UNIVERSITY OF SAN FRANCISCO

INSTITUTIONAL REPORT
WSCUC REAFFIRMATION OF ACCREDITATION 2018

CHANGE THE WORLD FROM HERE

SUBMITTED MARCH 8, 2018

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	USF Recognition of Internationalization https://www.usfca.edu/news/usf-recognized-internationalization
	Human Resources' Staff Handbook https://myusf.usfca.edu/human-resources/staff-handbook/welcome
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	OPE Probational Appraisal Form http://myusf.usfca.edu/sites/default/files/OPE_Probationary_Appraisal_Form-3-27-09.pdf
	Staff and Faculty Orientation with Benefits Overview https://myusf.usfca.edu/human-resources/new-employees/training/employment-benefits-orientations

	[Tracey Seeley Center for Teaching Excellence](https://www.usfca.edu/teaching-excellence) https://www.usfca.edu/teaching-excellence
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	CAS College Curriculum Committee https://myusf.usfca.edu/arts-sciences/academic-effectiveness/college-curriculum-committee
	Center for Institutional Planning and Effectiveness (CIPE) https://myusf.usfca.edu/cipe
	Strategic Priorities https://myusf.usfca.edu/president/strategic-priorities
	Student Consumer Information https://www.usfca.edu/about-usf/what-you-need-to-know/student-consumer-information
	Tracey Seeley Center for Teaching Excellence https://www.usfca.edu/teaching-excellence
	Handshake https://myusf.usfca.edu/student-life/career-services/handshake-faq
	USF Institutional Master Plan Documents https://www.usfca.edu/neighborhood-relations/planning-documents

Glossary

AASCB – **Association to Advance Collegiate Schools of Business**, which accredits the Bachelor of Science in Business Administration (BSBA), Bachelor of Science in Management (BSM), Master in Business Administration (MBA), Executive MBA (EMBA), Master of Science in Financial Analysis (MSFA), Master of Science in Organization Development (MSOD), and Master in Global Entrepreneurial Management (MGEM) in the SOM. See http://www.aacsb.edu/.

AASP – **African American Scholars Project Strategy Group.** An effort to streamline and strengthen student success for Black/African American students. The AASP Strategy Group proposed the Black Achievement, Success, and Engagement (BASE) Program.

ABA – **American Bar Association**, which accredits the JD program in the SOL. See https://www.americanbar.org/aba.html .

Acalog – DIGARC's catalog management system, recently adopted by USF.

ACP – **Academic Career Prospectus.** Annual faculty evaluation conducted by each dean.

Adjunct faculty – Part-time or temporary appointment faculty. USF makes a distinction between adjunct faculty in the preferred hiring pool (PHP) and those who are not. Adjunct faculty in the PHP are provided with financial and seniority incentives and preferential treatment in their teaching assignments. Adjunct faculty are eligible to apply for the PHP after two years or 32 units of teaching at USF.

AJCU – **Association of Jesuit Colleges and Universities.** A consortium of 28 Jesuit higher education institutions throughout the United States. See http://www.ajcunet.edu/ .

AMES – **Academic English for Multilingual Students.** Courses taught by Rhetoric and Language faculty for multilingual students to assist them in refining their written and oral communication.

APA – **American Psychological Association.** A scientific and professional association of psychologists in the United States. The APA accredits the Counseling and Psychological Services training program. The PsyD program in the SONHP is currently seeking APA accreditation. See http://www.apa.org/.

APR – **Academic program review.** APRs, conducted by academic programs every 5 – 8 years, ensures a program's quality and currency.

ASUSF – Associated Students of the University of San Francisco. See https://myusf.usfca.edu/student-life/sle/asusf-senate/about.

BERT – **Bias Education Resource Team** A university-wide team that provides support, resources, and programming to address issues of bias at USF. See https://myusf.usfca.edu/bias.

BASE – **Black Achievement, Success, and Engagement Program.** An initiative proposed by the AASP Strategy Group to create a supportive, empowering, and inclusive educational experience for Black/African American students.

Board of Trustees – Forty-three member board, composed of the following committees: Executive, Academic Affairs, Development, Finance, University Life, Audit, Catholic Identity and Jesuit Mission, Compensation, Trustees, Information Technology Strategy, Investment, and Physical Facilities and Master Plan.

BRN – California Board of Registered Nursing, which accredits the Bachelor of Science in Nursing (BSN). See also http://www.rn.ca.gov/.

CAC – **Core Advisory Committee.** A faculty committee with representatives from the three schools/college with undergraduate programs (CAS, SOM, and SONHP), which oversees the Core Curriculum.

Canvas – USF's learning management system.

CAPS – **Counseling and Psychological Services.** Provides students with counseling and psychological services. The training program is APA-accredited and CAPs is also accredited by the International Association of Counseling Services (IACS). See https://myusf.usfca.edu/student-health-safety/caps.

CARD - Creative Activity and Research Day. An annual event hosted by the College of Arts and Sciences that celebrates scholarly activities conducted by undergraduate and graduate students. See https://myusf.usfca.edu/arts-sciences/card.

CAS – **College of Arts and Sciences.**

CASA – **Center for Academic and Student Achievement.** Provides students with academic and personal support via developmental advising to promote holistic student development. See https://myusf.usfca.edu/student-life/CASA.

CAWG – **Core Assessment Working Group.** A faculty committee formed in spring 2015 and tasked with reviewing the Core Curriculum.

CBA – **Collective Bargaining Agreement.** Agreement negotiated between the USF Faculty Association (USFFA) and USF's senior leadership.

CCNE – **Commission on Collegiate Nursing Education**, which accredits the Bachelor of Science in Nursing (BSN), Master of Science in Nursing (MSN), and Doctor of Nursing Practice (DNP) in the SONHP. See http://www.aacnnursing.org/CCNE.

CEPH – **Council on Education for Public Health,** which accredits the Masters of Public Health (MPH) in the SONHP. See https://ceph.org/.

CIPE – **Center for Institutional Planning and Effectiveness.** Overseen by the senior vice provost of academic affairs and the vice provost of budget, planning, and analytics, CIPE houses the Office of Assessment and Accreditation Support, the Office of Budget and Planning, and the Office of Institutional Research & Analytics.

Core Curriculum – A collection of six required areas: Foundations of Communication; Math and the Sciences; Humanities; Philosophy, Theology, and Ethics; Social Sciences; and Visual and Performing Arts. Undergraduate students must complete a total of 44 core units. The core curriculum is overseen by the Core Advisory Committee (CAC).

CRASE – **Center for Research, Artistic, and Scholarly Excellence.** Supports, promotes, and celebrates faculty research, artistic, and scholarly excellent. See https://www.usfca.edu/crase.

CTE – **Tracey Seeley Center for Teaching Effectiveness.** A faculty resource and mentoring center with programs for professional teaching development. See http://usfcte.net/.

CTC – **Commission on Teacher Credentialing**, which accredits credential programs in the SOE. See https://www.ctc.ca.gov/.

Cura personalis – Care of the whole person.

Curriculog – DIGARC's curriculum management system that USF recently adopted.

Data Assist – A platform used by the Center for Institutional Planning and Effectiveness (CIPE) for all data requests.

Data Governance Committee – A steering committee composed of leaders from Strategic Enrollment Management (SEM), Information Technology Services (ITS), Human Resources, and the Center for Institutional Planning and Effectiveness that sets data standards for USF.

DECO – **Diversity Engagement and Community Outreach.** Led by the vice provost and chief diversity office, DECO seeks to promote a campus climate and culture that values diversity and inclusiveness. See https://www.usfca.edu/diversity.

ETS – **Educational Technology Services.** A division of Information Technology Services (ITS), ETS provides faculty and staff with tools and technology necessary to support teaching and learning at USF. See https://myusf.usfca.edu/its/ets.

FLC – **Faculty Learning Communities.** A small group of trans-disciplinary faculty that engage in year-long workshops on a topic related to enhancing teaching and learning. FLCs are hosted by Tracey Seeley Center for Teaching Excellence.

Full-time faculty – Includes tenure stream faculty, term faculty and librarians. All groups are covered by the USF Faculty Association (USFFA) Collective Bargaining Agreement.

Gleeson Library | Geschke Center – USF's library. Gleeson Library | Geschke Center houses the Learning, Writing, and Speaking Centers, ETS active learning spaces, and the Thatcher Gallery. See https://www.usfca.edu/library.

IACS—**International Association of Counseling Services**. The accreditation association for university, four-year college, and two-year community college counseling services.

Institutional Master Plan – Adopted in August 2013, the Institutional Master Plan includes an assessment of current conditions and faculty needs, and recommends projects that will support the strategic initiatives of USF 2028.

ISSS – **International Student and Scholar Services.** Fosters holistic development of international students by providing educational and programmatic support and immigration advising. See https://myusf.usfca.edu/isss.

ITS – Information Technology Services. A cross-divisional office that supports and facilitates the use of technology in creating, communicating, and applying knowledge across USF. See https://myusf.usfca.edu/its.

Leo T. McCarthy Center for Public Service and the Common Good – Oversees academic programing that emphasizes community-engaged learning, including the McCarthy Fellows in Sacramento, the USF in D.C. program, and the Minor in Public Service and Community Engagement. See https://myusf.usfca.edu/mccarthy.

Magis Project – A planning committee designed to identify and capitalize on strengths and reallocate unused resources. The Magis Project is composed of one steering committee and seven working groups: Processes and Systems, Academic Portfolios, External Relations and Global Visibility, University Services, Organization, Structure, and Culture, Student Success, and Physical Space Utilization, Management, and Operations. See https://myusf.usfca.edu/magis-project.

Muscat Scholars Program – A community that provides first-year, first-generation students with mentored, structured support to ensure success. See https://myusf.usfca.edu/student-life/casa/muscat.

NACC – Nonprofit Academic Centers Council. The Masters in Nonprofit Administration (MNA) in the SOM is seeking NACC accreditation. See http://www.nonprofit-academic-centers-council.org/.

NASPAA – Network of Schools of Public Policy, Affairs, and Administration, which accredits the Master of Public Administration (MPA) in the SOM. See http://www.naspaa.org/.

NCAP – New/Changed Academic Program Request. Review process to request a new program, add a new site to an existing program, relocate a program, change curricular requirements to a program, or terminate a program. To be replaced by Acalog/Curriculog.

NSSE – National Survey of Student Engagement. A survey of first-year and senior students that assesses student engagement on engagement indicators and high-impact practices. See http://nsse.indiana.edu/index.cfm.

OAAS – Office of Assessment and Accreditation Support. Oversees institutional assessment and accreditation efforts, including the coordination of USF's survey program.

OIRA – Office of Institutional Research & Analytics. Develops, organizes, maintains, analyzes, and reports institutional data.

OPB – Office of Planning and Budget. Serves the institution's strategic priorities through budget development.

PACT Program – Provides men of color with skill-based development, support, and opportunities to enhance their academic success at USF. See https://myusf.usfca.edu/student-life/casa/pact.

PPHC – Pre-professional Health Committee. Assists students interested in careers, such as dentistry, medicine, optometry, occupational health, physical therapy, and pharmacy, with preparation and the application process for professional and graduate schools.

PSOL – Priorities Survey for Online Learners. A survey that examine the priorities of an institution's online learning students as a unique group. Findings from the PSOL are automatically compared to national standards by institution type. See https://myusf.usfca.edu/assessment/psol.

SAILS – Standardized Assessment of Information Literacy Skills. See https://www.projectsails.org/.

SDS – Student Disability Services. An office within Student Life that is dedicated to assisting students with disabilities. See https://myusf.usfca.edu/student-life/sds.

SEM – Strategic Enrollment Management.

SOE – School of Education.

SOL – School of Law.

SOM – School of Management.

SONHP – School of Nursing and Health Professions.

Tableau – USF's real-time data visualization platform that is maintained by CIPE.

Term faculty – Full-time faculty hired on a long-term, contract-basis and therefore, not a part of the tenure stream. Term faculty are covered by the USF Faculty Association (USFFA) Collective Bargaining Agreement.

TSAC– Transfer Student Advisory Committee. Newly formed committee of faculty and administrators to better address the needs and challenges of transfer students at USF.

UAC – University Assessment Committee. A committee of 20 faculty and staff (including assessment coordinators) that supports and coordinates assessment projects at USF. See https://myusf.usfca.edu/assessment/uac.

UCDI – University Council on Diversity and Inclusion. A committee that reviews and communicates campus-wide diversity initiatives and supports the Diversity Engagement and Community Outreach (DECO) office.

USF – University of San Francisco.

USF 2028 Planning Document – Adopted in August 2009, the USF 2028 Planning Document outlines the following priorities to guide the university's strategic plan: the Jesuit tradition, San Francisco location, diversity, and a global perspective.

USF Vision, Mission, and Values Statement—Approved by the USF Board of Trustees on September 11, 2001, this foundational document describes the institution's vision, mission, ten core values, and four major strategic initiatives.

USFFA – USF Faculty Association. Full-time faculty and librarians union.

Writing for a Real World – An annual multi-disciplinary anthology of undergraduate writing. See https://myusf.usfca.edu/arts-sciences/writing-real-world.

University of San Francisco Institutional Report

Component 1 — Introduction to the Institutional Report: Institutional Context; Response to Previous Commission Actions

Overview

The University of San Francisco has promoted learning in the Jesuit Catholic tradition for 163 years. Throughout its history, the university has provided education aimed at fully developing every dimension of a person's humanity and fulfilled its promise to use reason and faith, mind and heart, to seek a better world now and in the future. The components of this report demonstrate how the university community works collectively to further its vision, mission and values to advance academic excellence, social responsibility, and the building of a diverse community. This report will address the university's areas of strength and progress, as well as its challenges. Further, it details how the university will respond to the changing landscape of higher education and continue to serve its students and the public good. In each component, evidence is provided that the university is committed to student learning and is meeting both its mission and the WSCUC Criteria for Review. The heading for each section will include the Criteria for Review (CFRs) that section addresses. Each component ends with a reflection on the main lessons learned throughout the self-study.

Institutional Context and Contribution to the Common Good (CFRs 1.1, 1.4)

The University of San Francisco (USF) is a Jesuit Catholic urban university pursuing academic excellence and social justice while building a diverse community in San Francisco. See Exh. 1.01, Vision, Mission, and Values Statement. Founded in a one-room schoolhouse in 1855, USF is the oldest institution of higher education in San Francisco and the 10th oldest Jesuit University in the nation. Its founding is interwoven with the establishment of the Jesuit Order in California, European immigration to the Western United States, and population growth as a

result of the California Gold Rush. See also Exh. 1.02, the *USF Fact Book and Almanac 2018* for a detailed historical account of the university, as well as its institutional structure, profiles of its students, faculty, and staff, enrollment history, and program offerings. Today USF is an independent, private, nonprofit institution of higher education governed by a 43-member Board of Trustees, all but 9 of whom are lay persons. It is one of 28 institutions in the Association of Jesuit Colleges and Universities (AJCU). Paul J. Fitzgerald, S.J., USF's 28th president, was renewed by the Board of Trustees for a second 5-year term this past December and Provost Donald E. Heller has entered his third year as provost. They are supported by 29 members of the Leadership Team, including 11 members of the President's Cabinet. See Exh. 1.03, Leadership Team Membership and Exh. 1.04, Organizational Charts.

The Vision, Mission, and Values Statement, approved by the Board of Trustees on September 11, 2001, reflects the Jesuit origins of the university, and is the foundation for all of its divisions, schools, colleges, and programs. The mission articulates core values that embrace educational excellence, a commitment to local and global social justice, academic freedom, reasoned discourse, learning as a social and humanizing enterprise, and diversity of cultural, religious and ethnic experiences and traditions as essential for quality education. Central to the mission is the preparation of people to shape a multicultural world with generosity, compassion, and justice. This mission permeates all aspects of the institution, including student learning and success, co-curricular activities, enrollment management, curriculum design, faculty development, alumni relations, publications, and a host of other institutional features.

