

APPENDIX FIVE

MAJOR ASSESSMENT PROJECTS

This appendix to the Self Study lists some of the major evaluation and assessment projects conducted at USF. Some of these projects have been cited in the Self Study or are included in the Attachments volume. This list shows how USF has been developing a comprehensive culture of evidence gathering that is followed by subsequent analysis. Most results are publicly available online at www.usfca.edu/oir or at www.usfca.edu/assessment. Excluded from this inventory are small scale projects centered on a course or an intervention or strategy.

ENTERING STUDENTS

- *Admitted Student Questionnaire*

For a number of years, USF has been using the Admitted Student Questionnaire (ASQ) produced by ETS to survey admitted students who enrolled or did not enroll at USF. The results of these surveys have been used to identify our competitors for new students as well as to better understand the institutional characteristics our prospective students are searching for when making an enrollment decision. Results of the surveys are used in developing our recruiting messages and publications. Results of the surveys will be available in the Team's Resource Room.

- *New Student Orientation Survey*

Since the Fall of 2006, USF has conducted a survey for all incoming freshmen and undergraduate transfer students in conjunction with activities related to new student orientation (NSO). The goals for NSO have included (1) setting of high expectations, (2) developing a resolve to succeed, and (3) the integration of students to the USF community and outreach to special needs students. The survey instrument included questions dealing with the perceived usefulness of NSO in helping with their transition to USF; evaluations of specific activities offered during orientation and the helpfulness of these activities to becoming a new student; and, open-ended questions giving students the opportunity to elaborate on their experiences during orientation. Results for the three surveys can be found at:

<http://www.usfca.edu/assessment/nso.html>. Major findings are:

- During the three year period from 2006 to 2008 new students indicated that student orientation had an increasingly helpful effect on their understanding of
 - The meaning of academic integrity. This understanding has increased from 79.2% in 2006 to 85.6% in 2008.
 - Of service learning. This understanding has increased from 69.2% in 2006 to 80.2% in 2008.

- Their responsibility to strive for the “greater good” of the community. The percentage of students jumped from 81.0% in 2006 to 93.9% in 2007 (2008 data unavailable).
- How the use of technology will help them to succeed at USF. That percentage jumped from 63.6% in 2006 to 88.6% in 2008.
- Which resources were available that would help them succeed academically. This understanding has increased from 85.6% in 2006 to 91.6% in 2008.
- The importance of interacting with others who are ethnically or racially different from themselves. This understanding has increased from 79.0% in 2006 to 88.7% in 2008. These results coincide with results found in the NSSE (see below).
- The importance of forming a study group. This understanding has increased from 68.8% in 2006 to 78.7% in 2008.

These results have been used to continuously modify the organization and content of NSO. The university continued this emphasis on modifying NSO to better serve students and support the overall goals of NSO during fall 2009.

GRADUATING STUDENT FEEDBACK

- *Graduating Student Survey*

For 12 years, USF has conducted a graduating student survey (GSS) in conjunction with graduation for both undergraduate and graduate students. The survey instrument assesses students’ educational, work, and living experiences while at USF; attitudes about individual, ethnic, and religious differences; satisfaction with various USF facilities and services; attitudes about education at USF; participation in volunteer services, internships, and community service learning at USF; and plans after graduation. The results are available at: www.usfca.edu/oir Major findings are:

- For all 12 years, more than 90% of the student respondents have “strongly agreed” or “agreed” that their instructors took an active interest in their learning, that instructors have been reasonably accessible outside of class, and that they were overall satisfied with their education.
- During the past 8 years, the percentage of undergraduate students who said that individual, ethnic, religious, and other differences are valued at USF has increased from 85% in 2002 to 92% in 2009. Among graduate students, the increase has been from 74% in 2002 to 77% in 2009.
- During the past 8 years, the percentage of undergraduate students who said that their appreciation of individual, ethnic, religious, and other differences has increased while at USF has gone from 75% in 2002 to 81% in 2009. Among graduate students, there has been no change in the percent of favorable responses to this item, 58% in 2002 and 57% in 2009.

