore international perspectives[129] and Latino and Latin American topics. (CFR 2.11)

Data from the EBI allows us to evaluate students' perceptions of residence hall experiences. For the last two years, satisfaction with social, educational, and cultural activities has been 65% for all students in AY06-07 and 64% in AY07-08. Similarly relatively low percentages of students show satisfaction with the quality of the programs (62% in AY06-07 and 61% in AY07-08). Nevertheless, large percentages of students report positive effects as a result of living on campus. For example, in the last two academic years, approximately 83% reported that living on campus helped them learn to live cooperatively and to respect other races/ethnicities. EBI data also showed that experiences in residence halls helped students develop leadership skills (87% in AY06-07 and 76% in AY07-08). Importantly, freshman students in general do not differ from sophomores in their ratings. (CFR 2.11)

Of particular importance in documenting the effect of co-curricular activities in developing a socially responsible global perspective for our students are their own reflections on the role these experiences have played in their intellectual and personal development.[130] Very frequently, we find the reaction that these experiences have changed students' lives and have helped re-direct their personal and professional goals and aspirations [Attachment 36]. (CFR 2.11)

Additional evidence of the impact these activities have on our students can be found in their responses to surveys. Indeed, our students report that USF emphasizes community involvement among our students. (CFR 2.3) For example, respondents to the NSSE indicate that USF emphasizes contributing to the welfare of students' communities, and this perception is reported by seniors (68% in 2007 and 72% in 2008) as well as first-year students (62% in 2007 and 64% in 2008). These results have been fairly consistent across five years [Attachment 30] and are similar to those of students at other Jesuit universities but much higher than for the whole NSSE sample.

The *Magis* Program, offered by the Division of University Life, is another example of a program that we offer our students to help them develop leadership skills and support them in their engagement with the community. This project aims to help students develop knowledge of themselves, others, and their community; and in doing so, they become leaders among their peers and later on as alumni. The program consists of a number of group activities (e.g., meetings, retreats) and involvement with staff mentors. Students who participate in this program value the learning that takes place (e.g., "It instructs you on how to lead. Not conventional leadership, but leading from the heart," "My definition of leadership has changed by expanding into including a common purpose, having passion for your cause, and a vision or mission statement to consistently remind you why you are doing what you are doing," and "It lets you choose the path you want to take and it grows your talents"). An evaluation of fall 2008 participants in the program showed that students report growth in confidence, in self-esteem, and in their ability to reflect; greater focus on personal and community responsibilities and an increase in perceived self-efficacy; and openness to new approaches.

### Impact on Alumni

We are able to measure the impact of a USF education in creating individuals with a socially responsible global perspective through responses to surveys and by analyzing what our alumni are currently doing and how they reflect on their USF experiences.[131] (CFR 2.2)

A number of our alumni have gone on to lead exemplary lives in the service of others. Attachment 37 lists examples of alumni who have become involved in applying the learning they experienced at USF for the benefit of society through service organizations or participation in government or in educational activities. We also know that USF ranks among the top 25 medium-size national universities in the number of graduates (N=303) who have become Peace Corps volunteers since its founding in 1961. Our alumni have been involved in activities sponsored by the Jesuit Volunteer Corps, the Fellowship of Reconciliation, the Red Cross, Habitat for Humanity, and other service organizations. Furthermore, 44% of the 848 alumni who participated in our 2007 survey were working in agencies that promote the

121. www.usfca.edu/usfmagazine/fall07/n2_poverty.html
122. www.usfca.edu/isss/iew.html
123. www.usfca.edu/universityministry/communityaction2.htm
124. As an example, see www.usfca.edu/usfmagazine/spring08/f3_schools_1.html
125. www.usfca.edu/sle/clubs/index.html
126. www.usfca.edu/universityministry/retreats.htm
127. www.usfca.edu/sle/leadership/magis/index.html
128. The Martín-Baró Scholars Program is dedicated to promoting intercultural understanding and social engagement among freshman. Students who participate in this living-learning community exhibit higher retention rates and better grades than their peers.
129. www.usfca.edu/isss/glc.html
130. See Additional Evidence DVD disk
131. A sample of alumni engaged in socially responsible actions can be found at www.usfca.edu/usfmagazine/spring08/f2_newactivist_1.html

common good such as hospitals, non-profit organizations, and schools. Among USF's living alumni, there are more than 4,000 teachers, 1,500 educational administrators, 180 judges,[132] 470 government officials, 1,000 health care providers, 500 physicians and dentists, and almost 2,000 nurses. (CFR 2.6, 2.11)

Results of the 2007 alumni survey show that they felt USF taught them the skills necessary to meet a number of aspects of our *Mission*, including participating in activities to assist the underserved and marginalized (83%), appreciating the needs of others (93%), acting ethically in their professions (96%), contributing positively to society (95%), and following the Jesuit ideal of being "a person for others" (91%) [Attachment 38]. The survey also showed that large percentages of alumni felt USF prepared them to become more aware of international issues (80%). Moreover, there is little variation across colleges/schools, indicating that the *Mission* of the University is being implemented in the arts, the humanities, the social and natural sciences, and the professional schools. (CFR 4.8)

---

**132.** Serving society in venues as different as the state's Supreme Court, Superior and District courts, municipal courts, and military courts

# CONCLUDING COMMENTS

Much has happened at USF since 1855, when a visionary Jesuit priest opened the one room school to serve and educate what was rapidly becoming an important city in the Western United States. What remains constant is our commitment to excellence in the education we provide those individuals who will serve our city, our country, and the world. As we strive to "educate minds and hearts to change the world," USF has evolved in its academic offerings, has grown in its size, has enlisted the support of a distinguished faculty and dedicated staff, and has welcomed a diverse and intellectually curious student body. In the 21st century we find a university pursuing a clear and challenging mission and a learning community dedicated to searching for the *Magis*, the more.

In carrying out our *Mission*, USF acknowledges that the world is increasingly interdependent and that actions or events in one part of the world have a direct or indirect effect elsewhere. We are, therefore, dedicated to delivering excellent graduate and undergraduate academic programs and co-curricular activities that challenge students to engage the world in which they live and to which they must contribute. Excellence in education at USF goes beyond quality academic programs that match the scholarly achievements of other institutions; at USF, excellence in education includes striving to acquire a socially responsible perspective by learning from and in the city of San Francisco, the nation, and the world. USF goes beyond simply providing information and imparting skills. True to its *Mission*, the University actively engages students in learning to act responsibly in an interdependent global environment. In this fashion we hope our students will realize Mahatma Gandhi's hopes when he said, "I do not want my house to be walled in on all sides and my windows to be closed. Instead, I want the cultures of all lands to be blown about my house as freely as possible." Probably the most dramatic evidence of the effect USF has had on our students can be found when we consider what our alumni have done after graduating [Attachments 13 & 37]. We find our alumni delivering health care and legal services; directing NGOs at local and international levels; training and supporting priests and other religious leaders; overseeing the education of young and old; serving in legislatures; promoting environmental protection; pursuing scholarship; leading and working in corporations that provide employment, goods and services; directing performances; and contributing to making a difference by changing the world.

We are gratified by our students' perceptions of USF as an academically challenging institution (higher than other peer institutions –Attachment 6), and we view these perceptions as one of many indicators of academic excellence. At the same time, we are concerned with the decrease in overall student

satisfaction among first-year students (81% in 2008 and 89% in 2004-2006) and the consequent relatively low satisfaction of freshmen with services. We realize that we need to improve customer service, promote active learning among freshmen, increase the number of freshman seminars, and actively increase their level of community involvement. These are challenges that we face with dedication and enthusiasm as we continue to build a high quality learning environment.