The university currently has four schools and one college: The School of Law (SOL), the College of Arts and Sciences (CAS), the School of Management (SOM), the School of Education (SOE), and the School of Nursing and Health Professions (SONHP). In 2010, WSCUC

reaffirmed USF's accreditation for nine years. Twenty-six programs within USF's four professional schools are also accredited by nine different professional accrediting bodies. See Exh. 1.05, USF's Professional Accreditations. USF is classified as a Doctoral/Moderate Research and Community Engaged Institution by the Carnegie Foundation for the Advancement of Teaching. In the fall 2017 semester, USF enrolled 11,080 students, including 6,798 undergraduates, 3,624 graduate students, 559 law students, and 99 non-degree students. USF has seen its overall student enrollment increase by 22.6% from 2009 to 2017 (see figure 1).

Figure 1: USF Undergraduate and Graduate Enrollment, Fall 2009 to Fall 2017
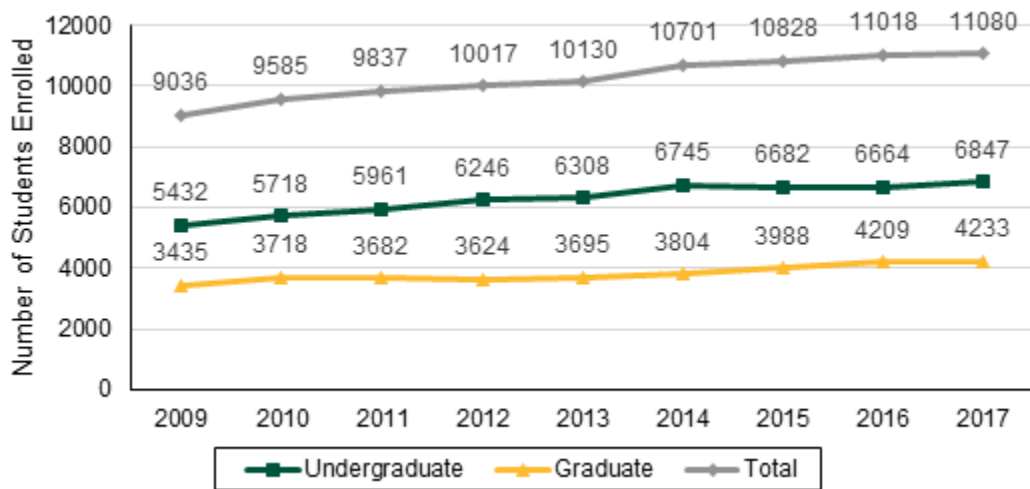
The main USF campus occupies 55 acres near Golden Gate Park in San Francisco. In addition to this Hilltop campus, the university offers classes at 11 additional locations, including four Northern California campuses (Sacramento, San Jose, Santa Rosa, and Pleasanton), a Southern California campus in Orange County, and at locations in downtown San Francisco, including at 101 Howard, at the San Francisco Presidio, and in some Kaiser hospitals and Andersen Accounting offices. As of spring 2018, USF had seven fully online programs (Teaching English to Speakers of Other Languages, Master of Public Administration, Master of Public Health, Doctor of Nursing Practice, RN-MS Nursing, LLM Tax and Master of Legal

Studies in Taxation). Some of USF's graduate programs include hybrid courses. The institution also offers students a multitude of international opportunities, such as study-abroad programs and immersions that enrich the learning experience and fulfill the university's mission, as well as one joint degree program with two international institutions.

As of fall 2017, there were 148 undergraduate and graduate degree programs, 69 minors, and 38 certificate programs. Undergraduate students also fulfill a 44-unit Core Curriculum and three graduation requirements in Service Learning, Cultural Diversity and Foreign Language, areas linked to the mission's emphasis on community engagement, diversity, and global perspective. Due to limits on growth of the main campus and the demographic changes in the Bay Area, the majority of growth since the last WSCUC review, however, has been in graduate programs, with an 88% increase since 2008 across USF's multiple locations.

USF has a long history of contributing to the common good. In 2006, USF received the Carnegie Foundation's Community Engagement Classification in both possible categories: Curricular Engagement and Outreach & Partnerships. USF was among only 62 schools that received this honor during the first year it was granted. This classification was renewed by the Carnegie Foundation in 2015 for ten years. See Exh. 1.06, 2015 CE Re-Class Letter. Also in 2015, for the eighth consecutive year, USF was named to the President's Higher Education Community Service Honor Roll by the Corporation for National and Community Service. This honor highlights USF students' exemplary service on issues ranging from poverty and homelessness, to environmental justice. Honorees are chosen on the basis of the scope and impact of service projects, percentage of students participating in service activities, and the extent to which the school offers academic service-learning courses.

Service Learning courses are required of all USF undergraduates, and the institution has consistently evidenced its contributions to the common good. That history of civic engagement and action from the founding of the institution to the present is summarized in USF's Civic Action Plan 2017 (Exh. 1.07) and is projected to continue into the future. The Leo T. McCarthy Center for Public Service and the Common Good has developed strong partnerships with local neighborhood organizations in the Western Addition, the African American neighborhood bordering campus, that have resulted in a rich student learning environment that achieves community-identified outcomes supporting children, youth and families. See Engage San Francisco webpage. During the self-study, the McCarthy Center faculty advisory board found that the Service Learning curriculum could be updated to reflect the new emphasis on community engagement and a proposal to revise this graduation requirement is being reviewed by the faculty. See Exh. 1.08, Dimensions of Community-Engaged Learning.

Building a Diverse Community (CFR 1.4)

The promotion of diversity is also a core value of USF's mission, and by any measure, USF is one of the most diverse universities in the nation. Among 4-year private nonprofit colleges, USF was listed as 5th in the nation regarding the diversity of its student body in *The Chronicle of Higher Education Almanac 2016-17* (Exh. 1.09). Listed as a Tier One National University in the 2018 *U.S. News & World Report*, USF was tied for 6th place in undergraduate student ethnic diversity, and tied for 12th in the percentage of international students in the overall ranking of 311 national universities. The ethnic diversity of USF's student body, faculty, and staff has grown significantly since the last WSCUC visit in 2009. See Exh. 1.10, Student, Faculty, and Staff Diversity at USF. As of census date in fall 2017, 53% of the USF student population was Asian, African-American, Latino, Native Hawaiian/Pacific Islander, multi-race,

or Native American, and 15% was international. Within USF's traditional undergraduate student population in fall 2017, 32% grew up in a home where English was not their first language, 38% of the students in the freshman class came from families whose parents or guardians did not complete a college degree, and 76% of all undergraduates were awarded some form of financial aid, including 21% who received Pell Grants. Among the 110 colleges and universities in the United States that share USF's Carnegie Foundation Classification, USF is ranked 11th in the proportion of full-time faculty who represent ethnic minorities, 12th in the number of full-time managers representing ethnic minorities, and 15th in the number of full-time minority staff.

USF has also consistently shown its responsiveness to the increasing diversity in society through its admissions policies, curricular and co-curricular offerings, and administrative and organizational practices. USF has one of only three critical diversity studies undergraduate majors in the nation. There is a diversity scholar program for senior leaders and postdoctoral fellowship programs for new scholars from underrepresented ethnic communities. In response to proposed changes in immigration policy, the USF Board of Trustees issued a resolution, the USF president led an AJCU national effort, and the USF community rallied resources to support DACA students. A USF task force of faculty, staff, and students now continues this work.

Nevertheless, information collected from faculty, staff, and students during the self-study showed that work still needs to be done in this area. In discussions on diversity and inclusion, faculty pointed out that while diversity policies are aspirational and there is progress in some areas, policy and the reality of the student experience and faculty and staff satisfaction are two different things. Soon after the last WSCUC review, USF created the position of vice provost for Diversity Engagement and Community Outreach (DECO), a position that also carries the title "Chief Diversity Officer." DECO is the main office at USF charged with assessing and

supporting the campus climate and culture for diversity and inclusion. It recently led the effort to have a Campus Climate Survey conducted across the campus communities in conjunction with the consulting group Rankin & Associates. The results will be presented to the community in May 2018. In addition, the University Council on Diversity and Inclusion (UCDI), which includes representatives from faculty, staff, students, and alumni across campus departments, schools, and colleges, consistently reviews and promotes campus initiatives throughout the extended USF community to create an inclusive culture. The UCDI meets every semester to discuss and create action plans around current efforts. DECO and the UCDI, under the leadership of the vice provost, continuously generate initiatives and recommendations to further strengthen USF's historical commitment to diversity and inclusion.

Response to Previous Reports, Commission Actions and Substantive Change Recommendations (CFRs 1.4, 1.8, 3.1, 3.10)

Following the last WSCUC team visit in October 2009, USF's accreditation was reaffirmed for 9 years. The visiting team made several important recommendations, which have guided USF's continuous improvement through the 2018 review. See Exh. 1.11, Responses to 2009 Team Report. In its March 2010 letter, WSCUC endorsed those recommendations and emphasized two areas for further attention and development, requesting an interim report in November 2014 addressing both issues. First, USF needed to revise, complete, and document a three-year comprehensive assessment plan for all undergraduate and graduate programs, incorporating more direct evidence at the institutional, program, and course level. Second, USF needed to increase its number of full-time faculty and faculty from underrepresented groups. In October 2014, USF submitted the required interim report to WSCUC, which issued a positive letter on March 7, 2015, commending USF for "the very well written report which addressed in a comprehensive and thorough way the two issues being focused upon." WSCUC observed that

USF had instituted a new decentralized assessment model with assessment coordination placed in each of the schools as part of the responsibility of the associate deans and faculty leaders. WSCUC further noted that data were essential to major decisions, the long-term established program review process has become even more important in the school's assessment efforts, and a new culture of assessment was being developed. According to WSCUC, USF presented numerous areas of progress in academic and co-curricular assessment and evaluation processes.

In its 2015 letter, WSCUC also commended USF on how it had "documented enormous progress" with respect to an increase in the number of full-time faculty, including growth in the number of full-time faculty who were women, African-American, Hispanic, or Asian. Since the last WSCUC reaffirmation of accreditation in March 2010, the University of San Francisco has further increased the number of full-time faculty, and the number of faculty representing diverse backgrounds. From fall 2010 to fall 2017, the number of full-time faculty increased by 27.7%, with full-time female faculty increasing by 41.1%, and male full-time faculty increasing by 14.9%. In fall 2015, for the first time in USF's history, the number of female full-time faculty exceeded the number of males. From fall 2010 to fall 2017, the number of African American full-time faculty increased 10.5%; Hispanic full-time faculty increased 74.2%; and Asian full-time faculty increased 61.9%. The number of White Non-Hispanic full-time faculty increased 1.8%. Among USF's part-time faculty, there has also been a significant increase in ethnic diversity. These figures demonstrate the University's continued commitment to increase the number and diversity of full-time faculty. See Exh. 1.10, Tables 2 and 3.

The ratio of full- to part-time faculty at USF has remained approximately the same from 2010 to 2017. In fall 2010, 40.9% of all faculty were full-time, and in fall 2017, 40.6% were full-time, with 27% of those being term faculty (full-time instructors not in the tenure stream, hired

on a contract basis). This relative consistency in the ratio of full- to part-time faculty has taken

place concurrently with a 15.6% growth in student enrollment, which went from 9,585 students

in fall 2010 to 11,080 students in fall 2017. Although the number of full-time faculty at USF is

currently slightly less than 41% of the total number of faculty, the number of class sections

taught by full-time faculty since 2010 has consistently exceeded 50%, and the last four years saw

a steady increase in the percentage of sections taught by full-time faculty, from 50.4% in fall

2014 to 54.6% in fall 2017. See Exh. 1.10, Table 8. Notwithstanding a growing student

population, USF has increased the proportion of sections taught by full-time faculty.

In addition to the above-discussed visits and commission actions, USF has received

WSCUC substantive change approval for 14 new programs since the last review. Many of the

proposals were for programs that were part of an initiative to expand online education, led by a

vice provost for online and technology-facilitated education. Some of the online programs were

closed due to low enrollments. The Student Hybrid Experience (SHE) committee (formerly the

Meaning of the Online Experience committee) was created to review progress in online

education and provide recommendations to the provost. See Exh. 1.12, Meaning of the Online

Experience Recommendations. Reviewers of these substantive change proposals have

commended USF for its careful attention to prior WSCUC recommendations. USF

administrators, faculty, and staff have considered these recommendations and integrated

responses to the concerns into subsequent proposals for substantive change and existing priorities

and plans. See Exh. 1.13, Substantive Change Recommendations and Responses.

Preparation for Review (CFR 1.8)

The Reaffirmation of WSCUC Accreditation Steering Committee began meeting in

August 2016 to conduct the self-study and think collectively about the current status of the

university, to reflect on alignment with the mission, to identify its strengths and challenges, and to plan for institutional improvement. The committee met every two weeks and reached out to the University Assessment Committee (UAC), Provost's Council, Council of Deans, and many other groups. It conducted meetings, workshops, focus groups, retreats and surveys to evaluate and document compliance with federal regulations and WSCUC requirements. After a pause in participation by many full-time faculty for a year due to contract negotiations, retreats were held with faculty in fall 2017 to ensure their participation in the final stage. The senior vice provost for academic affairs (SVPAA) and Steering Committee members took the lead in drafting specific components of the institutional report. The president, provost, vice provosts, deans, the full Steering Committee, the UAC, and student leadership, including the USF's Associated Students' president, vice presidents, and senators, reviewed the draft report and provided input. The draft report was also posted for the university community to review, along with an invitation to provide feedback. The Steering Committee met with members of another institution-wide review effort, the Magis Project, to compare initial findings. See Exh. 1.14, Participants in the Reaccreditation Process. All participants engaged in this work with the recognition of the importance of it and the appreciation for the role of accreditation in higher education.

Institutional Strengths and Challenges

Focus group sessions were held with senior administrators, faculty, staff, and student leadership to discuss USF's strengths and challenges. The Jesuit Catholic tradition and the San Francisco location were two strengths that emerged in every session, with diversity, global perspective, and faculty commitment to student learning appearing in multiple group discussions. All five themes are found in the USF 2028 Planning Document (Exh. 1.15). Alignment with the mission and USF's commitment to social justice are highlighted throughout this report. Students

reported that faculty teaching and mentoring and the small classroom environment were major strengths of USF, a sentiment also found in alumni surveys. The university's location is both an advantage and a disadvantage. The San Francisco Bay Area is a global city that is home to some of the most technologically innovative companies in the world, including businesses such as Salesforce, Twitter and AngelHack which are headquartered near the downtown campus. USF is also located in a highly competitive education environment, as the greater San Francisco Bay Area contains 24 four-year institutions of higher education, including several for-profit institutions. USF is committed to diversity and has been nationally recognized for its diverse student body. Faculty, staff, and student leaders pointed out during the self-study, however, that there is still work to be done in fully realizing that commitment across the entire university. The challenges facing USF, similar to those facing other private non-profit institutions, include confronting rising tuition costs and a significant discount rate; providing services and resources to a diverse population of students in a high touch, urban environment; and continuing to attract and retain talented faculty and staff to the most expensive housing market in the nation.

Reflection

Since the last WSCUC review, the self-study process at USF never really ended. The community continues to monitor, evaluate, and develop in the two overarching areas discussed by the previous team: assessment of student learning and diversity of the faculty. During the review of USF's commitment to the common good and a diverse academic environment, areas for improvement were identified and initiatives are underway to continue to evolve in both areas. Initiatives, like the Campus Climate Survey, will be ongoing while the WSCUC review team reviews and engages with the campus. The USF community is in a constant state of discernment around issues central to its mission, including student learning.

