

UNIVERSITY OF SAN FRANCISCO

Inventory of Educational Effectiveness Indicators October 2014

Category	(1) Have formal learning outcomes been developed? <i>Yes/No</i>	(2) Where are these learning outcomes published (e.g., catalog, syllabi, other materials)?	(3) Other than GPA, what data / evidence is used to determine that graduates have achieved stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)?	(4) Who interprets the evidence? What is the process?	(5) How are the findings used?	(6) Date of the last program review for this degree program.
At the institutional level:	Yes	Catalog	Periodic analyses of student performance in capstone experiences, student projects, NSSE results, pre/post performance, reflection papers	Deans, faculty, Assessment Committee	Modify course content, redesign requirements	N/A
For general education if an undergraduate institution:	Yes	Catalog	Periodic analyses of direct evidence of student performance in Core Curriculum courses, reflection papers, Service Learning Project Report	Deans, Core Curriculum Committee	Modify course content, eventual redesign of Core Curriculum	N/A

UNIVERSITY OF SAN FRANCISCO: COLLEGE OF ARTS & SCIENCES

Inventory of Educational Effectiveness Indicators

Category	(1) Have formal learning outcomes been developed? <i>Yes/No</i>	(2) Where are these learning outcomes published (e.g., catalog, syllabi, other materials)?	(3) Other than GPA, what data / evidence is used to determine that graduates have achieved stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)?	(4) Who interprets the evidence? What is the process?	(5) How are the findings used?	(6) Date of the last program review for this degree program.
CAS: B.A. in Advertising	Yes	Online Catalog	Student projects Syllabi content analysis Student advising sessions	Assessment is coordinated by the director of the program. Results and any needed changes are discussed with faculty in the Communication Studies department faculty meetings.	For program evaluation and improvement. For example, the program faculty revised their learning outcomes during the last cycles.	<i>New Program Next: AY 15-16</i>
CAS: M.S. in Analytics	Yes	Online Catalog	Embedded questions Curriculum and syllabi analysis by full time faculty, adjunct faculty, and practicum supervisors Survey of students	Assessment is coordinated by the director of the program. Results and any needed changes are discussed during program faculty meetings.	For program evaluation and improvement. The program has not completed the first assessment cycle. However, they have revised database course based on feedback from practicum companies.	<i>New Program: Next: AY 19-20</i>
CAS: B. A. in Architecture and Community Design	Yes	Online Catalog	Student papers, reports, and exams Conceptual diagrams, models, sketchbooks, and construction projects Design presentations to peers	The department assessment committee coordinates assessment efforts. Results and any needed changes are discussed in program faculty meetings.	For program evaluation and improvement. For example, the faculty found that overall students are meeting LOs at an acceptable rate during the last cycles. They decided to provide more tutoring in writing skills for students struggling with paper assignments. They also created an Introduction to Architecture and Community Design class.	<i>New Program: Next: AY 15-16</i>

CAS: B.A. Art History/ Arts Management	Yes	Online Catalog	Midterms exams Portfolios Presentations Student papers (i.e., formal analysis, final research paper) and in-class assignments using rubric Internship reflection essays	The department assessment committee coordinates assessment efforts. Results and any needed changes are discussed in program faculty meetings.	For program evaluation and improvement. For example, the program faculty decided to incorporate more “milestone” research assignments in their courses during the last cycles to help students practice the concepts. They also experimented with differential assignments to help address the needs of both majors and non-majors	March 2009 <i>Next: AY 15-16</i>
CAS: B.A. in Asian Studies	Yes	Online Catalog	Student papers Embedded questions	Assessment is coordinated by the director of the program. Results and any needed changes are discussed in program faculty meetings.	For program evaluation and improvement. For example, the program faculty created two tracks to address curricular cohesion issues and re-evaluated their language requirement. The director also worked with faculty to integrate the teaching of multidisciplinary methodologies in the curriculum.	March 2010 <i>Next: AY 16-17</i>
CAS: Master of Asian Pacific Studies	Yes	Online Catalog	Syllabi content analysis Student advising sessions	Assessment is coordinated by the program and administrative directors of the program. Results and any needed changes are discussed in program faculty meetings.	For program evaluation and improvement. For example, the program faculty added a capstone course and changed their language requirement during the last cycles.	March 2010 <i>Next: AY 16-17</i>

CAS: B.S. in Biology	Yes	Online Catalog	ETS Field Test for Biology Syllabi content analysis Student survey Student focus groups	Assessment is coordinated by the chairs with input from other members of the department. Results and any needed changes are discussed in program faculty meetings.	For program evaluation and improvement. For example, the program faculty added course sections to required courses, revised syllabi, created a career development seminar, and increased their coverage of primary literature during the last cycles.	April 2014 <i>Next: AY 20-21</i>
CAS: M.S. in Biology	Yes	Online Catalog	Faculty evaluations of student progress Exit interviews Research proposals Theses and thesis defenses	Assessment is coordinated by the director with input from other members of the department. Results and any needed changes are discussed in program faculty meetings.	For program evaluation and improvement. For example, the program faculty decided that they were relying too much on indirect measures of assessment in the last cycles and have added evaluation of research proposals, theses, and thesis defenses to the next assessments.	April 2014 <i>Next: AY 20-21</i>
CAS: P.S.M Biotechnology	Yes	Online Catalog	Course exams Laboratory reports Student resumes	Assessment is coordinated by the director with input from other members of the department. Results and any needed changes are discussed in program faculty meetings.	For program evaluation and improvement. The program was launched recently and has not completed an assessment cycle and closing the loop activities.	<i>First: AY 19-20</i>
CAS: B.S. in Chemistry	Yes	Online Catalog	American Chemical Society (ACS) exams Embedded questions in final exams Poster assignment using rubric Lab reports	The department assessment committee coordinates assessment efforts. Results and any needed changes are discussed in program faculty meetings.	For program evaluation and improvement. For example, the program faculty developed a Peer-Led Team Learning (PLTL) program, added a placement test for some of their courses, and moved research poster assignments to earlier in the curriculum during the last cycles.	April 2012 <i>Next: AY 18-19</i>

CAS: M.S. in Chemistry	Yes	Online Catalog	American Chemical Society (ACS) exam. Review of teaching assistant evaluations	The department assessment committee coordinates assessment efforts. Results and any needed changes are discussed in program faculty meetings.	For program evaluation and improvement. For example, the program faculty developed training seminars in teaching skills and strategies for the graduate students during the last cycles.	March 2012 <i>Next: AY 18-19</i>
CAS: Masters in Collegiate Athletics	Yes	Online Catalog	E-portfolio Signature assignments	The program and administrative directors coordinate assessment. Results and any needed changes will be discussed in program faculty meetings.	For program evaluation and improvement. The program was launched this year and has not completed an assessment cycle and closing the loop activities.	New Program <i>First: AY 20-21</i>
CAS: B.A. in Communication Studies	Yes	Online Catalog	Student papers Embedded questions exams using pre and post test method	The department assessment committee coordinates assessment efforts. Results and any needed changes are discussed in program faculty meetings.	For program evaluation and improvement. For example, the program faculty decided to revise their learning outcomes and to add an e-portfolio during the last cycles to help students synthesize their learning experiences and increase curricular coherence.	April 2008 <i>Next: AY 14-15</i>
CAS: B.A. in Comparative Literature and Culture	Yes	Online Catalog	Syllabi content analysis Advising plan analysis	Assessment is coordinated by the director of the program. Results and any needed changes are discussed in Advisory Board meetings.	For program evaluation and improvement. For example, the program faculty decided to add an e-portfolio requirement to their curriculum during the last cycles to help the students synthesize their learning experiences.	April 2012 <i>Next: AY 19-20</i>

CAS: B.S. in Computer Science	Yes	Online Catalog	Embedded exam questions Signature assignments	The department assessment committee coordinates assessment efforts. Results and any needed changes are discussed in program faculty meetings.	For program evaluation and improvement. For example, the program faculty decided to revise their learning outcomes during the last cycles.	<i>April 2008</i> <i>Next: AY 15-16</i>
CAS: M.S. in Computer Science	Yes	Online Catalog	Embedded questions in student exams Syllabi content analysis	Assessment is coordinated by the director of the program. Results and any needed changes are discussed in program faculty meetings.	For program evaluation and improvement. For example, the program faculty decided to create informal tracks to address curricular coherence issues, during the last cycles.	<i>April 2008</i> <i>Next: AY 14-15</i>
CAS: B.A. in Critical Diversity Studies	Yes	Online Catalog	Student papers and projects	Assessment is coordinated by the director of the program. Results and any needed changes will be discussed in program faculty meetings.	For program evaluation and improvement. The program will be launched this year and has not completed an assessment cycle and closing the loop activities.	New Program <i>First: AY 20-21</i>
CAS: B.S. in Data Science	Yes	Online Catalog	Student projects and exams	Assessment is coordinated by the director of the program. Results and any needed changes are discussed in program faculty meetings.	For program evaluation and improvement. The program was launched recently and has not completed an assessment cycle and closing the loop activities.	<i>New Program</i> <i>First: AY 19-20</i>
CAS: B.A. in Design	Yes	Online Catalog	Curriculum and syllabi content analysis	The department assessment committee coordinates assessment efforts. Results and any needed changes are discussed in program faculty meetings.	For program evaluation and improvement. For example, this program faculty created two new courses on design and sustainability and design and social change that connect to the Program, College, and University Mission during the last cycles.	<i>March 2009</i> <i>Next: AY 15-16</i>

CAS: B.A. in Economics	Yes	Online Catalog	Embedded questions	Assessment is coordinated by the director of the program. Results and any needed changes are discussed in program faculty meetings.	For program evaluation and improvement. For example, the program faculty decided to increase instruction around supply and demand concepts in Principles courses during the last cycles.	March 2007 <i>Next: AY 14-15</i>
CAS: M.A. in Economics	Yes	Online Catalog	Embedded questions	Assessment is coordinated by an assessment committee. Results and any needed changes are discussed in program faculty meetings.	For program evaluation and improvement. The program faculty decided that their students were meeting program learning outcomes the last cycles.	March 2007 <i>Next: AY 14-15</i>
CAS: B.A. in English	Yes	Online Catalog	Embedded exam questions using pre-test and post-test design Student papers using a rubric	Assessment is coordinated by the chair of the department. Results and any needed changes are discussed in program faculty meetings.	For program evaluation and improvement. For example, the faculty implemented new required foundation courses in the Writing track (i.e., the students must take two different genres in lieu of one required foundation course) during the last cycles.	April 2009 <i>Next: AY 15-16</i>
CAS: B.A. in Environmental Studies	Yes	Online Catalog	Final exams in introductory courses Oral exam of graduating seniors and classroom observations in the capstone course	Assessment is coordinated by the directors of the program. Results and any needed changes are discussed in program faculty meetings.	For program evaluation and improvement. For example, the program faculty decided to add a research methods course and an e-portfolio to the capstone to their curriculum during the last cycles.	<i>April 2014</i> <i>Next: AY 20-21</i>