- During the past 8 years, the percentage of undergraduate students who said that their sense of social justice improved while at USF increased from 64% in 2002 to 79% in 2009. Among graduate students, the increase has been from 50% in 2002 to 55% in 2009.
- From 2000 to 2004, academic advising received the highest percentage of “poor” responses (ranging from 14% to 16%) to any item on the survey. There has, however, been an increase in satisfaction (“excellent” or “good”) with short-term academic advising between 2005 (49%) and 2009 (62%) and in terms of long-term academic advising (53% in 2005 and 60% in 2009). Satisfaction with career advising, although overall lower than academic advising, has also shown an increase in satisfaction (“excellent” or “good”) from 24% in 2005 to 39% in 2009.
- During the past 8 years
 - the percentage of undergraduate students who said that they planned to attend graduate school after graduation increased from 24% in 2002 to 29% in 2009.
 - the percentage of undergraduate students who said that they participated in volunteer activities while at USF has not changed, 44% in 2002 and 45% in 2009.
 - the percentage of undergraduate students who said that they participated in community service learning while at USF increased from 26% in 2002 to 51% in 2009.
 - the percentage of undergraduate students who said that they completed an internship while at USF increased from 27% in 2002 to 38% in 2009.

- ***New Undergraduate Graduating Student Survey***

The University is developing a new GSS for undergraduate students to be deployed during AY2009-2010. This new GSS emphasizes the University’s Mission as well as students’ reactions to achieving our Institutional SLOs.

- ***New Graduate Graduating Student Survey***

A graduating student survey for graduate students is being developed to be deployed during AY2009-2010. As is the case with the undergraduate version, this GSS will emphasize the achievement of Institutional SLOs.

STUDENT SATISFACTION

- ***Student Satisfaction Inventory***

For three years, USF has been conducting the Student Satisfaction Inventory (SSI) from Noel-Levitz among all undergraduate students, first-year through senior year.

The results are available at: www.usfca.edu/assessment/SSI.html Major findings of the SSI are as follows:

- USF students (except for freshmen) have consistently reported satisfaction with the University's social environment and a sense of belonging at the University.
- Both White and ethnic minority students report high levels of satisfaction with the University's commitment to racial harmony.
- Students, without regard to race, creed, gender, or ethnicity, show an equal level of satisfaction with the fact that USF promotes a welcoming environment.
- In general, students at USF express dissatisfaction with the University's social environment and the percentage of students indicating dissatisfaction has become larger between AY 06-07 and AY 07-08. Furthermore, a substantial percentage of freshman students express feeling disconnected from the University and not welcomed.
 - Overall, approximately 70% of freshman in 2007 and in 2008 expressed satisfaction with their USF experience
 - Approximately one in five freshman indicated that they would probably not enroll at USF again if they could do it again (19% in 2008 and 22% in 2007)
 - Only a little over half (58%) of the 2008 freshman students expressed feeling a sense of belonging at USF. This is lower than in 2007 (64%) and in 2006 (75%)
 - A substantial percentage of freshman students indicate that
 - it is not enjoyable to be a student at USF (18% in 2008, up from 14% in 2007)
 - they don't feel welcomed at USF (17% in 2008 and 10% in 2007)
 - the University does not show concern for students as individuals (14% in 2008 and 13% in 2007)
 - When asked how their college experience had met their expectations, almost one out of three freshman students in 2008 indicated that it was worse than expected (29%), a percentage that is higher than in 2007 (23%)
 - Approximately one in three freshman students indicate dissatisfaction with the lack of on-campus activities during the weekends (33% in 2008 and 28% in 2007) and this is higher among those who live on campus (35% in 2008) than off-campus (15%)
 - There is a fairly high level of dissatisfaction among freshman with intercollegiate athletics not contributing to a strong sense of school spirit (46% in 2008 and 36% in 2007)
 - Freshman students have differential levels of satisfaction with the availability and quality of specific support services:
 - Tutoring. A large percentage of freshman indicate satisfaction with the availability of tutoring services (79% in 2008 and 75% in 2007)
 - Safety. Overall, there is satisfaction with the expediency with which safety personnel respond to emergencies among freshman

students and the percentage of freshman expressing satisfaction has increased (73% in 2008 and 61% in 2007)