Component 2 — Compliance with Standards: Review under the WSCUC Standards and Compliance with Federal Requirements; Inventory of Educational Effectiveness Indicators

The Review under the WSCUC Standards Process (CFR 1.8)

After convening in August 2016 and setting a timeline, the Reaffirmation of WSCUC Accreditation Steering Committee, which consists of faculty, staff, and administration from the five schools, the Center for Institutional Planning and Effectiveness (CIPE), the Center for Academic and Student Achievement (CASA) and Gleeson Library, began the self-study by completing the Review under WSCUC Standards and Compliance with Federal Requirements. Team leads were assigned to each of the four Standards of Accreditation and subcommittees were formed under some Standards, and focus groups, targeted interviews, and surveys were conducted to review compliance with the Criteria for Review (CFRs) and complete the first draft of the review document. The team leads and subcommittee members reached out to a broad cross-section of the campus community to complete the review and document the institution's status on each criterion. Members brought varied perspectives to the task. These diverse views were helpful to the process and the different constituencies filled in gaps in knowledge that might otherwise have remained. There was a commitment to asking the questions that would lead to improvement as a learning institution, including about data collection, sustainability initiatives, and assessment practices for all departments. The initial review revealed areas that could be improved. The results were presented to senior leadership. As changes and improvements were made, the Steering Committee continued to meet to review and update the review document. The results were also shared with members of the Magis Project, another large-scale reflective exercise taking place within the university. See Participants in the Reaccreditation Process, for a list of the leads, membership of each subcommittee and members of the campus community who participated in this process.

The Office of Assessment and Accreditation Support (OAAS), an office under the senior vice provost of academic affairs (SVPAA), and the assessment coordinators of each school worked together to complete the Inventory of Educational Effectiveness Indicators (IEEI). The preparation of the IEEI confirmed that the university's strengths included both a well-developed program review process and a developing learning outcomes assessment process that degree programs at the university participate in yearly. The preparation of the IEEI also revealed an issue with the consistent use of yearly assessment results for program improvement—in particular, that the university could better track improvements that result from assessment. Tracking improvements and ensuring that improvements are made will be the focus of the next phase in the development of university assessment processes.

The completed Review under WSCUC Standards and Compliance with Federal Requirements and IEEI are included as exhibits. See Exh. 2.01 and Exh. 2.02. The following provides reflection on the university's self-assessment of its compliance with the Standards, discusses the issues raised during the self-study and completion of the IEEI, and addresses areas that need additional development or improvement.

Compliance with WSCUC Standards and Federal Requirements

Standard 1: Defining Institutional Purposes and Ensuring Educational Objectives

CFRs 1.1, 1.2 Institutional Purposes

The university's Vision, Mission, and Values Statement guides academic and service unit development and assessment as well as the planning and budget process. USF's leadership frequently quotes the mission statement in campus communications. The USF 2028 Planning Document and the implementation of the mission and strategic priorities are discussed annually among university personnel. While the mission is well understood at administrative levels and

through much of the university, communication around implementation of the mission could be improved for the larger university community, an issue the leadership team has discussed in its yearly retreat and meetings.

The USF mission has driven broad institutional objectives and has promoted the Jesuit identity campus-wide. It is less clear, however, how those objectives specifically translate into indicators of student achievement and learning. The institutional learning outcomes (ILOs) are still new and have not been mapped to outcomes from all programs. Similarly, learning outcomes have been established at the program and course levels, but defining student achievement has been more difficult. Considerable program outcome data and student success data is made available by CIPE, but closing the loop is not always evident. USF still struggles with faculty buy-in and reframing assessment so it is regarded as beneficial. Although the value of assessment is increasingly clear for most of the campus and there are successes, the collection of assessment data is still inconsistent throughout the university, as discussed in Component 6.

CFRs 1.3 — 1.8 Integrity and Transparency

A primary tenet of the university is the necessity of being open and truthful with the public and the campus community. All program reviews, assessment results, and assessment reports are posted on the OAAS website. As discussed in Component 1, USF is committed to increasing diversity through its policies, hiring, programming, administrative practices and procedures, consistent with the mission. Education is the primary purpose of USF, and it operates with appropriate autonomy and supports and values academic freedom. The university has no history of interference in its policies or procedures by external bodies, including the Society of Jesus, the Roman Catholic Church, or any other group.

The university accurately represents its curricular goals and programs through the

catalog, and program learning outcomes (PLOs) for each academic program are on the USF website. Faculty grievance procedures are readily available and published in the collective bargaining agreements for the full- and part-time faculty unions. See Exh. 2.03, USF Faculty Association (USFFA) Collective Bargaining Agreement (CBA) and Exh. 2.04, USF Part-Time Faculty Association (PT-USFFA) CBA. Student grievance procedures are included in student publications, such as the catalog (Exh. 2.05), and the student handbook. Credits assigned to academic work are reviewed by curriculum committees and deans. Transcripts accurately reflect those decisions. There has been significant improvement in documenting and publishing various policies and procedures since the last review. Communication, transparency, consistency, complaint management, and accountability can still be improved. See Exh. 2.06, Black Student Union Demands and Response. Finances are audited by Moss Adams LLP, and the budget and audit are reviewed by Board of Trustees. An associate vice president, tax compliance and internal audit, reporting to the vice president for business and finance, was appointed in 2004.

USF has an excellent working relationship with WSCUC and respects its role in higher education. It has been open and honest with WSCUC, and the university has been timely and consistent in its responses to all accreditation requests, policies, and procedures.

Standard 2: Achieving Educational Objectives Through Core Functions

CFRs 2.1 — 2.7 Teaching and Learning

USF's education programs are appropriate in content, standards of performance, rigor, and nomenclature. While staffing relevant faculty to work across campus locations can sometimes be challenging, several iterations of program reviews indicate that programs meet high standards for completeness and rigor. The support for adjunct faculty is growing, including the Adjunct Orientation hosted by the provost's office, an assistant dean for adjuncts added to

staff for the largest school (CAS), and the Tracy Seeley Center for Teaching Excellence (CTE) hosts workshops that are open to both full-time and adjunct faculty. The self-study revealed, however, that adjunct faculty have concerns about representation in decision-making. The requirements for various programs are clearly stated on relevant program web pages and in other documentation. All undergraduate programs and courses have defined PLOs that are communicated to students. The university's mission, as well as school strategic priorities and market research, drive program development, as discussed in Component 3.

The university's mission also supports the meaning of degrees to ensure they prepare students for work, citizenship, and lifelong learning. All five core graduation competencies were assessed for the first time during the self-study, in the first inter-school assessment in the university's history. Generally, students meet expectations in each of these competencies, though this work revealed that improvements are needed in some areas, as discussed in Component 4.

All graduate programs have clearly stated objectives, outcomes and policies that are appropriate to the degree level. Programs are reviewed for performance and rigor at the program level; however, due to the large number of new graduate programs started in the last five years, data collection is uneven. Programs with professional accreditation regularly conduct self-studies, which include analysis of learning outcomes achievement. Almost all (96%) full-time faculty teaching at USF hold a terminal degree, and all graduate programs employ at least one full-time faculty holding the relevant terminal degree. See Exh. 2.07, Roster of Graduate Faculty.

USF values the active involvement of students in learning and continues to do it well. The self-study discussions showed that faculty take great pride in developing and delivering courses that encourage active involvement of students in the learning process and expect high standards of performance from students. The university states student learning outcomes,

including clearly defined ILOs for undergraduate programs, and standards of performance for all programs on relevant web pages. USF has learned that standards of performance could be better communicated and plans to increase the development of rubrics by faculty to better communicate these standards more widely to stakeholders. Processes for assessment have improved and program review has remained strong since the last review, as discussed in Component 6. Focus groups reported that library services and Information Technology Services (ITS) are not always well-matched with the needs of various programs. Program-aligned librarians is an improvement over past years in support of students, faculty, and programs. ITS recently partnered with Gleeson Library to create active classroom spaces to improve student learning environments.

CFRs 2.8, 2.9 Scholarship and Creative Activity

USF's clear expectations for scholarship and creative activity for faculty is a strength, and the university recognizes and promotes linkages between research, teaching, and service. See CBA, Article 17 and Exh. 2.08, Publications by Faculty and Administrators since 2009. Students in undergraduate programs engage in scholarship and creative activity that is appropriate for their respective programs. See CARD website and Exh. 2.09, Writing for a Real World, though the need for a clearer definition in terms of how USF defines scholarship and creative activity for students emerged during this review and was communicated to the provost.

CFRs 2.10 — 2.14 Student Learning and Success

USF places emphasis on institutional research, and the data provided are critical to decision-making. Data on completion rates have been available both to the campus community and the public on university websites for years. However, one theme that emerged throughout the self-study is that while senior leadership regularly accesses and uses these data to drive decision-making, much of the campus community is unaware of these data, how to find them, or how

these data are used to drive decisions. A stronger culture of communication needs to develop across USF. The leadership team discussed the issue of communication and how to better disseminate information and promote and support discussions during its January 2018 retreat.

USF has co-curricular programs that are aligned with its academic goals. See Component 6 for a discussion of program review and emerging outcomes assessment in the co-curriculum. The advising function is performed by faculty, with assistance from CASA's Academic Success Coaches. Some questions emerged during the review as to who at USF "owns" advising since the creation of CASA, as well as how student understanding can be measured. Transfer students' understanding of programs and university requirements emerged as a concern, too. CASA is currently working with Transfer Nation, a student run organization with the mission to familiarize and integrate transfer students to campus through social events to better address this concern. It also hopes to develop success coaches dedicated to transfer students in each school.

A strength for USF is its ability to deliver academic and other student support services, such as tutoring, an award-winning academic support program for law students, services for students with disabilities, and financial aid counseling, and directing students to those services. It provides support for and understands the needs of multicultural students, particularly students affected by recent federal policy changes. Additional programs serve the needs of specific student populations, including the Muscat Scholars Program for first generation college students, PACT mentoring program for students who are men of color, and a gender inclusive living learning community. The Bias Education Resource Team (BERT) was created to address issues of bias on campus, starting with fall 2016 orientation. BERT collects reports of bias incidents and assists individuals who have witnessed, or are themselves a target of, an act of bias. Haven House was started to provide a residence for students in recovery from substance abuse.

Transfer students report that it is complicated to navigate USF without dedicated support. Many transfer students are seeking a second career, are veterans, or otherwise have different characteristics and needs than traditional students. The need for dedicated support for transfer students was identified during the self-study as an area for improvement either in the form of a Transfer Center or staff members that specialize in transfer admissions. A Transfer Student Advisory Committee (TSAC) was recently formed to address these issues, and is chaired by the Senior Associate Director for Transfer Initiatives. TSAC's goals include finding the best mechanisms to support transfer students from the point of admission through their first semester, and ensuring transfer resources are available and accessible.

Standard 3: Developing and Applying Resources and Organizational Structures to Ensure Quality and Sustainability

CFRs 3.1 — 3.3 Faculty and Staff

The provost oversees the university's operating budget and the annual budget-building process, which guarantees that the Division of Academic Affairs has responsibility and oversight for the development and application of resources and organizational structures that ensure program quality and sustainability. The university creates new faculty lines through two principal mechanisms: five-year program budget rollout plans for new or modified academic programs during the curriculum development process, and requests for new lines as part of the annual operating budget creation process called Budget Assist. Human Resources (HR) regularly evaluates faculty and staff job descriptions. See Exh. 2.10, Job Description Template.

The university has extensive and systematic processes and guidelines addressing faculty and staff recruitment, hiring, and orientation. Many of these processes and guidelines can be found in the Staff Handbook. Faculty and staff are recruited and hired by individual units. The operational needs of units are primary in the hiring process, and USF is able to attract the best

and most committed faculty and staff, although cost of living in the San Francisco Bay Area is an issue. New and replacement faculty and staff lines must be clearly aligned with institutional purposes and educational objectives and are obtained from the provost using the processes above. The annual faculty evaluation, called the Academic Career Prospectus (ACP), combines multiple sources of information and results in feedback from the dean that guides classroom teaching, as well as research and service. See CBA, Articles 22 and 24.

Staff evaluations are systematic and occur regularly. Unionized staff have bi-annual evaluations and exempt staff receive them every year. Guidelines provided for staff evaluations are well known and followed across campus. Orientations happen for faculty and staff at the institutional level (coordinated by HR), as well as within schools and departments. This work is well aligned with the mission, as well as with the educational and business needs of the various parts of the organization.

There are numerous faculty development efforts that expand USF's capacity for building upon the excellent teaching, learning and scholarship led by faculty. Examples include CTE, Educational Technology Services (ETS) and Center for Research, Artistic and Scholarly Excellence (CRASE). Faculty development funding is contractual and funds are allocated by the university at the school level. In turn, faculty committees within the schools and Gleeson Library administer the funds based on school guidelines. The administration allocated $1,575,000 (or $3,153 per budgeted faculty line) for full-time faculty and $90,000 (total pool) for part-time faculty in the most recent budget cycle, per agreements with the two faculty unions. See USFFA CBA, Article 34 and PT-USFFA CBA, Article 22. The Office of Contracts and Grants also provides support for development of pedagogical and research grants. Professional development efforts organized by HR are open to all faculty and staff.

CFRs 3.4, 3.5 Fiscal, Physical, and Information Resources

The university is financially stable and Moody's Investors upgraded USF to A2, Stable Outlook in March 2013. This rating was reaffirmed January 2016. As has been the case for the past several years, the university is projecting an operating surplus for the current fiscal year. See Component 7 for a detailed discussion of the budget, financial projection, resource allocation, and enrollment management processes.

In addition to the university's careful fiscal management, USF effectively manages its information resources and makes them available to the community. ETS is available to all USF faculty, and its staff provides access to technology training and, as part of USF's Information Technology Services (ITS) group, access to hardware and software. Additionally, the CTE is a space where faculty can receive support for exploring technology in teaching. Gleeson Library houses active learning classrooms on the same floor as ETS, where faculty and students can utilize state of the art technology. Graduate instructors also have access to USF's Digital Education group. The self-study showed that not all faculty were aware of these resources, and some reported problems that were then addressed by ETS staff.

CFRs 3.6 —3.10 Organization Structures and Decision-Making Processes

USF organizational and reporting structures are clear and consistent with sustaining institutional capacity and educational effectiveness. See Organizational Charts. While senior leadership is stable compared to national trends, there has been some turnover in the office of the provost. The vice provost for strategic enrollment management position has been occupied by three individuals since the last review. Two vice provost positions, one for online education and another for the additional campuses, were eliminated and their duties folded into the other vice provost positions due to changing strategic priorities.

The Board of Trustees is the principal governance body of USF, and its members dedicate their time, expertise and resources to the advancement of USF. As a board, they play a fundamental role in preserving the university's mission and ensuring that long-term planning and goals are defined and executed by the university community. Its members and affiliations, committee structure and membership, and bylaws are public. The bylaws define the process for evaluation of the president.

The university is committed to shared governance and believes it to be a fundamental part of a healthy academic institution and an essential right and responsibility of a scholarly community. The CBA for the USFFA, which includes full-time faculty and librarians, outlines the faculty and administration responsibilities for student learning. The full-time faculty are responsible for creating, delivering, assessing, and revising the curriculum, as well as advising students and providing scholarship and mission- and teaching-related service. See CBA, Articles 19-24. The administration is responsible for providing a resourced environment that ensures academic freedom and academic excellence, as well as the timely and fair review of faculty research, teaching, and service. Part-time faculty collectively bargain with the administration as well, and their contracts clearly define their roles, rights and responsibilities. See PT-USFFA CBA. The SOL has a separate unionized faculty. See Exh. 2.11, SOL Faculty Handbook. Faculty and administration share academic leadership, including serving on joint-committees that focus on the Core Curriculum, curriculum development, and faculty tenure and promotion. Task forces have been created since the last WSCUC review on large-scale institutional changes, such as implementing a new online student evaluation process and employee healthcare plan revisions. Program review and accreditation for professional programs provide additional opportunities for the administration and faculty to collaboratively ensure academic quality and provide evidence

of programmatic achievement of educational purpose aligned with USF's mission.

Discussions between the USFFA and administration during the contract negotiations of 2016-2017 indicated more work was needed on defining roles and responsibilities at the university and USF's practice of shared governance. Five joint task forces of the USFFA were created to examine faculty service, department chair model, annual review process/ACP, housing, and space. The Magis Project was developed to allow more voices, including faculty, in decision-making.

Standard 4: Creating an Organization Committed to Quality Assurance, Institutional Learning, and Improvement

CFRs 4.1, 4.2 Quality Assurance Processes

The university's quality assurance practices are in place across all academic areas, co-curricular programs, and service units. Business activities in the other areas of the university are audited, the staff are reviewed annually, and the deans and vice provosts undergo 360° reviews during each contract term in a newly developed process. The self-study revealed that many faculty and staff were not aware of the review process for senior leadership.