CAS: B.S. in Environmental Science	Yes	Online Catalog	Embedded questions in exams Group projects using rubric	Assessment is coordinated by the chair of the department. Results and any needed changes are discussed in department faculty meetings.	For program evaluation and improvement. For example, this program increased scaffolding and instructor feedback around group projects in courses during the last cycles.	April 2013 <i>Next: AY 19-20</i>
CAS: M.S. Environmental Management	Yes	Online Catalog	Written projects Oral presentations	Assessment is coordinated by the director of the program. Results and any needed changes are discussed in program faculty meetings.	For program evaluation and improvement. For example, the program faculty developed a guide with uniform expectations for oral presentations, increased writing opportunities, and had students develop their project ideas earlier and during this last cycle.	April 2013 <i>Next: AY 19-20</i>
CAS: B.S. in Exercise and Sport Science *Changed name from Exercise and Sports Sciences to Kinesiology in Spring 2014.	Yes	Online Catalog	Student exams	The department assessment committee coordinates assessment efforts. Results and any needed changes are discussed in program faculty meetings.	For program evaluation and improvement. For example, the program faculty revised the curriculum (e.g., closed dated courses and the B.A. track) and renamed the major to bring it inline with changes in the field during the last cycles.	April 2012 <i>Next: AY 18-19</i>
CAS: B.A. in Fine Arts	Yes	Online Catalog	Research papers Quizzes and tests Portfolio and sketchbook planning Collaborative projects Thesis project Mock application to post-professional endeavor	The department assessment committee coordinates assessment efforts. Results and any needed changes are discussed in program faculty meetings.	For program evaluation and improvement. For example, the program faculty decided to increase the conceptual work in 200 level courses and re-evaluate the prerequisites for the Senior Studio course during the last cycles.	March 2009 <i>Next: AY 15-16</i>

CAS: B.A. in French Studies	Yes	Online Catalog	Oral presentations Exams Focus Groups	The Modern and Classical Language department assessment committee coordinates assessment efforts. Results and any needed changes are discussed in program faculty meetings.	For program evaluation and improvement. For example, the program faculty are petitioning to revise the structure of the major to emphasize more work at the upper-levels last cycles and created a Facebook page to support alumni.	April 2010 Next: AY 16-17
CAS: B.A. in History	Yes	Online Catalog	Embedded exam questions	The department assessment committee coordinates assessment efforts. Results and any needed changes are discussed in program faculty meetings.	For program evaluation and improvement. For example, the program faculty decided to revise learning outcomes during the last cycles.	April 2013 Next: AY 19-20
CAS: B.A. in International Studies	Yes	Online Catalog	Embedded exam questions Student papers using a rubric Graduating senior survey	The department assessment committee coordinates assessment efforts. Results and any needed changes are discussed in program faculty meetings.	For program evaluation and improvement. For example, the program faculty created a peer advising system during the last cycles. The department recently outlined a plan to revise the curriculum structure to increase coherence in the upper-level curriculum.	April 2010 Next: AY 16-17
CAS: M.A. in International Studies	Yes	Online Catalog	Papers and thesis Class Presentations Post-internship presentation Student mid-semester evaluations Exit survey	Program and administrative directors coordinate assessment. Results are interpreted, and any changes are decided by, the program advisory board.	For program evaluation and improvement. For example, the program faculty were satisfied with student progress this last cycles, but are expanding their assessment efforts. They are also considering e-portfolios to help students synthesize their higher-level learning.	First AY 16-17

CAS: M.A. International and Development Economics	Yes	Online Catalog	Oral presentations of their Master Projects using rubric	Assessment is coordinated by the director of the program. Results and any needed changes are discussed in program faculty meetings.	For program evaluation and improvement. For example, the program faculty decided that the students needed more training in econometrics and statistics and the faculty teaching these courses coordinated teaching efforts during the last cycles.	March 2007 <i>Next: AY 14-15</i>
CAS: B.A. in Japanese Studies	Yes	Online Catalog	Oral presentations Language exams	The Modern and Classical Language department assessment committee coordinates assessment efforts. Results and any needed changes are discussed in program faculty meetings.	For program evaluation and improvement. For example, the program faculty are petitioning the curriculum committee to change the structure of their major and increase upper level coursework during the last cycle.	April 2010 <i>Next: AY 16-17</i>
CAS: B.A. in Latin American Studies	Yes	Online Catalog	Written assignments Class Presentations LAS Graduate Exit Survey for majors and minors	Assessment is coordinated by the director of the program. Results and any needed changes are discussed in program faculty meetings.	For program evaluation and improvement. For example, the program faculty revised their curriculum, including increasing their language requirement during the last cycles.	<i>April 2010</i> <i>Next: AY 16-17</i>
CAS: B.S. in Mathematics	Yes	Online Catalog	Embedded exam questions	Assessment is coordinated by the chair of the program. Results and any needed changes are discussed in department faculty meetings.	For program evaluation and improvement. For example, the program faculty decided that the students have met the learning outcomes during the last cycles.	March 2011 <i>Next: AY 17-18</i>

CAS: B.A. in Media Studies	Yes	Online Catalog	Video and/or audio projects Student exams Syllabi content analysis	The department assessment committee coordinates assessment efforts. Results and any needed changes are discussed in program faculty meetings.	For program evaluation and improvement. For example, after reviewing syllabi for alignment and curriculum coherence during the last cycles., the program faculty in the process of revising the structure of their major.	March 2008 Next: AY 14-15
CAS: M.A. in Museum Studies	Yes	Online Catalog	Student projects Practicum assignments	Assessment is coordinated by the program and administrative directors of the program. Results and any needed changes are discussed in program faculty meetings.	For program evaluation and improvement. The program was launched recently and has not completed an assessment cycle and closing the loop activities.	<i>First AY 18-19</i>
CAS: B.A. in Performing Arts and Social Justice	Yes	Online Catalog	Signature assignments Essay questions	The department assessment committee coordinates assessment efforts. Results and any needed changes are discussed in program faculty meetings.	For program evaluation and improvement. For example, the program revised their Core learning outcomes during the last cycles.	April 2009 Next: AY 15-16
CAS: B.A. in Philosophy	Yes	Online Catalog	Signature assignments Embedded exams questions Oral presentations Assessment of alignment of course methodologies	The department assessment committee coordinates assessment efforts. Results and any needed changes are discussed in program faculty meetings.	For program evaluation and improvement. For example, the program faculty require a 1500+ word count for all critical papers in the lower division introductory philosophy and ethics courses.	February 2014 Next: AY 20-21

CAS: B.S. in Physics	Yes	Online Catalog	Embedded questions in exams	The department assessment committee coordinates assessment efforts. Results and any needed changes are discussed in program faculty meetings.	For program evaluation and improvement. For example, the program faculty decided that the curriculum is well aligned during the last cycles. They are considering expanding their assessment methods to include the ETS Field Test in Physics.	March 2011 <i>Next: AY 17-18</i>
CAS: B.A. in Politics	Yes	Online Catalog	Embedded questions Retention and graduation rate data	Assessment is coordinated by the chair of the program. Results and any needed changes are discussed in department faculty meetings.	For program evaluation and improvement. For example, the program faculty developed a peer advising system during the last cycles that is used by other programs in the College.	March 2014 <i>Next: AY 19-20</i>
CAS: B.A. in Psychology	Yes	Online Catalog	Embedded questions in statistics courses Final research papers	The Faculty Assessment Coordinator organizes the assessment efforts. Results are interpreted, and possible changes decided by, the department faculty at faculty meetings.	For program evaluation and improvement. For example, the program faculty revised the research methods curriculum during the last cycles.	April 2011 <i>Next: AY 17-18</i>
CAS: Masters in Public Affairs	Yes	Online Catalog	Curriculum and syllabi content analysis Student advising sessions	Assessment is coordinated by the program and administrative directors of the program. Results and any needed changes are discussed in program faculty meetings.	For program evaluation and improvement. For example, the program faculty moved the internship requirement earlier in the curriculum and revised their ethics course during the last cycles.	<i>First: AY 16-17</i>

CAS: B.A. in Sociology	Yes	Online Catalog	<p>Student papers and projects using a department-created rubric</p> <p>Student exams</p> <p>Student survey</p>	The department assessment committee coordinates assessment efforts. Results and any needed changes are discussed in program faculty meetings.	For program evaluation and improvement. For example, the program faculty decided the curriculum was effective, during the last cycles, but are considering adding a research methods course in response to program review. They also plan to add indirect	<p>April 2013</p> <p>Next: AY 19-20</p>
CAS: B.A. in Spanish	Yes	Online Catalog	<p>Oral presentations</p> <p>Exams</p> <p>Focus Groups</p>	The Modern and Classical Language department assessment committee coordinates assessment efforts. Results and any needed changes are discussed in program faculty meetings.	For program evaluation and improvement. For example, the program faculty revised the structure of the program, including removing courses that were not effective, during the last cycles.	<p>April 2010</p> <p>Next: AY 16-17</p>
CAS: M.A. in Sport Management	Yes	Online Catalog	Portfolios consisting of written and oral assignments and exams	Assessment is coordinated by the program and administrative directors of the program. Results and any needed changes are discussed in program faculty meetings.	For program evaluation and improvement. For example, the program faculty were satisfied that the students have been meeting the learning outcome during the last cycles.	<p>February 2008</p> <p>Next: AY 14-15</p>
CAS: B.A. in Theology and Religious Studies	Yes	Online Catalog	Student papers using a rubric	The department chair and assessment coordinator organize the assessment efforts. Results, and any needed changes, are discussed in program faculty meetings.	For program evaluation and improvement. For example, the program faculty decided to restructure their curriculum during the last cycles so that there will be greater coherence in the upper level curriculum.	<p>April 2010</p> <p>Next: AY 17-18</p>