- Food. At least one in three freshman students are dissatisfied with the variety of food available on campus (37% in 2008 and 44% in 2007)
- Counseling. Approximately two out of three 2008 freshman are satisfied with the staff at the Counseling and Psychological Services Center in helping student improve relationships with others (61%), gain a greater understanding of self (64%) and address issues that interfered with academic performance (64%)
- Library. Freshman students in 2008 expressed high levels of satisfaction with the usefulness of library services (86%) and the adequacy of library offerings (87%)
- Koret. Freshman express high levels of satisfaction with the adequacy of recreational services at Koret (86% in 2008 and 88% in 2007)
- One Stop. Freshman are satisfied with the helpfulness of services at One Stop (82% in 2008 and 80% in 2007)

The results of the SSI have been widely disseminated and have formed the basis for the recommendations made by the Student Retention Committee as well as for the University's concern with improving the quality of the student experience including calendaring of on-campus activities as requested by the President and a review of procedures affecting students and the training of front-office staff.

- ***Educational Benchmarking Inventory - BMI (Residence Halls)***

For five years, USF has been conducting the Educational Benchmarking Inventory (Housing Edition) among all undergraduate students, first-year through senior year, who have been living in campus housing. Detailed results are available at: www.usfca.edu/assessment/ebi.html . Major findings of the EBI are as follows:

- On-campus residents have consistently shown high levels of satisfaction with their overall academic experience.
- USF freshmen and sophomore students, both White and ethnic minority report having significantly benefited from interactions among diverse peers.
- USF students report that they have developed leadership skills as a result of their experiences in residence halls.
- For the past two years, students have had strong perceptions of satisfaction with the social, educational, and cultural activities in the residence halls as promoted by residence hall advisors although participation levels are very low.

STUDENT ENGAGEMENT

- **National Survey of Student Engagement – NSSE**

For four years, USF has been conducting the National Survey of Student Engagement (NSSE) among First-Year and Senior students. The results are available at:

www.usfca.edu/assessment/nsse.html Major findings are:

- USF First-Year and Senior students consider their entire educational experience as either good or excellent.
- **Diversity.** USF students report in percentages larger than students at other Jesuit schools that they take advantage of the University’s diversity by engaging ethnically diverse individuals in serious conversations and including diverse perspectives in class discussions and in writing assignments.
 - USF students feel in larger numbers than those at other Jesuit schools that the institution encourages contact with diverse individuals and that these experiences have helped them to understand people who are different from themselves.
 - There has been a consistent decline of 17 percentage points between 2004 and 2007 in First Year students who indicate having had serious conversations with students who are very different from themselves in religious beliefs, political opinions, or personal values.
- **Active and Collaborative Learning.** USF Seniors report that their experiences at USF have contributed to their learning to work effectively with others.
 - USF students report making class presentations, asking questions in class and integrating ideas from various sources when working on a paper or project.
 - Large percentages of USF Seniors participate in community-based projects or service learning as part of a class (compared to other Jesuit universities).
 - Lower percentages of USF Seniors report having completed a culminating senior experience in comparison with those at other Jesuit universities
- **Academic Excellence.** First Year and Senior students report consistently that USF provides knowledge, skills, and personal development opportunities that help them acquire a broad general education, write and speak clearly and effectively, and think critically and analytically.
 - Lower percentages of First Year students at USF (compared with other Jesuit schools) feel that USF emphasizes “very much” spending significant amounts of time studying.
 - Lower percentages of USF First Year students consider their educational experience as “excellent” compared to those at other Jesuit schools.
 - Approximately half of USF students report that exams challenged them “very much” to do their best work.
 - Higher percentages of USF First Year students reported “never” talking about career plans with faculty/advisor compared to those at other Jesuit schools.
- **Academic Enrichment**