We have achieved and maintained an important signpost in the representational diversity of our student body, and we are committed to continue growing the diversity of faculty, staff, and administrators. Achieving a more diverse university is important because such a learning environment affects not only how students interact with each other, but positively impacts their academic achievement and their ability to be leaders for and contributors to a multicultural world. Furthermore, we know that the benefits of diversity at a university accrue for Whites and for students of color, for men and for women, for the poor and for the rich. Our data as reviewed above show that we have been able to create a diverse learning environment that welcomes a diversity of opinions and experiences and furthers our students' learning. As we continue to enhance the quality of the education we provide, we must address the problem identified by some of the NSSE data whereby our freshmen students report in decreasing rates that they are able to interact with individuals who differ from themselves. These findings challenge us to develop new opportunities in the classroom and, more importantly, around campus and in the residence halls, where students can interact with each other and hold enriching exchanges.

We offer our students a number of opportunities to acquire a socially responsible, global perspective through activities that range from required service learning and international courses, to study abroad and volunteer opportunities to better the world they have inherited. We know that these experiences challenge students' self-image, help them enlarge their perspectives, and teach them different viewpoints and facts in a way that can not be achieved in the classroom alone. In general, our students are able to benefit from these experiences regardless of their academic program, gender, and socioeconomic status, but we realize that we need to increase the number of programs that we offer, build flexibility in the curriculum, and provide financial support and incentives to make it possible for all of our students to

experience realities that go beyond the confines of our own borders.

Nearly two decades ago, Ernest Boyer, the President of the Carnegie Foundation for the Advancement of Teaching, described what he called the "scholarship of engagement" as "scholarship that connects the rich resources of the university to our most pressing social, civic, and ethical problems." We maintain that the University of San Francisco has made that connection for decades, and that the nexus has never been stronger than it is today. We find evidence of that relationship in the awards our students receive, their presentations to professional organizations, their high passing rates in credentialing exams, the art they produce, and their actions to change the world. Indeed, from the Tenderloin of San Francisco to Cape Town, South Africa; from Tijuana, Mexico, to Phnom Penh, Cambodia; from San Quentin Prison in the San Francisco Bay, to San Lucas Toliman in Guatemala, USF students are fully engaged with local and international community partners to address pressing problems and to promote social justice in the Jesuit tradition. Our *Mission* statement reflects a legacy of educational excellence and a commitment to social justice in San Francisco that has existed for 154 years and Jesuit values that were proclaimed throughout the world for 469 years—a promise to use reason and faith, mind and heart, to create a better world now and in the future.

In the same way that we concluded our C&PR Self Study, we wish to end this self analysis by noting how USF has evolved toward becoming a better institution that reflects our heritage and strives to meet its *Mission*. We have much to show in terms of our capacity as an institution, but more importantly, we have much to show in terms of how we are already an effective educational institution. We continue to reaffirm our commitment to the search for the *Magis* as we strive to educate "leaders who will fashion a more humane and just world."

In this Addendum to the Self Study we address the three areas that WASC is requiring as additional components of the EER process: (1) Student Success; (2) Program Review; and, (3) Sustainability of Effectiveness Plans.

## Student Success

Improving student persistence has been a concern at the University for a number of years and an issue that we identified as important during our C&PR. We continue to study and reflect on the patterns of one- and two-year attrition as well as graduation rates disaggregating by gender, ethnicity, admission status, major, and other relevant variables. The specific results of our analyses with disaggregated attrition and graduation rates going back 12 years are summarized in Attachment 39.[1]

Since 1996, we find that one-year attrition rates[2] for first-time freshmen at USF had been gradually worsening until the last group of entering students (freshmen of 2007) who represented a marked improvement. The data of 12 years also show annual fluctuations that are difficult to explain. For example, one-year attrition rates (Freshman-to-Sophomore) among all first-time freshmen increased from 13.9 % for students beginning in 1996 to 17.6 % for students beginning in 2006, but decreased to 14.7% among 2007 freshmen. In nine of the past twelve years, first-time freshmen males had higher attrition rates than females. One-year attrition rates, disaggregated by ethnicity, have shown considerable annual variation over the past twelve years. The trend for all groups, however, has been toward greater first-year attrition except for 2002, 2003, 2004 and 2007 freshmen where important decreases in attrition have been identified. In nine of the past twelve years, White students had the highest first-year attrition rates among domestic students. Two-year attrition rates for entering freshmen typically range between 21% and 25% (entering freshmen who fail to return for their Junior year) and traditional-age transfer students show one-year attrition rates similar to those of entering freshmen. Among the 28 Jesuit Colleges and Universities, USF is in 19th place in first-year retention rates (for cohorts that began in 2006).

Beginning with the 1996 cohort, USF's six-year graduation rates for first-time freshmen[3] show an overall pattern of a

---

**1.** More detailed descriptions of attrition and graduation rates will be available in the Team's Resource Room and will also be available online at: www.usfca.edu/wasc

**2.** Attrition is defined as the percentage of students who fail to register by the Census Day of the following fall semester. One-year or first-year attrition refers to freshman students who fail to register by the Census Day of the fall semester of their second year at USF.

**3.** Six-year graduation rate is a common comparative standard that measures the percentage of entering freshmen who had graduated by the sixth year after entering as freshmen students.

slight decrease in the percentage of freshmen graduating from USF in six years, although there are important variations across groups. For all first-time freshmen, six-year graduation rates are very similar for the 1996 entering cohort (66.9%) and the cohort that entered in 2002 (66.4%). Female graduation rates declined less than one percentage point between 1996 and 2001 but showed a marked decrease among the members of the 2002 cohort (66.4%). For males, six-year graduation rates slipped from 63.7 % for the 1996 cohort to 57.8 % for the 2001 cohort but increased to 66.9% for the 2002 cohort. Overall, White and Hispanic students show a slight decline in six-year graduation rates while Asian/Pacific American students show a slight increase. Among the 28 Jesuit universities and colleges, USF is 21st in six-year graduation rates. Our graduation rates are in part reflection of the attributes of the USF community. Research shows that one is able to predict with some accuracy the graduation rates of students by examining the entering student demographics. Such factors as the entering SAT, the percentage of students who qualifies for Pell grants, the availability of on-campus student housing for four years, and urban vs. rural location allow one to predict with some accuracy the graduation rates of a particular school. To some extent the attributes of an institution, i.e., what it is rather than what it does, is predictive of student success. Nonetheless, we believe we can do better in the future because we have done better in the past.

While our student persistence rates are similar to those of many of our peer institutions, we have identified these rates as needing improvement given our Mission and our commitment to educate a diverse group of leaders who have "…the knowledge and skills needed to succeed as persons and professionals, and the values and sensitivity necessary to be men and women for others." Our approach to improving student persistence has gone beyond monitoring attrition and retention rates to include a thorough analysis of benchmark indicators and of the possible reasons for student attrition at USF. In addition, we have developed and implemented a number of strategies derived from our research that should help us continue to improve retention and graduation. (CFR 2.10) These efforts are briefly summarized later in this section.