CAS: B.A. in Urban Studies	Yes	Online Catalog	Student projects and exams in introductory courses Papers in senior seminar Practicum assignments	Assessment is coordinated by the program and administrative directors of the program. Results and any needed changes are discussed in program faculty meetings.	For program evaluation and improvement. The program was launched recently and has not completed an assessment cycle and closing the loop activities.	New Program <i>First: AY 19-20</i>
CAS: M.A. in Urban Affairs	Yes	Online Catalog	Student projects and exams Post-graduate job placements	Assessment is coordinated by the program and administrative directors of the program. Results and any needed changes are discussed in program faculty meetings.	For program evaluation and improvement. The program was launched recently and has not completed an assessment cycle and closing the loop activities.	New Program <i>First: AY 19-20</i>
CAS: M.S. in Web Science	Yes	Online Catalog	Embedded questions in student exams Syllabi content analysis	The director of the M.S. Computer Science program coordinates assessment efforts. Results are interpreted by, and any needed changes, are discussed by program faculty.	For program evaluation and improvement. For example, the program faculty are currently examining links between the Web Science program and M.S. in Computer Science program in preparation for the next program review..	New Program <i>First: AY 15-16</i>
CAS: M.F.A. in Writing	Yes	Online Catalog	Signature assignment, graded by faculty team using department-created rubric Student survey	Assessment is coordinated by the program and administrative directors of the program. Results and any need changes are discussed in program faculty meetings.	For program evaluation and improvement. For example, the program faculty revised the poetry curriculum and thesis guidelines, eliminated an ineffective summer course, and increased support for the student-created journal during the last cycles.	April 2007 <i>Next: AY 14-15</i>

UNIVERSITY OF SAN FRANCISCO: SCHOOL OF EDUCATION

Inventory of Educational Effectiveness Indicators

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

Category	(1) Have formal learning outcomes been developed? Yes/No	(2) Where are these learning outcomes published (e.g., catalog, syllabi, other materials)?	(3) Other than GPA, what data / evidence is used to determine that graduates have achieved stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)?	(4) Who interprets the evidence? What is the process?	(5) How are the findings used?	(6) Date of the last program review for this degree program.
SOE: M.A. in Catholic School Leadership	Yes	Online Catalog SOE Website Program Brochure Program Handbook	Culminating Project	Faculty	Confirm Program completion Program Review & Improvement	AY 06-07 <i>Next:</i> AY 15-16
SOE: M.A. in Catholic School Teaching	Yes	Online Catalog SOE Website Program Brochure Program Handbook	Culminating Project	Faculty	Confirm Program completion Program Review & Improvement	AY 06-07 <i>Next:</i> AY 15-16
SOE: M.A. in Catholic School Teaching (emphasis in Religious Education)	Yes	Online Catalog SOE Website Program Brochure Program Handbook	Culminating Project	Faculty	Confirm Program completion Program Review & Improvement	AY 06-07 <i>Next:</i> AY 15-16
SOE: M.A. in Counseling Psychology (emphasis in Marriage & Family Therapy)	Yes	Online Catalog SOE Website Program Brochure Program Handbook	Traineeships	Faculty Field Supervisors	Confirm Program completion Program Review & Improvement	AY 06-07 AY 12-13: new 60 unit program <i>Next:</i> AY 16-17

SOE: M.A. in Counseling Psychology (emphasis in School Counseling with a Pupil Personnel Services Credential)	Yes	Online Catalog SOE Website Program Brochure Information Booklet Program Handbook	Completion of School Counseling Credential Program	Faculty	Confirm Program completion Program Review & Improvement	AY 01-02 Next review of all Credential Programs by CTC* AY: 14-15
SOE: M.A. in Digital Media and Learning Fall 2014: New program/name MA in Digital Technologies for Teaching & Learning face-to-face and online	Yes	Online Catalog SOE Website Program Brochure	Digital Portfolio Culminating Project or Thesis or Field Project	Faculty	Confirm Program completion Program Review & Improvement	AY 03-04 (as Ed Tech) <i>Next:</i> AY 19 -20
SOE: M.A. in International & Multicultural Education (IME)	Yes	Online Catalog SOE Website Program Brochure MA Handbook	Master's Thesis/Field Project	Faculty	Confirm Program completion Program Review & Improvement	AY 05-06 <i>Next:</i> AY 15-16
SOE: M.A. in Learning and Instruction (with a Mild/Moderate Education Specialist Credential)	Yes	Online Catalog SOE Website Program Brochure Information Booklet MA Handbook	Completion of Mild/Moderate Education Specialist Credential Master's Thesis/Field Project	Faculty	Confirm Program completion Program Review & Improvement	CTC*/AY 01-02 CTC Intern Program Modification approved 2/14 Next review of all Credential Programs by CTC*AY14-15
SOE: M.A. Organization and Leadership	Yes	Online Catalog SOE Website Program Brochure Program Handbook	Master's Field Project	Faculty	Confirm Program completion Program Review & Improvement	AY 03-04 <i>Next:</i> AY 15-16

SOE: M.A. in Teaching (with either a Multiple or Single Subject K12 Teaching Credential)	Yes	Online Catalog SOE Website Program Brochure MAT Handbook	Completion of either Multiple or Single Subject K12 Teaching Credential Program Master's Thesis/Field Project	Faculty	Confirm Program completion Program Review & Improvement	CTC*AY 01-02 CTC Intern Program Modifications approved 2/14 Program Assessment CTC Preliminarily Aligned 3/14 Next review of all credential programs by CTC*AY 14-15
SOE: M.A. in Teaching: Urban Education and Social Justice (with either a Multiple or Single Subject K12 Teaching Credential)	Yes	Online Catalog SOE Website Program Brochure MAT Handbook	Completion of either Multiple or Single Subject K12 Teaching Credential Program Master's Culminating Project	Faculty	Confirm Program completion Program Review & Improvement	CTC*AY 01-02 Intern Program Modifications CTC approved 2/14 Program Assessment CTC Preliminarily Aligned 3/14 Next review of all credential programs by CTC*AY:14-15
SOE: M.A. in Teaching Reading (with Reading Certificate)	Yes	Online Catalog SOE Website Program Brochure	Complete either Multiple or Single Subject K12 Teaching Credential Program or hold valid teaching credential Completion of Reading Certificate course work Supervised Field Experiences	Faculty Field Supervisor	Confirm Program completion Recommendation to CTC for Reading Certificate Program Review & Improvement	CTC*AY 01-02 Transition to new Standards Approved by CTC 8/12 Next review of all credential programs by CTC*AY:14-15

SOE: M.A. in Teaching English to Speakers of Other Languages (IME) *Face-to-face and Online program began Spring 2013	Yes	Online Catalog SOE Website Program Brochure MA Handbook	Master's Field Project	Faculty	Confirm Program completion Program Review & Improvement	AY 05-06 <i>Next:</i> AY 15 -16
SOE: Ed.D. Catholic School Leadership	Yes	Online Catalog SOE Website Program Brochure Doctoral Handbook	Dissertation Research and Writing	Faculty Dissertation Committee	Confirm Program completion Program Review & Improvement	AY 06-07 <i>Next:</i> AY 15 – 16
SOE: Ed.D. in International & Multicultural Education	Yes	Online Catalog SOE Website Program Brochure Doctoral Handbook	Dissertation Research and Writing	Faculty Dissertation Committee	Confirm Program completion Program Review & Improvement	AY 05-06 <i>Next:</i> AY 15 -16
SOE: Ed.D. Learning and Instruction	Yes	Online Catalog SOE Website Program Brochure Doctoral Handbook	Dissertation Research and Writing	Faculty Dissertation Committee	Confirm Program completion Program Review & Improvement	AY 05-06 <i>Next:</i> AY 15 -16
SOE: Ed.D. in Special Education	Yes	Online Catalog SOE Website Program Brochure Doctoral Handbook	Dissertation Research and Writing	Faculty Dissertation Committee	Confirm Program completion Program Review & Improvement	New Program <i>Next:</i> AY 18-19
SOE: Ed.D. in Organization and Leadership	Yes	Online Catalog SOE Website Program Brochure Program Handbook	Dissertation Research and Writing	Faculty Dissertation Committee	Confirm Program completion Program Review & Improvement	AY 03-04 <i>Next:</i> AY 15 -16

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SOE: K8 Multiple Subjects Teaching Credential	Yes	Online Catalog SOE Website Program Brochure Program Handbook	<p><u>Admissions Requirements:</u></p> <ul style="list-style-type: none"> • CBEST (California Basic Educational Skills Test) • CSET (State Subject Competency Tests) <p><u>Additional CTC Requirements (not course related) required for recommendation:</u></p> <ul style="list-style-type: none"> • Certificate of Clearance verifying a non-criminal record. • Evidence of a negative tuberculin test. • CPR (infant, child, adult) training. • US Constitution (exam or coursework). • RICA (State Reading Instruction Competency Assessment – Multiple Subject candidates only) <p><u>Program Specific Requirements:</u></p> <ul style="list-style-type: none"> • Field Placements (Internship Option available) • Teacher Performance Assessment (CalTPA) 	Faculty Field Supervisors Master Teachers TPA Assessors	Confirm Program completion Recommendation to CTC for Multiple Subject Teaching Credential Program Review & Improvement	<p>CTC*/AY 01-02</p> <p><i>Next</i> Intern Program Modification CTC approved 2/14</p> <p>Program Assessment CTC Preliminarily Aligned 3/14</p> <p>Next review of all credential programs by <i>CTC*AY: 14-15</i></p>