- Lower percentages of USF students have studied a foreign language compared with other Jesuit schools.
- Lower percentages of USF Seniors report having done a practicum, internship or field experience compared to those at other Jesuit schools.
- High percentages of USF students report not being involved in co-curricular activities.
- **Civic and Ethical Concerns**
 - There are small differences between First Year and Senior USF students reporting that experiences at USF contributed to their developing a personal code of values and ethics.
 - Lower percentages of USF First Year students report having done community service or volunteer work compared to those at other Jesuit schools – a decrease of 15 percentage points in four years.
- **Lack of Connection with the City.** Generally, there is a sense that students lack sufficient opportunities for connecting with the city either to provide services, to learn from the city or enjoy its cultural offerings. There is a generalized sense that the University does not support this type of engagement.
 - In 2008, 12% of first year students responding to the NSSE indicated never going to a cultural activity in the city
 - In 2008, 36% of USF first-year students indicate having done community service or volunteer work compared to 51% of students at other Jesuit universities
 - Approximately one in ten freshman students indicate dissatisfaction with the adequacy of volunteer opportunities (12% in 2008 and 9% in 2007)

NSSE results have been discussed by members of the Leadership Team and of the Provost Council and been the bases for a number of programmatic decisions including the attention given to improving advising, the hiring of advising counselors, and the recommendations made by the Student Retention Committee.

FACULTY

- ***Faculty Survey by HERI***

USF participates in a national faculty survey conducted by the Higher Education Research Institute (HERI) at UCLA. The survey provides a profile of an institution's faculty and addresses a multitude of issues related to faculty congruence with institutional values, criteria for advancement, research, teaching, and support for faculty development, among other topics. Results can be found at: www.usfca.edu/assessment/heri_fac.html Major findings include:

- In the 2004-05 survey, 83% of USF's full-time faculty who responded to the survey agreed that their values were congruent with the dominant institutional values (among faculty in all private four-year schools, the corresponding percentage was 77%). In the 2007-08 survey, 88% of USF's full-time faculty who

responded to the survey agreed that their values were congruent with the dominant institutional values (among faculty in all private four-year schools, the corresponding percentage was 81%).

- In the 2004-05 survey, 78% of USF's full-time faculty who responded to the survey agreed that the criteria for advancement and promotion decisions are clear (among faculty in all private four-year schools, the corresponding percentage was 69%). In the 2007-08 survey, 84% of USF's full-time faculty who responded to the survey agreed that the criteria for advancement and promotion decisions are clear (among faculty in all private four-year schools, the corresponding percentage was 72%).
- In the 2004-05 survey, 74% of USF's full-time faculty who responded to the survey agreed that their research was valued by faculty in their department (among faculty in all private four-year schools, the corresponding percentage was 72%). In the 2007-08 survey, 77% of USF's full-time faculty who responded to the survey agreed that their research was valued by faculty in their department (among faculty in all private four-year schools, the corresponding percentage was 76%).
- In the 2004-05 survey, 67% of USF's full-time faculty who responded to the survey agreed that there is adequate support for faculty development (among faculty in all private four-year schools, the corresponding percentage was 60%). In the 2007-08 survey, 91% of USF's full-time faculty who responded to the survey agreed that there is adequate support for faculty development (among faculty in all private four-year schools, the corresponding percentage was 69%).

- ***Teaching Evaluations***

Students in every course section evaluate the instructor at the end of the session by filling out a paper version of the SUMMA. Individual results as well as program and school/college summaries are provided to the faculty members as well as to their respective deans. These evaluations are discussed during the Academic Career Prospectus (ACP) annual meeting between deans and faculty and also are part of promotion and tenure decisions. For Adjunct faculty, SUMMA results are considered in hiring decisions. Importantly, SUMMA results are used by deans to promote faculty development efforts with individual faculty members who attain SUMMA scores that need improvement. Overall, USF faculty members obtain averages that are higher than those of all faculty that participate in the assessment of teaching using this same instrument.