The university recognizes the importance of an annual, well-developed process for the assessment of student learning, with the participation of all academic programs across schools, as discussed in Component 6. USF has been a pioneer in program review, which academic programs participate in on a regular cycle, typically every 7 years. Co-curricular units also participate in the program review process, and they are starting to develop student learning outcomes so that they can assess outcomes yearly as well.

Development and modification of academic programs are overseen by the provost's office through an established procedure, described in Component 3. Faculty performance in instructional design and practices, student engagement, and student learning is measured by the

[Teaching Effectiveness Survey](), completed for all courses with enrollments of four or more

students, consistent with policies developed by the Data Governance Committee. Data from

these surveys are part of a holistic evaluation of teaching in the tenure and promotion process,

outlined in the [CBA, Article 17](). The SOL uses its own paper evaluation form.

CIPE collects, stores, analyzes, and disseminates data to support the university's

initiatives, planning, and decision making. The institution's approach to decision-making is

increasingly data-driven, and CIPE recently conducted a self-review to identify ways in which its

institutional research function might improve operational workflow and support of OAAS and

the Office of Strategic Enrollment Management. See [Component 6]() for a detailed discussion of

USF's data collection and analysis processes.

CFRs 4.3 — 4.7 Institutional Learning and Improvement

USF is developing consistent procedures for gathering evidence of student learning and is

working on disseminating results of assessments and on using results to inform curricular

development and improvement. While university leadership is committed to this evidence-based

improvement, substantial discussion around support for assessment occurred during the self-

study. The discussion resulted in the addition of an assessment award to the annual merit awards

in spring 2018 to more formally recognize the progress made on assessment practices, as well as

a series of mini-grants annually to support the development of innovative assessment work

across the institution. In addition, program learning outcomes and curricular maps will be stored

in the new university-wide curriculum management system, Curriculog, as a step toward

centralizing assessment information using technology.

CTE is a resource for faculty to enhance and enrich their teaching practice in a

community setting that values conversation and collaboration across departments. Among the

Center's programs are Faculty Learning Communities (FLCs), which give groups of faculty the opportunity to come together for a year to explore a teaching practice of mutual interest. CTE events often build on the work generated from the FLCs, including workshops and visiting speakers. CTE advocates for teaching development and works to make instructor evaluation more valuable for faculty. CRASE provides workshops on writing and data analysis techniques, as well as resources for university-wide, mission-driven, scholarly communities. It also monitors several repositories. The Gleeson Library pairs librarians with specific academic programs to better support faculty teaching and research. Each school provides teaching workshops specific to them as part of faculty development.

Alumni, employers, and students are engaged as stakeholders in decisions regarding curricular development and improvement, though not systematically and consistently. During the program review process, external reviewers interview students and consult graduate program alumni and incorporate their perspectives in final evaluation reports. Advisory boards are connected with graduate and some undergraduate programs. See Exh. 2.12, Advisory Boards. In some cases, advisory boards and alumni aid in curricular development. Additionally, the Board of Trustees' Academic Affairs committee reviews assessment and program review data annually.

The USF 2028 Planning Document, Strategic Priorities, Master Plan, and strategic planning documents in the units and schools guide decision-making. Strategic planning is discussed in Component 7. The self-study revealed that not all members of the community were aware of these plans, and some thought this strategic planning had not occurred. The USF Leadership Team has made improving communication a priority during 2018.

Alignment between academic programing and the university's mission, structure and finances is ensured through the New/Changed Academic Program Request process (NCAP),

discussed in [Component 3](#). While this locally developed process has worked well over the last several years, the self-study indicated that a system was needed that allows for more faculty involvement and transparency across all units. Accordingly, USF purchased a cloud-based curriculum management platform to perform all of these functions and allow timely updating of the catalog. Curriculog and Acalog workflow processes will be piloted in CAS in spring 2018, with full implementation in all schools in fall 2018.

Inventory of Educational Effectiveness Indicators (IEEI)

As noted above, completing the IEEI confirmed that all academic programs have formal PLOs that are published in the online catalog. Some programs publish in other places. PLOs are being assessed using direct and indirect measures with results reported annually, interpreted by faculty, and used for curriculum improvement and design. Program reviews have been conducted or are scheduled for all programs that are not reviewed during professional accreditation.

Reflection

The WSCUC Steering Committee began its work two years ago by engaging with staff, faculty, administrators, and students during the review of the standards. While the committee found that USF was in compliance across all standards, it learned that the university could improve in several areas, and significantly in some places. Task forces were created for some areas, such as transfer student experiences. Technology was upgraded for others, such as curriculum development process. More information was needed to further investigate in some cases, such as the Campus Climate Survey, for a more complete understanding of campus experience for diverse populations. It was clear throughout the self-study that communication across the campus needs to greatly improve. The issue is being actively discussed by leadership and other groups in charge of dissemination of information.

Component 3 — Degree Programs: Meaning, Quality, and Integrity of Degrees

Meaning of the USF Degree (CFRs 1.1, 1.2, 2.2–2.4)

As universities struggle to define the meaning of their degrees and differentiate themselves in the increasingly competitive and rapidly changing landscape of higher education, the University of San Francisco, and all the degrees it offers, remains true to its core mission:

> The core mission of the University is to promote learning in the Jesuit Catholic tradition. The University offers undergraduate, graduate and professional students the knowledge and skills needed to succeed as persons and professionals, and the values and sensitivity to be men and women for others. The University will distinguish itself as a diverse, socially responsible learning community of high quality scholarship and academic rigor sustained by a faith that does justice. The University will draw from the cultural, intellectual and economic resources of the San Francisco Bay Area and its location on the Pacific Rim to enrich and strengthen its educational programs.

A USF degree draws on almost 500 years of Jesuit tradition and unites academic excellence with social justice. The outcomes achieved by students are far more than what they learn and are able to do as a result of their degrees; the outcomes also determine who they become as people. The university community understands the unique educational experiences offered by USF, and the themes of social responsibility and justice are apparent and guide all its activities.

The USF 2028 Planning Document, adopted in 2008 to guide the university's strategic planning over the following two decades, elucidates the mission:

> In this tradition, education aims at fully developing every dimension of a person's humanity — intellectual, moral, social, religious and aesthetic — so that our graduates, in addition to mastering a requisite body of knowledge, think clearly, analyze critically, communicate effectively, evidence a disciplined sensitivity to human suffering, construct lives of purpose and meaning and work effectively with persons of varying background and cultures for the common good.

This statement addresses the development of many of the competencies that stakeholders want to see as part of student vocational development, so that students are prepared to succeed

after graduation in all aspects of their lives, in addition to some competencies that are unique to USF. Consequently, the USF Institutional Learning Outcomes (Exh. 3.01), drafted in 2014, naturally overlapped with the Core Graduation Competencies defined in CFR 2.2. The ILOs, discussed in greater detail below, align the mission, values, and strategic priorities with student learning in the schools and academic programs.

The university's commitment to education as a force for social mobility and the value placed on fostering an inclusive, diverse community sets USF apart from many other institutions. The power of education to change lives, especially those from different backgrounds, is central to USF's dedication to inclusive excellence and social justice:

> As a predictor of social mobility, higher education remains the most promising path to entering the middle class in American society — and leading a happy, productive, civically engaged life… More important than monetary wealth, higher education provides the moral and ethical clarity that society needs to advance and thrive. Through the study of history, philosophy, literature, liberal arts and more, students develop sophisticated and nuanced perspectives on the issues of the day. Fr. Paul Fitzgerald, S.J., President, University of San Francisco, *San Francisco Examiner* on December 28, 2017

The commitment to diversity and social justice permeates all aspects of the educational enterprise at USF, and this commitment is regularly confirmed when students and alumni consistently refer in survey responses to the expansion of their social consciousness as a result of their experience at USF. It is woven throughout the ILOs and student success indicators. See below and Component 5. It informs the university's enrollment plan and institutional assessment strategy, and has an impact on the use of resources in student life and in the academic units. See Components 6 and 7. During the self-study, members of the WSCUC Steering Committee talked with faculty, staff, and students in focus groups about the meaning of a USF Degree. These two elements of the mission rose to the top during all discussions. USF is a place where people from different backgrounds enter a "high touch" environment designed to develop knowledgeable

"men and women for others" with a strong moral compass through an academic course of study, coupled with co-curricular enrichment opportunities locally and globally. During the self-study focus groups and retreats, community members often talked about "serving the mission." Further discussion with focus group members, however, also revealed that community members felt more comfortable describing USF's mission-centered education in its undergraduate education programs than in its graduate education programs. NSSE data (Exh. 3.02) show that USF students grow in mission-relevant ways and seniors report frequent discussions with diverse others and taking advantage of service learning, undergraduate research, and study abroad opportunities.

Mission alignment is a key feature of USF's well-developed program review process for academic and co-curricular units alike, discussed in detail in Component 6. The Program Review Guidelines (Exh. 3.03) require that the programs under review examine, discuss and reflect on that program or unit's alignment with the USF mission in the first section of its self-study. Furthermore, USF's template for the external reviewers' report requires reviewers to address the program or unit's alignment with the university's mission and strategic priorities. External review teams typically give USF programs high marks for mission alignment. See OAAS webpage for Executive Summaries of reports from external review teams.

According to the USF 2028 Planning Document, the USF degree is the product of the Jesuit tradition, academic excellence, the San Francisco location, diversity, and a global perspective. The ongoing examination and development of USF's mission can be found in the Jesuit Reaffirmation Process 2016, coordinated by Rev. Stephen A. Privett, S.J., USF's former chancellor and president emeritus. See Exh. 3.04, Jesuit Reaffirmation Report.

The Institutional Learning Outcomes (CFRs 1.2, 2.2a, 2.2b, 2.4)

Still, the links between the mission and program learning outcomes (PLOs) had to be improved to provide assurance that all degree programs, and the learning that defines each program, are coherent as an institution. At the time of the last WSCUC review, there were 20 Institutional Learning Outcome Goals, and they were difficult to measure. These learning goals were created to reflect the mission and uniqueness of the institution, but were aspirational instead of measurable outcomes. USF needed ILOs that would align well with multiple assessment approaches across a variety of programs, that could provide a framework for graduation expectations, and that could be assessed at graduation and/or within students' majors. With the help of a consultant during the 2013-2014 academic year, the 20 learning goals were transformed into seven undergraduate ILOs which were explicitly linked to the USF mission.

The new ILOs were expressly linked to the core graduation competences in order to respond to employers' concerns that graduates be "successful and contributing members of today's global economy" especially in the areas of critical thinking, communication, use of technology, and application in "real world" settings. See Exh. 3.05, *Falling Short? College Learning and Career Success*, Hart Research Associates, 2006. The ILOs were reviewed and approved by curriculum committees, faculty leadership, assessment leadership, and the Provost's Council during 2013-2014, and approved by the Board of Trustees' Academic Affairs Committee on March 27, 2014. Work will begin on ILOs for USF graduate education in the future.

Quality of the USF Degree (CFRs 2.1, 2.6, 2.7, 4.3)

While an understanding of the meaning of a USF degree is ingrained in the culture of USF, an understanding of how to assure the quality and integrity of those degrees has evolved

more slowly. This development is still in progress, but the conversations over the last several years about how quality is assured have been invaluable to the university community. Faculty now agree that the quality of a USF degree is defined by the expected level at which graduates will have achieved outcomes. USF knows its degrees have quality if students are achieving outcomes and competencies at expected levels. Quality assurance of USF degrees occurs at multiple levels for both undergraduate and graduate programs. Academic program review (APR) has been used to ensure quality and rigor and inform the use of resources since 1993. Program learning outcomes are assessed yearly and undergo regular revision based on assessment results and changes in academic fields. See Component 6 for the development and current status of these processes.

At the institutional level, quality of the undergraduate degree is also assured through assessment of the ILOs and the core graduation competencies, described in Component 4. The ILOs were mapped to the WSCUC Core Graduation Competencies when they were created. An additional method to measure whether USF students are meeting standards in achieving the ILOs is through assessment of the PLOs, as long as the PLOs align with the ILOs. To date, the undergraduate majors in the School of Management and the School of Nursing and Health Professions have been mapped to the ILOs. See Exh. 3.06, ILOs to School Maps. The College of Arts and Sciences has made extensive progress in mapping its majors and minors to the ILOs.

Assessment of the Core Curriculum (CFR 2.2a)

USF's Core Curriculum (See Exh. 3.07) is built on the essential principle that the core is the central source of strength and stability, providing undergraduate students with a common foundation for thinking critically with an eye toward the greater good. The Core is the heart of the University's undergraduate degrees and the unique Jesuit style of education dating back to

the *ratio studiorum*, or plan of studies, of 1599. Last revised in 2002, the USF Core is where students unearth new passions, deepen their curiosity for complex questions, and challenge the boundaries of their values and traditions. The Core Curriculum, a collection of six areas totaling 44 credits, is required for all students pursuing a bachelor's degree. It is overseen by the Core Advisory Committee (CAC), a joint committee of administration and faculty representatives from the three schools with undergraduate programs with responsibility for managing the development and implementation of the Core. It maintains liaisons with the deans of the three schools and reports regularly to the faculty union governance board on important issues relating to the Core.

While academic programs at USF resulting in a degree have undergone regular and periodic program review since the early 1990's, the Core Curriculum had not undergone a comprehensive review or assessment since its revision in 2002. The Core Assessment Working Group (CAWG) was formed in fall 2015 to review the currency and coherence of the Core. A consultant assisted the group with development of a plan and assessment measures. The CAWG is comprised of four faculty members, each representing broad disciplinary groups that span the Core Curriculum. It is charged with investigating procedures and developing a timeline for assessing the Core. See Exh. 3.08, Core Assessment Timeline. The initial work consisted of consolidating the original 48 learning outcomes across the Core areas into a set of learning goals corresponding to each area. See Exh. 3.09, Core Higher Order Learning Goals. The goals were used to create a rubric for each area.

The Core areas were divided into five sets, with each set due to be assessed once during summers and inter-sessions over a five-year period. Core Areas D1 (Philosophy) and B2 (Natural or Lab Science) were selected as the first to be assessed in summer 2017. All full-time and part-

time faculty teaching D1 and B2 classes were invited to attend rubric feedback sessions to ensure that the rubrics remained true to the intentions of the existing Core learning outcomes, would make sense to raters, would reflect the language and practices of the Core area, and when applied to student work products, would be an accurate measure of whether and to what degree the learning outcomes were achieved. In consultation with Core area faculty, the CAWG reviewed D1 and B2 syllabi to determine what type of student work products would be available and appropriate for assessment. Student work was randomly sampled. After a calibration session, D1 and B2 faculty rated student work products in May and June 2017. The results are under analysis by CAWG and a report will be issued in spring 2018.

Integrity of the USF Degree (CFRs 1.2, 2.1, 2.2, 2.4, 2.6, 4.1)

USF degrees have integrity when the curriculum is aligned at all levels, including within the degree and with learning outcomes at various stages of the degree. Moreover, a degree has integrity if it delivers what is expected by stakeholders, both internal and external. USF knows its degrees have integrity if graduates meet the expectations of employers, professional standards, and accreditors, and if some successfully pursue advanced degrees. The degree to which USF students meet these standards is discussed in Component 4, in the context of achievement of the core graduation competencies, and in Component 5, in the context of student success.

To ensure the alignment of programs with the university's mission, structure, and finances, the SVPAA developed the New/Changed Academic Program Request process (NCAP) in 2014. This process is used by the schools for proposals for all new programs, changes to sites, changes to curricular requirements, modifications to a degree or program name, and termination of a program. In addition to ensuring alignment, the NCAP process serves multiple purposes:

allows time for planning and allocation of resources, including market research; documents required approvals; provides a record of curricular changes; and informs all relevant offices involved in implementation of changes, including catalog changes. The dean submits requests to the SVPAA after the changes have gone through the curriculum approval process at the school level. See Exh. 3.10, NCAP Process and Forms. The process for new program requests begins with an intent to propose phase that includes the dean presenting mission alignment, rationale, outlined curriculum, market research, enrollment projections, and resources needed to the Deans' Council for approval by the provost. If the idea is approved, then faculty may submit a full proposal to the dean and school curriculum committee. The final curriculum and assessment plan is reviewed by the SVPAA, and the budget is reviewed by the vice provost for budget, planning, and analytics. The provost makes the final decision with the dean based on strategic priorities, curriculum rigor, market research, and resource availability. Changes are then implemented at the institutional level by the Registrar's Office and multiple units are alerted, including Web Services, Admissions, Financial Aid, ITS, and Gleeson Library.