The University has conducted and continues to carry out a number of studies among continuing and non-continuing students who entered USF as freshmen in the fall semesters of 2004 through 2007 [Attachment 39]. (CFR 4.4; 4.5) Our results are consistent with the large body of national research

indicating that first-year attrition of undergraduate students is a complex phenomenon that cannot be explained by one single cause or reason. Nevertheless, we have identified a number of factors that, in isolation or in combination with others, affect student persistence among USF students. Indeed, national research and studies at USF indicate that academic performance during the student's first year of college, financial difficulties, and social integration and student engagement all play important roles in first-year attrition. At the same time, we have found that High School GPA and SAT scores are not good predictors of attrition during a student's freshman year, while academic performance during that first year or withdrawing from classes after Census Day are strongly related to attrition. Satisfaction with the academic experience and participation in a learning community are also related to retention, while financial difficulties are often related to attrition.

The results of a substantial number of analyses (CFR 4.4; 4.5) on the patterns and possible reasons for student attrition at USF have allowed us to make the following conclusions regarding student persistence:

- Freshmen students at USF are more likely to show one-year attrition when they
  - Obtain a significantly low mean GPA in their first and second semesters
  - Obtain a grade of D or lower during the first semester or during both semesters of the freshman year
  - Withdraw from a class after Census Date during the first semester
  - Earn 20 units of academic credit or less during the two semesters of their freshman year
- 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, do not adequately differentiate between those who continue and those who fail to return.
- Student retention at USF is related to participation in
  - a freshman seminar
  - a linked course (written and oral communication)
  - a living learning community.
- Financial aid factors are related to retention, particularly for students who have a high financial need or those who

have a 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.

These results have allowed the University to implement a number of strategies designed to improve our retention and graduation rates. The decrease in attrition between freshmen entering in 2006 (17.6%) and those entering in 2007 (14.7%) is an indicator that these strategies are having the desired effect. We briefly describe below some of these strategies that were developed in the last three years and some that are being implemented during AY 2009-2010.



During spring 2008, the University's Provost and Vice President for Academic Affairs appointed a committee of faculty and staff to recommend specific strategies to help USF improve its rates of undergraduate student retention and graduation. This action was a response to our continuing concern with improving student persistence. The Committee on Student Retention was asked to base its recommendations on the research previously conducted at USF on student attrition as well as on the recommendations made in 2007 by a Task Force on Student Attrition. In addition, the Committee was asked to make periodic recommendations

through interim reports.[4] The Committee has issued a number of recommendations which are being considered for implementation, although some of them (e.g., freshman seminar offering for all students) had to be postponed because of the economic uncertainties brought about by the country's current financial crisis. [Attachment 40]

Among the recommendations and strategies that the University has implemented to lower attrition are the following: a comprehensive academic and career orientation program during the summer for entering students; a re-envisioned New Student Orientation emphasizing scholarly engagement and the creation of student support networks; a system of intrusive advising for students at risk of academic failure; a mentoring and support program for high achieving students; and, an increase in the number of re-designed freshman seminars.[5]

The effects of the current financial crisis on Fall 2009 enrollment figures is difficult to predict as we finalize the writing of this report, but it is possible that the difficulties in the credit market and the depreciation of the financial and housing markets may have a deleterious effect on student retention that is separate from other variables we have identified as related to attrition. To better support our current students, the University implemented a special donation appeal for scholarships during AY08-09 that raised over $250,000; the University is also increasing by 14% the level of budgetary commitments to scholarships, despite the decrease in endowment income. Furthermore, the University continues to be committed to the development of strategies that are derived from our research on student persistence and to evaluating their effectiveness. (CFR 4.4; 4.3) As the Visiting Team for the C&PR advised in its report, we have been and continue to be concerned with the

4. www.usfca.edu/provost/viceprovost_aa/student_retention.html
5. Descriptions of these programs and results of their evaluation are cited throughout this report and are not repeated here.

"process of gathering, analyzing, and interpreting data… in order to improve performance…" (p. 20). Our approach to understanding and improving student persistence is an example of how USF has developed a culture of evidence and how it is beginning to benefit (by improved one-year retention in 2007 freshmen) from such an approach to institutional learning. (CFR 4.3)

## Program Reviews

Our program review process began over 15 years ago in the College of Arts and Sciences. Since then, academic and service units have undergone regular program reviews. Excluded from program reviews are the Nursing and Law programs, which undergo an external accreditation process that resembles our own program review guidelines. Nevertheless, the results of all reviews (including the Nursing and Law accreditation reviews) are reviewed in the same fashion (as described below).

We have developed a thorough process that involves

not only a comprehensive self-study,[6] but an analysis of background data and feedback from external peer reviewers. Part of the program review process involves the analysis of the recommendations made by the visiting teams on the part of the dean of the college/school and the Provost. We also monitor our progress in implementing these recommendations, and we review our progress periodically. On a number of occasions these program reviews and subsequent faculty discussions have produced curricular changes as well as changes in staffing and infrastructure that have improved the program and the academic experiences of our students. Attachment 42 summarizes the recommendations made by the various visiting teams and the current status of each of those recommendations. The program reviews have also served to identify programs or program components which are perceived as excellent by the members of the external visiting teams. Often, these teams have noted the high quality of our faculty, their effectiveness in teaching, their contributions to the sciences and the professions, and the overall quality of the scholarly environment in the departments/programs [Attachment 43].

The components of our academic program reviews have been evolving over time. In general, our academic program reviews include (a) a thorough self-study of the program written by the faculty with input from alumni and students; (b) an on-site visit by external reviewers from other institutions; (c) discussions between the dean and the faculty of the reviewers' report and self-study; (d) discussion and formulation of key recommendations in an action plan; (e) implementation of agreed-upon recommendations and follow-up with departments. Members of the Provost Council discuss an executive summary of the external reviewers' report and, in conversation with the Provost, the dean produces periodic updates of the progress made on carrying out the recommendations. Academic programs are scheduled [see table on Educational Effectiveness Indicators in the Appendices] to conduct program reviews on a five- to seven-year cycle. Overall, the academic program reviews have produced an important approach to identify excellence and also to reveal areas or program components that need strengthening and/or change.[7]

Service or support units also undergo program reviews on a cycle similar to that of academic programs. These reviews are a more recent initiative for us and a common template is still under development. The purpose of these reviews is not only to conduct a comprehensive analysis of the functioning and effectiveness of various offices and services but also to identify how they contribute to student learning. We recognize that appropriate and effective service units are essential complements to the learning that takes place in the classroom, the laboratory, and the field. Indeed, "educating minds and hearts" also involves learning that takes place in the residence halls and in the commons, and through clubs, immersion programs, student leadership opportunities, retreats and volunteer work; it takes place in the cafeteria, while registering and paying bills, in the libraries, at the recreation center, and elsewhere. The service unit reviews include on-site visits by external peers who analyze a self-study prepared by the unit's staff.

The recommendations and subsequent discussions emanating from program reviews are used to make curricular adjustments, decide on staffing needs, and develop budgetary requests. Deans or directors use the recommendations from a program review to support budgetary requests. As noted in the table summarizing the recommendations made by the various visiting teams [Attachment 42], in many cases the program reviews have produced significant changes in a program or service. These changes have included modifications in staffing patterns, curricular or programmatic components, curricular organization, program and institutional alignments, etc. The self studies and the executive summary of all program reviews are publicly available as part of our effort to conduct open and transparent assessments of student learning and of institutional effectiveness.[8]

## Sustainability of Effectiveness Plans

The assessment of student learning is not a new process at USF and it has been evolving as the field changes and as we identify areas that need to be improved. As mentioned above, program reviews in most academic programs have been part of our assessment process for well over a decade. Likewise, we have been studying indicators of student success including attrition and graduation rates and performance in licensing and credentialing processes for many years. More recently, we have implemented a three-year schedule for the assessment of SLOs at the level of the academic programs as well as in the Core Curriculum. These are indicators that our concern for improving our educational effectiveness is not something we implemented because of the re-affirmation of accreditation process. As such, it will continue well after the current process has ended. As evidence we can cite the following:

- The Office of Institutional Assessment (OIA) has been in operation for almost a decade and funding for its operations are part of USF's base budget.