INSTITUTIONAL LEARNING OUTCOMES

- ***Service Learning***

All USF undergraduates are required to complete at least one Service Learning course as one of their graduation requirements. Service Learning activities provide students

with an important opportunity to integrate and apply what they have learned in the course. Reflections about the success of service learning courses are available at: www.usfca.edu/assessment as well as on the Attachments volume and the Additional Evidence DVD. Major findings are as follows:

- USF students generate deeper connections to the community when they are simultaneously learning about the significance of the lives of affected populations.
 - Students learn to transpose an agent-based conception of race to a systems-based (functional) conception of racism, which deepens their analytical awareness of the obstacles to a just society.
 - Students, over time, show increased insights in how to utilize various perspectives to analyze social structures and phenomena.
 - Students learn through their experiences how to break down stereotypes.
 - Approximately 33% of the students express interest in continuing with their service after a course ends.
 - Two thirds of the students refer to and describe their service and community experience as having had a significant impact on their lives.
 - Students report that they were able to identify the personal impact of their service and were able to describe how the experience led them to think in new ways.
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- ***Global Perspective and Study Abroad***

All USF students are offered the opportunity to enhance their learning beyond the borders of the United States through semester-long opportunities or short-term international coursework. USF ranks 12th in the percentage of students sent on study abroad programs. USF has been conducting end of the program surveys each semester since the Fall 2007 to obtain student perceptions about their study abroad experiences. Results are available at: www.usfca.edu/assessment. Major findings are as follows:

- USF students report in large percentages that their study abroad experience gave them a great deal of opportunity to develop skills to: relate positively to others, advocate for diversity, appreciate the needs of others, become more aware of international issues, and become more understanding of other peoples beliefs.
- USF students also report that their study abroad experience very much increased their ability to: learn about the culture of another country, explore and define their value system, gain more independence, learn about themselves, compare political and economic practices of the United States with those of other nations, become aware of value differences across cultures, acquire a global perspective on issues that affect the modern world, understand the interdependence of contemporary societies, appreciate a diversity of opinions, gain a deeper understanding of the historical, political and socioeconomic interdependence of the United States with the rest of the world, understand the richness of cultures different from their own,

learn the role of history in shaping societies, and develop an understanding of the world's social, environmental and economic problems.

- Nearly 90% of USF students that participated in a study abroad program expressed a great deal of overall satisfaction with their experience.
- An equally high number of students would recommend their study abroad experience to others.

- ***AlcoholEDU***

For three years, the Division of University Life has been requiring entering students to undergo alcohol use training through *AlcoholEDU*. Students must pass the various quizzes. Data are used by the Division to program on-campus activities related to the prevention of underage drinking as well as binge drinking. The quizzes show that there is learning that takes place from taking the online course (57% increase in post-test scores when compared with pre-test data). A large percentage (76%) indicate that the program helped them learn how to deal with an alcohol overdose and 54% indicated that having learned about the Blood Alcohol Concentration measure will change the way they consume alcoholic beverages. A little over half of the respondents indicated that the program would lead them to reduce the number of drinks per occasion (59%) or the number of drinking episodes per week (57%).

- ***The ACHA-National College Health Assessment (ACHA-NCHA)***

The university has periodically been using the ACHA-NCHA assessment measure to assist staff in University Life to plan educational and intervention programs. The results of the 2005 survey were used to design an alcohol prevention program that was later funded by a Department of Education grant. The 2009 data show that alcoholic beverages contributed to student drinkers getting injured (23%) and doing something they later regretted (39%).

- ***Learning Communities***

USF participated in the National Study of Living-Learning Programs (NSLLP) in 2007. The NSLLP is a multi-institutional study of living-learning programs and was developed for the primary purpose of studying the impact of living-learning programs (L/L) on various student outcomes. The results are available at:

www.usfca.edu/assessment/nsllp.html . Major findings of the NSLLP are as follows:

- L/L students were more likely to have non-need-based scholarships than students in the comparison sample.
- Students in the L/L sample reported having more of the following hands-on learning experiences: mentoring, participation in internship experiences, attended presentations by professional in intended field, visited work setting of professionals in intended field, worked with outreach to high school students.

