RECOMMENDATION 2: Develop a formal deliberative body, independent of the Faculty Association Policy Boards, to establish shared governance that will improve lines of communication and ensure participatory decision-making.
CFR(s): 2.4, 3.10, 4.3, 4.6
POINT PERSON: Eileen Fung, Interim Provost and Vice President of Academic Affairs

TASKS List the steps that will lead to accomplishment of the recommendation	INDIVIDUAL(S)/ GROUP(S) RESPONSIBLE	INDICATORS THAT THE SPECIFIC TASK HAS BEEN ACCOMPLISHED	DESIRED OUTCOME(S)	STATUS Work Not Yet Started, In Progress, or Complete?	DUE DATE (EXP)
Meet with Policy Board leadership to form a plan for information gathering	Donald Heller	Plans are discussed	The development of a clear plan that guides the development of this formal deliberative body	Complete	Spring 2019
Form University Budget Advisory Committee	Tyrone Cannon	Structure is determined and committee is formed	Shared governance and clearer lines of communication regarding budget decisions	Complete	Fall 2019
Consult with and/or visit universities with relevant structures	Eileen Fung	Universities have been consulted with or visited	Information is gathered about the structure of these groups at other universities	In Progress	Spring 2021
Meet monthly with the President and Vice President of the USFFA	Eileen Fung	A structure for this deliberative body is determined	Structure is determined	Complete	Fall 2020
Form Joint University Curriculum Committee	Eileen Fung	Bylaws and membership structure approved and committee formed	Shared governance and clear lines of communication regarding curricular decisions	Complete	Spring 2021

2.4 The institution's student learning outcomes and standards of performance are developed by faculty and widely shared among faculty, students, staff, and (where appropriate) external stakeholders. The institution's faculty take collective responsibility for establishing appropriate standards of performance and demonstrating through assessment the achievement of these standards.

GUIDELINE: Student learning outcomes are reflected in course syllabi.

3.10 The institution demonstrates that students make timely progress toward the completion of their degrees and that an acceptable proportion of students complete their degrees in a timely fashion, given the institution's mission, the nature of the students it serves, and the kinds of programs it offers. The institution collects and analyzes student data, disaggregated by appropriate demographic categories and areas of study. It tracks achievement, satisfaction, and the extent to which the campus climate supports student success. The institution regularly identifies the characteristics of its students; assesses their preparation, needs, and experiences; and uses these data to improve student achievement.

GUIDELINE: The institution disaggregates data according to racial, ethnic, gender, age, economic status, disability, and other categories, as appropriate. The institution benchmarks its retention and graduation rates against its own aspirations as well as the rates of peer institutions.

4.3 Leadership at all levels, including faculty, staff, and administration, is committed to improvement based on the results of inquiry, evidence, and evaluation. Assessment of teaching, learning, and the campus environment—in support of academic and co-curricular objectives—is undertaken, used for improvement, and incorporated into institutional planning processes.

GUIDELINE: The institution has clear, well-established policies and practices—for gathering, analyzing, and interpreting information—that create a culture of evidence and improvement.

4.6 The institution periodically engages its multiple constituencies, including the governing board, faculty, staff, and others, in institutional reflection and planning processes that are based on the examination of data and evidence. These processes assess the institution's strategic position, articulate priorities, examine the alignment of its purposes, core functions, and resources, and define the future direction of the institution.

RECOMMENDATION 3: Address pressing issues facing the Law School, including permanent leadership, admissions profile, improvement in bar passage rate, fiscal stability, and the placement of graduates.
CFR(s): 1.6, 2.1, 2.6, 2.10 – 2.14, 4.4, 4.5
POINT PERSON(S): Eileen Fung, Interim Provost and Vice President of Academic Affairs, Susan Freiwald, Dean, School of Law

