



UNIVERSITY of
SAN FRANCISCO

Celebrating 150 YEARS

RE-ACCREDITATION PROPOSAL

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

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RE-ACCREDITATION PROPOSAL

Submitted to the Western Association of Schools and Colleges (WASC)

On September 11, 2001, the Board of Trustees of the University of San Francisco (USF) approved a new *Vision, Mission and Values* statement that characterized the institution as “a premier Jesuit Catholic, urban University with a global perspective that educates leaders who will fashion a more humane and just world.” That document was adopted after thorough consultation with alumni, students, faculty and staff, and it serves as a guide for current planning and assessment efforts as well as for the WASC re-accreditation process that is outlined in this Proposal.

Institutional Context

The University of San Francisco was founded on October 15, 1855 by Catholic priests of the Society of Jesus (Jesuits). As the first higher education institution in San Francisco, USF began as a one-room schoolhouse named Saint Ignatius Academy and played an important role in educating the children of 19th century European immigrants to California. By 1859, student enrollment had grown to 65 students and the name was changed to Saint Ignatius College. The first Bachelor of Arts degree was conferred in 1863 and the first Master’s degree in 1867. The earthquake and fire of 1906 destroyed the College’s facilities but not its commitment to educating San Francisco’s future civic, educational and legal leaders. In 1927 the institution moved to its current location, and in 1930 the name was changed to University of San Francisco. In 1964, the University officially became coeducational.

The institution has grown dramatically since its modest beginning. It continues, however, to fulfill a mission stretching back in time to the founding of the Society of Jesus in 1540 by St. Ignatius of Loyola, that took root in San Francisco in 1855, and that flourishes today in a premier Jesuit Catholic University. In 2005, the University of San Francisco celebrates the 150th anniversary of its founding with a renewed commitment to “educating minds and hearts to change the world.” The main USF campus currently occupies 55 acres near Golden Gate

Park in San Francisco. In addition, the University offers programs at four Northern California regional campuses as well as in Southern California and select international sites. As a matter of policy, the University does not discriminate in employment, educational services and academic programs on the basis of an individual’s race, color, religion, religious creed, ancestry, national origin, age, gender, sexual orientation, marital status, medical condition or disability as required or permitted by law. The University reasonably accommodates qualified individuals with disabilities under the law.

Today the University of San Francisco enrolls more than 8,000 students in its six schools and colleges: The School of Law, founded in 1912; the College of Arts and Sciences, organized in 1925; the School of Business and Management, which began in 1925 as the College of Commerce and Finance; the School of Education, which started as the Department of Education in 1948 and was upgraded to a school in 1972; the School of Nursing, which began as the Department of Nursing in 1948 and became a school in 1954; and the College of Professional Studies, which began as the Office of Continuing Education in 1975, was elevated to the School of Continuing Education in 1979, and took on its current name in 1980.

Ultimate responsibility for university governance rests with the Board of Trustees. There are presently 13 Jesuits on the 44-member Board of Trustees including two ex-officio members (the University’s President and the



Rector of the USF Jesuit community). The Chairman of the Board of Trustees is Dr. Charles M. Geschke and the Vice Chair is Ms. Maureen A. Clark.

The President of the University, Rev. Stephen A. Privett, S.J., is the Chief Executive Officer of the University. *The President's Cabinet* includes the Provost and Vice President for Academic Affairs; the vice presidents for Business and Finance, International Relations, Planning and Budget, University Advancement, and University Life; the Chief Information Officer; and the General Counsel. The University's *Leadership Team* includes all of the members of the President's Cabinet plus the Associate Provost and the six deans of the schools and colleges; the Dean of the Library, and the Dean of Academic Services. These executive officers meet weekly (Cabinet) or monthly (Leadership Team) and are charged with developing policy and planning and assessing programs and activities. All of these University officers have participated in the review of this proposal and of the accompanying self-study documents. The faculty in the College of Arts and Sciences, the School of Business and Management, the School of Education, the School of Nursing and Librarians are represented by the USF Faculty Association which was certified by the National Labor Relations Board in 1975. Part-time faculty is represented by the USFFA Part-Time Faculty Association and in the School of Law, faculty is represented by the Associated Law Professors of the University of San Francisco. Faculty in the College of Professional Studies is not unionized. The Associated Students of USF (ASUSF) represents all undergraduate students and there are a number of school-based associations of graduate students.

In addition to WASC's accreditation, USF is accredited by the AACSB International, the American Bar Association, the Association of American Law Schools, the American Chemical Society, the California Board of Registered Nursing, the Commission on Collegiate Nursing Education, the State Bar of California, the State Commission on Teacher Credentialing, and the United States Department of Justice (foreign students). The National Collegiate Athletic Association certified USF under the procedures adopted by Division I membership in 2004.