- The University has had an assessment committee in place for well over 15 years. With membership and goals that continue to evolve, the committee helps the University shape our efforts in assessment and provides the necessary support to faculty and staff involved in analyzing our educational effectiveness.

- The OIA and the Assessment Committee are coordinated by the Vice Provost for Academic Affairs, signaling the importance the University assigns to all assessment activities and also making it possible for assessment information and concerns to be part of the discussions at the highest levels of the University's administration. (The Vice Provost is a member of the Leadership Team and of the Provost Council.)

- All academic units have undergone and will continue to participate in a program review process. This process follows a common protocol and as mentioned above, involves feedback from internal stockholders as well as review by peers from other institutions. The academic program review process is scheduled well in advance and as shown in the Educational Effectiveness Inventory Table (see Appendices), program reviews are already scheduled through 2016.

- Program reviews of service units began more recently, and we are developing common review procedures for

---

**6.** See www.usfca.edu/provost/viceprovost_aa/viceprov_aa.html

**7.** Faculty reactions to program reviews have been well captured by Prof. Greg Benson in Computer Science: "Everyone I have spoken with has been extremely impressed with this review team…I wasn't sure what to expect, but I feel that their interest and questions have been invigorating for us. I believe that they have already provided some insight to help us make our good programs even better and, more importantly, more inclusive of other students. When I met with them today, they nailed several things about our program that had become white noise for me."

**8.** www.usfca.edu/assessment/USF_assess_results.html

these reviews that are to be conducted every 7 years.

- The results of the program reviews process have become an important component in the planning and budgeting process whereby the recommendations and discussion following the process are part of many budget requests.

- The self studies and the executive summary of the program review process are made available for review by the University community.[9]

- The University has implemented a three phase process (described above) for the analysis and definition of program SLOs and the development of assessment plans. This process began in summer 2008 when all academic departments participated in a self-study process to (a) revise and update program SLOs; (b) develop a curriculum map relating course requirements to program SLOs; (c) develop rubrics for the assessment of students' achievement of program SLOs; and, (d) develop and implement an assessment plan to be carried out over three academic years (AY08-09 to AY10-11). The results of this project are publicly available[10] and are posted as they are produced.

- Selected service units that are directly involved in the delivery of the co-curriculum or in contributing to the learning environment of the University have undergone a similar process to the one mentioned above. The SLOs, rubrics, strategy maps, and assessment plans are also available on the same website.

- Since AY07-08, the University has been developing a process to assess the effectiveness of the Core Curriculum. The process began with the studies conducted by the faculty in Rhetoric and Composition (described in the Self Study) and included three more areas of the Core Curriculum during AY08-09: Public Speaking, Philosophy, and Ethics. The other areas of the Core Curriculum are scheduled to be assessed during the next three academic years.

- Beginning in AY09-10, the University will use the AAC&U's metarubrics to assess the educational effectiveness of a USF education. The University's Assessment Steering Committee is planning this process and will oversee its implementation. Using the metarubrics and varied types of evidence, we will assess in a given academic year two of the essential SLOs identified by the AAC&U.

- We have developed a strategic plan for the use of normed national surveys (e.g., NSSE, SSI, EBI) that extends into 2020[11] and that will help us analyze the results not just in a cross-sectional approach, but also longitudinally.

- All of these efforts are funded by the University as base budget entries, guaranteeing their continuity into the future.

- Results of all assessment efforts are posted online for access by all members of the University community as well as the general public. Key findings are communicated to the trustees, administrators and faculty in a variety of ways, including short reports, presentations or targeted short messages.

USF has implemented sustainable procedures for the assessment of student learning and for demonstrating our educational effectiveness. These procedures have evolved, and will continue to evolve, as the field changes, methodologies are improved, and our needs also evolve. This progress would not have taken place without the support and direction provided by the faculty and by the University's administration as well as by our joint commitment to academic excellence as we develop a diverse, socially responsible, and global learning environment.

11. www.usfca.edu/assessment/INTassessment_usf.html

9. www.usfca.edu/assessment/USF_assess_results.html
10. www.usfca.edu/assessment/USF_assess_results.html

# RESPONSE
## to the Commission's Action Letter After C&PR

The Commission's Action Letter of February 28, 2008 identified several areas that require our attention as we build the university defined in our *Mission* statement. Those concerns reflected our own self-assessment during the C&PR as well as the Visiting Team's Report. Overall, the concerns and recommendations can be subsumed into the following areas: (a) Student Persistence; (b) Advising; (c) Faculty Involvement; and, (d) Continued Development of the Assessment of Student Learning. Below we summarize our recent actions and responses to each of these issues.

## Student Persistence

For a number of years, the University has been concerned about improving our student persistence, and we expressed that same concern in our C&PR Self Study. Our approach has included monitoring disaggregated attrition and graduation rates for undergraduate and graduate students, and we have a bank of relevant data that extends 12 years. The magnitude of the reports makes it difficult to provide them to the EER Visiting Team before the visit. Nevertheless, Attachment 39 has a collection of graphs that portray this important component of our concern for improving student persistence.

In addition, and as mentioned above in the Addendum to this Self Study, we have been conducting a number of studies for the last three years analyzing the variables that are related to student persistence at USF [Attachment 39]. The results of those studies will not be repeated here, as they were summarized in the Addendum; however we would like to point out that first, we continue to be committed to studying the characteristics of students who depart USF or who do not graduate and to using those results to design prevention strategies. Second, given its importance, this effort is a process that is supervised by the Provost's Office and the University is committed to guaranteeing its sustainability into the near future.

### Advising

Results of previous surveys with students and alumni show that there has been dissatisfaction with advising. Furthermore, unsatisfactory advising is often quoted as one of the reasons for student attrition at USF. The University was concerned with the quality of advising even before the C&PR and we have been monitoring student reactions to advising through our own graduating student surveys, as well as through instruments such as NSSE and the SSI. Unfortunately, the word "advising" can mean a number of student experiences including planning course registration, mapping academic activities until graduation, envisioning a personal or career plan, mentoring relationships, as well as personal/social or

psychological sharing of experiences and exploring of life goals. These multiple meanings confound the data on student satisfaction with advising, so we have tried to separate some of those components in our most recent analyses. [Attachment 41] (CFR 4.3)

Results from NSSE 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 other seniors. These and other findings have led us to emphasize the need to improve freshman advising. Furthermore, the results of surveys with graduating students show that increased faculty involvement with advising (usually experienced by upper-division students) and improved availability of information (online and on paper) have resulted in increased satisfaction with registration advising. Data from graduating undergraduate students show, for example, an increase in satisfaction ("excellent" or "good") with short-term academic advising between 2005 (48.8%) and 2009 (62.0%) and with long-term academic advising (52.5% in 2005 and 59.7% in 2009) [Attachment 41]. We continue to find low levels of satisfaction with career advising, although there has been an increase in satisfaction from 24.3% in 2005 to 38.6% in 2009 among graduating undergraduates [Attachment 41].