The current process is assisted by a homegrown web-based program created for the NCAP by ITS and the SVPAA. The NCAP program has its limits, and it became clear over time that a cloud-based, efficient, transparent system was needed for both curricular development and catalog changes. After an extensive review informed by input from multiple stakeholders, the review committee chose the Curriculog/Acalog system by DIGARC. An assistant dean in CAS is working with the faculty to revise processes, policies, and procedures where needed and is piloting the system in spring 2018. Changes will be made during summer 2018, with full implementation in the other schools expected fall 2018. The position of assistant director of curriculum management was created in the Office of Assessment and Accreditation Support

(OAAS) to oversee the new system and processes. It is anticipated that Curriculog/Acalog will create greater efficiency and reduce information inconsistencies so as to better ensure integrity of new programs. It will also be more transparent than the previous system, allowing multiple stakeholders to remain informed about curricular changes.

Reflection

There is strong evidence that USF is meeting its commitment to education as a force for social mobility and its power to change lives. The self-study revealed that USF degrees are aligned with its Jesuit identity, especially the core values of social justice and diversity. The community, however, had trouble in the past linking the mission values with the broad 20 learning goals, so new ILOs were created. But, the ILOs are new and more work is needed to link them to the mission and assess them in order to better understand the quality of the USF degree. The results received so far for ongoing assessment activities suggest that undergraduate students are receiving a valuable, mission-driven education and leaving USF prepared for success. Less is known about the value of the USF graduate degree beyond the curriculum development and program review processes. A key finding during the self-study is that the USF community fully understands the meaning of the USF graduate degree, but less has been done to assess the quality and integrity of that degree. Given the significant growth in graduate education at USF, a discussion will begin of ILOs for graduate education programs. The curriculum development process has evolved, and steps have been made to improve efficiency and communication through the adoption of a single, transparent system that will use cloud-based technology so as to continue to ensure integrity.

Component 4 — Educational Quality: Student Learning, Core Competencies, and Standards of Performance at Graduation

Creating a Learning Centered Culture (CFR 4.3)

Academic excellence is at the center of a Jesuit education and echoes throughout the mission, vision, and values. At the University of San Francisco, the pursuit of knowledge is completely intertwined with commitments to social justice and diversity. Student learning at USF cannot be understood independently of these Jesuit values. They are reflected in the diversity of the student body, the scholarly backgrounds of the faculty, the Core and graduation requirements, the academic programming, and throughout student life activities and community engaged centers. USF is a teaching institution with its emphasis on liberal arts education at the undergraduate level and professional education at the graduate level. Dedication to providing an excellent education to all students can be found in the resources available to faculty and students.

The majority of faculty time (60%) is devoted to teaching and academic advising, as stipulated in the full-time faculty collective bargaining agreement. Pedagogical development is supported by two centers. The Center for Teaching Excellence (CTE) provides support for faculty to improve and innovate in the classroom through faculty learning communities, peer consultation, retreats, and workshops. Educational Technology Services (ETS) provides workshops and training for use of technology in the classroom, including a 12-week course in online teaching. Faculty development funds are bargained for and available to provide professional development opportunities. The self-study showed that faculty take great pride in developing and delivering courses that encourage students to be active learners.

Student learning is supported by many service units and initiatives. For example, Gleeson Library houses the Learning, Writing, and Speaking Centers and active learning spaces, as well as its own support services for students. International Student and Scholar Services (ISSS)

provide the campus with global programming, and assist USF's large international population through orientation and visa assistance. The Academic English for Multilingual Students (AEMS) program stresses language preparation for international students. The Center for Academic and Student Achievement (CASA), also discussed in Component 2, provides coaching, workshops, and oversees multiple student orientations. CASA also assists faculty and students in making connections with other Student Life services, such as Student Disability Services (SDS) and Counseling and Psychological Services (CAPS), as well as an Early Alert Program for faculty to inform the student and their Academic Success Coach of performance issues in particular classes.

Program Learning Outcomes and Standards of Performance (CFRs 2.3, 2.4-2.6, 2.14, 3.10)

At the end of the last review, all programs had learning outcomes and had begun assessing them using the three-year plan where all PLOs would be reviewed by spring 2012. However, the centralized approach and timeline was too inflexible to be sustained. As discussed in Component 6, a new decentralized system was put into place in 2015. Since then, assessment coordinators and faculty have focused on revising PLOs to make them measurable. Standards of performance, established by faculty, were re-evaluated during this process. Faculty are increasingly using rubrics to determine whether students are meeting the standards set for PLOs. PLOs are now displayed in the catalog and on program websites. The self-study revealed that more work needs to be done to ensure that students know their program's PLOs and understand what knowledge, skills and attitudes they are expected to develop by the completion of their programs. OAAS and the University Assessment Committee are working to address this issue.

USF students are expected to make timely progress toward the completion of their degrees. Degree audits and graduation checklists work to ensure progress. The self-study

interviews suggested that the schools may differ in their definition of "timely progress" in the graduate programs. In addition, some faculty expressed concern that transfer students are not making timely progress. However, graduation rates for students who transfer from community colleges are higher than for undergraduates overall, which suggests that communication around student success rates needs to be improved in the community. See Exh. 4.01, Retention and Graduation Rates, Table 6. There was also concern that students at the additional campuses and international students may not be meeting standards, an issue that was brought to the Deans' Council. Further work is needed to develop a common benchmark of timely progress.

Undergraduate Core Graduation Competencies (CFRs 2.2, 2.2a, 2.4)

Beginning in spring 2017, the university engaged in a pilot project to assess the five core graduation competencies across the three schools that serve undergraduates in order to understand how the curriculum addresses these competencies, determine the expected standards of performance, and learn whether undergraduates are meeting those expectations. Using a multi-method approach, information literacy (IL) was assessed using a standardized test, quantitative reasoning (QR) was assessed using a locally-developed quiz, and critical thinking (CT), written communication (WC), and oral communication (OC) were assessed using student work. The reports for the core competencies pilot project can be found on the university's assessment website.

IL was assessed by library faculty using SAILS, a 45-question test which investigates performance on the four Association of College and Research Library (ACRL) standards. More information about the ACRL standards and the eight skill sets derived from these standards can be found at the Project SAILS website. Sixty-one seniors participated from a random sample of 604 seniors (stratified by program within each school) invited to participate (response rate =

10%). USF graduating seniors performed one standard deviation higher on all four ACRL standards compared to other 57 participating institutions, including eight doctoral granting institutions. In addition, students performed one standard deviation higher than participating institutions on six of the eight skill sets, and as well as students from other participating institutions on two skill sets.

QR was assessed using a 15-item quiz developed by math and science faculty. This quiz measured students' ability to define, describe, and apply basic statistical terminology, reach conclusions based on figures and tables, and interpret real-world empirical problems. The quiz was hosted on Canvas, USF's online learning management system, and all 1,338 graduating seniors were enrolled to participate in the quiz. Of this number, 298 students participated (response rate = 22%). Seventy-five percent of graduating seniors were expected to score an 80% or higher. At the institutional level, 80% of those seniors who completed the quiz met or exceeded expectations of earning 80% or higher. All areas of CAS and schools met performance expectations, with the exception of the Arts & Humanities area of CAS—72% of whom scored an 80% or higher.

CT, WC, and OC were assessed using student work. OAAS worked with associate deans and department chairs to collect artifacts from the three schools with undergraduate programs. The OAAS team identified the three programs that graduate the highest proportion of seniors in each CAS area and obtained work from those programs, as well as from BS Business Administration (SOM) and BS Nursing (SONHP). A total of 515 written artifacts were obtained. These artifacts were then randomly sampled, generally stratified by the number of artifacts obtained from each program. One hundred-fifty written artifacts were scored by faculty. All written artifacts were stripped of identifying information before they were scored.

In addition to collecting written artifacts, Media Services videotaped student presentations from each school, as well as from the [Creative Activity and Research Day (CARD)](#), to obtain oral artifacts. The team obtained 65 oral artifacts—45 individual and 20 group presentations—for a total of 104 presenters. All of these artifacts were scored.

Four Rhetoric and Language faculty with expertise in writing and public speaking developed an integrated CT/WC rubric and an OC rubric, which are available on the assessment website. Both rubrics used a four-point scale with exemplary, competent, developing, and unsatisfactory as the ratings used to evaluate student work.

Written and oral artifacts were scored by fifteen faculty participating in three sessions. At the beginning of each session, the group calibrated the rubrics, in which three artifacts were independently scored and then discussed to reach a collective understanding of the rubrics and the different kinds of student work to be scored. Two faculty scored each artifact. In the cases where consensus was not initially achieved, a third rater then scored the artifact to reach consensus. Inter-rater reliability, operationally defined as the percentage of time raters agreed within one point, was very high. On average, raters agreed 97% of the time for both written and oral artifacts. Seventy-five percent of the student artifacts were expected to meet or exceed standards set by faculty. Artifacts met or exceeded standards when they were evaluated, on average, as *competent* or *exemplary*. For CT, 77% of written artifacts met or exceeded standards at the institutional level. For WC, 80% of the written artifacts met or exceeded standards at the institutional level. For OC, 86% of oral artifacts met or exceeded standards at the institutional level. Although students met or exceeded standards at the aggregate level, students from all three areas of CAS and from SOM fell somewhat short of expectations on delivery techniques and language.

Overall, the results show that graduating seniors performed strongly on the core graduation competencies. For IL, seniors performed better on the four ACRL standards and six of the eight skills sets compared to other participating institutions and as well as students from other participating institutions on the remaining two skill sets. For QR, seniors generally met or exceeded standards, with the exception of students from the Arts & Humanities area of CAS. For both CT and WC, seniors generally met or exceeded standards. Finally, seniors generally met or exceeded standards for OC, though delivery techniques and language emerged as a weakness for all three areas of CAS and SOM. Consequently, future curriculum changes will focus on bolstering students' oral delivery techniques and language. Detailed reports on the findings, including strengths and weaknesses, recommendations and reflections, are posted on the assessment website. The next round of assessment of OC, QR and IL in spring and summer 2018 will provide additional evidence on which to base action plans for improvement across the undergraduate curriculum. Reports on this next phase will be available in fall 2018.

USF is committed to institutionalizing assessment and making curriculum improvements based on the results from the pilot project. Faculty reported finding the exercise of value to them and their teaching, and OAAS is preparing for the next round of assessment during spring 2018. At the time of this writing, the results from the pilot project have been shared with the Board of Trustees, the Leadership Team, the UAC, and the deans and associate deans of the schools. All reports are publicly available on the USF assessment website. Moving toward institutionalizing assessment, the next steps are to develop an assessment schedule, establish better criteria for suitable work to be used for assessment, increase the number of programs that contribute work, refine the OC rubric to include critical thinking and ethics criteria, and involve more faculty in the scoring process. In addition, there are plans to determine whether other competencies that

align with USF's mission, Jesuit values, and the academic programs that USF offers should be assessed across the schools.

Reflection

USF has created a learning-centered environment through its emphasis on high quality teaching and resources provided to teachers and students. Assessment of student proficiency of core graduation competencies across the schools has improved. The self-study revealed that assessment has not evolved enough for there to be consistent standards of performance for both undergraduate and graduate students across all programs and schools. Nonetheless, developing university-wide standards is necessary to be able to communicate to the USF community and stakeholders how students are performing and further assist in ensuring that USF is an academically rigorous institution. OAAS will continue to work with assessment coordinators and faculty to improve USF's understanding of the standards of performance. The core competencies pilot project demonstrated that students perform well on the five competencies at or near graduation, but more work is needed to institutionalize this assessment. Faculty and librarians found tremendous value, however, in assessing student learning across the schools and are eager to participate in the next round. This is a positive signal of progress in the creation of a learning centered culture at USF.

Component 5 — Student Success: Student Learning, Retention, and Graduation

Defining Student Success (CFRs 2.4, 2.6, 2.10, 2.13)

The University of San Francisco promotes learning in the Jesuit Catholic tradition. As the USF Vision, Mission, and Values state, the university offers "undergraduate, graduate, and professional students the knowledge and skills needed to succeed as persons and professionals, and the values and sensitivity necessary to be men and women for others." *Cura personalis,* or care of the whole person, is a Jesuit value that inspires a distinct style of education, one in which honing the intellect is only one part of an individual's full development. At USF, student success is viewed as a shared expectation that goes beyond academic outcomes and is organized around the following areas: holistic learning and education, student retention and persistence, attainment of educational objectives, academic achievement, and student advancement. While focusing on the holistic development of our students, USF has concentrated on creating a seamless, mission driven, inclusive environment where all students are engaged and thriving.

Components 3 and 4 address attainment of educational objectives and academic achievement at graduation. This component discusses student success in the context of student advancement, student retention and persistence, and holistic development.

Evidence of Student Success (CFRs 2.7, 2.10)

Advancement - Achievement of Professional and Educational Goals (CFRs 4.1, 4.5)

Alumni data are one of the most valid indicators of student success in the context of achieving professional, educational, and personal goals. Three data points are typically used to measure achievement of these goals: employment rates, preparedness for graduate study, and satisfaction. USF utilizes some of these data points better than others and is striving to improve in all three measures.

Alumni Outcomes Survey (CFRs 2.10, 4.5)

After a five-year break, USF administered a new Alumni Outcomes Survey in summer 2017 to alumni who graduated in 2015 and 2012 (two and five years post-graduation). See Exh. 5.01, Alumni Outcomes Survey and Exh. 5.02, Alumni Outcomes Survey Report. Of the 262 alumni surveyed from both graduation years (response rate = 9%), 71% reported being employed full-time and 12% part-time. Although 76% reported *seeking* employment in the field of study they pursued at USF, only 60% reported *obtaining* employment in that field. To better understand this response, the next administration of this survey will ask whether respondents *wanted* to seek employment in that field. Nineteen percent of participants reported being enrolled in graduate or professional study and, on average, that their current studies are related to the field of study they pursued. Participants also reported that USF strongly prepared them for their current career, current graduate or professional study, and social and civic engagement.

With regard to educational goals, participants reported that USF strongly contributed to their ability to write and speak clearly and effectively, think critically and analytically, and use information effectively and ethically, but only moderately as to analyzing numerical and statistical information. Similarly, participants reported that USF strongly contributed to the ability to achieve the ILOs, specifically their ability to explain and apply their discipline, analyze and evaluate information, communicate effectively in written and oral communication, use technology, use methods of inquiry, and evaluate social, economic, and political systems, with a particularly strong contribution to the ability to reflect and analyze their beliefs.

While the university did not ask standard questions about satisfaction (e.g., "Would you complete your program at USF again?"), the survey did inquire into areas closely associated with satisfaction. Participants reported, on average, that USF had a strong impact on their ability to

achieve their personal, professional, and educational goals. Moreover, participants reported that USF strongly contributed to positive change in their life, work, and personal life. The university plans to administer the Alumni Outcomes Survey every year to alumni two and five years post-graduation and will ask more direct questions about satisfaction. Additionally, the Employment Work Group was convened in fall 2017 to address ways to better capture and share advancement data with the university community, as the Alumni Survey does not effectively gather these data.

Role of Program Review and Alumni Impact (CFRs 2.7, 4.1)

The university also collects advancement data during the course of program review (see Component 6). The first step of the review is a self-study, which requires programs to conduct an evidence-based assessment. This assessment includes a detailed discussion of whether graduates are achieving educational and professional goals in the context of preparation for graduate study, the percentage of students who go on to graduate studies, and post-graduation placement.