USF hosted a fifth-year visit by a WASC team in November 2002 that was a follow-up to a re-accreditation visit in 1997. The Commission letters following both visits made recommendations and comments to the University in

four major areas: (a) Assessment; (b) The Learning Community; (c) Planning and Budget; and, (d) The College of Professional Studies. The latest Commission letter noted significant changes that the University had made in each of these four areas. Since the 2002 visit, the University has continued to make significant improvements in each of the four areas:

ASSESSMENT

Increasingly, the University community recognizes that assessment of student learning and program evaluation, not only bolsters academic excellence but also supports the delivery of rigorous academic programs. Like most higher education institutions, USF is engaged in the development of appropriate and efficient assessment procedures and in the implementation of useful review processes. We have made important progress, not only gathering evidence for educational effectiveness and institutional functioning but also in making use of that evidence for program development and evaluation. For example, periodic and comprehensive program reviews have been re-instituted for academic programs as well as for student services; these reviews include a self-study by relevant faculty or staff, a financial analysis of the program, feedback from stakeholders (e.g., faculty, students, alumni), on-site review by peers from other institutions, and online sharing of the outcomes of the review with all members of the institution including the Provost's Council, various administrative committees and the Academic Affairs Committee of the Board of Trustees. An analysis of the latest set of program reviews conducted in AY 2003-2004 has led to standardization of some procedures that enhance the usefulness of the information for program improvement.

A comprehensive review of institutional data on retention and satisfaction with advising has led to the development of new initiatives to better understand undergraduate student attrition and to improve academic advising. Another example of recent University-wide assessment efforts is an analysis of the ethnic diversity of the University's students, faculty, staff and curriculum that has guided goal setting in student enrollment, efforts at further diversifying the pool of faculty and staff candidates, and increases in the presence of diverse viewpoints in the undergraduate curriculum. Also noteworthy is the appointment of a University-wide Assessment Steering Group that will coordinate the collection and



dissemination of large-scale assessment projects (e.g., NSSE, CIRP). Central to these and other assessment initiatives is the evaluation of student learning and achievement of learning outcomes. The initial assessment of courses in the Core Curriculum, for example, analyzes the achievement of the various Core Area learning outcomes in a given course and the modifications that faculty plan to introduce in order to improve the achievement of each of the learning outcomes.

LEARNING COMMUNITY

Central to the University's identity as a learning community is the recognition that student learning takes place not only in the classroom but also in other parts of the campus, in the city and even outside the country. Furthermore, we have begun to perceive ourselves as a learning institution where information, program assessment, and continuous feedback and analysis allow us to better fulfill our Mission: "educate minds and hearts to change the world." As mentioned above, periodic program reviews allow us to gauge our effectiveness in delivering programs characterized by their academic excellence. Our program reviews are designed to suggest improvements for faculty consideration after receiving input from students, alumni, peer external reviewers, deans and members of the Board of Trustees.

Another important example of the development of a learning community has been our efforts at integrating academic and student life activities into a seamless learning environment. This effort began after a thorough analysis of our student life services and offices that led to the creation of a new Vice Presidency for University Life. This analysis provided us with a framework for an integrated approach that breaches the usual divide between student life and academic divisions and where faculty and student development personnel share in the educational enterprise and in enhancing student learning. While this integration is a "work in progress" as could be expected from such a dramatic culture change, we have achieved important landmarks at different levels. At the administrative level, the Vice President for University Life reports to the Provost and participates in meetings of the Provost Council where she interacts every two weeks with all of the deans. The Director of Campus Ministry participates in meetings of the Provost Council and a newly appoint-

ed Dean of Students meets with administrators as part of the Council of Associate Deans. Residential Learning Communities are now supported by academic programs in collaboration with University Life staff. Programmatically, the contributions of the Division of University Life to student learning are further recognized by their participation as partners in strategic planning initiatives such as the re-envisioning of residential learning communities, the analysis of student attrition, student leadership development and training, and diversity initiatives.

PLANNING AND BUDGET

The University has continued to implement a transparent and effective planning process that aligns institutional resources and programs with the University's Mission. An example of this process is the adoption in 2001 of the new *Vision, Mission and Values* statement. All stakeholders of the University (alumni, students, faculty, staff, and administrators) participated in discussions of the various drafts of the statement as well as in shaping its general content.

Another excellent example of our institution-wide planning process is the setting of strategic priorities and the annual planning and budget process. Every year, deans and vice presidents are asked to review the strategic priorities for their area of responsibility in terms of their alignment with the University's Mission, their significance in advancing student learning and institutional welfare, and their relationships to other areas or divisions. Strategic priorities are drafted with input from various constituencies, subsequently discussed by members of the Leadership Team and final versions are submitted after receiving feedback from peer administrators and from the Provost and President.

The development of the University's annual budget is a complex process that is coordinated by the Vice President for Budget and Planning and involves thorough review by faculty and administrators of enrollment data, cost analyses and other financial indicators with information on the process being openly available through their website: www.usfca.edu/planning_budget/budget/. The process has been highlighted by the National Association of Independent Colleges and Universities as an example in budgetary transparency that allows faculty, students and



staff to review new programs and budget proposals before they are discussed by the Leadership Team as well as provides access to the University's actual budget as submitted for approval by the Board of Trustees. The approval process of new academic programs is another example of open and thorough planning that involves the faculty who develop the program, a College/School Curriculum Committee (that includes faculty and staff), and a review by the sponsoring school/college dean as well as by the Provost and members of the Provost Council (which includes all the deans) and the Leadership Team.