Based on our research on advising satisfaction and an analysis of students' expectations, (CFR 4.3) the University has implemented in the last two years a number of activities (described in Attachment 41) designed to improve the quality of advising and the level of support provided to students at risk of academic failure or to those who can benefit from special attention and mentoring. Among these activities are the following: hiring of three new retention counselors with a fourth one budgeted for FY10; development of a faculty-student mentoring program for well prepared students (University Scholars); intrusive advising and mentoring workshops for students on probation or at risk of academic failure; an online tutorial explaining graduation requirements and registration procedures designed for entering students; and, the development of intrusive advising with students withdrawing from classes after the Census Date. In order to improve the quality of career advising as well as overall advising in the major, we have developed a new online registration process for fall 2009 that orients

students regarding career choices and opportunities available to majors in a given field. In addition, the School of Business and Management and the School of Nursing have developed a freshman sequence of seminars that orients students to a career in nursing or business and prepares them to benefit from our academic program. The University has recently instituted a "Mentor Award" to recognize faculty and staff who excel in providing students with advising and mentorship.[1] It is still too early to know the effects of these interventions, but they are the result of serious analyses of our data on advising expectations and satisfaction, as well as our reflection on what strategies would benefit most our students. In addition, the Student Retention Committee has issued a report specifically dealing with advising and making a number of recommendations to improve it.[2]

These recent efforts are helping us address the concerns noted by the C&PR Visiting Team regarding the varying quality of advising across colleges and students' desire to obtain information on career choices. Our current efforts cover all undergraduate students and involve faculty in-person and online sharing experiences, identifying options, and helping students define career goals. (CFR 2.12; 2.13) Furthermore, our newly devised orientation and registration procedures for entering students provide additional career information and options as students begin their USF career, one of the recommendations made by the C&PR Visiting Team (p. 20).

In their Report, the Visiting Team for the C&PR noted that the Scotland Career Services Center had limited access to students and was not directly involved in New Student Orientation (NSO). Contrary to this perception, the Career Services Center is located at the heart of the campus (University Center building) in newly remodeled offices and of course, has the ability to access students directly by mail or email. Furthermore, the Center makes a number of outreach efforts (for example, résumé workshops conducted in the commons or in the cafeteria), and its staff frequently visits classes by invitation of faculty and even offers to substitute for faculty when they must be absent from campus due to professional or personal obligations. In addition, Center staff is involved in NSO and the provision of career

---

**1.** During spring 2009, the first year of the award, there were 42 nominations of faculty and staff for the award. This is a clear indication of the value USF faculty and students place on the comprehensive advising of students.

**2.** www.usfca.edu/provost/viceprovost_aa/student_retention.html

information to entering freshmen (a widely held expectation on the part of our students) is being highlighted in the new online orientation to the majors. This latter addition to our orientation of new students matches the C&PR Team recommendation regarding career orientation for freshmen students.

We have continued our dedication to improving student advising because it is related to student persistence (as the C&PR Visiting Team notes) and also because it allows us to better support our students' academic achievement (as the Commission notes). Excellence in advising is an important component of our Jesuit concern for *cura personalis* [Attachment 1] and we view it as central to our Core Values of defining "learning as a humanizing, social activity rather than a competitive exercise" and of advancing "the full, integral development of each person and all persons." In addition, we are evaluating the effectiveness of these activities and measuring students' reactions through a variety of approaches (including student reactions, levels of satisfaction), as the C&PR Visiting Team recommended.

## Faculty

Our self-review during preparation for the C&PR indicated that we needed to increase the number of full-time faculty in order to improve the nature of the faculty-student relationship, support advising and mentoring, increase the scholarly and research activities of our students, help with the development and assessment of academic programs, and in some cases, improve the intensity and quality of instruction (CFRs 1.5, 2.1, 3.2).

The University has made important advances in increasing the number of full-time faculty positions. Key among them has been the approval of 43 new full-time faculty lines since AY05-06. These lines have been distributed across the University with a special emphasis being placed on hiring individuals who would teach freshmen and courses in the Core Curriculum. Unfortunately, the current financial crisis has forced us to postpone recruitment in 21 lines during AY 2008-2009 as a precautionary step in uncertain times. Nevertheless, the approval for those lines has not been revoked and they should become effective once the financial world stabilizes. As a matter of fact, we plan to recruit for eight of those positions during FY10.

Our concern with increasing full-time faculty positions can also be demonstrated by analyzing the number of full-

time base-budget lines for the last few years. In AY01-02 there were 322 full-time based-budget faculty positions, and this number had increased to 396 by AY08-09 [Attachment 44]. The most significant increase occurred in the College of Arts and Sciences (67 new positions), which is also the school/college that experienced the greatest increase in students and is responsible for delivering the majority of Core Curriculum courses.

As we have done in the past, we continue to monitor the part- to full-time faculty ratio as well as the number of course sections taught by each group of faculty. A confound in the interpretation of those ratios is the fact that for many of our professional programs (e.g., Nursing, Business and Management, Law, Education, Sport Management, Financial Analysis) the presence of adjunct (part-time) faculty is essential to the quality of the program since they bring professional expertise that enriches the learning experience of our students.

Our analysis of teaching assignments for the last few years shows that in general, about half of all organized sections are taught by full-time faculty [Attachment 45]. For example, in fall 2004, 49.4% of organized sections were taught by full-time faculty; the equivalent figure for fall 2005 was 48.8% and 50.5% for fall 2006. The percentage of sections taught by full-time faculty increased to its highest number in fall 2008 (52.4%). We expect these percentages to continue to increase as we fill the full-time faculty positions that have been budgeted for FY10 and for the following years.

As we mentioned to the C&PR Visiting Team, we are committed to increasing the number of full-time faculty who teach in the Core Curriculum and to increasing the number of sections taught by full-time faculty. Overall, we have made moderate progress in this area in the last four years [Attachment 46], due in part to the increase in the number of entering freshmen. As such, our data show that 45.5% of Core Curriculum sections were taught by full-time faculty in fall 2005, and that percentage had decreased to 44.7% in fall 2008. There are important variations in the percentage of sections taught by adjunct (part-time) faculty, with the largest percentages for fall 2008 being in Public Speaking (88.0%), Ethics (78.3%), Rhetoric and Composition (75.0%), and Philosophy (70.0%); the lowest percentages are in Applied or Laboratory Science (11.1%), Theology and Religious Studies (31.3%), and the Social Sciences (32.0%). When the

skills sections[3] of the Core Curriculum are factored out, the percentage of sections taught by full-time faculty in fall 2008 is 53%. Nevertheless, the overall number of sections taught by full-time faculty has increased by 7.8% between fall 2004 and fall 2008, from 981 sections in 2004 to 1057 in 2008.

The Commission's letter mentioned high faculty turnover as a possible reason for the relatively low percentage of full-time faculty. Our analysis shows that between AY01-02 and AY07-08 only 3 tenure-track faculty departed the same year in which they were hired. Nevertheless, USF experiences faculty mobility like other institutions. The percentage of those tenured or tenure-track faculty departing USF generally ranges from a low of 0.7% of all tenured or tenure-track faculty in AY05-06 to a high of 3.4% in AY06-07. Our data also indicate that there is no disproportionate representation of women or ethnic minority faculty among those who leave USF. An analysis of five years (AY03-04 to AY07-08) of faculty data show that 37.1% of tenured or tenure-track faculty who departed were faculty who identified as ethnic minority and 45.7% were women. It is important to note that the budgeted lines do not disappear when a faculty member leaves or retires since they are assigned to a new position although not necessarily in the same program/department.