TASKS List the steps that will lead to accomplishment of the recommendation	INDIVIDUAL(S)/ GROUP(S) RESPONSIBLE	INDICATORS THAT THE SPECIFIC TASK HAS BEEN ACCOMPLISHED	DESIRED OUTCOME(S)	STATUS Work Not Yet Started, In Progress, or Complete?	DUE DATE (EXP)
Before the beginning of the 2019-20 academic year, the Provost will provide an update on the status of a search for a permanent Dean, who will be in place by the end of the Interim Dean's term on June 30, 2020.	The Provost and others.	The Dean of the Law School is permanent rather than interim.	Permanent Leadership.	Complete. Dean Freiwald began serving a five-year on 7/1/2019.	Summer of 2019
Obtain ranked status in U.S. News through improvements in bar pass, employment, and reputation. Use enhanced marketing, outreach, and strategic deployment of scholarship funds to improve reputation, application rates and yield.	Dean of the School of Law, Dean of Academic Services, Dean of Student Affairs, Senior Director of Admissions and Financial Aid and team, Communications / Marketing team, Faculty, alums, and others involved in outreach	The median LSAT moves into the mid 150's and the 25th percentile median Undergraduate GPA stays above 3.0.	Improvement in Admissions Profile The median LSAT and Undergraduate GPA scores are higher at the 25th, 50th, and 75th levels.	Work is still in progress.	Rolling
Bring in new leader of the Academic and Bar Exam	Dean of the School of Law, Associate Dean of	Stability in leadership and messaging of the ABES	Improvement in Bar Passage Rate.	In progress. Significant curricular reform has been	Rolling

Support Program and revamp current approach. While implementing significant curricular overhaul, consider additional curricular, teaching and service initiatives based on an evaluation of quantitative and qualitative data and the pertinent literature. Continue to work on increasing rigor in the culture.	Academic Affairs, Academic and Bar Exam Success (ABES) faculty, Academic Support faculty, all full-time faculty.	faculty. More changes to curriculum and teaching practices to reflect best practices. Greater participation by students in bar-related programming during law school and deeper commitment to bar study by them post-graduation. Higher success rate on bar exam.	First time and repeater bar pass scores improve with first time scores close to the state average for accredited law schools. Ultimate bar passage scores (within 2 years of graduation) should be at or above 75%.	passed and implemented. We have a two new Co-Directors of ABES (hired spring 2019 and 2020), and they have increased support services, programmatic organization, and student engagement in all years of law school and after graduation. Data analysis ongoing.	
Reduce the law school's expenses through efficiencies and strategic cuts. Continue to increase annual fundraising results and focus on current use, expense-reducing funds and on partnerships with foundations. Raise JD net tuition by reducing the discount rate after obtaining ranked status. Increase tuition from non-JD programs including an enhanced Graduate Tax Program and new graduate and other programs.	Dean of the School of Law, and the Associate Dean for Academic Affairs. The Budget and Planning Director and the Assistant Dean, Development and Alumnae Relations and team. The Director for the Tax Program.	. Tuition and fundraising revenues rise and come from diverse sources. Operating expenses decrease.	Fiscal Stability Out of its own revenue and fundraising, law school covers its operating expenses and contributes sufficient funds to the University to cover its share of University-provided services.	In progress. For FY21, the law school projects being able to contribute significantly to help cover the pandemic expenses above the negotiated contribution rate, without recourse to reserves (i.e., from the excess of revenue over expenses). Discount rate is down a lot as well as operating expenses. We raised $6.1 million for an endowed chair last year and continue to support program expansion through donor funds. Our tuition rates for the Graduate tax program are up and we are developing a new program with Andersen.	One to two more years

New team in Office of Career Services implementing a new, individualized approach that connects students and graduates directly to jobs rather than instructing groups on skills. Enhanced, expanded alum mentoring program and alum job sourcing program. Better use of metrics to track performance and hone approach.	Dean of the School of Law, Director of the Office of Career Services and Alumnae Relations and team.	. More alumni and student mentor pairs year over year, more students meeting with career counselors and leveraging career planning services, an increases in interviews and job listings, job matches increase for our students and our graduates.	Placement of Graduates Graduate employment rate improves to match, if not exceed, those of other law schools in our region.	The Office of Career Services began working on all of the tasks listed upon a change in leadership in the summer of 2018. All listed activities are in progress and are starting to yield results. The pandemic's effect on the legal market will set back our employment outcomes.	Graduate employment outcomes increase over time along with rising bar pass, but taking into account pandemic effects.

1.6 The institution truthfully represents its academic goals, programs, services, and costs to students and to the larger public. The institution demonstrates that its academic programs can be completed in a timely fashion. The institution treats students fairly and equitably through established policies and procedures addressing student conduct, grievances, human subjects in research, disability, and financial matters, including refunds and financial aid.