COLLEGE OF PROFESSIONAL STUDIES

The last action letter from the Commission noted the significant changes in the College of Professional Studies (CPS) that had taken place since the 1997 visit. These improvements and changes have been solidified since the 2002 visit and faculty and students in CPS are becoming more integrated into the rest of the University. As examples, we cite the dean's participation in all University activities, planning and decision making processes; the recruitment, retention and tenure of faculty who are scholars, outstanding teachers and active members of the University community; the development of courses for the CPS Core Curriculum that fulfill the same learning outcomes as those for traditional-age undergraduates; the development of joint academic programs with other schools and colleges; and, cooperative research and scholarly activities (e.g., conferences, workshops). Other important changes in CPS include the involvement of full-time faculty in regional programs; changes in scheduling to better conform to the University's Calendar; as well as CPS faculty involvement in a variety of University-wide committees and activities, including membership in the WASC Re-Accreditation Steering Committee.

In summary, the University is poised to continue its development as a "premier Jesuit Catholic, urban University" as our Vision statement indicates. As a matter of fact, we have spent over 12 months reviewing evidence of student and institutional learning and preparing draft versions of the "Preliminary Self-Review Under the Standards" and the "Inventory of Educational Effectiveness Indicators" and these efforts have shaped the contents of this Proposal.

Expected Outcomes

As a result of our current re-accreditation effort, we hope to support the achievement of four outcomes that are directly related to the expectations of our *Vision, Mission and Values* statement and our strategic priorities. These outcomes are manifestations of our core institutional values and support the development of the University as a learning community:

OUTCOME ONE: Enhance a culture of evidence centered around the examination of the academic excellence of our courses and programs that includes (a) the development, dissemination and assessment of learning outcomes; (b) the implementation of relevant assessment procedures for the Core Curriculum; and (c) development and implementation of a comprehensive process of academic program reviews.

OUTCOME TWO: Enhance a culture of evidence analyzing the quality and appropriateness of our student support services and co-curricular offerings that includes the development and dissemination of specific and reliable sets of outcome measures and the development of a comprehensive process of co-curricular program review.

OUTCOME THREE: Build and maintain a culture of evidence exploring the integration of curricular and co-curricular opportunities for students and the creation of a seamless learning environment that allows students to excel and learn the "values and sensitivity necessary to be men and women for others" and to be "leaders who will fashion a more humane and just world" as manifestations of our Jesuit Catholic tradition.

OUTCOME FOUR: Support a community characterized by inclusive excellence in student learning as central characteristics of our Jesuit Catholic traditions. This includes the implementation of plans to (a) recruit, retain and promote underrepresented faculty and staff particularly in terms of gender and ethnicity; and, (b) recruit, retain and graduate underrepresented students.



Constituency Involvement

A central consideration in the development of this proposal as well as the two forthcoming reviews (Capacity and Preparatory; Educational Effectiveness) is the involvement of a variety of stakeholders in a planned and effective fashion. In addition, we are interested in implementing an open and transparent process where information is readily available to all members of the University community and where reactions to drafts of documents and preparatory reports are welcomed from all interested parties. Realizing the need for face-to-face interactions while minimizing the number of newly created committees, we will make use of existing representative groups to assist in the communication of our re-accreditation process and to gather feedback. Several Town Hall meetings will be organized as another way of getting feedback and suggestions from faculty, students and staff. These procedures have been useful in the preparation of this proposal and fit our institutional culture and recent history in the adoption and discussion of our new *Vision, Mission and Values* statement as well as in the adoption of Strategic Priorities for 2004-2009.

We are approaching the re-accreditation process in phases, each phase requiring different processes and producing various outcomes. An initial Preparatory Phase occurred in Spring 2004 where a Planning Task Force was appointed to review University and WASC documents and data, review the re-accreditation process at peer institutions, draft an initial “Self-Review under the Standards” and an initial analysis of the educational effectiveness of our programs, and plan the preparation of the proposal. This Planning Task Force included five faculty and four administrators and was chaired by the Associate Provost and ALO. The Task Force also prepared online informational news items on the re-accreditation process which were shared with all members of the University community. The information obtained by the Task Force was discussed and reviewed by members of the Provost Council and the members of the Leadership Team. An initial draft of the “Inventory of Educational Effectiveness Indicators” also was placed online for feedback from the University community. Meetings were held with the College of Arts and Sciences Council (made up of department chairs) and with faculty in the School of Business and

Management, School of Education, School of Nursing and the College of Professional Studies to discuss the re-accreditation process and the preparatory drafts of the self-reviews.