The Commission's letter recommended that we "guard against overutilization of minority full-time faculty for the multiple roles they play in the University." We have continued to pay attention to the workload of all faculty members and particularly of ethnic minority faculty as well as women faculty. One important mechanism is the Academic Career Prospectus (ACP) process where faculty members meet individually with a dean or associate dean not just to review previous performance, but also to review achievements of the previous year and plans for the upcoming academic year. At that time, deans and faculty discuss curricular and service assignments and reach decisions as to what is appropriate in the professional and personal development of the faculty member. (CFR 1.5)

## Assessment of Student Learning

The Commission's letter encouraged the University to continue the development of focused and sustained assessment of student learning and the linking and evaluation of course and program learning outcomes. The Commission also asked for feedback loops in assessment to be made evident, together with demonstrating links between program reviews and decision making.

The University has for over 15 years engaged in developing a process for the measurement of student learning that has attempted to reflect the evolving field of scholarship regarding student assessment. During the last five years, USF has developed and implemented a number of strategies that have helped us strengthen our culture of evidence. These efforts have included the creation of a University-wide office of assessment; the appointment of a University-wide Assessment Steering Committee; rationalization of university-wide assessment and evaluation efforts; development of an assessment and evaluation plan; identification and/or review of learning outcomes for all academic programs and co-curricular service units; mapping of related program learning outcomes with courses and services; drafting of a three-year assessment plan for each program; the continued assessment of the Core Curriculum; implementation of program reviews with external feedback in academic and service units; and, the direct assessment of student learning in a number of programs (including pre-post analyses of student improvement, pre-licensing tests, performances, passing rates in licensing and credentialing exams). [see Appendix volume] (CFRs 2.6, 2.7, 4.4, 4.7).

The University's recent actions are consistent with the Commission's letter expressing a desire for multiple sources of evidence; linkages between course and program outcomes; an emphasis on direct evaluation of student learning; and, the importance of comprehensive program reviews that affect program design as well as University planning. As detailed below and throughout the EER Self Study, USF has made great strides in developing a system that demonstrates its educational effectiveness, and processes have been developed and implemented to continue these efforts. We highlight below some aspects of our efforts.[4]

### Institutional Goals and Learning Outcomes

During AY07-08 and AY08-09, the University community was engaged in an analysis of how our *Mission* shapes our academic and co-curricular activities. One initial outcome was the development of a visionary planning document (USF 2028) [Attachment 2] that attempts to define what the University will be in two decades. An additional outcome of these efforts to analyze the role of our Mission was the development of a set of derived institutional goals and learning outcomes that guides our program planning and orients the development of program SLOs.[5]

### University Assessment Steering Committee

For the last few years, the University's Assessment Steering Committee (ASC), which is composed of faculty and staff,[6] has been overseeing the various projects that evaluate the implementation, satisfaction and effectiveness of certain programs and maps out the implementation of University-wide measures including the GSS, NSSE, and SSI. The Committee developed during AY08-09 a new version of the Graduating Student Survey (GSS) that emphasizes the measurement of students' perceptions of how the University's mission was accomplished and how well students achieved the mission-related SLOs as well as those identified by the AAC&U as essential to a liberally educated individual. This new GSS is being deployed as of AY09-10. In addition, the ASC developed a multi-year plan[7] for the use of university-wide measuring instruments that rationalizes data collection and its use in decision making and program modification or development. The ASC emphasizes the dissemination of the information by posting results for public review[8] and encouraging the use of results in University decision making. For example, the work of the Student Retention Committee has relied heavily on the data provided by these assessment efforts, as shown in its reports.[9]

### Program Goals, SLOs, Curriculum Maps, and Assessment Plans

During AY08-09 the University engaged faculty and staff in a University-wide effort (1) to review or identify (if necessary) the program learning goals (LG) and student learning outcomes (SLOs) for all programs and initiatives; and, (2) to map these SLOs to the University's mission and the courses or strategies to the program's SLOs. In addition, all programs were asked to develop a three-year plan to assess of the achievement of the program SLOs by students. This large scale project has produced a set of documents that describe the program's learning goals, the related student learning outcomes, a mapping of how the courses or program components support the achievement of the SLOs, and a three-year assessment plan. These documents are publicly available[10] and have been the product of significant levels of discussion and reflection by faculty and staff.

The process began in summer 2008 when program chairs/directors were trained in student learning assessment and were also provided with background information to lead the development of the expected plans and documents.[11] During summer 2008 or fall 2008, faculty in academic departments and staff in service units discussed drafts of the various documents and agreed on an assessment plan. These discussions led to improved documents and shared understandings, and in some cases they motivated faculty and staff to re-imagine parts of their programs. Evidence was collected over AY08-09 and faculty/staff discussed the findings during spring/summer 2009. The summaries of the results of this first assessment of select SLOs are also available online.[12] These summaries request departments/programs to indicate the results of the assessment of SLOs and the changes they introduced or plan to introduce to the SLOs and to the curriculum or the service.

The assessment plans developed by the various programs are excellent examples of the use of various approaches and types of evidence (qualitative, quantitative, archival) that allows faculty and staff to understand how students are progressing toward achieving the program's SLOs. These reports will be discussed by faculty/staff in the program/service unit and will also be reviewed by deans and the

---

**3.** Public Speaking, Rhetoric and Composition, Math or Quantitative Science

**4.** Examples and evidence of our assessment efforts can also be found at: www.usfca.edu/assessment

**5.** www.usfca.edu/assessment/USF_assess_results.html

**6.** www.usfca.edu/assessment/INTassessment_usf.html

**7.** www.usfca.edu/assessment/INTassessment_usf.html

**8.** www.usfca.edu/assessment/Institutional_Assessment_Results.html

**9.** www.usfca.edu/provost/viceprovost_aa/student_retention.html

**10.** www.usfca.edu/assessment/USF_assess_results.html
Hard copies will be available in the Team's Resource Room

**11.** www.usfca.edu/assessment/assess_workshops.html

**12.** www.usfca.edu/assessment/USF_assess_results.html

members of the Assessment Committee. The next phase of the project (AY09-10) includes the assessment of a second third of the SLOs and a "closing of the loop" assessment of the changes introduced as a result of the assessment of the first third of the SLOs. A third phase, similar to the second one, will be carried out in AY10-11; it will guarantee the comprehensiveness and sustainability of the assessment project. The results of these assessment projects will also become part of the evidence analyzed as part of program reviews. (CFRs 2.6; 2.7; 4.4; 4.7)

### Course-Level Assessment

Assessment of student learning in specific courses, particularly the evaluation of how well students develop an understanding of certain topics or acquire basic information and skills (formative assessment), has been central to the work of our faculty as they evaluate students' performance. A number of courses, however, go beyond evaluating the acquisition of basic knowledge to require integrative or comprehensive demonstrations of student learning such as research projects, performances, and/or presentations, allowing students to demonstrate not only what they have learned but also ways of generalizing, integrating, and applying that knowledge. For example, in one Environmental Studies course, USF undergraduate students taught community members how to test and monitor potential pollutant sources and health hazards. In another course, students in the Performing Arts and Social Justice Program worked with immigrant actors in a Latino theater company, and other students set up a drawing class for homeless individuals through an "Artist as Citizen" visual arts class. In a Nursing course, students worked with Guatemalan midwives on improving delivery techniques, while students in a marketing class developed an outreach effort to promote health-promotion testing among college students.