- Students in the L/L sample reported spending more time on the following activities than students in the comparison sample: political/social activism, ethnic/cross-cultural clubs/activities, work-study or work on-campus, community service activity.
 - There were no significant differences between L/L and comparison sample students in discussing academic, career, and socio-cultural issues with peers, course-related faculty interaction, use of residence hall resources, and positive peer diversity interactions.
 - L/L students reported having learned higher critical thinking/analysis abilities than students in the comparison sample.
 - 79.2% of students in the L/L sample reported that they planned on returning to the same institution next year.
 - There were no significant differences between L/L and comparison sample students in transition to college, intellectual growth, diversity appreciation, and overall sense of belonging.
- ***Library Quality Services - LibQual+***

The Gleeson Library makes use (2003, 2006) of the LibQual+ survey to measure the perceptions of stakeholders regarding services provided and quality of holdings. The results are used in modifying policies and in designing services and staff training. Overall, the survey has shown fairly high levels of satisfaction with library holdings and services on the part of faculty, students, and staff.

- ***Student's Voice Survey***

The Koret Recreation Center has used the *Student's Voice* survey to gauge reactions to services and facilities. The results are part of the program review for the Center and are used to design new services as well as to improve current ones. Data from 2006 show that a large percentage of the respondents (91%) feel that participation in the Center's activities provides them with skills and abilities that they can use after leaving USF. Furthermore, large percentages also reported that participation in Center-sponsored activities gave them self-confidence (84%) and a sense of well being (86%), improved their concentration (78%), developed respect for others (70%), taught them time management skills (70%) and stress management (82%).

PROGRAM LEARNING OUTCOMES

- ***Program Reviews***

Over the past 15 years, USF has systematically implemented a detailed program review process for all of its 75 academic programs. Program reviews include a thorough analysis of the programs' capacity and effectiveness by both internal

(faculty in program) and external reviewers. This year marked the completion of the recent 5 year round of reviews for each program and these reviews are available at: http://www.usfca.edu/assessment/USF_assess_results.html. A detailed format for USF's program review process can be found at: http://www.usfca.edu/assessment/PDFs/Program_Reviews/Academic_Program_Review_Guidelines.pdf Non-academic (service) units also undergo program reviews. The self studies of all program reviews and an executive summary of the results of the process are available at the www.usfca.edu/oia As shown in the Attachments volume, each recommendation produced by a program review is seriously considered by the Provost and deans and progress is periodically analyzed.

- ***Definition of Student Learning Outcomes (SLOs)***

Beginning in the Spring 2008 the Office of Institutional Assessment (OIA) has conducted 10 workshops for the 75 program chairs and department heads on the creation of a three-year assessment plan. OIA utilized a university-wide format covering the details for program plans and the workshops created a forum for describing the linkages of assessment to USF's 2028 plan and the Mission, Vision and Values statement. The workshops also set the standards for how we will define student learning, its related learning goals, and learning outcomes. A detailed slide presentation of the workshop can be found at: http://www.usfca.edu/assessment/assess_projects.html. The end result of these workshops is the fact that all academic program and select service units have reviewed, updated or drafted new SLO for each program. These SLOs are widely available on each program's website as well as on the assessment webpage mentioned above.

- ***Assessment Plans and Identification of Rubrics***

As a result of the efforts by the Office of Institutional Assessment in conducting the 10 workshops on three year assessment plan formulation, each program has completed a comprehensive assessment plan. These include program goals and outcomes for each program, related rubrics for each program learning outcome, and a curriculum map showing the alignment of the program courses with each program learning outcome. A detailed format for USF's program assessment plans can be found at: http://www.usfca.edu/assessment/PDFs/Assessment_Plans/SLO_Assessment_Plan_Guidelines.pdf. Program plans, rubrics, and curriculum maps can be found at: http://www.usfca.edu/assessment/USF_assess_results.html.