GUIDELINE: The institution has published or has readily available policies on student grievances and complaints, refunds, etc. The institution does not have a history of adverse findings against it with respect to violation of these policies. Records of student complaints are maintained for a six-year period. The institution clearly defines and distinguishes between the different types of credits it offers and between degree and non-degree credit, and accurately identifies the type and meaning of the credit awarded in its transcripts. The institution's policy on grading and student evaluation is clearly stated and provides opportunity for appeal as needed.

2.1 The institution's educational programs are appropriate in content, standards of performance, rigor, and nomenclature for the degree level awarded, regardless of mode of delivery. They are staffed by sufficient numbers of faculty qualified for the type and level of curriculum offered.

GUIDELINE: The content, length, and standards of the institution's academic programs conform to recognized disciplinary or professional standards and are subject to peer review.

2.6 The institution demonstrates that its graduates consistently achieve its stated learning outcomes and established standards of performance. The institution ensures that its expectations for student learning are embedded in the standards that faculty use to evaluate student work.

GUIDELINE: The institution has an assessment infrastructure adequate to assess student learning at program and institution levels.

2.10 The institution demonstrates that students make timely progress toward the completion of their degrees and that an acceptable proportion of students complete their degrees in a timely fashion, given the institution's mission, the nature of the students it serves, and the kinds of programs it offers. The institution collects and analyzes student data, disaggregated by appropriate demographic categories and areas of study. It tracks achievement, satisfaction, and the extent to which the campus climate supports student success. The institution regularly identifies the characteristics of its students; assesses their preparation, needs, and experiences; and uses these data to improve student achievement.

GUIDELINE: The institution disaggregates data according to racial, ethnic, gender, age, economic status, disability, and other categories, as appropriate. The institution benchmarks its retention and graduation rates against its own aspirations as well as the rates of peer institutions.

2.11 Consistent with its purposes, the institution offers co-curricular programs that are aligned with its academic goals, integrated with academic programs, and designed to support all students' personal and professional development. The institution assesses the effectiveness of its cocurricular programs and uses the results for improvement.

2.12 The institution ensures that all students understand the requirements of their academic programs and receive timely, useful, and complete information and advising about relevant academic requirements.

GUIDELINE: Recruiting materials and advertising truthfully portray the institution. Students have ready access to accurate, current, and complete information about admissions, degree requirements, course offerings, and educational costs.

2.13 The institution provides academic and other student support services such as tutoring, services for students with disabilities, financial aid counseling, career counseling and placement, residential life, athletics, and other services and programs as appropriate, which meet the needs of the specific types of students that the institution serves and the programs it offers.

2.14 Institutions that serve transfer students provide clear, accurate, and timely information, ensure equitable treatment under academic policies, provide such students access to student services, and ensure that they are not unduly disadvantaged by the transfer process.

GUIDELINES: Formal policies or articulation agreements are developed with feeder institutions that minimize the loss of credits through transfer credits.

4.4 The institution, with significant faculty involvement, engages in ongoing inquiry into the processes of teaching and learning, and the conditions and practices that ensure that the standards of performance established by the institution are being achieved. The faculty and other educators take responsibility for evaluating the effectiveness of teaching and learning processes and uses the results for improvement of student learning and success. The findings from such inquiries are applied to the design and improvement of curricula, pedagogy, and assessment methodology.

GUIDELINE: Periodic analysis of grades and evaluation procedures are conducted to assess the rigor and effectiveness of grading policies and practices.

4.5 Appropriate stakeholders, including alumni, employers, practitioners, students, and others designated by the institution, are regularly involved in the assessment and alignment of educational programs.

RECOMMENDATION 4: Build expertise in program review and planning at the department and program level, and support professional development for the assessment of learning outcomes in both curricular and co-curricular programs.

CFR(s): 4.4

POINT PERSON(S): Rebecca Hong, Vice Provost for Student Success, Inclusive Excellence and Curricular Innovation; Deborah L. Panter, Associate Vice Provost for Educational Effectiveness