A WASC Re-Accreditation Steering Committee was appointed during the Summer of 2004 in order to guide the re-accreditation process during the next four years. The Steering Committee includes eight faculty members (representing the College of Arts and Sciences, the School of Business and Management, the School of Nursing, the School of Education, and the College of Professional Studies) and seven administrators (Associate Provost, Associate Dean for Graduate Programs in Business and Management, Associate Dean for Sciences, Associate Dean for Social Sciences, Director of Institutional Assessment, Director of Institutional Research, and Executive Director of University Life). The Associate Provost and ALO staffs the Steering Committee. This Steering Committee is supported in its efforts by a Re-Accreditation Learning Resources Committee made up of the Dean of Students, the University Registrar and Associate Dean of Academic Services, the Director of Annual and Special Giving, the Director of the Center for Instruction and Technology, the Associate Director of Human Resources, and the Head of Collections, Reference and Research Services at the Library. The Steering Committee drafted this proposal after consultation with various University stakeholders. Sections of the proposal (e.g., Educational Effectiveness approach, themes to be researched) were first discussed by the members of the Steering Committee and then by members of the Provost Council. The first draft of the proposal was finished in February 2005 and underwent thorough review by the members of the Steering Committee, the Re-Accreditation Learning Resources Committee, the Provost Council and the University’s Leadership Team. An updated draft of the Proposal was made available online to all members of the University community for their comment. The current version incorporates the comments made by the various review groups as well as the President and the Provost.

Once the Proposal is approved, we plan to implement the following processes for analyzing the evidence required by each of the two reviews and for drafting the necessary documents and reports. These plans have been developed



as an initial step in institutionalizing a commitment to the development of a culture of evidence at the University. The WASC Re-Accreditation Steering Committee will serve as the coordinating body within the University in compiling evidence and analyzing its significance. For the Capacity and Preparatory Review (C&P), two task forces with faculty, students and administration representation will be appointed to collect and process the necessary evidence and draft the two sections of the Review (see below) and to make the modifications suggested by faculty, students, alumni and staff/administration. We will post all drafts of documents, reports and analyses of information and evidence online at a special website that will be publicly available (www.usfca.edu/acad_serv/provost). Town Hall meetings will be scheduled periodically to review drafts of all documents and the information gathered. Periodic updates will be sent to all members of the University community with information on the status of the documents and listings of the information placed online. A special e-mail address (wasc@usfca.edu) has been established since Spring 2005 in order to facilitate feedback to the members of the Steering Committee. In addition, drafts of the C&P Review will be discussed by faculty and student groups (e.g., Arts & Sciences College Council, USFFA Policy Board, Student Senate), and administrative committees (Provost Council and University Leadership Team).

Preparations for the Educational Effectiveness Review (EE) will also begin as soon as this proposal is approved by WASC. We will appoint three task forces (one for each theme of the Review) that include faculty, students and staff/administrators. Each task force will be charged with identifying information and evidence necessary to analyze our effectiveness in achieving the educational goals covered by a given theme, analyzing the significance and meaning of the information gathered, drafting the specific section of the EE report, and integrating comments and suggestions made by the University community (students, faculty, alumni, staff, administrators). As is true of the process of preparation of the C&P Review, summaries of information gathered as well as drafts of the sections of the Report will be posted online for review and comments by the University community. Throughout the re-accreditation process, each posting will be accompanied by an

e-mail message as well as by an announcement in “USFconnect” (our online campus information portal) to all members of the University community. These messages will update all University members on the re-accreditation process and will ask for feedback on drafts and documentation that have been prepared. As is true for the preparation of the C&P Review, periodic meetings will be held with faculty groups, administration committees and student groups to discuss the status of the EE reviews and to gather feedback and suggestions.

Approach to the Capacity and Preparatory Review

In identifying the approach to the development of our Capacity and Preparatory Review (C&P), we have been guided by our *Vision, Mission and Values* statement as well as by our expectation that the re-accreditation process will help us develop and formalize a learning community that values a culture of evidence.

The community engagement philosophy that has guided the preparation of the proposal will also shape the drafting and development of the C&P Review. We will produce a document that reviews our ability to shape a learning community that makes our Mission a reality. Likewise, we plan to use the C&P review to show our progress in the next two years toward those goals. Drafting and discussing the “Self-Review under the Standards” document has shown us that as we celebrate the 150th anniversary of our institution’s founding, we are indeed committed to educating “minds and hearts to change the world” through academic excellence. Our review of the various Criteria for Review (CFRs) has shown us that we have achieved demonstrable progress in a majority of areas related to the four standards. That review also identified areas that need our attention as we strive for excellence in promoting inclusive student learning. We intend to use the C&P Review process to assess our accomplishments, build our knowledge base and direct us in making choices that support our *Vision, Mission and Values* rather than simply meet accreditation requirements.