Recent program reviews have gathered valuable evidence of their graduates' achievement of educational and professional goals. Computer Science, for example, offers rigorous undergraduate (BS) and graduate (MS) programs that prepare students for computing careers as well as for advanced study in computer science. In its 2015-2016 self-study, as a part of its analysis of student successes, the program reported that undergraduate students have continued on to the MS program at Stanford University and the PhD program at the University of Notre Dame. Graduates from both BS and MS programs in recent years have been placed at Google, Facebook, Amazon, Twitter, Square, Uber, Salesforce, Microsoft, as well as other large companies and startups. The self-study authors note that many alumni remain engaged with the department after they graduate and report that their experience in the program changed their life.

Similarly, in the Performing Arts and Social Justice 2015-2016 self-study, the program

described how it keeps in touch with alumni and tracks post-graduate career trajectories. Recent alumni have gone on to graduate programs at Yale University, New York University, Mills College, Columbia University, Naropa University, and Chapman University. Another segment of its alumni develops their own professional creative/scholarly work. Graduates from this program reflect the diverse and dynamic career potentials that exist for performing arts students after graduation—careers that include company directors, performers, art therapists, physical therapists, technical directors, teaching artists, production managers, and art administrators. It is a testament to the program that alumni express appreciation by returning to engage with current students on an annual career panel, in creative processes, and as teaching assistants, positively influencing the success of future graduates.

Finally, in its 2013-2014 self-study, Biology provided a detailed analysis of how the students who seek admission to health professions programs are tracked by the chair of the Pre-Professional Health Committee (PPHC), the committee which guides students interested in careers such as dentistry, medicine, optometry, pharmacy, and veterinary medicine. Of the students who went through the PPHC process, the average health professions program acceptance rate from 2007 to 2012 was 65.5%. Additionally, from 2001 to 2017, 66.7% of USF's CAS students who went through the PPHC were successful in gaining admittance to medical school, compared to the national acceptance rate of 43.3% during the same period.

The impact of our alumni on their communities, the nation, and the world should be seen as one of the most effective measures of student success. Among living alumni, there are more than 2,858 teachers, 3,282 educational administrators, 849 engineers, 2,176 attorneys, 1,320 college professors, 764 elected and non-elected government officials, 1,288 accountants, 2,232 health care providers, 3,269 nurses, 301 physicians, 144 dentists, 209 social workers, 1,592

computer scientists, and 437 scientists. See *USF Fact Book and Almanac of 2018*.

In addition to professional success, alumni often develop a commitment to the needs of others, which is central to USF's mission. Since the founding of the Peace Corps in 1961, 347 USF alumni have joined, often placing USF in the top twenty among institutions of comparable size regarding the average annual placement of Peace Corps volunteers. Hundreds of other alumni have implemented community engagement and social justice programs for their own businesses and communities in an effort to make the world a better place. See *USF Fact Book and Almanac of 2018* and Exh. 5.03, USF Firsts, Facts, Honors, and Achievements.

Retention and Persistence (CFRs 1.2, 1.4, 1.6, 2.10, 4.2)

Retention and graduation rates offer another glimpse into student success. Since the previous WSCUC visit, retention rates have remained steady. For first-time, first-year to sophomore retention, the weighted rate is 86%, ranging from 83% (fall 2014 cohort) to 88% (fall 2011 cohort) (Exh. 4.01, Table 1). During that same period, six-year graduation rates have increased from 71% (fall 2008 cohort) to 77% (fall 2011 cohort). These rates are about 18% points higher than the national average for the 1,707 IPEDS-classified four-year, private nonprofit higher education institutions (Exh. 4.01, Table 2). USF is tied for the 10th highest rates among the nation's 113 college and universities that share the same Carnegie classification (i.e., doctoral granting with moderate research activity) (Exh. 4.01, Table 3) and 18th among the 28 Jesuit colleges and universities (Exh. 4.01, Table 4). The WSCUC Graduation Rate Dashboard provides further evidence of USF's increasing graduation rates and additional data for decision-making. The unit redemption rate, which measures the proportion of instructional units that are counted toward degree conferral, has increased from 83% in 2009-2010 to 88% in 2015-2016. The absolute graduation rate, which includes both transfer and part-time students, has increased

from 68% 2009-2010 to 74% 2015-2016. In 2018, the *U.S. News & World Report* indicated that USF had an actual graduation rate of 72% against a predicted graduation rate of 62%, thereby suggesting that USF enhances student performance.

Consistent with national averages, both retention and graduation rates vary by sex and race/ethnicity. Female students are generally retained and graduate at a higher rate than male students (Exh. 4.01, Table 1). Retention and six-year graduation rates are highest for Asian American students, followed by Latino students and then White students. Compared to the IPEDS-classified four-year, private nonprofit institutions, USF's six-year graduation rate is 20% points above the national average for Asian American students, 16% points for Black/African American students, 19% points for Latino students, and 16% points for White students (Exh. 4.01, Table 2). In 2017, the Education Trust placed USF second in the nation in closing the graduation rate gap between Latino and White students, as Latino students at USF have a graduation rate 4.4% points higher than White students (Exh. 4.01, Table 5).

However, retention and six-year graduation rates for Black/African American students lag behind other racial/ethnic groups. To reduce this discrepancy, the African American Scholars Project (AASP) Strategy Group was formed to streamline and strengthen existing success efforts for Black students, and develop the most effective ways to build a more equitable and inclusive campus. Over the 2016-2017 academic year, the AASP Strategy Group recommended the Black Achievement, Success, and Engagement (BASE) Program, a dynamic, comprehensive initiative that aims to provide Black students with a critical sense of belonging, identifying new opportunities for engagement in USF and the San Francisco Bay Area community, and building innovative strategies for achieving academic excellence. See Exh. 5.04, AASP Report.

An analysis of the most recent IPEDS data shows that compared to other institutions,

USF does well at assisting its underserved student population to graduate in a timely manner. The figure below demonstrates the relationship between 6-year graduation rate and the percentage of Pell grant recipients and underrepresented minorities (URM). Generally, there is a negative association between graduation rate and the percentage of Pell recipients and URMs: as the proportion of Pell recipients and URMs increase, graduation rates decrease. As shown below, USF outperforms the vast majority of other institutions in ensuring student success for its Pell grant recipients and URM students.

Figure 2: How does USF Perform in 6-year Graduation Rate, given % Pell and % URM?
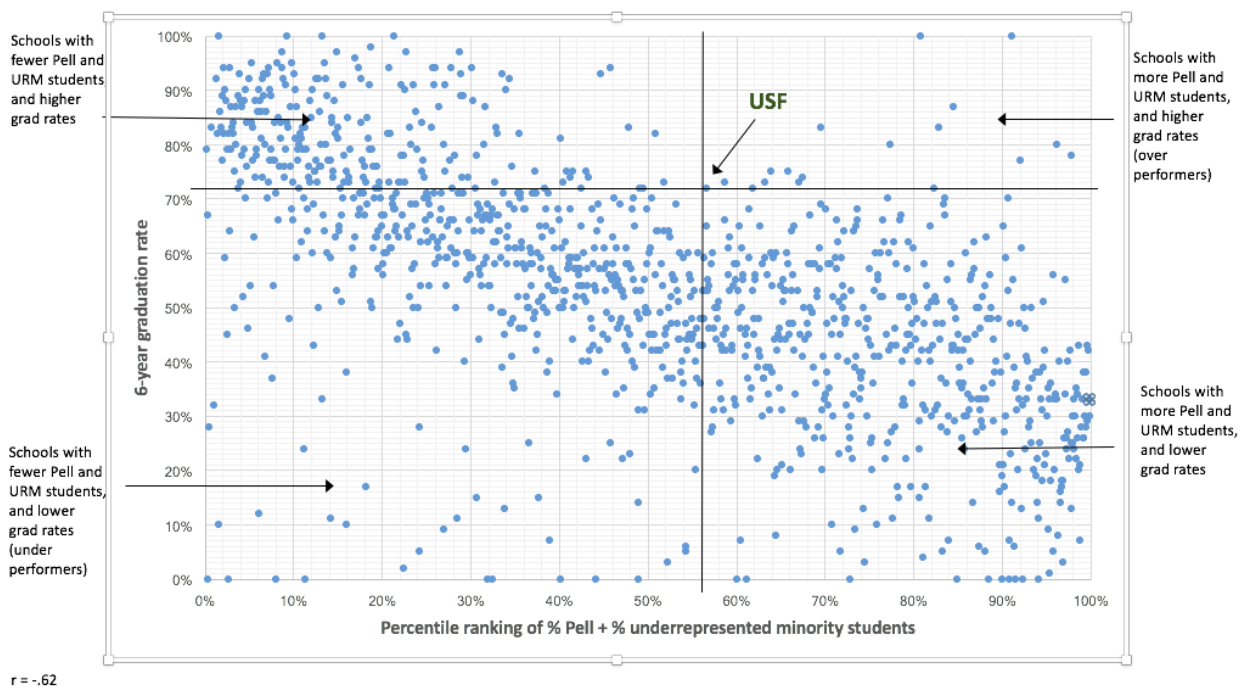
Holistic Development (CFRs 2.2a, 2.2b)

The university regularly collects evidence of holistic development. Responses to the Alumni Outcomes Survey and the Graduating Student Survey (Exh. 5.05) provide two opportunities for students to discuss how USF has contributed to their development.

Alumni Outcomes Survey

The Alumni Outcomes Survey encourages alumni to reflect on the ways in which the

university changed them. Comments provided by participants in the recent administration suggest the university does a strong job at holistically preparing its graduates. Alumni (with degree and graduation year in parentheses) indicated that USF taught them to be the "best version of myself" (BS Kinesiology, 2015), "helped shape the person I am today in the best positive possible way" (BA Politics, 2012), "made me a citizen of the world" (BA English, 2012), and "a more well-rounded and socially-conscious person" (BA Asian Studies, 2015). Alumni also highlighted the importance of the diversity and community-engaged learning curricula in shaping their education. For example, participants noted that the curricula developed "a greater appreciation for different cultures" (BSBA Finance, 2015) that allowed them to become "more open-minded and accepting of different ideas" (BS Biology, 2015), and attending USF helped "form a passion for social justice" (BS Kinesiology, 2015). Many participants commented on how USF affected the ways in which they interact with the world around them. One illustrative comment is "USF made me think more critically about our world and the steps needed to make the place we live in more sustainable and open to all communities. I really honor USF's mission to 'change the world from here'" (BA Communication Studies, 2015). See the [Alumni Outcomes Survey Report](#) for these and other responses to this question.

Graduating Student Survey (CFR 2.6)

The Graduating Student Survey (GSS) also provides evidence of holistic development. After a two-year break, a revised GSS was launched in February 2017. The final question asks participants if there is anything else about their experience at USF that they wanted to share. The following responses—all from 2017 graduates—demonstrate USF's strength in providing students with a holistic education. Participants indicated that USF offered them "many chances to go beyond their own potential" (BA Communication), "made its mark on their education and

growth as an individual" (MA Teaching), and that USF allowed them to "grow in a way that I never imagined" (BS Biology). Participants noted the role that faculty's teaching and curricula show "how much value USF puts in social justice and civic duty" (BA Japanese Studies) and that the "social justice/service aspects of the USF curriculum are what really makes this school special" (BA Media Studies). Participants indicated that USF's curricula caused them to "view the world and society a lot differently now" (BA Communication), become "better citizens and well-rounded people, regardless of background" (BA Media Studies), and increase awareness in students' "true potential/role in the fight for justice" (MA Teaching). See Exh. 5.06, GSS Student Success and Mission Alignment Report for these and other responses to this question.

Promoting Student Success (CFRs 2.11-2.14, 3.5)

USF is committed to providing its students with the guidance and services necessary to help them realize their full potential. These efforts include the ongoing support of students who are thriving, as well as the early identification of students who are struggling or at risk. USF supports individual, social, and academic success of students through a variety of means, including the use of assessment to identify and support strengths, needs, and interests; providing personalized coaching, counseling, and mentoring to individuals and groups; connecting students to appropriate resources and support, intentionally linking academic and extracurricular experiences; providing employment and financial support; facilitating social engagement; and promoting the development of social justice knowledge, value, and skills.

The Persistence and Retention Steering Committee (formerly the Retention and Persistence Committee) meets regularly and makes recommendations to the provost to promote student success by developing and supporting new initiatives. See Exh. 5.07, Retention and Persistence Committee Summary. The steering committee includes the SVPAA, the vice provost

for budget, planning, and analytics, the vice provost for student life, and the CASA director. Future initiatives include the expansion of the USF 101 course (see Exh. 5.08, USF 101 Justification & Overview), launching BASE, assessing student experience with the deans and CASA, analyzing the top risk factors for each student group on all campuses, as well as addressing issues that emerge from the Magis review and the Campus Climate Survey.

Reflection

As a Jesuit institution, USF offers a liberal education designed to provide students with the knowledge, abilities and values necessary to succeed as professionals and people. In line with this tradition, any discussion of student success must include advancement, retention and persistence, and holistic development. Evidence from both the Alumni Outcomes Survey and academic program reviews demonstrate that USF graduates are successful in securing employment and post-graduate opportunities, and that USF has a strong impact in preparing them for these roles. However, USF could better track its alumni and the Employment Work Group was convened to address ways to do this and share advancement data with the campus community. Although retention rates have remained steady since the previous WSCUC visit, graduation rates have increased. As indicated by the Education Trust, USF is emerging as a national leader in reducing the graduation gap between Latino and White students. BASE was developed to improve both graduation and retention rates for Black students. The Alumni Outcomes Survey and the Graduating Student Survey provided evidence for USF's success at contributing to the holistic development of its students. Presently, USF has a number of initiatives, including the Employment Working Group and the Persistence and Retention Steering Committee, which will continue to promote student success in the Jesuit tradition.

Component 6 — Quality Assurance and Improvement: Program Review; Assessment; Use of Data and Evidence

Quality Evidence-Based Improvement (CFRs 2.10, 4.1, 4.3)

The University of San Francisco uses multiple strategies to comprehensively assess learning and guide curricula and program changes in meaningful ways with the goal of continuous improvement in student learning. USF began program review in 1993. Programs in all four professional schools have undergone successful professional re-accreditations. Program review is used to assess programs not included in those reviews. The schools are working to improve the yearly assessment of program learning outcomes (PLOs). Additionally, each graduate program undergoes a review of effectiveness in its first 5 years, including regular reviews of enrollment, retention, and persistence data at the institutional and school levels. The president, the provost, and all of the deans have put their full support behind assessment efforts on campus. Through periodic program review, yearly assessment of student learning, and consequent programmatic adjustments, the university achieves and promotes student success, and works to fulfill the promise of its mission. Assessment is promoted as an organic process that must be transparent, evolving, and informed by the evidence gathered in the process. Still, there have been some challenges that have prevented USF from reaching a full culture of assessment.

At the time of USF's last WSCUC review in 2009, yearly assessment was a new process. There was an ambitious plan in place to assess PLOs in every program, without a full understanding of the ongoing support that would be needed to implement such a plan. After three years of decreasing compliance, the SVPAA and the vice provost for budget, planning, and effectiveness retained a consultant who assisted with a thorough review of the assessment process. The university convened focus groups and conducted interviews with various

stakeholders about the assessment process, and found that support and buy-in were lacking at the school level. Department chairs and program directors that had initially been part of the yearly PLO assessment plan had cycled out of their posts, and their replacements had not been trained. In addition, templates needed to be updated or created. Prior to the review, the reporting structure of the Office of Assessment and Accreditation Support (OAAS) had changed several times, moving from one vice provost to another and back. The office was staffed by only two people with little connection to the faculty, and as late as summer 2016, no assessment work had been done on the Core Curriculum or core graduation competencies.

In fall 2015, the new SVPAA began building assessment expertise to provide faculty with the consistent support they requested. Faculty known for their pedagogical skills were trained to become curriculum development directors in a pilot program in CAS. The additional support resulted in a significant increase in yearly assessment reports in CAS, which was discussed in the Interim Report. All of the schools now have an assessment coordinator, usually an associate dean, who also provides support. The University Assessment Committee (UAC) was reconvened in 2015, and then expanded in 2016 to include more faculty under a new director of educational effectiveness & assessment with expertise in building faculty support and increasing buy-in. In response to faculty feedback during the review of assessment processes, OAAS went through a major restructuring. The office added a new assistant director of assessment and project manager in 2017, and a new assistant director of curriculum development in January 2018. These assessment leaders have made significant progress already in their short time at the university.