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PHASE 1: EXPLORATION					
Survey Department Chairs and Program Directors for needs on building assessment expertise in their areas	Kevin A. McLemore	Report disseminated to UAC and Provost Council with recommendations for UAC and OAAS	To identify gaps in program review and assessment knowledge and support	Complete	March 2019
Meet with deans to understand how assessment informs their work	Deborah Panter	Report disseminated to UAC	To understand how the deans view and support assessment in their college/school	Complete	Feb. 2019
The Instructional Design team will explore developing an online courselet for faculty and staff to build initial assessment capacity based on the needs of an area, department, or school/college	Jill Ballard	A decision will be made as to whether a courselet will be developed	To ultimately increase program and faculty expertise in program review and assessment	Complete	March 2019
Monika Hudson reaches out to USFFA Policy Board Officers and Representatives	Monika Hudson	Dr. Hudson will report on meeting with Policy Board	Policy Board will provide guidance on how to increase faculty ownership and build expertise of assessment	Complete	Feb. 2019
Faculty members of the UAC reach out to USFFA and PT-USFFA	Full-time and adjunct faculty UAC members	Observable increase in buy-in and participation in assessment activities	To increase faculty ownership of assessment	Complete	End of fall 2020

Review and re-design program review guidelines and templates	UAC Subcommittee	New guidelines drafted and approved by deans	To focus the program review process on student learning	Guidelines Draft - Complete Approval - In Progress	October 2023
PHASE 2: PLANNING					
Meet with Instructional Design team to plan for online courselet	Deborah Panter & Susan Zolezzi	Meeting scheduled	To have courselet "scoped out" and identify subject matter experts	Complete	01/29/19
PHASE 3: IMPLEMENTATION					
Draft new Annual Assessment of Program Learning Outcomes and Student Achievement Policy, with Addendum that addresses assessment in the context of COVID-19	Deborah Panter	Policy is approved and fully implemented	Routinize annual assessment, increase faculty perception of value in assessment, and provide flexibility in approach during times of crisis	Complete	October 2020
Courselet development	Instructional Design & OAAS	Courselet is available on Canvas and open for enrollment	To have the courselet complete, implemented into Canvas, and pilot tested by the UAC	In Progress	Spring 2024
PHASE 4: REVIEW					

3.3 The institution maintains appropriate and sufficiently supported faculty and staff development activities designed to improve teaching, learning, and assessment of learning outcomes.

GUIDELINE: The institution engages full-time, non-tenure-track, adjunct, and part-time faculty members in such processes as assessment, program review, and faculty development.

4.4 The institution, with significant faculty involvement, engages in ongoing inquiry into the processes of teaching and learning, and the conditions and practices that ensure that the standards of performance established by the institution are being achieved. The faculty and other educators take responsibility for evaluating the effectiveness of teaching and learning processes and uses the results for improvement of student learning and success. The findings from such inquiries are applied to the design and improvement of curricula, pedagogy, and assessment methodology.

GUIDELINE: Periodic analysis of grades and evaluation procedures are conducted to assess the rigor and effectiveness of grading policies and practices.

RECOMMENDATION 5: Develop formal, timely and informative channels of communication that allow for advice and dialogue across the campus prior to major decision-making and implementation.
CFR(s): 3.7, 4.2, 4.3
POINT PERSON(S): Ellen Ryder, Vice President, Marketing Communications; Deborah L. Panter, Associate Vice Provost for Educational Effectiveness

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Establish Communication Strategies Working Group by appointing initial working group members	Deborah Panter (AVP Educational Effectiveness)	Communication Strategies Working Group is established and meets for the first time	Identify core group of faculty and staff from across the institution dedicated to participating in the Communication Strategies Working Group	Complete	11/27/18
Reviews existing data from campus-wide reports for communication deficits, gaps, and shortcomings	Deborah Panter	List of identified areas of focus created.	Discern areas of focus for working group	Complete	1/08/18
Re-evaluate composition of working group and determine suitability of subgroups, inc. OMC participation	Deborah Panter	Working group names and process are determined	Broad representation and participation across the campus community	Complete	Spring 2019
Consider revising the format of ongoing forums held by senior leadership as reflective listening sessions; share themes that emerged with the community	Ellen Ryder (VP Marketing Communications)	Senior leadership consider revising the format of the forums	Senior leadership forums include a substantial listening component and engage in reflective follow-up	Format revision completed	Summer 2019