The C&P Review will consist of two sections. Section One will summarize the evidence we have accumulated to show how we meet, and in many cases exceed, the



expectations contained in the CFRs. This section will treat each Standard separately and its electronic version will include hyperlinks to documents and evidence that exemplify our adherence to the WASC Core Commitment of Institutional Capacity (“The institution functions with clear purposes, high levels of institutional integrity, fiscal stability, and organizational structures to fulfill its purposes”). Section Two of the C&P Review will address our progress in meeting our expectations in fulfilling those CFRs where we felt we needed to make progress during our self-review. This section will include a more thorough analysis of information and evidence related to areas of institutional capacity that we wish to improve as we continue to develop an academically superior learning environment for our students. Specifically, we will research those issues that received a self-review rating of “requiring our attention” in the “Preliminary Self-Review under the Standards” document:

- Document and evaluate the implementation of assessment procedures to measure educational excellence and effectiveness including program reviews; development of learning outcomes for the institution, for all programs and for the Core Curriculum; co-curricular programming; and, long-term effectiveness assessment [CFR 1.2; CFR 2.2; CFR 2.4; CFR 2.6; CFR 2.7; CFR 4.1-CFR 4.8]
- Analyze the characteristics of retention and on-time graduation rates for all students and particularly for underrepresented students in order to understand cohort-to-cohort variability and to design appropriate support programs [CFR 1.5]
- Analyze recruitment, retention and promotion rates for underrepresented faculty and staff and ways to enhance the gender and ethnic diversity of both groups [CFR 1.5; CFR 3.1; CFR 3.2]
- Identify and evaluate evidence for the development of an integrated “seamless learning environment” and its effects on improving student learning and our ability to meet the demands of our Mission through relevant co-curricular activities, improved advising, and accessible student support services [CFR 2.11; CFR 2.13]

Availability of information and engagement of our various stakeholders will again be of particular importance during this process. As such, we will continue to upload to a dedicated website all reports, information sources, and drafts of documents for review and comment by students, alumni, faculty, staff and administrators. The final version of the C&P Review will also include hyperlinks to the evidence we will use in drafting the Report. This will be supplemented by an “evidence map” to guide members of the Visiting Team as well as members of our community who may wish to consult hard copies of the documentation or evidence. We wish to make the C&P Review an archival document that can easily be consulted by all and that serves as a guide and resource to the institution after the re-accreditation process has ended. Since we intend to develop a stronger culture of evidence during the re-accreditation process, our commitments to Institutional Capacity and Educational Effectiveness will continue for decades to come. The C&P Review should therefore serve as the initial baseline against which we look at our continued progress.

The preparation of the C&P Report will be coordinated by the WASC Re-Accreditation Steering Committee. The preparation of data and other evidence will be coordinated by the directors of Institutional Research and Institutional Assessment. Two drafting teams will be appointed to discuss, summarize and analyze the evidence and draft each of the two sections of the C&P Report. These drafting teams will include faculty and staff/ administrators as well as student representatives. We are envisioning the following timetable:



SUMMER 2005

- **Appointment of Drafting Teams and collection of institutional evidence and initial analysis**

FALL 2005–APRIL 2006

- **Initial draft of Report sections to be discussed by Re-Accreditation Steering Committee**

MAY–JUNE 2006

- **Preparation of initial draft of Report; review by Re-Accreditation Steering Committee**

SUMMER 2006

- **Update of evidence; Revision of Report's initial draft; posting online for general comments**

FALL 2006

- **Update of evidence; preparation and discussion of second draft by Steering Committee, administration committees, faculty, students; revision of second draft**

SPRING 2007

- **Update of evidence; discussion of third draft by Steering Committee, administration committees, faculty, students**

SUMMER–FALL 2007

- **Update of evidence; preparation of final Report submission to WASC; visit**

Approach to the Educational Effectiveness Review

In planning the Educational Effectiveness Review we have chosen to use the themes approach because it allows us to thoroughly review our effectiveness in translating aspects of our Mission into the educational enterprise. Central to choosing the themes to be analyzed is the following part in our Mission statement: “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.”

While a number of thematic options were considered as important in helping us identify our effectiveness in fulfilling the University's Mission, we chose three general themes that are helpful in defining USF as a distinct institution. Within each theme we have identified potential areas to research as part of developing the culture of evidence that we hope to support as an outcome of this re-accreditation process. As mentioned above, these themes were chosen after considering the various research questions that were of interest to the University community and the feasibility of obtaining evidence or developing assessment procedures that would help us analyze our educational effectiveness within the time constraints of the current re-accreditation process.

A proper analysis of these themes and related questions requires a long term commitment to evidence gathering and the analysis of its implications. The process of identifying and analyzing relevant evidence will begin after we receive approval for this proposal and will be guided by the Re-Accreditation Steering Committee. During the first two years, the Steering Committee will issue periodic progress reports and will engage the University community (students, faculty, staff, alumni) in reviewing the findings and providing feedback. The 12 months between the Capacity and Preparatory Review and the Educational Effectiveness Review will be spent conducting another iteration of these analyses as well as drafting and reviewing the relevant reports that will be submitted to WASC and the Visiting Team. The writing of the specific essays will be done by Drafting Teams that include faculty,



staff/administrators and students. These Drafting Teams will identify, after consultation through online surveys and face-to-face meetings with faculty, students, staff and administrators, the specific questions to be addressed in each essay. Specifically, we anticipate the following work plan:

FALL 2005

- **Appointment of Drafting Teams**

FALL 2005

- **Collection of institutional evidence and initial analysis**

FALL 2006 & SPRING 2007

- **Initial draft of Report sections to be discussed by Re-Accreditation Steering Committee**

MAY–JUNE 2007

- **Preparation of initial draft of Report; review by Re-Accreditation Steering Committee**

SUMMER 2007

- **Update of evidence; revision of Report's initial draft; posting online for general comments**

FALL 2007

- **Update of evidence; preparation and discussion of second draft by Steering Committee, administration committees, faculty, students; revision of second draft**

SPRING 2008

- **Update of evidence; discussion of third draft by Steering Committee, administration committees, faculty, students**

SUMMER 2008

- **Update of evidence; preparation of final Report**

FALL 2008

- **Submission to WASC; visit**

The themes that will be analyzed during our EE Review are:

THEME ONE **Effectiveness in Supporting Academic Excellence as an Essential Component of our Learning Community**

While academic excellence is a central characteristic that defines many colleges and universities, it is the basis of our understanding of the Jesuit and Catholic tradition in higher education. Indeed, our Mission states that “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.” Furthermore, two of our Core Values address specifically this general theme as a commitment for advancing “the freedom and the responsibility to pursue truth and follow evidence to its conclusion” and “excellence as the standard for teaching, scholarship, creative expression and service to the University community.”

In addressing this theme we will attempt to answer questions such as the following: (a) Do all curricular programs meet expectations for academic excellence? (b) Do curricular programs meet the expectations of excellence proposed by relevant professional associations and accrediting bodies? (c) Do all students have the opportunity to achieve stated program learning outcomes? (d) Do all undergraduate students achieve the Core Curriculum’s learning outcomes? (e) What is the impact on students of the courses meeting the graduation requirements for service learning and cultural diversity? (f) How effective are alumni at applying knowledge and skills acquired while at USF? (g) What is the impact of co-curricular programming in supporting academic excellence?

The following are examples of the evidence we can analyze in investigating this theme: (a) Disaggregated and longitudinal evidence for student achievement of course and program learning outcomes including student work (e.g., papers, exams, journals, projects, performances); (b) Assessment of academic excellence in the Core Curriculum based on student work; (c) Assessment of academic excellence in academic programs based on student work; (d) Responses by students to teaching evaluation measures; (e) Responses by students to NSSE on questions



dealing with academic excellence and engagement in learning; (f) Data on alumni employment, satisfaction and perceived impact on their communities; (g) Disaggregated and longitudinal data in terms of enrollment, retention, graduation, GPA, etc.; (h) Results of academic program reviews; (i) Passing rates in professional certification and licensing exams; (j) Students' performance in capstone courses or experiences.

THEME TWO **Effectiveness in Building a Diverse Learning Community**

We have chosen this second theme as a reflection of a very distinctive characteristic of USF (one of the 20 most ethnically diverse universities in the country) as well as a response to the importance that diversity is assigned in our Mission statement. Indeed, our Mission statement indicates that "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." While we have achieved much in diversifying our learning community, we also feel that this analysis will not only help us to assess our progress and its effects on student learning but also provide us with direction as to where efforts need to be placed. Realizing that "diversity" means much more than just racial/ethnic or gender diversity, we have chosen to focus on these two areas in order to keep our review manageable. Nevertheless we value our diversity in such terms as religious and/or faith background or preference, physical ableness, national origin, economic status, sexual orientation, and age.

In conducting the review of our effectiveness in building a diverse learning community we will research answers to questions such as: (a) How does the University promote an understanding, respect and appreciation of diversity (specifically in terms of ethnicity and gender) as an outcome of learning experiences? (b) Does the curriculum reflect and support the University's ethnic and gender diversity? (c) Do co-curricular activities reflect and support USF's ethnic and gender diversity? (d) How effectively does USF educate students to live and interact in multicultural settings? (e) How effective is USF in achieving gender and ethnic diversity in the student body, faculty,

administration, staff and governing bodies?

Among the information and evidence we could analyze in addressing the above questions, are the following:

- (a) Disaggregated and longitudinal data in terms of enrollment, retention, graduation, GPA, etc. of students;
- (b) Longitudinal and disaggregated diversity indicators of faculty and staff in terms of recruitment, tenure (when relevant), and promotion;
- (c) Responses by students to standardized instruments (e.g., NSSE, CIRP, Graduating Student Survey);
- (d) Indicators of ethnic and gender diversity in curricular and co-curricular activities;
- (e) Students' perceptions of the effects of diversity in their learning experiences at USF;
- (f) Students' papers and other evidence of learning written or produced during courses that meet the cultural diversity requirement for graduation.