The contract negotiations between the administration and the full-time faculty union in 2016 -2017 provided insights into faculty experience of assessment. Many faculty expressed concerns about increased service workload and unclear faculty responsibility in areas such as

assessment. Administration reaffirmed the university's commitment to the assessment process; however, it was clear that additional work was needed to be done by leadership to grow a healthy and supportive culture of assessment around the university. The contract negotiations concluded in May 2017, and OAAS and assessment leadership have worked hard to rebuild faculty buy-in and have been successful in their efforts.

Program Review (CFRs 1.2, 2.4, 2.7, 2.10, 2.11, 4.1, 4.3, 4.5)

The majority of the programs in the schools of education, law, management, and nursing and health professions maintain professional accreditation. These programs do not undergo the USF program review process since the processes are very similar and the results of an accreditation review are commensurate with the goals of a program review. To verify this parallel, in 2016 USF developed a Rosetta Stone of Accreditation Terms and Crosswalks to Accreditation Standards used by all of USF's major accreditation agencies. With all of the most salient accreditation definitions at hand, these crosswalks demonstrated the congruence among the WSCUC accreditation standards and the standards of each of USF's major professional accreditation agencies. See Exh. 6.01, Rosetta Stone and Crosswalks. USF programs are currently accredited by the ABA (Law), CCNE & BRN (Nursing), CTC (Credentialed Teaching), AACSB (Business and Management), NASPAA (Public Administration), and CEPH (Public Health). See Schedule of Professional Accreditation. The recently launched PsyD program applied for APA accreditation after an extensive self-study and a site visit in November 2017. The Master of Nonprofit Administration started its self-study in fall 2017 in anticipation of applying for Nonprofit Academic Centers Council (NACC) accreditation.

The programs in CAS are not accredited by professional organizations, and the college has therefore relied heavily on academic program review (APR) to evaluate its programs every

five to eight years. See Exh. 6.02, Schedule of Program Reviews. The purpose of APR is to examine a program's quality and currency and to ensure continuous program improvement. The university created Program Review Guidelines to provide a framework for conducting a thorough, evidence-based analysis of a program in order to understand a program's strengths, identify key areas of improvement and create a workable plan for achieving the desired improvements. Reviews last one academic year and involve a thorough self-study, including an analysis of the curriculum and syllabi, enrollment over time (including retention and graduation rates), staffing ratios, and a review of the results of learning outcomes assessment since the prior review. The self-study report is written and supporting documents are compiled by the program faculty and reviewed by the dean. Peer reviewers from other institutions are invited to visit the program and provide written feedback. An executive summary of the reviewers' report is prepared and presented to the provost and the Board of Trustees' Academic Affairs Committee.

At the end of the review process, the program faculty meet with the dean to formulate and discuss an action plan that addresses the issues identified during the program review. In fall 2017, a mid-cycle review was added to these procedures, to ensure the action plan is revisited three years post-visit. Now, deans check in with full-time program faculty between reviews to assess how the plan is being implemented, particularly whether there are any challenges to implementation, if additional support from the dean's office is needed, or if any new issues have arisen since the program review. In the December 2017, the Academic Affairs Committee of the Board of Trustees asked that action plans be included with the executive summaries for future meetings. The self-studies and the executive summaries of the external reviews are publicly available on the OAAS website. See Exh. 6.03, Examples of Closing the Loop – CAS, for examples of improvements that have been made to programs as a result of program review.

The four other schools use the USF APR process to review programs that are not included in professional accreditation reviews. The SOE adapted the university guidelines and re-started program review in fall 2016. Faculty from the first programs to undergo review reported that the process was of value to them. Nine of the 13 programs that are not professionally accredited will have gone through program review by spring 2018. The four remaining programs are new and will undergo program review at the seven-year mark, as per university protocol. The one program in the SOM that does not maintain professional accreditation, the MS Information Systems, will complete its program review in spring 2018. The same is true of the two programs in the SONHP that are not accredited by the CCNE, BRN or CEPH. In the SOL, the two tax programs (LLM and MLST) began admitting students in fall 2014 and 2015 and will conduct program review of both programs at the seven-year mark. The two additional LLM programs, Intellectual Property and Technology Law and International Transactions and Comparative Law, are planning to undergo APR in the 2019 academic year.

During the self-study, USF examined its program review processes and noted that while the university had routinized program review in CAS and implemented the process in the other schools, the processes used were largely created in the 1990s. A subcommittee of the UAC was formed to undertake a review of the APR process and address whether updates were needed. Included in this review was an examination of whether the process sufficiently addresses achievement of PLOs. It created a new "Principles of Program Review" (Exh. 6.04). These principles are intended to provide flexibility for the college and schools as they create their own guidelines, while maintaining a core of essential principles that continue to apply university-wide. These Principles will be presented to the Deans' Council and then to USFFA Policy Board in spring 2018 for discussion and approval.

Co-Curricular program reviews have been done at USF since the late 1990's. However, reviews were done inconsistently until 2015 when, under new leadership, the co-curricular entities and service units began reviews in a more organized way in an effort to use data and other evidence to support key administrative functions and processes. The Division of Student Life created a new Director of Organizational Effectiveness position in 2016 to support assessment, among other functions. The program review process in the student life division has matured to the point that the division developed its own guidelines specific to its units and, beginning in 2017, focused on the alignment of processes and reporting, and on implementing standardized templates. See Exh. 6.05, Program Review Schedule for Service Units; Exh. 6.06, Co-curricular Program Review Guidelines; and Exh. 6.07, Division of Student Life Program Review Guidelines. In addition to the five student life units that completed program review over the last two years, with three more scheduled this academic year and three more next year, University Ministry completed its program review last year with an external review in spring 2017. The Gleeson Library has completed its self-study and had an external review in October 2017. It is working on an assessment plan for newly developed learning outcomes. These program reviews allow for a more holistic approach to analyzing how well the various offices support student learning and development. Documents related to these co-curricular reviews are posted online.

Assessment of Program Learning Outcomes (CFRs 1.2, 2.3, 2.4, 2.6, 2.7, 4.3, 4.4)

At the time of the last review, the university was in the early stages of implementing a three-year institution-wide assessment plan. While some gains in assessment practices were made, particularly in the review and revision of program learning outcomes, the process was viewed by faculty as an unnecessary burden with confusing forms and scant support. Ongoing

analysis of the new plan suggested that support for program assessment would be better received and more successful if it was located within each of the schools. Focus groups conducted by an assessment consultant confirmed that more support and flexibility was needed. Forms and templates were created based on faculty feedback. See Exh. 6.08, CAS, SOM and SOE Assessment Templates, PEC Scorecard.

This analysis and reflection led to the appointment of assessment coordinators in each school, who work cooperatively with OAAS. OAAS supports assessment in the schools, provides assessment trainings and templates, directs institutional-level assessment (e.g. core graduation competencies) and evaluation efforts (e.g., NSSE, Graduating Student Survey, Alumni Outcomes Survey) and maintains a website that serves as a repository of all assessment documents. Assessment has been added to the portfolios of the associate deans. The UAC meets regularly to promote and advance a culture of evidence-based assessment.

The current status of assessment in each of the schools is summarized in the table below.

Current Assessment Activity in the USF Schools and College

	CAS	SOE	SOL	SOM	SONHP
Assessment Coordinator	Associate Dean	Director of Assessment	Associate Dean	Associate Dean	Associate Dean
Faculty Assessment Leaders	Faculty Directors (FDCDs) for each area of the College	CTC Committee comprised of faculty and staff. Program chairs in charge of assessment with support from Director. Director conducts meetings and workshops with faculty program chairs and directors.	None. Associate Dean works directly with faculty program directors.	Assurance of Learning Committee (AoL) with broad faculty representation.	Program Evaluation Committee (PEC) made up of 16 faculty and at least 1 student.

	CAS	SOE	SOL	SOM	SONHP
Yearly Report	Assess at least 1 PLO. Summary of data collection, analysis, reflection, and closing the loop activities	Programs accredited by the CTC submit biennial assessment reports. The 13 other programs submit reports with summaries of data collection, analysis, reflection, closing the loop.	Moving toward the direct assessment of at least 1 PLO. Summary of data collection, analysis, reflection, and closing the loop activities	Direct assessment of at least 1 PLO. Summary of data collection, analysis, reflection, and closing the loop activities	Established curriculum maps are the basis for direct measures for assessment of student learning of at least 1 PLO on an ongoing basis. Summary of data collection, analysis, action plan, and closing the loop activities
Strengths and Successes	Programs create multi-year plan in context of APR Standardized report form and timeline Feedback templates FDCD provide peer support	Programs accredited by the CTC submit biennial assessment reports to the organization with yearly data. CTC committee regularly meets to discuss assessment activities. Data were being collected and used in the programs (e.g., Qualifying EdD presentations, focus groups), even when the formal process had stalled. All programs not accredited by the CTC have revised PLOs and curriculum maps.	Traditional use of direct measures (e.g., bar results). Majority of students in the JD program, which is accredited by ABA. New PLOs for JD reviewed and approved by faculty, students, and alumni. Formal assessment of LLM programs is starting. Made progress on tax program assessment in 2017 with assessment of a PLO using Andersen survey	Instruments created by faculty AoL committee Standardized report form Most programs reviewed and accredited by AACSB. AACSB review has resulted in significant improvement in assessment process.	The faculty/student committee reviews all program outcome data for every program; provides feedback using a scorecard; reviews and revises program evaluation plans. All programs were reviewed in 2016-2017. For the 2 programs with no professional accreditation, the PEC agreed the program would conduct program review on a 5-year cycle, with the first in 2017-2018.
Challenges	Faculty expressed concerns about workload during contract negotiations. Use of direct measures uneven. Closing the loop not always reported or tracked. For some disciplines, faculty must learn new methods.	Received little support from OAAS, until recently. Historically, use of direct measures uneven. Implementing new processes require heavy faculty and staff commitment (e.g. 9 program reviews in 2 years).	Formal assessment new in law. Assessment of hybrid programs behind and catching up.	Need better integration into curriculum development. Plans to pull AoL committee into the Curriculum Committee and create a committee to oversee assessment of graduate programs.	Publishing the new PEC Scorecard on the external and internal websites initially met with resistance from some faculty.

In recognition that student learning is not limited to the academic programs, several co-curricular programs are defining learning outcomes and determining how best to assess whether students are achieving these outcomes. Both the Gleeson Library and CASA have an initial set of learning outcomes and are drafting assessment plans to drive improvements in student learning.

For over a decade, USF has been working on creating a culture of assessment that expands program review and professional accreditation to include yearly assessment of learning outcomes. Direct and indirect institutional data point to gains in student learning. NSSE results show that first year students and graduating seniors report feeling competent in important academic outcomes (e.g., writing) and mission-related skills (e.g., exposure to diverse perspectives). See NSSE Results. The first round of direct assessment of the Core Graduation Competencies demonstrate that faculty are training USF students in outcomes important to employers. See Component 4. The yearly direct assessment data from the academic programs add to the understanding of the student experience in each program.

While progress is being made, one key issue continues to be faculty buy-in. Some faculty have moved into assessment leadership roles and onto the UAC, but too many of the faculty still view assessment as a waste of resources or do not see the value in it. There continues to be a lack of clarity for some faculty as how best to integrate assessment into a balanced workload. The inconsistency in faculty commitment can be seen in the inconsistent data, with some programs relying on indirect measures or still revising PLOs. The main focus for the next few years will be to train and support faculty on program assessment, and to elevate the university's process and practice. Successful assessment results in new insights into student learning in each program, and those insights lead to effective curriculum development. USF faculty are very involved in curriculum development, as indicated by the minutes of the school curriculum committees, and

would be better served by better data. Still, the yearly assessment data and the resulting assurance of consistency in learning outcomes across sections of courses in CAS are examples of the significant progress the university has made.

Data Collection and Analysis (CFRs 2.10, 4.2-4.7)

While data provide the foundation for effective program review and assessment of student learning and other improvement processes, data need to be turned into evidence and communicated in useful formats. The primary goal of the Center for Institutional Planning and Effectiveness (CIPE) is to create an integrated model of evidence-based decision making to support the university's leadership, program chairs, and directors in their commitments to the core mission and progress towards strategic priorities. CIPE is comprised of the Offices of Institutional Research & Analytics (OIRA), Planning & Budget (OPB), and OAAS, which are overseen by two vice provosts that work together to support USF's data needs.

The primary function of the OPB is to support the institution's strategic priorities through budget development, ensuring future plans support USF's vision, mission and values. The OPB has contributed actively to the implementation and adoption of the new university reporting software, Tableau. It also develops tools and analyses that support leadership's informed decisions, which ensure USF's long-term financial stability. The OIRA has responsibility for both internal and external reporting. It responds to all standing surveys required by external groups and government agencies. There are three primary venues for internal reporting at USF: (1) real-time dashboards housed on the university's Tableau server; (2) WebFOCUS reports; and (3) ad hoc reports (typically spreadsheets) that are queued, prioritized, and tracked through Data Assist, the university's online platform designed to manage such requests. Over the past five years, OIRA has satisfied almost 4,000 service requests. See Exh. 6.09, Data Assist Log. The

majority of these requests relate to enrollment management, student success tracking, and APRs. The office has responsibility for maintaining the integrity of the institution's reporting databases and quality of information over time as technologies, administrative structure, and business processes change.

Finally, OAAS collects and disseminates survey data, provides assessment trainings and templates, assists with professional accreditations and leads the current WSCUC review. Along with assessment coordinators and faculty assessment leaders, OAAS works with the broader faculty on institution-wide assessment, yearly outcomes assessment, and program review.

Data produced and disseminated by CIPE are crucial to university decision-making. The Board of Trustees, Cabinet, Leadership Team, Provost's Council, Dean's Council, Council of Associate Deans, and the offices of each of the deans receive regular reports about the budget, enrollment, retention, student satisfaction, resource use, and soon the campus climate. They use the data in discussions and decisions around curriculum development and allocation of resources. Deans and associate deans then disseminate information to chairs and directors. Strategic priorities shape all of these efforts.

One key finding from the self-study was that while CIPE data and analyses were extremely useful to senior leadership, they were not always communicated widely to the university constituents who could also act on the data and may be in the best position to create change. The re-structure of OAAS has resulted in the implementation of a system to disseminate reports of assessment efforts and track plans for improvement based on them. The leadership team was already discussing ways to improve overall communication after the last contract negotiation indicated that the faculty did not fully understand challenges related to the allocation of resources. Still, better information shared across multiple stakeholders will continue to be an

important focus for administration, faculty, and staff. It is anticipated, based on early feedback from the co-chairs of the Magis Project, that communication will emerge as an issue for at least some constituents in the results of the Campus Climate Survey.

Reflection

USF programs assess systematically. Program review is a strength and the yearly assessment of learning outcomes has improved across all schools since the last review. Faculty buy-in has advanced, and there is increased awareness of the positive impact assessment has on teaching and learning. Due to challenges addressed above, however, a full culture of assessment has not yet been achieved. The end goal of further development of assessment procedures is to drive continuous improvements in programs, which, in turn will improve student learning. The institutional research function has created an online service request system that allows programs and departments to request data that are provided efficiently. It was noted during the self-study that the availability of real-time dashboards in Tableau has caused a "seismic shift" in data analysis in the schools, as staff now have access to reports that are live, which eliminates the need to request updates of frequently used data. An awareness that better communication of data is needed is the result of both the self-study and other campus-wide reflective projects. Improved processes will be the focus of future initiatives.

Component 7 — Sustainability: Financial Viability; Preparing for the Changing Higher Education Environment

Overview (CFRs 1.7, 3.4, 3.9, 4.6)

The University of San Francisco understands that success in providing an effective and supportive learning environment for its students depends on sustaining its financial resources and aligning those resources with the institution's Mission, Vision, and Values, all while continually adapting to changes within the higher education terrain. The university's strategic priorities guide its goals of sustainability, alignment, and adaptability. The self-study process revealed that the priorities are not known throughout the community and that the university would benefit from a communication campaign. USF is in a strong financial position, as can be seen in the Independent Auditor's Report and in recent endowment growth.