Category	(1) Have formal learning outcomes been developed? Yes/No	(2) Where are these learning outcomes published (e.g., catalog, syllabi, other materials)?	(3) Other than GPA, what data / evidence is used to determine that graduates have achieved stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)?	(4) Who interprets the evidence? What is the process?	(5) How are the findings used?	(6) Date of the last program review for this degree program.
SOE: K8 Credential Multiple Subjects with Bilingual Authorization	Yes	Online Catalog SOE Website Program Brochure Program Handbook	<p><u>Admissions Requirements:</u></p> <ul style="list-style-type: none"> • CBEST (California Basic Educational Skills Test) • CSET (State Subject Competency Tests) <p><u>Additional CTC Requirements (not course related) required for recommendation:</u></p> <ul style="list-style-type: none"> • Certificate of Clearance verifying a non-criminal record. • Evidence of a negative tuberculin test. • CPR (infant, child, adult) training. • US Constitution (exam or coursework). • RICA (State Reading Instruction Competency Assessment – Multiple Subject candidates only) <p><u>Program Specific Requirements:</u></p> <ul style="list-style-type: none"> • Written and oral knowledge of Language of Emphasis at FSI Level 3 • Passage of two (2) bilingual courses • Bilingual Field Placements (Internship Option available) • Teacher Performance Assessment (CalTPA) 	Faculty Field Supervisors Master Teachers TPA Assessors	Confirm Program completion Recommendation to CTC for BCLAD Multiple Subject Teaching Credential Program Review & Improvement	<p>CTC*/AY 01-02</p> <p>Bilingual Authorization CTC Approval 4/11</p> <p>Intern Program Modification CTC Approval 2/14</p> <p>Program Assessment CTC Preliminarily Aligned 3/14</p> <p>Next review of all credential programs by CTC*AY:14-15</p>

Category	(1) Have formal learning outcomes been developed? Yes/No	(2) Where are these learning outcomes published (e.g., catalog, syllabi, other materials)?	(3) Other than GPA, what data / evidence is used to determine that graduates have achieved stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)?	(4) Who interprets the evidence? What is the process?	(5) How are the findings used?	(6) Date of the last program review for this degree program.
SOE: K12 Credential in Single Subject	Yes	Online Catalog SOE Website Program Brochure Program Handbook	<p><u>Admissions Requirements:</u></p> <ul style="list-style-type: none"> • CBEST (California Basic Educational Skills Test) • CSET (State Subject Competency Tests) <p><u>Additional CTC Requirements (not course related) required for recommendation:</u></p> <ul style="list-style-type: none"> • Certificate of Clearance verifying a non-criminal record. • Evidence of a negative tuberculin test. • CPR (infant, child, adult) training. • US Constitution (exam or coursework). • RICA (State Reading Instruction Competency Assessment – Multiple Subject candidates only) <p><u>Program Specific Requirements:</u></p> <ul style="list-style-type: none"> • Field Placements (Internship Option available) • Teacher Performance Assessment (CalTPA) 	Faculty Field Supervisors Master Teachers TPA Assessors	Confirm Program completion. Recommendation to CTC for Single Subject Teaching Credential Program Review & Improvement	CTC*AY:01-02 Intern Program Modifications CTC Approval 2/14 Program Assessment CTC Preliminarily Aligned 3/14 Next review of all credential programs by CTC*AY 14-15

Category	(1) Have formal learning outcomes been developed? Yes/No	(2) Where are these learning outcomes published (e.g., catalog, syllabi, other materials)?	(3) Other than GPA, what data / evidence is used to determine that graduates have achieved stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)?	(4) Who interprets the evidence? What is the process?	(5) How are the findings used?	(6) Date of the last program review for this degree program.
SOE: K12 Credential Single Subject with Bilingual Authorization	Yes	Online Catalog SOE Website Program Brochure Program Handbook	<p><u>Admissions Requirements:</u></p> <ul style="list-style-type: none"> • CBEST (California Basic Educational Skills Test) • CSET (State Subject Competency Tests) <p><u>Additional CTC Requirements (not course related) required for recommendation:</u></p> <ul style="list-style-type: none"> • Certificate of Clearance verifying a non-criminal record. • Evidence of a negative tuberculin test. • CPR (infant, child, adult) training • US Constitution (exam or coursework) • RICA (State Reading Instruction Competency Assessment – Multiple Subject candidates only) <p><u>Program Specific Requirements:</u></p> <ul style="list-style-type: none"> • Written and oral knowledge of Language of Emphasis at FSI Level 3 • Passage of two (2) Bilingual courses • Biligual Field Placements (Internship Option available) • Teacher Performance Assessment (CalTPA) 	Faculty Field Supervisors Master Teachers TPA Assessors	Confirm Program completion Recommendation to CTC for BCLAD Single Subject Teaching Credential Program Review & Improvement	CTC*/AY 01-02 Bilingual Authorization CTC Approval 4/11 Intern Program Modifications CTC Approval 2/14 Program Assessment CTC Preliminarily Aligned 3/14 Next review of all credential programs by CTC*AY: 14-15

Category	(1) Have formal learning outcomes been developed? Yes/No	(2) Where are these learning outcomes published (e.g., catalog, syllabi, other materials)?	(3) Other than GPA, what data / evidence is used to determine that graduates have achieved stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)?	(4) Who interprets the evidence? What is the process?	(5) How are the findings used?	(6) Date of the last program review for this degree program.
SOE: Mild/Moderate Education Specialist Credential	Yes	Online Catalog SOE Website Program Brochure Information Booklet	<p><u>Admissions Requirements:</u></p> <ul style="list-style-type: none"> • CBEST (California Basic Educational Skills Test) • CSET (State Subject Competency Tests) <p><u>Additional CTC Requirements (not course related) required for recommendation:</u></p> <ul style="list-style-type: none"> • Certificate of Clearance verifying a non-criminal record. • Evidence of a negative tuberculin test. • CPR (infant, child, adult) training • US Constitution (exam or coursework) • RICA (State Reading Instruction Competency Assessment) <p><u>Program Specific Requirements:</u></p> <ul style="list-style-type: none"> • Beginning Teacher Preparation Intensive 	Faculty Field Supervisors	Confirm Program completion Recommendation to CTC for Mild/Moderate Education Specialist Credential Program Review & Improvement	CTC*AY 01-02 Intern Program Modifications CTC Approval 2/14 Next review of all credential programs by CTC*AY:14-15

Category	(1) Have formal learning outcomes been developed? Yes/No	(2) Where are these learning outcomes published (e.g., catalog, syllabi, other materials)?	(3) Other than GPA, what data / evidence is used to determine that graduates have achieved stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)?	(4) Who interprets the evidence? What is the process?	(5) How are the findings used?	(6) Date of the last program review for this degree program.
SOE: Credential in Preliminary Administrative Services	Yes	Online Catalog SOE Website Program Brochure Program Handbook	<p><u>Admissions Requirements:</u></p> <ul style="list-style-type: none"> • CBEST (California Basic Educational Skills Test) • California Teaching or Services Credential with minimum 5 years full- time experience appropriate to credential held <p><u>Program Specific Requirements:</u></p> <ul style="list-style-type: none"> • Field Experience 	Faculty Field Supervisors	Confirm Program completion Recommendation to CTC for Preliminary Administrative Services Credential Program Review & Improvement	CTC*AY 01-02 Next review of all credential programs by CTC*AY 14-15
SOE: Credential in Professional Administrative Services	Yes	Online Catalog SOE Website Program Brochure Program Handbook	<p><u>Admissions Requirements:</u></p> <ul style="list-style-type: none"> • Valid Preliminary Administrative Services Credential • Be employed in a position requiring that credential <p><u>Program Specific Requirements:</u></p> <ul style="list-style-type: none"> • Field Experience 	Faculty Field Supervisors	Confirm Program completion Recommendation to CTC for Preliminary Administrative Services Credential Program Review & Improvement	CTC*AY01-02 Next review of all credential programs by CTC*AY 14-15 *Program placed on hiatus – no longer accepting students
SOE: Credential in Pupil Personnel Services	Yes	Online Catalog SOE Website Program Brochure Information Booklet Program Handbook	<p><u>Admissions Requirements:</u></p> <ul style="list-style-type: none"> • CBEST (California Basic Educational Skills Test) • Certificate of Clearance or copy of valid California Basic Teaching Credential or Emergency Permit. <p><u>Program Specific Requirements:</u></p> <ul style="list-style-type: none"> • Fieldwork Practicum • Traineeship and/or Internships 	Faculty Field Supervisors	Confirm Program completion Recommendation to CTC for PPS Credential Program Review & Improvement	CTC*/AY 01-02 Next review of all credential programs by CTC*AY 14-15

SOE: MA in Higher Education & Student Affairs	Yes	Online Catalog SOE Website Program Brochure Information Booklet Program Handbook	Capstone Project	Faculty	Confirm Program completion Program Review & Improvement	<i>New Program</i> <i>Next:</i> AY 18 - 19
SOE: MA in Human Rights Education	Yes	Online Catalog SOE Website Program Brochure Information Booklet Program Handbook	Thesis/Field Project	Faculty	Confirm Program completion Program Review & Improvement	New Program <i>Next:</i> AY 18 - 19

UNIVERSITY OF SAN FRANCISCO: SCHOOL OF MANAGEMENT

Inventory of Educational Effectiveness Indicators

Category	(1) Have formal learning outcomes been developed? <i>Yes/No</i>	(2) Where are these learning outcomes published (e.g., catalog, syllabi, other materials)?	(3) Other than GPA, what data / evidence is used to determine that graduates have achieved stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)?	(4) Who interprets the evidence? What is the process?	(5) How are the findings used?	(6) Date of the last program review for this degree program.
SOM: Bachelor of Science in Business Administration (BSBA)	Yes	Online Catalog	<p>For each of the major learning goals, we look at a number of direct measures of achievement of the student learning outcomes. Based on the results from an evaluation of the assessment, information is shared with department chairs and the Undergraduate Curriculum Committee in order to leverage strengths, address areas for improvement and discuss ways to enhance the student experience in a particular discipline/course area.</p> <p>G 1 Understand fundamental business concepts and theories and demonstrate readiness to apply this knowledge in appropriate business settings</p> <p>Course embedded assignment or exam in discipline (see for example program disciplines: Acctg 201/202; Bus Law 301; Marketing 302; Org Dynamics 304; Finance 305; Systems in Organizations 307; Strategy 401 or Business Planning 406.</p> <p>G 2 Identify, assess and analyze relevant quantitative and qualitative information to develop and evaluate business decisions</p> <p>Course embedded assignments or exam in the courses. Additionally, qualitative evaluations of the Service Learning Project in Bus 304 and the capstone projects in 401 or 406 can be used to assess intended learning outcomes.</p> <p>G 3 Develop as effective leaders through awareness of self, others and the organization, recognizing economic, ethical, legal, environmental and social implications of business decisions from a global perspective</p> <p>Course embedded assignments or exams in the courses, particularly in Bus 101; Bus 301 and 304.</p>	<p>Members of the Undergraduate Program Committee (UPC), in collaboration with department chairs, will oversee the assessment process. Course Leaders will be asked to serve as conduits for implementing the assessments in particular courses and or sharing the results of program assessments done through the Major programs. All stakeholders involved will follow the systematic process outlined in the flowchart above.</p> <p>The UPC will set up a subcommittee to be responsible for reviewing assessment plans and processes each spring semester and report findings to the UPC for distribution and discussion among stakeholders. Departments and faculty chairs will be responsible for implementing change plans and reporting back to the UPC in a systematic process as described above.</p>	<p>A summary of the results as well as a revision plan based on result dissemination and discussion is presented back to the UPC with input from all key stakeholders. Members of the subcommittee of the UPC, as well as the UPC as a whole, review performance assessments and recommendations for improvement. Department chairs then oversee necessary initiatives to improve instruction, program features and/or course content.</p>	<p>AACSB, 2011</p> <p>Next: AACSB, Maintenance Report and Site Visit: AY 15-16</p>