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

Our Mission statement as well as our own sense of identity as an institution is intimately related to our motivation to create a learning community that includes knowledge and experiences that go beyond our campus and include the city, the rest of the country and the world. Also important is the vision that we are educating and empowering our students to be socially responsible leaders who will make a difference and will distinguish themselves by their sensitivity to others and their motivation to change the world. Indeed, our *Vision, Mission and Values* statement states that "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." Furthermore, the Mission statement is clear in manifesting our commitment to a global education by stating that "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." Our interest in pursuing this theme is also supported by three of the Core Values of the institution as described in our *Vision, Mission and Values* statement: (1) "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;” (2) “A culture of service that respects and promotes the dignity of every person;” and, (3) “diversity of perspectives, experiences and traditions as essential components of a quality education in our global context.”

In analyzing this theme, we envision researching answers to the following questions (among others): (a) How effective are USF academic programs in providing all students with the “knowledge and skills needed to succeed as persons and professionals” while demonstrating concern for others? (b) Do students and alumni manifest a commitment to the betterment of society and the welfare of those who cannot help themselves? (c) Do students and alumni, as a result of their curricular and co-curricular experiences at USF, express values and attitudes that show sensitivity for the needs of others particularly the poor, the powerless, the disenfranchised? (d) What is the impact on students of global perspectives in the curriculum and in co-curricular activities? (e) What is the nature and quality of the involvement of USF students, faculty and staff in University-sponsored international learning experiences?

There are a number of information sources that we could use in addressing this third theme including: (a) Results of academic program reviews; (b) Responses to nationally normed surveys (e.g., NSSE); (c) Data on fieldwork and service learning placements of students in San Francisco and their impact on students’ lives; (d) Assessment of curricular offerings that make use of San Francisco as a learning resource; (e) Alumni involvement with service organizations (e.g., Jesuit Volunteers, Peace Corps) and NGOs; (g) Data on graduates who pursue service careers (medicine, psychology, education, law, nursing, etc.); (h) Special questions in the Graduating Student Survey, alumni survey, etc.; (i) Longitudinal and disaggregated information on students’ experiences abroad (immersion, volunteer work, fieldwork, internships, study abroad) including surveys, reflections, journals; (j) Number and nature of curricular and co-curricular offerings with a global component; (k) Faculty and staff involvement in international activities; (l) Impact of international students in curriculum, co-curriculum, class activities, and University climate; (m) Students’ reflective essays after completing service learning courses or international immersion experiences.

Effectiveness of Data Gathering and Analysis Systems

The Office of Institutional Research was established in 2000 in order to (a) provide consistent, accurate, and official reporting of USF institutional data; (b) conduct research and analysis in support of institutional effectiveness, planning, and decision-making; (c) coordinate specialized institutional research projects; (d) collect, evaluate, and distribute, as appropriate, external reports and data germane to the University, its executive officers, and offices; (e) conduct specific research projects for the University on the fulfillment of the University’s *Vision, Mission, and Values*. This office is supervised by the Director of Institutional Research who also is part of the WASC Re-Accreditation Steering Committee. In addition, USF has a Department of Information Services within the Office of Academic Services that collects and analyzes all student-related information (e.g., students’ enrollment patterns, students’ schedule, faculty workload, etc.). The Director of Institutional Assessment, also a member of the WASC Re-Accreditation Steering Committee, supports all assessment efforts at the University including the analysis of normed surveys (e.g., NSSE, CIRP) as well as targeted assessment or evaluation efforts. Finally, the Assessment Steering Committee oversees all institution-wide assessment efforts and reports results to the University community. Each of these individuals will collaborate in the re-accreditation process by collecting or analyzing appropriate data, gathering evidence of educational effectiveness and summarizing the results of the necessary analyses. The results of these analyses are made available to the University community and are discussed by the members of the Provost Council and the Leadership Team. There is a high level of inter-office collaboration and ultimately all offices and data gathering systems report to the Office of the Provost ensuring integration and overall coordination.

We feel that our current data gathering and analysis systems are appropriate for the preparation of the re-accreditation reviews and we are confident that data collection and analysis needs identified during the preparation process will be appropriately met given the overall coordination and commitment provided by the Office of the Provost.



Off-Campus and Distance Education Degree Programs

The University of San Francisco is approved to offer the following off-campus programs at sites located more than 25 miles from the San Francisco:

SACRAMENTO, CALIFORNIA

- **M.A. in Counseling Psychology**
- **B. S. in Applied Economics**
- **Bachelor of Public Administration**
- **B. S. in Information Systems**
- **B. S. in Organizational Behavior**
- **M. S. in Organization Development**
- **Master of Public Administration**
- **Master in Nonprofit Administration**
- **M. S. in Information Systems**

SAN RAMON, CALIFORNIA

- **M. A. in Teaching**
- **B. S. in Applied Economics**
- **Bachelor of Public Administration**
- **B. S. in Information Systems**
- **B. S. in Organizational Behavior**
- **M. S. in Organization Development**
- **Master of Public Administration**
- **M. S. in Information Systems**

SANTA ROSA, CALIFORNIA

- **M. A. in Counseling Psychology**
- **M. A. in Teaching**
- **B. S. in Applied Economics**
- **Bachelor of Public Administration**
- **B. S. in Information Systems**
- **B. S. in Organizational Behavior**
- **M. S. in Organization Development**
- **Master of Public Administration**
- **Master in Nonprofit Administration**
- **M. S. in Information Systems**