Fiscal Sustainability (CFRs 1.7, 3.4)

USF's most recent Independent Auditor's Report (Exh. 7.01, FY2014-17) was completed in late September 2017, and covers the two fiscal years that ended on May 31, 2017, and May 31, 2016. It shows steady improvement in the financial health of the institution, including an increase of $45 million in USF's total assets from 2016 to 2017, for a total of $990,005,000 and a decrease of 5.4 million in USF's total liabilities from 2016 to 2017, for a total of $264,187,000.

The Independent Auditor's Report is consistent with the most recent report and rating from Moody's Investors Service, which upgraded USF to an A2 rating, with a stable outlook, in March 2013, and reaffirmed that rating in January 2016 (along with Fordham, Loyola of Chicago, Loyola Marymount, and Marquette). See Exh. 7.02, USF Moody's Credit Report January 2016. USF is characterized by Moody's as a relatively large university with growing revenue and reserves, having a good strategic position as an urban Jesuit comprehensive university with a large graduate student population, and having healthy philanthropic support and

accumulated reserves. According to Moody's, USF also faces challenges: a highly competitive student market, concentrated revenue of almost 90% derived from student charges, recent turnover by key academic and admissions personnel, and expense growth that is outpacing revenue growth. USF was last rated in January 2016, indicating that no serious issues have been identified, and that an annual rating from Moody's Investors Service is not necessary.

The USF endowment is further evidence of financial strength by several measures, the most significant being that it has increased by 60% over the past ten years, from $216 million on May 31, 2007, to $345 million on June 30, 2017. Its latest one-year return was 14.4%, exceeding the InvestorForce peer benchmark of 12.4%, with the endowment return ranking in the top 17% of its peer group. USF's endowment average annual return for the past ten years was 5.3%, exceeding the InvestorForce peer benchmark of 4.5%, with the endowment return ranking in the top 18% of its peer group. $20 million in new gifts and transfers were contributed to USF's endowment during the most recent fiscal year. Finally, spending from the endowment during fiscal year 2017 provided $11 million to support USF students and operations.

Alignment Between Strategic Priorities and Decision-Making (CFRs 1.5, 3.7, 4.6)

The university's strong financial position is further maintained by the alignment between the strategic priorities and financial decision-making through the Master Plan, Enrollment Plan, and annual operating budget process. USF's first Master Plan was developed in 1947 and has been a major factor in ensuring sustainability and alignment of its resources with the university's mission ever since. Later versions have focused on the construction and remodeling of almost all campus buildings. Changes to the physical plant have been guided by the university's academic needs, with priority given to those projects that are integral to USF's ability to serve its community, and projects that receive appropriate funding from bonds, gifts, and capital

campaigns. The university's most recent Master Plan (2013) and updates (2016) were the

product of collaboration by representatives from across the university and engaged stakeholders

outside the university community, including residents of adjacent neighborhoods, the City of San

Francisco, and numerous specialists in planning, urban design, landscape architecture,

transportation, and impact mitigation. USF's Master Plan Working Committee is comprised of

senior academic, facilities, student life, and administrative leadership. This Working Committee

reported to and conferred with USF's governing bodies, including the president's cabinet and the

Board of Trustees. The Master Plan was designed to "build and maintain an efficient, attractive,

and distributed campus environment that supports teaching and learning." It addresses such

issues as student housing needs, transportation challenges, new developments in college

admissions (particularly competition for students), potential new academic programs, the use of

the distributed campus, sustainability, the condition of the campus landscape, and the impact of

university plans on the surrounding community.

The Master Plan will soon be complemented by a new Enrollment Plan for 2018 to 2028

to ensure USF is a strong, diverse, financially sustainable, mission-focused, academically

rigorous Jesuit University. Currently, the vice provost for strategic enrollment management is

engaging the campus in discussions about the parameters of the plan and the long-term

projections for the next ten years. See Exh. 7.03, USF Enrollment Plan 2018-2028 Parameters

and Projections. The plan recognizes USF's relatively rapid enrollment growth, its strain on

institutional resources, and the uncertain and competitive higher education environment.

Through its methodical and careful enrollment planning, USF intends to strengthen its programs

and profile, and improve its market position and financial sustainability. The plan considers

changes in global, economic and social climate, US demographics, political climate, and the

impact of new technologies. It is anticipated that the plan will be in the final stages of approval by senior leadership during summer 2018, for distribution in fall 2018.

The enrollment plan is a foundation of the annual operating budget process. The budget process not only maintains fiscal stability but also ensures a campus environment that supports teaching and learning, and delivers an academically rigorous education with an outstanding, diverse faculty and staff. USF continues to be financially stable and operates with appropriate internal and external budgetary controls and oversight. USF's financial strengths include annual balanced budgets for 37 years, steady endowment growth, and increasing reserves, all the result of a responsible planning and review process that is overseen by the university's president and Board of Trustees; external auditors; provost; vice president for business and finance; vice provost for budget, planning, and analytics; and associate vice president for finance and treasury.

USF's vice presidents approve department plans, salary increase pools, and program changes, which are presented for discussion and prioritization at Cabinet and Leadership Team meetings. The president makes final funding decisions in consultation with the provost. The USF School of Law develops its own budget, which is reviewed by the law administrators and faculty under separate funding policies. The provost also reviews and approves the law school's budget, which is included in the annual operating budget report for the university. Non-SOL faculty salaries and benefits are negotiated through the collective bargaining process between administration and the faculty association, the USFFA. Salaries and benefits of all other employees, except exempt staff, are also determined through collective bargaining.

The report on the Operating Budget for Fiscal Year 2018 (Exh. 7.04) is prepared by the Center for Institutional Planning and Effectiveness (CIPE), in consultation with the executive officers of the university and the leadership team. The proposed operating budget is presented to

the president's cabinet and the deans in mid-February of each year, and is approved by the

president, and presented to the Board of Trustees for their approval at their spring meeting. See

Exh. 7.05, Operating Budget Timeline. The first objective of this budget creation process is to

align the goals, programs, and activities of each school, college, and division with the vision,

mission, and strategic priorities of the university. The report outlines revenue and expense

categories, details the spending plan for the next fiscal year, and draws upon updated enrollment

projections and revenue forecasts. A second objective of the annual budget creation process is to

support innovation during the development of new programs and reconfiguration of existing

programs. Central to budget planning is a review of new initiatives by members of the leadership

team, who evaluate each initiative's perceived value and contribution to fulfilling the mission of

the university and attaining net revenue goals. One of the university's strategic analyses for FY

2017 was centered on the role and future of USF's additional campuses, and involved a review

of revenue contributions made by each campus, enrollment patterns, plans for new programs, and

an analysis of enrollment potential. This analysis led to the decision to close the Santa Rosa

Campus in December 2018.

USF's long-term fiscal sustainability has been demonstrated over decades, and its

continuing viability is supported by the Operating Budget. For example: (1) the total operating

budget for FY 2018 was $457.1 million; (2) the tuition (net of exceptions) budget of $410.6

million, increased by $16.6 million, or 4.2%, from the FY 2017 budget; (3) the financial aid

budget of $97.0 million, increased by $11.0 million, or 12.8%, from the FY 2017 budget; (4) the

net tuition budget of $313.6 million, increased by $5.5 million, or 1.8%, from the FY 2017

budget; (5) the FY 2018 proposed budget included anticipated unit transfers of approximately

$7.1 million (reallocations which were identified by management and implemented by the start

of FY 2018); and (6) university reserves increased by $510,000 to $6.9 million, or 1.6% of the aggregate non-Law School expense budget. The self-study showed that not all members of the community understood the budget process. The provost and vice provost for budget, planning, and analytics have since met with multiple groups across campus to explain the process and USF's financial position.

The proposed FY 2019 operating budget, to be reviewed and finalized by the Board of Trustees in March 2018, projects that undergraduate tuition (including tuition, fees, room and board) will be increased by about 3.9%. For graduate programs, the tuition increases will vary by program. Overall, CAS and SONHP graduate tuition will increase by 3.4%, while rates for the SOE will increase by 1.9%, in SOL (in most cases) by 1.4%, and in the SOM (in most cases) by 3.4% for graduate programs. Residence hall rates will increase by 3.9%, and meal plan rates will increase by 2.5%. While tuition is projected to increase, slight declines of student headcount and student credit hours are planned over the next two fiscal years in order to better serve students through improved alignment with available services and residence hall beds. The planned declines will be 2.2 % in headcount and 2.4% in credit hours from 2018 to 2019, and declines in both counts by less than 1% from 2019 to 2020. See Enrollment Plan 2018-2028 Parameters and Projections. With the increases in tuition and adjustments to projected expenses, these declines are not expected to have a negative impact on those budgets.

Adapting to the Changing Higher Education Environment (CFRs 3.5, 4.3-4.7)

During its long history, USF has faced external threats and has adapted to changes in higher education. With careful planning, USF will transcend current political and economic turmoil with renewed vigor and an enhanced commitment to its Jesuit Catholic mission. Leadership considers how demographic, economic, political, and technological factors affect

USF as a nonprofit institution of higher education during regular meetings of the Board of Trustees, Leadership Team, President's Cabinet, Provost's Council, Deans Council, and the Council of Associate Deans. To aid these conversations, the university prepares an annual environmental scan which discusses the possible impact of external environmental factors on university recruitment, admissions, financial aid, curriculum, and other ongoing university activities. See Exh. 7.06, Environmental Scan 2017.

It is crucial that the university be agile, as well as financially healthy, in order to meet new external challenges and "flourish and advance its mission in a dramatically complex and unpredictable global financial market". Transformation and prioritization activities have taken place over the last year. In August 2017, the president and Cabinet commissioned Tiebel Educational Consulting to assist USF with the Magis Project. In his letter to the community about the project, Fr. Fitzgerald described USF as "healthy but vulnerable" after a decade of tremendous growth. The project was designed to make the most effective use of USF's financial and human resources, to increase engagement and to promote innovation among leadership, faculty, and staff. To that end, seven working groups, composed of ten university staff and faculty members each, reviewed the following key areas across the institution: processes and systems, academic portfolios, external relations and global visibility, university services, organizational structure and culture, student success, and physical space utilization and management. The project leads will report their findings to the university Magis steering committee and to the broader community in spring 2018.

USF has also become more adaptive through its use of innovative teaching and technology. Faculty Learning Communities facilitate discussion of higher education trends and their impact on teaching and learning. Discussion topics have included improving student

engagement, incorporating new technologies into the classroom, and effectively engaging international students. Information Technology Services (ITS) has moved multiple service units to new platforms to fulfill the sixth strategic priority, to utilize technology to extend USF's reach, enrich the learning environment, enhance student engagement, and support institutional decision-making. It has developed a partnership with Salesforce that has resulted in a Salesforce boot camp that has been important to our students. Educational Technology Services (ETS) provides faculty with innovative technology and tools to aid student learning. Processes are being modernized and data-driven decision-making improved in service and support units through the implementation of new systems, including Slate for Strategic Enrollment Admissions, Salesforce for the Development office, Student Success for the SOL, WorkDay for Human Resources, DIGARC for curriculum development, and Terra Dotta for study abroad.

The Capital Campaign has made supporting academic programs, student scholarships, and facilities major priorities. See Exh. 7.07, Capital Campaign Dashboard December 2017. USF received a $15 million gift from John A. and Susan Sobrato to transform the War Memorial Gymnasium into a state-of-the-art athletics facility and events center, and a $10 million gift from Bob and Joan McGrath to create the McGrath Institute for Jesuit Catholic Education, facilitate graduate, interdisciplinary, ethical, leadership seminars and support the undergraduate Arrupe Immersion Program. Gift funds recently supported the purchase of Star Route Farms, the oldest continually operating certified organic farm in California. The farm will allow USF to expand its university-wide academic programming in environmental sustainability and its specific programs, such as hospitality management, environmental science and urban agriculture. Two other exciting initiatives are a new Honors College and a proposed engineering program. USF recently received a $15 million gift from USF alumnus Gordon Getty to endow a program for the

university's best and brightest students. Mr. Getty's 15 million dollar pledge includes a $7 million endowment for scholarships for Honors College students and a $2 million endowment for visiting artists and scholars who will teach at the Honors College. Another $6 million will cover start-up costs and support student research, study abroad, and mentoring programs.

The university also is in the process of creating a new engineering program that will advance new and innovative ways of teaching through its team and project-based, interdisciplinary approach to learning. Funds are being sought for an innovation hub that will bring together students from many disciplines to work together on real-world problems. More flexible, student-focused spaces will be created that will not only support engineering, but also support other natural sciences, laboratory-based social sciences and the fine arts.

Reflection

Internal growth and external demographic, economic, political, and technological factors have profoundly influenced the development of USF. The university is financially sound, with a Master Plan, emerging Enrollment Plan, and annual operating budget processes that project that fiscal decisions are aligned with strategic priorities. The self-study revealed a lack of knowledge of the strategic priorities and financial information throughout the university. The campus community is in discussions to transform USF from "healthy but vulnerable" to an institution that is innovative, efficient, effective and agile. Student learning is enhanced through faculty training in new pedagogies and technology-assisted tools and active learning spaces.

The mission is being reinforced and strengthened through the Comprehensive Campaign, which is currently tracking above expectations. Given increases in endowed student scholarships and other endowed and current use strategic funds, new, exciting learning environments on and off campus are coming on line now and in the near future.

Component 8 — Conclusion: Reflection and Plans for Improvement

Since 1950, the WASC Senior College and University Commission (WSCUC), and its antecedents, have challenged the University of San Francisco to fully implement the school's most cherished values, including academic excellence; diversity in all its forms; and service to the city, nation, and world. Historically, WSCUC has rendered a great service to USF by fostering in the university community a quest for continuous improvement, or to use Jesuit terminology, to realize the *Magis* (the Latin term for "more"). For sixty-eight years, USF's regional accreditation agency has inspired the institution to be true to itself.

Congruent with current WSCUC Standards, the process leading to USF's Institutional Report of 2018 provides valuable information about areas for discernment and improvement. For example, internal campus communication emerged as an area in need of enhancement. Senior leadership has acknowledged this need to improve the distribution and discussion of important information, from student success indicators and budget decisions to strategic priorities. The Magis Project was created to increase engagement among administrators, faculty, and staff. Feedback also suggested that notwithstanding historic and contemporary successes, more work is needed in the realization of the university's commitment to diversity and inclusive excellence. The results of the Campus Climate Survey will help pinpoint areas of concern and will focus campus efforts to ensure that all members of the USF community are fully engaged in the success of all. The campus community and assessment leadership also continue to learn valuable lessons about how to conduct assessment of student learning that is authentic, continuous, and sustainable.

The University of San Francisco experienced significant student and program growth since its last review in 2009, though the institution has remained true to its Vision, Mission, and

Values Statement from 2001. There have, for example, been major contributions to the public good and to renewed commitments to diversity and education as the best means of achieving equality of opportunity and social mobility. There is clear evidence that students at USF are outperforming degree-attainment predictions based on their backgrounds. Indirect and direct assessment of student competencies strongly suggest that a USF degree is adding value to students' lives, as does evidence gleaned from the lives of thousands of alumni. USF remains a dedicated learning community with passionate teachers and a holistic approach to student success. There is an ongoing and active dedication to a culture of evidence and assessment, new technologies foster curricular innovation, and graduate program growth and recent gifts provide new sources of revenue that keep USF agile and fiscally sound. The new Honors College, the Star Route Farm, and the proposed engineering program show that USF continues to seek and to create new opportunities to put the mission into practice, to provide an education based on academic excellence and social responsibility.

In 1855, the Jesuit founders of USF brought higher education to the people of San Francisco and helped change the city forever. One hundred and sixty-three years later, USF faculty members and their students are changing the world and making it a better place. This tradition of using education for the common good stretches back to the first years of the Jesuit Order in the 16th century, and flourishes at today's University of San Francisco. USF's rich legacy and its current practices fuel the school's confidence that its contributions to the city and the world will continue far into the future.