Category	(1) Have formal learning outcomes been developed? <i>Yes/No</i>	(2) Where are these learning outcomes published (e.g., catalog, syllabi, other materials)?	(3) Other than GPA, what data / evidence is used to determine that graduates have achieved stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)?	(4) Who interprets the evidence? What is the process?	(5) How are the findings used?	(6) Date of the last program review for this degree program.
SOM: BSBA: Concentration in Accounting	Yes	Online Catalog	<p>Exams, Quizzes, Essay Questions, and Content Specification Outlines for relevant professional certification examinations (Certified Public Accountant for financial accounting, auditing, and tax and Certified Management Accountant for managerial and cost accounting).</p> <p>Data will be collected by the professors in the courses identified on the Curriculum Map as covering the specific program outcome.</p> <p>Material covered in the courses will be compared with the Content Specification Outlines of the professional exams.</p> <p>The departmental faculty as a whole will perform this review and curriculum modifications made as warranted.</p>	Individual professors and the department as a whole will perform the assessment as detailed in above in the Appropriate Assessment Tools and Time Frame sections.	<p>Review of the external content will be used to modify course syllabi. If content specification changes are extensive, then the requirements of the major may be revised.</p> <p>Review of student achievement on the internal assessment tools (exams, quizzes, project, and presentations) will be used to modify instructional techniques and emphasis in the individual courses.</p>	<p>AACSB, 2011</p> <p><i>Next:</i> AACSB, Maintenance Report and Site Visit: AY 15-16</p>

Category	(1) Have formal learning outcomes been developed? <i>Yes/No</i>	(2) Where are these learning outcomes published (e.g., catalog, syllabi, other materials)?	(3) Other than GPA, what data / evidence is used to determine that graduates have achieved stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)?	(4) Who interprets the evidence? What is the process?	(5) How are the findings used?	(6) Date of the last program review for this degree program.
SOM: BSBA: Concentration in Finance	Yes	Online Catalog	<ol style="list-style-type: none"> 1. Exams/questions drawn from exams 2. Projects and cases 3. Other written assignments 	Assessment measures will be evaluated by a faculty member who is not the instructor for the course, and will confer with department chair and other faculty as needed	Feedback from evaluators and student exit interviews is used to enhance current course offerings across the program. Program goals and course offerings will be reviewed periodically by a subcommittee from the Finance Dept. faculty.	AACSB, 2011 Next: AACSB, Maintenance Report and Site Visit: AY 15-16

SOM: BSBA: Concentration in Entrepreneurship and Innovation	Yes	Online Catalog	<p>1. Students innovation and design capability are measured primarily in Bus 349 "Creativity, Innovation, and Applied Design" where students design a physical product. Students will also design/redesign a business process or existing business layout to enhance the customer experience. The redesigned product and process is evaluated by the professor and also in 2 other classes, Bus 370 - Internet business applications where the design and utility of the website is assessed by the faculty; and Bus 406 based on the creativity and feasibility of the concept as detailed in the business plan (judged by the faculty) and the business plan presentation (judged by an external panel of executives and investors).</p> <p>2. On-line business expertise is primarily developed and assessed in the required BA 370 Internet Business Applications class. Each student develops an on-line business that generates market data or revenue and is enhanced based on the feedback from the first iteration of the website. This experience ensures that all students develop technology capacity to build an on-line presence and generate customer feedback or revenue and learn how to adjust the on-line offering based on this feedback. This course provides essential and state-of-the-art skill sets for students and feedback is done on an individual basis both through the assessment of the functionality of the website as well as from the presentation of the website in a class format by the faculty.</p> <p>3. Entrepreneurial Planning skills (strategic, marketing, financial) is primarily developed and assessed in the capstone 406 entrepreneurial management class where students, working in teams, develop an original business plan from their creative idea and craft a detailed plan that includes milestone planning, business model selection, marketing research, sales forecasting, financial statements for 5 years into the future, a valuation of the enterprise, and the communication of the plan in a formal elevator pitch presentation before a panel of executives and investors. The business plan is assessed by the faculty with regard to competency in each area (strategic, market, and financial planning) and the presentation is assessed by this external panel. The formal presentation provides for a professional experience for each student and one that enhances the preparation of the major class assignment and ensures the acquisition of these entrepreneurial planning competencies along with the articulation of the main components of the venture planned.</p> <p>4. This new aspect of the primary learning goals of the major came in a review and from feedback from previous assessment of the relevancy of our curriculum. In short, we came to believe, that students needed a practical experience to employ the competencies they were learning in the classroom. From this notion, we added a practical experience requirement in entrepreneurship and innovation under the direction of a school faculty and in conjunction with an organizational manager that the student is reporting to. In this case, there is an academic component to the organizational project that the student is working on and it is assessed by the faculty along with the manager. This interplay of academic and organizational assessment we believe will enhance the learning experience and preparation of our students.</p>	Much of the evidence or assessment of achievement of the learning goals is done by the faculty of the class in which we anticipate the goals to primarily be achieved. This assessment is, however, supplemented by a panel of executives and investors for the presentation of the business plan pitch in business 406.	The on-going assessment of student skills have been used to update the UG entrepreneurship major twice in the last 4 years, most recently this last academic year where we have provided for more choice in the curriculum but still ensure the key competencies are achieved. Specifically, we increased the amount of entrepreneurial finance that is included in the capstone 406 while also adding an essential experiential component (e.g. practicum in entrepreneurship and innovation) to ensure all entrepreneurship and innovation students develop organizational experience and insights that will make their transition from student to professional more seamless.	AACSB, 2011 Next: AACSB, Maintenance Report and Site Visit: AY 15-16
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SOM:.BSBA: Concentration in Hospitality Management	Yes	Online Catalog	<p>Measurement of student learning outcomes across courses will occur via a combination of one or more of these techniques:</p> <p>Evaluations of course-embedded assignments, including test questions, case analyses of business problems, student presentations Student simulations and experiential exercises Culminating assignments Student pre-course and post-course survey. Student peer reviews Student exit interview data (survey and/or focus group) Performance appraisals</p>	<p>Appointed faculty will conduct course-embedded assessment as outlined in the “How are the findings used” column.</p> <p>Outside evaluators will conduct evaluations of presentations in courses as determined by the faculty.</p>	<p>Feedback from course-embedded evaluations, reviews, and student exit interviews will be used to improve courses across the Department. Subcommittees of faculty teaching sections of hospitality courses will meet as a whole to discuss findings and will recommend to the department chair methods of improving procedures and curricula. Data will be discussed during the summers following the data collection and changes will be implemented in the fall by the faculty teaching the course under the direction of the Academic Director of the Department.</p>	<p>AACSB, 2011</p> <p>Next: AACSB, Maintenance Report and Site Visit: AY 15-16</p>
SOM: BSBA: Concentration in International Business	Yes	Online Catalog		<p>The program director will be responsible for assessment activities, to be implemented by individual instructors in select courses, each academic year on a rotating basis.</p>		<p>AACSB, 2011</p> <p>Next: AACSB, Maintenance Report and Site Visit: AY 15-16</p>

Category	(1) Have formal learning outcomes been developed? <i>Yes/No</i>	(2) Where are these learning outcomes published (e.g., catalog, syllabi, other materials)?	(3) Other than GPA, what data / evidence is used to determine that graduates have achieved stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)?	(4) Who interprets the evidence? What is the process?	(5) How are the findings used?	(6) Date of the last program review for this degree program.
SOM: BSBA: Concentration in Marketing	Yes	Online Catalog	A comprehensive end of program exam is used for the measurement and assessment of each of the goals and learning outcomes. In addition, to gain insights into students' motives, values, and preferences with regard to program performance and student learning, annual student surveys are administered to all marketing majors in February.	The program director will be responsible for assessment activities, to be implemented by individual instructors in select courses, each academic year on a rotating basis.	Marketing faculty will discuss the AoL results at least once every semester in department meetings. Results-based recommendations of program changes will be documented and presented along with an implementation plan to the SOM administration twice a year. These changes will also be documented in an annual AoL report submitted to the University Office of Student Learning Assurance (OSLA).	AACSB, 2011 Next: AACSB, Maintenance Report and Site Visit: AY 15-16