- ***2009 Assessment Reports***

In furthering our efforts toward a culture of evidence, each program has identified the learning outcomes which are to be assessed over the next three years. The first year's results of this assessment effort were completed in the Spring/Summer 2009

with the submission of a report on the program's assessment activities. The report results follow a standardized format found at [http://www.usfca.edu/assessment/PDFs/Assessment Reports/Program Assessment Report Guidelines.pdf](http://www.usfca.edu/assessment/PDFs/Assessment%20Reports/Program%20Assessment%20Report%20Guidelines.pdf). First year assessment plan reports are available at: [http://www.usfca.edu/assessment/USF assess results.html](http://www.usfca.edu/assessment/USF_assess_results.html).

CORE CURRICULUM LEARNING OUTCOMES

- *Core Assessment Matrices (CAMs)*

An earlier analysis of the core curriculum was undertaken in AY2005-2006 and AY2006-2007. In this analysis faculty teaching the core courses were asked to submit a report on the success of the course in meeting the course learning outcomes for each major area of the core. In addition, faculty reported which changes they were planning to introduce to their course in order to better facilitate student achievement of the SLOs. These reports can be found at: www.usfca.edu/assessment

- *Core Impact Survey 2009*

During spring 2009, USF conducted a survey for all undergraduate students that took a core course in the fall 2008. The goals for the survey were to examine the impact of the core on basic knowledge, skills, and abilities; a comparison of rigor of the core versus non-core courses; and the perceived connection of the core with the University Mission. Major findings are:

- USF students taking a core course in the Fall of 2008 overwhelmingly believe that the core course(s) increased their knowledge in the course subject matter.
- Students reported in high numbers that the majority of the core courses were as rigorous or more rigorous than their non-core course counter-parts.
- Students having taken any core courses reported at levels greater than 75% that the core enabled them to achieve the USF Mission as part of their educational experience. This includes:
 - promoting an atmosphere of learning in the Jesuit Catholic tradition “that views faith and reason as complementary resources in the search for truth and authentic human development, and that welcomes persons of all faiths or no religious beliefs as fully contributing partners to the University;”
 - providing the student with “the knowledge and skills needed to succeed as persons and professional, and the values and sensitivities necessary to be men and women for others;”
 - providing the student with a “diverse, socially responsible learning community of high quality scholarship and academic rigor sustained by a faith that does justice;”
 - drawing 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.”

- ***Rhetoric and Composition***

Beginning in spring 2007, faculty in the Rhetoric and Composition program began conducting an analysis for all undergraduate students that took the core sequence of two Rhetoric/Composition courses. The primary goal of USF's program in Rhetoric and Composition is to provide freshmen with a foundation in the literacy skills necessary to full participation in a range of academic, professional, and civic communities. Detailed reports of the year-long Rhet/Comp sequence for AY 2006-2007 and 2007-2008 can be found at:

[http://www.usfca.edu/assessment/USF Academic Program Assessment Reports.html](http://www.usfca.edu/assessment/USF%20Academic%20Program%20Assessment%20Reports.html). Major findings of these reports are:

- On average, for students that went through the year long sequence, their essay scores were significantly higher in the second course than in the first course.
- Students by the end of the year-long writing sequence significantly improved their attainment of four of the five learning outcomes:
 - *A. Critical analysis of academic discourse:* Students critically analyze linguistic and rhetorical strategies used in long and complex texts from a variety of genres, subjects, and fields.
 - *B. Integrating multiple academic sources:* Students incorporate multiple texts of length and complexity within a unified argumentative essay, addressing connections and differences among them.
 - *C. Academic research:* Students develop sophisticated research questions and compose substantial arguments in response to those questions, incorporating extensive independent library research and demonstrating mastery of standard academic documentation modes.
 - *D. Style:* Students edit their own prose to achieve a clear and mature writing style in keeping with the conventions of academic and/or professional discourse.
- Faculty concluded that it may prove more productive to develop a portfolio method of assessment in which a student's work for a given course can be assessed in its entirety and holistically.