Finally, students are asked to reflect on their learning using a standardized teacher and course evaluation instrument (SUMMA). The results of these evaluations are distributed to faculty and deans and become part of the personnel file of each faculty member.[13] The CBAs and Faculty Handbook include specific SUMMA-related performance expectations for faculty applying for promotion and/or tenure. SUMMA results for part-time faculty are evaluated by deans and used for faculty development and reappointment decisions.

During the annual Academic Career Prospectus (ACP) process, full-time faculty members meet individually with their respective dean and review content of syllabi (with performance expectations), course grade distributions, and other indicators of student learning.

### Core Curriculum Assessment

The University has implemented a number of strategies to evaluate the implementation of Core Curriculum courses and to assess learning in such courses. For two academic years, faculty teaching in the Core Curriculum analyzed the results of the faculty-implemented assessment for each of the learning outcomes for the specific Core Curriculum area. Faculty also reported the results of their reflections on those findings and the steps they planned to take to improve the student learning experience. Summaries of these analyses[14] indicated how faculty, while relying on fairly traditional assessment approaches such as course or exam grades or students' papers or performances, were able to identify areas needing improvement. These enhancements included adding additional course components or modifying the ways in which the course was delivered, changing readings or lecture topics, and implementing additional or modified measuring approaches.

In the last two years, the University has developed a curriculum map for the Core Curriculum[15] that relates the various Core requirements to the University's Mission and to the courses currently assigned a Core designation. In these last two academic years we have also developed assessment procedures to measure the achievement of SLOs in specific areas of the Core Curriculum by using direct evidence of student learning. These projects are being carried out in the Rhetoric and Composition area as well as in the Public Speaking component of the Core Curriculum. In addition, faculty have developed a Core area-specific assessment project for the requirements in Philosophy and in Ethics that was also carried out in spring 2009. In this project, faculty teaching in each Core Curriculum area analyzed random samples of 75 student papers using a rubric that reflects the SLOs for those areas of the Core Curriculum.[16] In subsequent academic years we will assess other areas of the Core by conducting a more detailed evaluation of their effectiveness

---

**14.** www.usfca.edu/assessment/cams.html

**15.** www.usfca.edu/assessment/USF_assess_results.html

**16.** Results of this assessment will be available in July 2009 and will be available in the Team's Resource Room

---

in a fashion that resembles what we have done in the past two years.[17] In addition, we plan to make use of the meta-rubrics developed in the AAC&U's Value Project based on the LEEP Essential Learning Outcomes to analyze how our students acquire such basic skills as critical thinking, problem solving, and information literacy.

The area-specific assessment of student learning in the two communication skills of the Core Curriculum (related to the Jesuit ideal of *eloquentia perfecta*) have provided important results and a nuanced understanding of student learning. Both projects rely on a pre-post design whereby direct student products (papers or videotaped speeches) are collected at the beginning of the course and also at the end. Faculty in the program then develop a rubric to measure student performance on each of the relevant area SLOs and score the same students' initial and final products. The Rhetoric and Composition assessment has been conducted for three years[18] and has shown differential levels of achievement of each of the SLOs across the three cohorts of students. For example, the assessment of student learning showed important gains (when comparing the first semester initial paper with the second semester last paper) in areas such as critical analysis, integration of sources, and quality of the research process, with lower increases in style. The results have encouraged the faculty to discuss not only the wording and complexity of the SLOs but also the way in which the curriculum is delivered. The analysis of the evidence for AY08-09 also showed differential achievement of the various SLOs in two different Rhetoric and Composition course sequences, although that study was handicapped by the loss of some student papers which have affected the quality of the evidence analyzed.[19]

During spring 2009 the University conducted a survey among students who were taking or had taken Core Curriculum courses in order to ascertain their perceptions of the Core's structure, level of demand, quality of instruction, and contributions to further the University's Mission. A total of 423 undergraduates answered the survey. As mentioned in the Self Study, the results showed that students felt that the courses in the Core Curriculum contributed to their ability

---

**17.** Currently we are planning to conduct the following assessment projects of the Core: AY09-10: Critical Thinking; Theology and Religious Studies, Social Sciences; AY10-11: Information Literacy; Sciences, History, Problem Solving.

**18.** www.usfca.edu/assessment/Core%20Exemplars.html

**19.** The results of the AY08-09 study in Rhetoric and Composition and in Public Speaking courses are being analyzed as this report goes to press and will be available in the Team Resource Room. The results will be posted at: www.usfca.edu/assessment/Core%20Exemplars.html

---

to meet the relevant SLOs [Attachment 47]. Furthermore, a substantial percentage of students (53.3%) considered that the rigor in Core Curriculum courses was the same as that of courses that did not belong to the Core. The survey also included an open-ended question asking students to indicate recommendations they would make to enhance their learning opportunities in the Core Curriculum. Generally, students indicated satisfaction with the Core Curriculum while also mentioning that they would like to see more variety in courses; the strengthening of academic requirements in some courses; the elimination of overlapping coverage (particularly in philosophy and ethics); the redesigning of math and science courses to be more relevant to non-science majors; and building connections with the city through civic engagement, participation in off-campus events, volunteer work, and service learning.

### Program Reviews

As previously mentioned, on-going program reviews are an important component in our assessment of program effectiveness, and they provide another important example of the University's continuous striving for academic excellence. We have described our approach to program reviews in the Addendum to the EER Self Study and will not repeat that here. Nevertheless we wish to emphasize that program reviews are carried out in all academic programs, and relevant service units and the results of these program reviews are central to planning and budgeting decisions. Indeed, the executive summaries of the reviews are discussed by the executive officers of the University and have been the impetus for program re-design and development, assignment of new faculty/staff positions, and other strategic planning activities [Attachment 42]. The previous discussion of program reviews in the Addendum to the Self Study clearly demonstrates the importance of this process for USF and the fact that we are using program reviews as a way to improve the educational effectiveness of the University.

### Assessment of Student Products

As part of our efforts to assess student learning we strive to make use of such direct evidence as student artifacts and other products and performances. This approach occurs with frequency in courses where students prepare a final research paper or presentation or produce a specific outcome (for example, a play, a painting, a poem, an architectural design, a verbal exposition, an essay, a poster presentation) that is

---

**13.** Attachment 4 shows how well our faculty are rated by our students, often at levels superior to those of other faculty who also are evaluated by the SUMMA

factored into the students' course grade or becomes an important component of the program's expectations. Likewise, a number of programs have specific end-of-program requirements that include such documents as theses, dissertations, and comprehensive papers.