<p>SOM: BSBA: Concentration in Organizational Behavior and Leadership</p>	<p>Yes</p>	<p>Online Catalog</p>	<p>A random sample of direct measure assignments will be used, to include: Individual Written Assignments, Self-Assessment Paper including Case Analyses Essay Examination Capstone Project/Case Service Learning Project</p> <p>Indirect data will also be collected via: End-of-Course Student Self-Assessments, Joint Full-time and Part-time Faculty Meetings Periodic Student and Alumni Survey</p>	<p>These measures will be evaluated by a group of faculty, alumni, and/or stakeholders.</p>	<p>The Department's process for continuous improvement involves: [1] making specific course improvements, including teaching and learning materials on an as needed basis and [2] reviewing departmental programmatic and curricular offerings on an annual basis per a schedule agreed to by the department faculty at the beginning of each academic year. The latter point reflects the department's commitment for improved pedagogical consistency across multiple courses sections and locations. Whenever possible, student representatives will be included in discussions about prospective changes to departmental programmatic and curricular offerings.</p>	<p>AACSB, 2011</p> <p>Next: AACSB, Maintenance Report and Site Visit: AY 15-16</p>
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Category	(1) Have formal learning outcomes been developed? <i>Yes/No</i>	(2) Where are these learning outcomes published (e.g., catalog, syllabi, other materials)?	(3) Other than GPA, what data / evidence is used to determine that graduates have achieved stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)?	(4) Who interprets the evidence? What is the process?	(5) How are the findings used?	(6) Date of the last program review for this degree program.
SOM: Bachelor of Science in Management (BSM)	Yes	Online Catalog	<p>For each of the major learning goals, we look at a number of direct measures of achievement of student learning outcomes. Based on the results from an evaluation of the assessment, information is shared with department chairs and the Undergraduate Curriculum Committee in order to leverage strengths, address areas for improvement and discuss ways to enhance the student experience in a particular discipline/course area.</p> <p>G 1 Understand fundamental business concepts and theories and demonstrate readiness to apply this knowledge in appropriate business settings Course embedded assignment or exam in discipline (see for example program disciplines: Acctg 201/202; Bus Law 301; Marketing 302; Org Dynamics 304; Finance 305; Systems in Organizations 307; Strategy 401 or Business Planning 406.</p> <p>G 2 Identify, assess and analyze relevant quantitative and qualitative information to develop and evaluate business decisions Course embedded assignments or exam in the courses. Additionally, qualitative evaluations of the Service Learning Project in Bus 304 and the capstone projects in 401 or 406 can be used to assess intended learning outcomes.</p> <p>G 3 Develop as effective leaders through awareness of self, others and the organization, recognizing economic, ethical, legal, environmental and social implications of business decisions from a global perspective Course embedded assignments or exams in the courses, particularly in Bus 101; Bus 301 and 304.</p>	<p>Members of the Undergraduate Program Committee (UPC), in collaboration with department chairs, oversee the assessment process. Course Leaders will be asked to serve as conduits for implementing the assessments in particular courses and or sharing the results of program assessments done through the Major programs.</p> <p>The UPC will set up a subcommittee to be responsible for reviewing assessment plans and processes each spring semester and report findings to the UPC for distribution and discussion among stakeholders. Departments and faculty chairs will be responsible for implementing change plans and reporting back to the UPC in a systematic process as described above.</p>	A summary of the results as well as a revision plan based on result dissemination and discussion is presented back to the UPC with input from all key stakeholders. Members of the subcommittee of the UPC, as well as the UPC as a whole, review performance assessments and recommendations for improvement. Department chairs then oversee necessary initiatives to improve instruction, program features and/or course content.	AACSB, 2011 Next: AACSB, Maintenance Report and Site Visit: AY 15-16

<p>SOM: Master of Business Administration (MBA)</p>	<p>Yes</p>	<p>Online Catalog</p>	<p>Course embedded assignments or exams with the assessment of common learning goals for the MBA program. This assessment will be implemented using a common question or assignment coordinated across courses that focus primarily on a common learning goal.</p> <p>The use of ETS MBA Field exam in selected second year MBA classes.</p> <p>The self-assessment survey for all MBA students at the end of the first year in the MBA program.</p> <p>A report from each MBA area of concentration on whether the core MBA program is providing the expected level of prerequisite training for the concentration, and how student learning goals are being met within each concentration</p>	<p>The MBA Dept. and Associate Dean for Graduate Programs jointly work on interpreting the results and implementing any academic and staffing changes that are seen to be necessary across the MBA Core curriculum. Information is collected in Fall and Spring semesters and then analyzed over the summer. The first MBA Dept meeting in the Fall is devoted to examining the results and developing responses.</p>	<p>Any staffing changes that are suggested are implemented jointly by the Associate Dean and MBA Dept. Chair in collaboration with the relevant Department Chair(s).</p> <p>Any changes in the curriculum are generally initiated by the Associate Dean and/or MBA Dept Chair who meet with the relevant academic Dept Chair and faculty to discuss significant changes to the curriculum or courses. Smaller changes or closer integration with other courses in the MBA Core are achieved by working committees in the MBA Dept.</p>	<p>AACSB, 2011</p> <p>Next: AACSB, Maintenance Report and Site Visit: AY 15-16</p>
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Category	(1) Have formal learning outcomes been developed? <i>Yes/No</i>	(2) Where are these learning outcomes published (e.g., catalog, syllabi, other materials)?	(3) Other than GPA, what data / evidence is used to determine that graduates have achieved stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)?	(4) Who interprets the evidence? What is the process?	(5) How are the findings used?	(6) Date of the last program review for this degree program.
SOM: Executive Master of Business Administration (Executive MBA)	Yes	Online Catalog	<p>Direct Measures: 12-18 Month Feasibility Study Student Capstone Project Presentations & Final Reflections Results of In-Class Supply Chain Management Simulation (Operations Management) Marketing Simulation Negotiations Team Presentations</p> <p>Indirect Measures: Faculty evaluations. Student surveys, Feedback from clients. Student surveys, Feedback from project clients Student Surveys, Program's Final Mgmt Simulation Project Faculty Evaluation. Student Surveys</p>	Faculty evaluates each project/ presentation/ deliverable for his/her class based on standards established prior to beginning of class and typically outlined in the course syllabus	At conclusion of each course, faculty assigns course grade and enters into the system. We informally assess success by reported promotions and compensation increases throughout program. Such promotions are fairly common. We are putting processes in place, including student surveys at entrance and exit to track such results.	AACSB, 2011 Next: AACSB, Maintenance Report and Site Visit: AY 15-16

SOM: Master in Global Entrepreneurial Management	Yes	Online Catalog	<p>We continuously assess student learning and achievement of the various learning outcomes. In addition, we continuously evaluate students and faculty reactions to the Program in order to improve its design and implementation.</p> <p>In addition to course-based assessment of student achievement, include: Embedded questions in the final exam Written case analysis on an assigned case Project paper Final Project presentation Peer evaluation Final Project Paper</p> <p>In addition to the direct measures of student learning, we employ an indirect measure in the form of surveys and one-on-one meetings with current students and alumni.</p> <p>Throughout the year, in addition to regular curricula, students are achieve the SLO's through a mix of consulting courses and a business plan course, which serves as mini-capstones each semester. In the fall, students complete a consulting course at IQS, which incorporates SLO #1-#5. In the spring semester, students complete an independent business plans which tests 2, 3, 4, 5 SLOs. This plan then becomes the basis for a pitch session to investors in teams in the final semester at USF, incorporating SLO #1. Also, in the final semester at USF the students complete a second consulting course and consulting project, which also tests SLOs 1-5. Additionally, the curriculum for MGEM is carefully evaluated each August based on both student survey, and faculty review across the three universities. Based on the student experience, courses are changed, or in some cases, courses are added.</p>	The MGEM Academic Director at USF is responsible for the assessment of program, and is responsible for managing and reporting the assessment activities. The SOM Office of Assessment provides technical support for the assessment planning and implementation and coordinates the presentation of results and the report submission.	<p>The MGEM Academic Director at USF presents a summary of the assessment results to the MGEM program faculty and the SOM Office of Assessment in year 2 of each assessment cycle.</p> <p>Program faculty review the performance assessments and recommendations for improvement are then made to the MGEM Academic Director at USF who will oversee the necessary initiatives to improve instructional techniques, program features, or course content. The MGEM Academic Director at USF is responsible for reporting assessment activities annually to the SOM Office of Assessment and the USF Office of Institutional Assessment.</p>	AACSB, 2011 Next: AACSB, Maintenance Report and Site Visit: AY 15-16
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<p>SOM: Master of Science in Organization Development</p>	<p>Yes</p>	<p>Online Catalog</p>	<p>A random sample of direct measure assignments: Self-Assessment Paper Project Case Analysis Service Learning Project Written Analysis Capstone Project</p> <p>Also, the Department also collects indirect data via: End-of-Course Student Self-Assessments Joint Full-time and Part-time Faculty Meetings Periodic Student and Alumni Surveys.</p>	<p>Outcome is evaluated by instructor in charge, groups of faculty, alumni, and/or stakeholders. Any findings (strengths/weaknesses) are reported to the program director</p>	<p>The Department's process for continuous improvement involves: [1] making specific course improvements, including teaching and learning materials on an as needed basis and [2] reviewing departmental programmatic and curricular offerings on an annual basis per a schedule agreed to by the department faculty at the beginning of each academic year. The latter point reflects the department's commitment for improved pedagogical consistency across multiple courses sections and locations. Whenever possible, student representatives will be included in discussions about prospective changes to departmental programmatic and curricular offerings.</p>	<p>AACSB, 2011</p> <p>Next: AACSB, Maintenance Report and Site Visit: AY 15-16</p>
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Category	(1) Have formal learning outcomes been developed? <i>Yes/No</i>	(2) Where are these learning outcomes published (e.g., catalog, syllabi, other materials)?	(3) Other than GPA, what data / evidence is used to determine that graduates have achieved stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)?	(4) Who interprets the evidence? What is the process?	(5) How are the findings used?	(6) Date of the last program review for this degree program.
SOM: Master of Nonprofit Administration	Yes	Online Catalog	Capstone Seminar Summary Project Plus course assignments such as: developing a fundraising plan for a nonprofit organization developing a marketing plan developing a financial management plan developing a model for creating a board of directors for a new nonprofit organization developing a model for a strategic planning process developing a human resources handbook developing an advocacy plan developing a handbook of legal issues for board and staff. class discussion moderated by the course instructor	Outcome is evaluated by instructor in charge. Any findings (strengths/weaknesses) are reported to the program director	The findings are used to guide the periodic revision of the program curriculum.	NASPAA, 2013 Next: NASPAA Self-Study: AY 17-18 Site Visit: AY 18-19