Form communication plans at the outset when new committees, councils and working groups are formed, starting with Graduate Education Council	Shawn Calhoun (Associate Dean, Gleeson Library)	Communication plans are created at the formation of new committees, councils and working groups	The work and outcomes of the work of these groups is communicated	Complete	Fall 2020
Recommend that leadership groups' charters, rosters, agendas, and meeting minutes be posted, starting with Cabinet and Leadership Team	Ellen Ryder	MyUSF pages are created to document roster, charge, agenda, and minutes	More transparency and increased awareness regarding the work of committees and working groups	Completed as to the Board of Trustees, the President's Cabinet and Provost's Council	Ongoing
Identify the mechanism by which information is shared; investigate alternative platforms, e.g. MyUSF, USFWorks, for compiling and disseminating information to campus community	ITS	Meeting with the Working Group and the Individual/Group Responsible to determine mechanism and whether alternative platforms are feasible, or if existing platforms are sufficient and satisfactory	An understanding of how information is shared and a thoughtful, reasoned consideration of alternative communication platforms, coupled with a convincing rationale why existing means are better	In Progress	Ongoing
Coordinate with Mission Council, Diversity and Inclusion, and University Ministry to follow-up on recommendations made by Campus Climate Survey and Magis Project initiatives.	TBD	Regular, ongoing meetings between the Working Group, Mission Council, Diversity and Inclusion, and University Ministry	To establish a broad, collaborative group working to ensure more effective communication at USF	In Progress	Ongoing

3.7 The institution's organizational structures and decision-making processes are clear and consistent with its purposes, support effective decision making, and place priority on sustaining institutional capacity and educational effectiveness.

GUIDELINE: The institution establishes clear roles, responsibilities, and lines of authority.

4.2 The institution has institutional research capacity consistent with its purposes and characteristics. Data are disseminated internally and externally in a timely manner, and analyzed, interpreted, and incorporated in institutional review, planning, and decision-making. Periodic reviews are conducted to ensure the effectiveness of the institutional research function and the suitability and usefulness of the data generated.

4.3 Leadership at all levels, including faculty, staff, and administration, is committed to improvement based on the results of inquiry, evidence, and evaluation. Assessment of teaching, learning, and the campus environment—in support of academic and co-curricular objectives—is undertaken, used for improvement, and incorporated into institutional planning processes.

GUIDELINE: The institution has clear, well-established policies and practices—for gathering, analyzing, and interpreting information—that create a culture of evidence and improvement.

RECOMMENDATION 6: Improve methods of systematically surveying alumni in order to create a fuller picture of the impact of a USF education.
CFR(s): 4.1
POINT PERSON(S): Lindsey McClenahan, Vice President, Development

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Complete national search for the newly created role of Assistant for Alumni Engagement and Annual Giving.	• Senior Associate Vice President for Development • *Cabinet Member Sponsor - Vice President for Development*	Successful hiring of highly qualified candidate for this role.	Reporting to the Vice President for Development, the Assistant Vice President (AVP) for Alumni Engagement and Annual Giving will be a member of the Development management team in the Office of Development. The AVP is responsible for planning, directing, integrating and managing all aspects of the University of San Francisco alumni engagement and annual giving efforts. The AVP will also play an integral leadership role in working collaboratively with representatives from Student Life, Academic Affairs, Center for Institutional Planning and Effectiveness, and other identified departments, to	Complete	1/1/2019

			improve surveying of alumni and capturing the impact of a USF education on their lives.		
Convening of Alumni Surveying and Impact Working Group	• Assistant Vice President for Alumni Engagement and Annual Giving • Senior Associate Vice President for Development • *Cabinet Member Sponsor - Vice President for Development*	• Working Group Convened and meeting regularly • Action items from meetings in process	Establish an updated methodology and process for surveying alumni to create a fuller picture of the impact of a USF education.	Complete	Spring 2021
Create Student and Alumni Data Warehouse	• Opinder Bawa, CIO, VP of Information Technology • Shirley McGuire, Senior Vice Provost, Academic Affairs • Peter Wilch, Vice President, University Development • Julie Orio, Vice Provost, Student Life • Jeff Hamrick, Vice Provost, Budget, Planning and Analytics	• Integration of multiple sources of student outcome data • Publication of alumni outcome dashboard	Multiple groups in the USF community will share an alumni outcome dashboard to assist strategic planning and decision-making.	Complete	Fall 2021

4.1 The institution employs a deliberate set of quality-assurance processes in both academic and non-academic areas, including new curriculum and program approval processes, periodic program review, assessment of student learning, and other forms of ongoing evaluation. These processes include: collecting, analyzing, and interpreting data; tracking learning results over time; using comparative data from external sources; and improving structures, services, processes, curricula, pedagogy, and learning results.