In collecting evidentiary information to show how well our students demonstrate educational excellence, we have chosen to present to the Visiting Team a varied sample of student products. These range from the collection of essays published in our annual books of student writings (*Writing for a Real World*) to a sample of videos produced by media students, dance performances by performing arts students, a winning essay in a national competition by a philosophy student, poster sessions of research projects by psychology students, and other types of evidence found in the accompanying DVD and CD. These samples of student achievements are good demonstrations of how we are preparing our students as we pursue our *Mission* of offering "…undergraduate, graduate and professional students the knowledge and skills needed to succeed as persons and professionals, and the values and sensitivity necessary to be men and women for others." These samples address in part the Commission's concern that USF may not be giving sufficient "focused and sustained attention to the direct evaluation of actual student work" (p. 2). This approach to evaluating student learning takes place primarily at the course level and increasingly more frequently at the program level. As examples, we can cite some of the events that took place at the end of the spring 2009 semester where students' products were presented in symposia (for example, research projects by students in Development Economics); juried exhibitions (e.g., visual arts exhibits at the campus gallery); performances and concerts (e.g., dance students, music students); reviewed and juried research poster sessions (e.g., psychology students' reports on research projects carried out over the academic year); week-long events (e.g., students analyzing human trafficking); and campus engagement events (e.g., architecture and environmental science/studies students during Earth Day). (CFR 2.5)

* * *

As we end this response to the Commission's Action Letter after our C&PR we wish to express our appreciation to the commissioners and to the members of the Visiting Team for their suggestions and comments. We realize that, like other institutions, we are evolving and learning as we strive for the *Magis* [Attachment 1] and we value the input from our colleagues and peers.

While we have achieved important landmarks in establishing a culture of evidence at USF we also realize that the assessment of student learning and of educational effectiveness is a process that should never end and that requires constant and consistent attention. Furthermore, in implementing strategies to measure students' learning we also have become a learning institution and our approaches and methods have improved. A good example of this growth is how our guidelines for program reviews have changed in the 15 or so years in which we have been conducting reviews. From a protocol based on suggestions made over two decades ago by the AAC&U, we have slowly developed our own guidelines that not only give more emphasis to how the programs contribute to our Mission, but also stresses how the achievement of learning outcomes is measured and how the results of those evaluations are used to improve the program. As detailed in the previous sections of this Report, we have put in place a plan for program reviews and for the assessment of program outcomes and student learning. This plan should continue to guide us in the improvement of the education we provide our students as we strive to "be 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," as our *Mission* statement indicates.

# COMMITTEE MEMBERSHIP

## Preparatory Task Force [2003-2004]
- Michael Bloch, ARTS AND SCIENCES
- Brandon Brown, ARTS AND SCIENCES
- Robert Burns, EDUCATION
- Greg DeBourgh, NURSING
- Carol Graham, BUSINESS AND MANAGEMENT
- Gerardo Marín, ACADEMIC AFFAIRS
- Susan Prion, ACADEMIC AFFAIRS
- Sharon Wagner, PROFESSIONAL STUDIES
- Alan Ziajka, ACADEMIC AFFAIRS

## Steering Committee [2004 – 2009]
- Salvador Aceves, ACADEMIC AFFAIRS
- Michael Bloch, ARTS AND SCIENCES
- Brandon Brown, ARTS AND SCIENCES [2004-2008]
- Robert Burns, EDUCATION [2004-2007]
- Marcelo Camperi, ARTS AND SCIENCES [2004-2005]
- Jennifer Dever, ARTS AND SCIENCES
- Carol Graham, BUSINESS AND MANAGEMENT
- Johnnie Johnson Hafernik, ARTS AND SCIENCES
- Dan Himmelstein, BUSINESS AND MANAGEMENT [2007-2008]
- Gerardo Marín, ACADEMIC AFFAIRS
- Scott McElwain, ARTS AND SCIENCES [2004-2008]
- William Murry, ACADEMIC AFFAIRS [2006 -    ]
- Susan Prion, NURSING
- Richard Stackman, PROFESSIONAL STUDIES [2007-    ]
- Andrew Thomson, UNIVERSITY LIFE
- Paulina Van. NURSING [2004-2005]
- Sharon Wagner, PROFESSIONAL STUDIES [2004-2007]
- Alan Ziajka, ACADEMIC AFFAIRS

## Working Groups [2005 – 2009]
- Salvador Aceves, ACADEMIC AFFAIRS
- Mary Grace Almandrez, UNIVERSITY LIFE
- Mary Beth Almeda, ACADEMIC STUDENT SERVICES
- Debbie Benrubi, LIBRARY
- Michael Bloch, ARTS AND SCIENCES
- Thomas Bottger, ARTS AND SCIENCES
- Brandon Brown, ARTS AND SCIENCES [2004-2008]
- Robert Burns, EDUCATION [2004-2007]
- Norman Caito, ACADEMIC STUDENT SERVICES
- Shawn Calhoun, LIBRARY
- Marcelo Camperi, ARTS AND SCIENCES [2005-2006]
- Val Day, ACADEMIC STUDENT SERVICES
- Jennifer Dever, ARTS AND SCIENCES
- Michael Duffy, ARTS AND SCIENCES
- James Forcier, PROFESSIONAL STUDIES
- William Garner, EDUCATION [2005-2006]
- Carol Graham, BUSINESS AND MANAGEMENT
- Johnnie Johnson Hafernik, ARTS AND SCIENCES
- Dan Himmelstein, BUSINESS AND MANAGEMENT [2007-2008]
- Evelyn Ho, ARTS AND SCIENCES
- Heather Hoag, ARTS AND SCIENCES
- Susan Katz, EDUCATION

## Working Groups [2005 – 2009] *continued*
- Sherise Kimura, LIBRARY
- Shabnam Koirala-Azad, EDUCATION
- Gerardo Marín, ACADEMIC AFFAIRS
- Sarah Mart, UNIVERSITY LIFE [2005-2007]
- Scott McElwain, ARTS AND SCIENCES [2005-2008]
- Tom Merrell, ACADEMIC STUDENT SERVICES
- Mark Meritt, ARTS AND SCIENCES
- Matthew Mitchell, EDUCATION
- William Murry, ACADEMIC AFFAIRS [2006 -    ]
- Julia Orri, ARTS AND SCIENCES
- Judy Pace, EDUCATION [2006-    ]
- Terence Patterson, EDUCATION
- Vincent Pizzuto, ARTS AND SCIENCES
- Susan Prion, NURSING
- Christina Sanchez, UNIVERSITY LIFE
- Belinda Sandoval, ACADEMIC STUDENT SERVICES
- Penny Scott, LIBRARY
- Mouwafac Sidaoui, EDUCATION
- Richard Stackman, PROFESSIONAL STUDIES
- Sue Stavn, BUSINESS AND MANAGEMENT
- Peggy Takahashi, BUSINESS AND MANAGEMENT
- Linda Thomas, UNIVERSITY LIFE [2005-2008]
- Andrew Thomson, UNIVERSITY LIFE
- Karen Van Leuven, NURSING
- Lisa Wagner, ARTS AND SCIENCES
- Sharon Wagner, PROFESSIONAL STUDIES [2005-2007]
- Michael Webber, ARTS AND SCIENCES
- Kathy Woo, LIBRARY
- Alan Ziajka, ACADEMIC AFFAIRS

## Educational Resources Committee [2006 – 2009]
- John Bansavich, INFORMATION TECHNOLOGY
- Felicia Lee, UNIVERSITY LIFE [2005-2007]
- Lisa Moore, ADVANCEMENT [2005-2006]
- Locke Morrisey, LIBRARY
- Martha Peugh-Wade, HUMAN RESOURCES
- Archie Porter, ACADEMIC SERVICES
- Joseph Sutton, ADVANCEMENT [2006-2008]

## Editorial Review
- Devon Holmes

## Research Support
- Felipe Cabrera
- Sebastian Cabrera
- Paola Cespedas de Ergueta
- William Murry
- Renate Otterbach
- Denysee Sue
- Alan Ziajka

## Accreditation Liaison Officer
- Gerardo Marín