SOM: Master of Public Administration	Yes	Online Catalog	<p>Each learning outcome is assessed using course-embedded exams or assignments and the following process:</p> <p>Faculty members conduct course-embedded assessments of individual student written assignments or exams using course material developed or approved by MPA Program faculty</p> <p>Case analysis is a common but not universal assessment method. Where case method is employed, faculty have adopted a shared model to select and evaluate cases, in preparation for the students' final case analysis in PA 650 Integrative Seminar, the capstone course. The following criteria are used to identify suitable cases.</p> <p>Not used previously</p> <p>Nature of case (organizational or policy-level issues as they relate to management functions, including general management, planning, and organizational change, human resource management, finance and budgeting, information technology, based on specific course content requirement)</p> <p>Currency or long term relevance per contemporary developments in the field</p> <p>Selected from well-regarded repositories such as Kennedy School of Government or The Electronic Hallway</p> <p>Term or research papers and exams are other commonly uses assessments</p> <p>Faculty members formally discuss aggregate results of assessment-designated course work, suggest what data indicate about student learning, and propose changes to courses or curriculum</p> <p>Assessment in the MPA Program is on a one-year continuous cycle of three components:</p> <p>Planning for new cycle of assessment, including changes in the data collected or protocol for analysis</p> <p>Data collection, analysis and initial reporting</p> <p>Evidence-based change (Closing the loop)</p>	Outcome is evaluated by instructor in charge. Any findings (strengths/weaknesses) are reported to the program director	The findings are used to guide the periodic revision of the program curriculum.	<p>NASPAA, 2012</p> <p>Next: NASPAA</p> <p>Self-Study: AY 17-18</p> <p>Site Visit: AY 18-19</p>
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SOM: Master of Public Administration with Concentration in Health Services Administration	Yes	Online Catalog	Written Comprehensive Case Analysis Examination	Outcome is evaluated by instructor in charge. Any findings (strengths/weaknesses) are reported to the program director	The findings are used to guide the periodic revision of the program curriculum.	<p>NASPAA, 2012</p> <p>Next: NASPAASE If-Study: AY 17-18</p> <p>Site Visit: AY 18-19</p>
SOM: Master of Science in Information Systems	Yes	Online Catalog	<p>The learning outcomes for each course are directly embodied in the homework, tests, presentations and projects assigned during the course and well-established in each course's syllabus. The attainment of learning is assisted by course design. While course-dependent, several tools are essential to success: (1) All assignments are delivered from the student to the teacher electronically via Blackboard, (2) Student assignments are broken down into smaller units and even large projects unfold through the period of the course, (3) Grading feedback is continuous throughout the course via Blackboard on-line grading and via in-person feedback, and (4) as these are small, on-going cohorts of students, who spend just over two years together, Wiki's (on Blackboard) are used so that students have access to selections of other student's work. In this way, all may see various levels of achievement, anyone may incorporate this performance and skill sets into their own work, and there is no question as to the expected level of performance relative to grades.</p>	Information Systems Program Director will be responsible for the assessment, working with each instructor to carry out the assessment.	Where students achieve a performance of "poor" or "very poor", additional attention will be given to that module within the course, as well as the student work and feedback approach to that work. An overall assessment of the achievement of program learning outcomes will be prepared on an annual basis by the Program Director and shared with the faculty through email distribution and at the annual faculty meeting. Changes in the curriculum or in individual courses suggested by the assessment will be implemented.	<p>AACSB, 2011</p> <p>Next: AACSB, Maintenance Report and Site Visit: MAY 15-16</p>

UNIVERSITY OF SAN FRANCISCO: SCHOOL OF NURSING AND HEALTH PROFESSIONS

Inventory of Educational Effectiveness Indicators

Category	(1) Have formal learning outcomes been developed? <i>Yes/No</i>	(2) Where are these learning outcomes published (e.g., catalog, syllabi, other materials)?	(3) Other than GPA, what data / evidence is used to determine that graduates have achieved stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)?	(4) Who interprets the evidence? What is the process?	(5) How are the findings used?	(6) Date of the last program review for this degree program.
B.S.N.	Yes	Online Catalog https://www.usfca.edu/catalog/ USF SONHP website http://www.usfca.edu/nursing/ SONHP BSN Student Handbook located on the Student Portal on Canvas LMS entered through USF Connect	Successful completion of the Clinical Capstone Exit HESI (standardized computerized comprehensive exam) Specialty HESI exams in selected courses NCLEX (RN licensure exam) California Public health nurse Certificate Employment rates Graduation Rates Alumni Survey Employer Survey	SONHP Program Evaluation Committee (PEC) reviews the outcome data and makes reports and recommendations as appropriate to Leadership Council, Curriculum Committee, Academic Standards Committee Department Chairperson and Faculty	Faculty and SONHP leadership use the outcome data to assess program outcomes and determine effectiveness of outcomes for the graduate and employer; Specifics are documented in the CCNE Self-Study Report	Spring 2008 (CCNE) Spring 2009 (CA BRN) Program review: AY 2013-2014 <i>(Next accreditation for BSN, MSN and DNP programs scheduled for 9/2014)</i>

M.S.N. in Clinical Nurse Leader (for the Non- Nurse)	Yes	<p>Online Catalog https://www.usfca.edu/catalog/ USF SONHP website http://www.usfca.edu/nursing SONHP MSN Student Handbook located on Student Portal on Canvas LMS entered through USF Connect</p>	<p>CNL Roles Courses Nursing CNL Internship Exit HESI (standardized computerized comprehensive exam) NCLEX (RN licensure exam) California Public health nurse Certificate AACN CNL Certification Rates Employment rates Graduation Rates Alumni Survey Employer Survey</p>	<p>SONHP Program Evaluation Committee (PEC) reviews the outcome data and makes reports and recommendations as appropriate to Leadership Council, Curriculum Committee, Academic Standards Committee Department Chairpersons and Faculty.</p>	<p>Faculty and SONHP leadership use the outcome data to assess program outcomes and determine effectiveness of outcomes for the graduate and employer; Specifics are documented in the CCNE Self-Study Report</p>	<p>Spring 2008 (CCNE) Spring 2009 (CA BRN) Program review: AY 2013-2014 (Next accreditation for BSN, MSN and DNP programs scheduled for 9/2014)</p>
M.S.N. in Clinical Nurse Leader (for the RN) (BSN-MSN)	Yes	<p>Online Catalog https://www.usfca.edu/catalog/ USF SONHP website http://www.usfca.edu/nursing SONHP RN-MSN Student Handbook located on the Student Portal on Canvas LMS entered through USF Connect; SONHP Online MSN Student Handbook located on the Student Portal on Canvas LMS entered through USF Connect Student Portal</p>	<p>CNL Roles Courses Nursing CNL Internship AACN CNL Certification Alumni Survey Employer Survey</p>	<p>SONHP Program Evaluation Committee (PEC) reviews the outcome data and makes reports and recommendations as appropriate to Leadership Council, Curriculum Committee, Academic Standards Committee Department Chairpersons and Faculty.</p>	<p>Faculty and SONHP leadership use the outcome data to assess program outcomes and determine effectiveness of outcomes for the graduate and employer; Specifics are documented in the CCNE Self-Study Report</p>	<p>Spring 2008 (CCNE) Program review: AY 2013-2014 (Next accreditation for BSN, MSN and DNP programs scheduled for 9/2014)</p>

<p>M.S.N. in Clinical Nurse Leader (for the RN) (ADN to MSN)</p>	<p>Yes</p>	<p>Online Catalog https://www.usfca.edu/catalog/ USF SONHP website http://www.usfca.edu/nursing SONHP RN-MSN Student Handbook located on the Student Portal on Canvas LMS entered through USF Connect; SONHP Online MSN Student Handbook located on the Student Portal on Canvas LMS entered through USF Connect</p>	<p>Public Health Nurse Certificate CNL Roles Courses Nursing CNL Internship AACN CNL Certification Alumni Survey Employer Survey</p>	<p>SONHP Program Evaluation Committee (PEC) reviews the outcome data and makes reports and recommendations as appropriate to Leadership Council, Curriculum Committee, Academic Standards Committee Department Chairpersons and Faculty.</p>	<p>Faculty and SONHP leadership use the outcome data to assess program outcomes and determine effectiveness of outcomes for the graduate and employer; Specifics are documented in the CCNE Self-Study Report</p>	<p>Spring 2008 (CCNE) Program review: AY 2013-2014 (Next accreditation for BSN, MSN and DNP programs scheduled for 9/2014)</p>
<p>M.S.N. in Clinical Nurse Leader (for the RN) RN with B.A./B.S. non-nursing to M.S.N.</p>	<p>Yes</p>	<p>Online Catalog https://www.usfca.edu/catalog/ USF SONHP website http://www.usfca.edu/nursing SONHP RN-MSN Student Handbook located on the Student Portal on Canvas LMS entered through USF Connect SONHP Online MSN Student Handbook located on the Student Portal on Canvas LMS entered through USF Connect</p>	<p>Public Health Nurse Certificate CNL Roles Courses Nursing CNL Internship AACN CNL Certification Alumni Survey Employer Survey</p>	<p>SONHP Program Evaluation Committee (PEC) reviews the outcome data and makes reports and recommendations as appropriate to Leadership Council, Curriculum Committee, Academic Standards Committee Department Chairpersons and Faculty.</p>	<p>Faculty and SONHP leadership use the outcome data to assess program outcomes and determine effectiveness of outcomes for the graduate and employer; Specifics are documented in the CCNE Self-Study Report</p>	<p>Spring 2008 (CCNE) Program review: AY 2013-2014 (Next accreditation for BSN, MSN and DNP programs scheduled for 9/2014)</p>

<p>D.N.P. / B.S.N. - F.N.P</p>	<p>Yes</p>	<p>Online Catalog https://www.usfca.edu/catalog/ USF SONHP website http://www.usfca.edu/nursing DNP Student Portal located on the Student Portal on Canvas LMS entered through USF Connect</p>	<p>AACN outcome competences Practice standards Qualifying Project Evidence-based change in practice Project Public presentation of DNP project ANCC Advanced Practice Certification Alumni Survey Employer Survey</p>	<p>SONHP Program Evaluation Committee (PEC) reviews the outcome data and makes reports and recommendations as appropriate to Leadership Council, Curriculum Committee, Academic Standards Committee Department Chairpersons and Faculty.</p>	<p>Faculty and SONHP leadership use the outcome data to assess program outcomes and determine effectiveness of outcomes for the graduate and employer; Specifics are documented in the CCNE Self-Study Report</p>	<p>Spring 2008 (CCNE) Program review: AY 2013-2014 (Next accreditation for BSN, MSN and DNP programs scheduled for 9/2014)</p>
<p>D.N.P. / M.S.N. - F.N.P</p>	<p>Yes</p>	<p>Online Catalog https://www.usfca.edu/catalog/ USF SONHP website http://www.usfca.edu/nursing DNP Student Handbook located on the Student Portal on Canvas LMS entered through USF Connect SONHP FNP Student Handbook located on the Student Portal on Canvas LMS entered through USF Connect</p>	<p>AACN outcome competences Practice standards Qualifying Project Evidence-based change in practice Project Public presentation of DNP project ANCC Advanced Practice Certification Alumni Survey Employer Survey</p>	<p>SONHP Program Evaluation Committee (PEC) reviews the outcome data and makes reports and recommendations as appropriate to Leadership Council, Curriculum Committee, Academic Standards Committee Department Chairpersons and Faculty.</p>	<p>Faculty and SONHP leadership use the outcome data to assess program outcomes and determine effectiveness of outcomes for the graduate and employer; Specifics are documented in the CCNE Self-Study Report</p>	<p>Spring 2008 (CCNE) Program review: AY 2013-2014 (Next accreditation for BSN, MSN and DNP programs scheduled for 9/2014)</p>

