

May 17, 2021

Charles T. Moses, Dean
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Dear Dean Moses:

It is my pleasure to inform you that the peer review team recommendation to extend accreditation for the business degree programs offered by University of San Francisco is concurred with by the Continuous Improvement Review Committee (CIRC) and ratified by the Board of Directors. Congratulations to you, the faculty, the students, the staff, and all supporters of The University of San Francisco.

The University of San Francisco has achieved accreditation for five additional years. The next on-site continuous improvement review occurs in the fifth year, 2025-2026. A timeline specific to the school's visit year is available online [here](#).

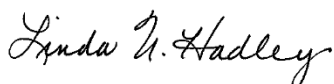
One purpose of peer review is to recognize initiatives that support an environment of continuous improvement of quality programs. As noted in the team report the University of San Francisco is to be commended on the best practices found on **Attachment A**.

The school should begin to address the concern(s) identified by the peer review team and CIRC. As part of the next continuous improvement review application due July 1, 2023, the school is asked to update the CIRC on the progress made in addressing the concerns listed on **Attachment B**.

Please refer to the for the [Continuous Improvement Review Handbook](#) most current information regarding the processes for continuous improvement reviews. The handbook is evolving and will be updated frequently to provide the latest revisions to the CIR process.

Again, congratulations from the Accreditation Council and AACSB International - The Association to Advance Collegiate Schools of Business. Thank you for participating in the continuous improvement review process and for providing valuable feedback that is essential to a meaningful and beneficial review.

Sincerely,



Linda U. Hadley, Chair
Board of Directors

c. peer review team

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Attachment A

This section provides a brief description of commendations and best practices of the school that demonstrate leadership and high-quality continuous improvement in management education.

The school has many initiatives associated with high quality outcomes, but the team has identified the following as especially noteworthy.

1. Created Dean's Circle, new advisory boards, and annual State of the School strategic planning event.
2. Created tracking mechanism for the School of Management (SOM) high impact practices.
3. Successfully updated their vision and mission statements.
4. Increased strong faculty record of scholarship in peer-reviewed journals. Collectively, faculty have a strong pipeline of diversity, engagement, inclusion and mission-based scholarship.
5. Considering new 3.5 + 1 graduate programs to stimulate enrollment.
6. Maintained diversity of their student body.
7. Successfully raised their retention and graduation rates.
8. The China Business Studies Initiative is strong and unique.
9. The school has adopted curricular projects in keeping with its mission and market needs. For example, all undergraduate students must complete a community engaged learning (CEL) project embedded within the curriculum of a given course. Community engagement activities are shaped in collaboration with community partners and students, addressing some issue of the public good as an essential expectation of the course.
10. MBA students engage in significant project-based learning and a Magis Capstone. Projects are built into the curriculum in three courses, including the Capstone, allowing students to learn "by doing" and applying the concepts taught in the classroom. The Magis approach allows students to go beyond the skills and knowledge taught in the program by applying them to have an impact in the community and thus contribute to the greater good.
11. The new MS in Market Intelligence program is innovative and timely.
12. Ample travel/conference funds are available. Further, a sabbatical research fund is available for faculty to apply for extra funding.
13. A research weekend provides time for intensive work on the development of scholarly projects. For the most part, faculty spend the time focused on writing. These retreats have been suspended during the pandemic. The environment is collegial and interdisciplinary research is supported.
14. The school's depository for documents related to this CIR is easily accessed and well-organized.

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Attachment

This section identifies areas that the school should address during the coming review cycle. Please be prepared to discuss progress made in addressing these concerns in the Continuous Improvement Review Application.

1. Increased competition has resulted in a dramatic decline in enrollment from 2015 -2019. As a result, the school should develop a strategy to deal with the impact of this lower enrollment on revenue and reputation, identifying - which programs are distinctive and can set them apart from their competitors - what is the appropriate, sustainable size of the student body - what is the sustainable size of infrastructure (faculty, staff, and operating budget) to support the student body - why has the overall MBA enrollment been dropping when it is rising for most other institutions (since FT MBA has been dropping, and PT MBA has been growing, perhaps resources should shift?) how to grow endowment to support programs - how to limit growth of discount rates. (2013 Standard 1: Mission, Impact and Innovation, 2013 Standard 3: Financial Strategies and Allocation of Resources, 2020 Standard 1: Strategic Planning, 2020 Standard 2: Physical, Virtual and Financial Resources)
2. Guidelines for faculty qualifications are not distinctively mission-driven, based on either the 2016 or 2020 versions of the school's mission statement. The School of Management should review and revise the guidelines to support faculty intellectual contributions (ICs) or practice contributions (PCs) in areas related to promoting a just and sustainable society, consistent with its mission. (2013 Standard 15: Faculty Qualifications and Engagement, 2020 Standard 3: Faculty and Professional Staff Resources)
3. The criteria for participating and supporting faculty appear to be primarily driven by the collective bargaining agreement. The school should examine these definitions and provide greater clarity and specificity around them. (2013 Standard 5: Faculty Sufficiency and Deployment, 2020 Standard 3: Faculty and Professional Staff Resources)
4. The school will be expected to demonstrate progress in the area of Assurance of Learning (AoL) by the time of the next visit.
 - a. The school's AoL process is unnecessarily burdensome because there are too many learning goals across undergraduate and graduate programs. To create a more streamlined system, the school should consider reducing the number of learning goals assessed.
 - b. The AoL process for the Bachelor of Science in Management has been inadequate. The school should develop a full AoL process and execute a complete AoL cycle prior to the next CIR visit.
 - c. The AoL cycles for the MBA and EMBA were not completed during the review period. Some of this deficiency was attributable to the pandemic and some were based on program revisions. The school should accelerate its efforts to assure that a full AoL cycle for each program is completed in the coming 5-year period and also structure the AoL processes to assure that the cycles are repeated every five years. (2013 Standard 8: Curricula Management and Assurance of Learning, 2020 Standard 5: Assurance of Learning)

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