CUPERTINO, CALIFORNIA

- **M. A. in Counseling Psychology**
- **M. A. in Teaching**
- **B. S. in Applied Economics**
- **Bachelor of Public Administration**
- **B. S. in Information Systems**
- **B. S. in Organizational Behavior**
- **M. S. in Organization Development**
- **Master of Public Administration**
- **M. S. in Information Systems**

LOS ANGELES, CALIFORNIA

- **M. A. in Sport Management**
- **M. S. in Environmental Management**
- **M. A. in Catholic School Leadership**
- **M. A. in Catholic School Teaching**

PHOENIX, ARIZONA

- **M.A. in Theology**

BUDAPEST, HUNGARY

- **M.S. in Environmental Management**



MANILA, PHILIPPINES

- **M.S. in Environmental Management**
-

XIAMEN, P. R. OF CHINA

- **M. S. in Environmental Management**
 - **M. A. in Teaching English as a Second Language**
-

BANGKOK, THAILAND

- **M. S. in Financial Analysis**
-

SINGAPORE

- **M. S. in Financial Analysis**
-

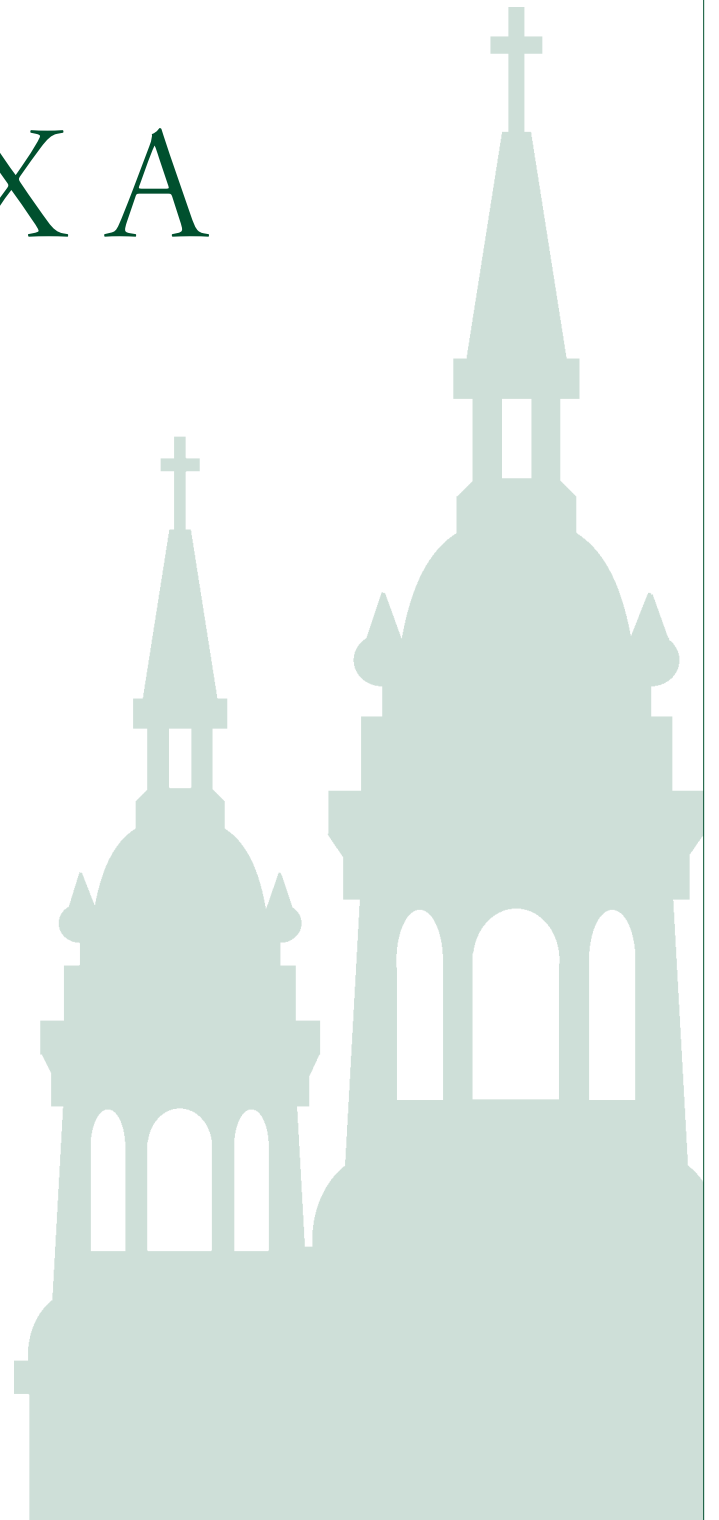
All of these programs will be integrated into the Capacity and Preparatory Review as well as into the Educational Effectiveness Review.



APPENDICES



APPENDIX A



APPENDIX B



APPENDIX C





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*Educating Minds and Hearts
to Change the World*