<p>D.N.P. / B.S.N. - H.C.S.L</p>	<p>Yes</p>	<p>Online Catalog https://www.usfca.edu/catalog/ USF SONHP website http://www.usfca.edu/nursing DNP Student Handbook located on the Student Portal on Canvas LMS entered through USF Connect</p>	<p>AACN outcome competences Practice standards Qualifying Project Evidence-based change in practice Project Public presentation of DNP project National Certification in Leadership and/or CNL Alumni Survey Employer Survey</p>	<p>SONHP Program Evaluation Committee (PEC) reviews the outcome data and makes reports and recommendations as appropriate to Leadership Council, Curriculum Committee, Academic Standards Committee Department Chairpersons and Faculty.</p>	<p>Faculty and SONHP leadership use the outcome data to assess program outcomes and determine effectiveness of outcomes for the graduate and employer; Specifics are documented in the CCNE Self-Study Report</p>	<p>Spring 2008 (CCNE) Program review: AY 2013-2014 (Next accreditation for BSN, MSN and DNP programs scheduled for 9/2014)</p>
<p>D.N.P. / M.S.N. - H.C.S.L</p>	<p>Yes</p>	<p>Online Catalog https://www.usfca.edu/catalog/ USF SONHP website http://www.usfca.edu/nursing DNP Student Handbook located on the Student Portal on Canvas LMS entered through USF Connect</p>	<p>AACN outcome competences Practice standards Qualifying Project Evidence-based change in practice Project Public presentation of DNP project National Certification in Leadership and/or CNL Alumni Survey Employer Survey</p>	<p>SONHP Program Evaluation Committee (PEC) reviews the outcome data and makes reports and recommendations as appropriate to Leadership Council, Curriculum Committee, Academic Standards Committee Department Chairpersons and Faculty.</p>	<p>Faculty and SONHP leadership use the outcome data to assess program outcomes and determine effectiveness of outcomes for the graduate and employer; Specifics are documented in the CCNE Self-Study Report</p>	<p>Spring 2008 (CCNE) Program review: AY 2013-2014 (Next accreditation for BSN, MSN and DNP programs scheduled for 9/2014)</p>

Masters of Public Health (MPH)	Yes	<p>Online Catalog https://www.usfca.edu/catalog/</p> <p>USF SONHP website http://www.usfca.edu/nursing/master/overview/</p> <p>SONHP MPH Student Handbook located on the Student Portal on Canvas LMS entered through USF Connect; USF MPH Fieldwork Experience Handbook</p>	<p>An original graduate project based on the culmination of their classroom learning, a 300-hour fieldwork internship, and a capstone synthesis that demonstrates mastery of the profession</p> <p>Public Health Day, which follows an APHA Conference-style with Poster/Oral Presentations made by graduating students</p> <p>CEPH competencies</p> <p>Alumni Survey Employer Survey</p>	<p>SONHP Program Evaluation Committee (PEC) reviews the outcome data and makes reports and recommendations as appropriate to Leadership Council, Curriculum Committee, Academic Standards Committee Department Chairpersons and Faculty.</p> <p>MPH Program Director reviews student progress and make recommendations as appropriate</p>	<p>Faculty and SONHP leadership use the outcome data to assess program outcomes and determine effectiveness of outcomes for the graduate and employer;</p> <p>Specifics are documented in the CEPH Self-Study Report.</p>	<p>Jan 2014 (CEPH)</p> <p>(Next CEPH accreditation 2017)</p>
M.S .Behavioral Health	Yes	<p>Online Catalog https://www.usfca.edu/catalog/</p> <p>USF SONHP website http://www.usfca.edu/nursing/master/overview/</p> <p>SONHP MSBH Student Handbook Student Handbook located on the Student Portal on Canvas LMS entered through USF Connect</p>	<p>Completion of 240 hours of fieldwork and a capstone project</p> <p>Alumni Survey Employer Survey</p>	<p>SONHP Program Evaluation Committee (PEC) reviews the outcome data and makes reports and recommendations as appropriate to Leadership Council, Curriculum Committee, Academic Standards Committee Department Chairpersons and Faculty.</p> <p>MSBH Coordinators review student progress and make recommendations as appropriate</p>	<p>Faculty and SONHP leadership use the outcome data to assess program outcomes and determine effectiveness of outcomes for the graduate and employer;</p>	<p>No specialty accreditation</p> <p>Initial SONHP program review due 2016</p>

PsyD	Yes	<p>Online Catalog https://www.usfca.edu/catalog/</p> <p>USF SONHP website http://www.usfca.edu/nursing/Doctoral/overview/</p> <p>SONHP PsyD Student Handbook Student Handbook located on the Student Portal on Canvas LMS entered through USF Connect</p>	<p>3000 hours of supervised internship (SPE)</p> <p>Minimum of 1200 hours of clinical practica starting in year 1</p> <p>Doctoral Qualifying examination</p> <p>Comprehensive clinical presentation</p> <p>PsyD dissertation involving original quantitative or qualitative research, theoretical scholarship, program evaluation or development, critical literature analysis, or clinical application and analysis</p> <p>EPPP (Examination for Professional Practice in Psychology) licensing exam</p> <p>CPSE (California Psychology Supplemental Examination)</p>	<p>SONHP Program Evaluation Committee (PEC) reviews the outcome data and makes reports and recommendations as appropriate to Leadership Council, Curriculum Committee, Academic Standards Committee Department Chairpersons and Faculty.</p> <p>PsyD Coordinators review student progress and make recommendations as appropriate</p>	<p>Faculty and SONHP leadership use the outcome data to assess program outcomes and determine effectiveness of outcomes for the graduate and employer;</p>	<p>APA Accreditation review anticipated in 2018</p>
Bachelor of Health Services	Yes	<p>Online Catalog https://www.usfca.edu/catalog/</p> <p>USF SONHP website https://www.usfca.edu/nursing/bachelor/overview/</p>	<p>Alumni Survey</p> <p>Healthcare field project (capstone)</p>	<p>SONHP Program Evaluation Committee (PEC) reviews the outcome data and makes reports and recommendations as appropriate to Leadership Council, Curriculum Committee, Academic Standards Committee Department Chairpersons and Faculty.</p>	<p>Faculty and SONHP leadership use the outcome data to assess program outcomes and determine effectiveness of outcomes for the graduate and employer;</p>	

Master of Healthcare Informatics	Yes	<p>Online Catalog https://www.usfca.edu/catalog/</p> <p>USF SONHP website http://www.usfca.edu/nursing/master/overview/</p> <p>Online student orientation located on the Student Portal on Canvas LMS entered through USF Connect</p>	<p>Master's project</p> <p>AMIA expects to announce requirements for certification for master's level health informatics professionals and programs in November 2014</p>	<p>SONHP Program Evaluation Committee (PEC) reviews the outcome data and makes reports and recommendations as appropriate to Leadership Council, Curriculum Committee, Academic Standards Committee Department Chairpersons and Faculty.</p>	<p>Faculty and SONHP leadership use the outcome data to assess program outcomes and determine effectiveness of outcomes for the graduate and employer;</p>	<p>Initial SONHP program review due 2016</p> <p>AMIA is currently working on an "interprofessional" health informatics certification that will be announced at their annual meeting in Nov 2014</p> <p>IMIA, the international home of AMIA, has certification standards for global health informatics. This requires at least 25 graduates of the program.</p>
MS Healthcare Simulation	Yes	<p>Program begins July 15, 2014</p>	<p>Master's project</p> <p>Capstone course</p> <p>Portfolio review</p>	<p>SONHP Program Evaluation Committee (PEC) will review the outcome data and make reports and recommendations as appropriate to Administrative Council, Curriculum Committee, Department Chairs and Faculty.</p>	<p>Faculty and SONHP Administration will use the outcome data to modify curricular expectations as appropriate; will review clinical expectations to assure highest standards for evidence- based practice; and, enhance clinical settings in order to facilitate student performance.</p>	<p>Initial SONHP program review due 2016</p> <p>Considering Society for Simulation in Healthcare Accreditation of Healthcare Simulation Programs</p>

UNIVERSITY OF SAN FRANCISCO: SCHOOL OF LAW

Inventory of Educational Effectiveness Indicators

Category	(1) Have formal learning outcomes been developed? Yes/No	(2) Where are these learning outcomes published (e.g., catalog, syllabi, other materials)?	(3) Other than GPA, what data / evidence is used to determine that graduates have achieved stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)?	(4) Who interprets the evidence? What is the process?	(5) How are the findings used?	(6) Date of the last program review for this degree program.
SOL: J.D. program	Yes	Catalog (SOL)	Upper Level Research and Writing Project Bar Exam	Faculty review student performance	Course content is revised periodically	2009-2010 (ABA) <i>Next:</i> AY 14-15
SOL: Tax LLM	Yes	Catalog (SOL)	Complete required units comprising core and elective curriculum Analysis of student proficiency in tax law and policy through participation, dialogue and clinical externship opportunities	Faculty review student performance	Course content is revised periodically	2014 (ABA—acquiescence, not approval)
SOL: IP LLM	Yes	Catalog (SOL)	Required capstone seminar class Master thesis	Faculty review student performance	Course content is revised periodically	2009-2010 (ABA—acquiescence, not approval)
SOL: ICL LLM	Yes	Catalog (SOL)	Ensure that students have passing grades in required classes (American Legal System I and II) totaling required units for graduation (25)	Faculty review student performance	Course content is revised periodically	2009-2010 (ABA—acquiescence, not approval)