- ***Public Speaking***

Faculty teaching Core Curriculum courses in Public Speaking during spring 2009 analyzed the level of achievement of the Core SLOs for this section of the Core Curriculum. Two students from each section of public speaking courses were videotaped presenting their final speeches. Four faculty members reviewed all speeches, evaluating them using the rubrics developed for this course related outcomes. There were two major things learned by the faculty:

- First, it was clear that ESL student's as a group did not perform as well on each learning outcome. Faculty concluded that they may need to develop a different rubric or set of evaluation standards for this particular population. Since they

- only examined final speeches, they were unable to tell how far ESL students had progressed as speakers throughout the class; it could be the case that many or all of them made great improvements over the course of the semester.
- Second, faculty found that student performance on one learning outcome, delivery, was weaker than expected for all students. One explanation for this is that there were a variety of factors that led to low scores. Some students, including many of the ESL students, had weak vocal delivery (poor enunciation, low volume, halting rate); other students spoke very clearly, but were reading from manuscripts, and the learning outcome specifies the goal of speaking extemporaneously. The faculty raters also agreed that expectations for an outstanding score (3) were quite high, requiring extemporaneous speaking, clear vocal delivery, and comfortable physical delivery. Faculty plans to focus their attention next year on improving instruction in speech delivery.

- ***Philosophy***

Faculty teaching Core Curriculum courses in Philosophy during spring 2009 analyzed the level of achievement of the Core SLOs for this section of the Core Curriculum. Essays were randomly chosen from the various sections of Core courses and they were analyzed using a rubric developed by the faculty. Results are being analyzed during summer 2009.

- ***Ethics***

Faculty teaching Core Curriculum courses in Ethics (Philosophy) during spring 2009 analyzed the level of achievement of the Core SLOs for this section of the Core Curriculum. Procedures were similar to those of the assessment of the Philosophy component of the Core whereby essays were randomly chosen from the various sections of Core courses and they were analyzed using a rubric developed by the faculty. Results are being analyzed during summer 2009.

- ***Performing Arts***

Faculty in the Performing Arts and Community Exchange designed a course for students who are interested in merging social activism, performance, and teaching. Students develop an understanding of the history and theory of community based arts, wrote grants to fund their own projects, and taught in and created work with two off-campus community sites. The off-campus classes involved voice work, movement, theater, writing assignments and discussions. One of the projects involved a women's jail which is described in the DVD with Additional Evidence. Results are being analyzed during summer 2009.

ALUMNI

- *Alumni Survey 2007*

USF conducted a survey of its Alumni in the spring of 2007. The population surveyed included all undergraduate alumni having received a baccalaureate degree from USF in the last decade. Results are available at: www.usfca.edu/assessment/alumni_survey.html . Major findings are as follows:

- Alumni from the College of Professional Studies report at a rate of 85% being able to apply what they have learned in the classroom immediately to their careers.
- CPS students indicate that what they learned in the classroom had a positive impact on their professional lives.
- All alumni report high levels of satisfaction with their academic experience while at USF.
- Alumni report that they would recommend USF to others.
- Large numbers of our alumni have made significant and important contributions to industry and commerce, the community, and to society at large (see Attachments volume).
- Alumni report that USF gave them the skills and knowledge to contribute to society.
- The 2007 survey indicates that large numbers of USF alumni felt the university helped them develop skills and abilities such as: critical thinking and problem solving capabilities (95%), oral and written communication skills (95%), information-seeking abilities (93%), and quantitative analysis skills (87%), as well as the ability to think creatively (90%), appreciate the arts (83%), be aware of international issues (80%), and achieve leadership skills (88%).
- USF alumni report that USF gave them the skills and abilities that prepared them for their first job.
- Large numbers of USF alumni indicate that their experiences while at USF helped them to develop the skills to not only think and communicate effectively, but that it also helped them better understand an interrelated world (80%) and a society affected by technological changes (75%).
- Large percentages reported having learned the need to continue searching for knowledge and skills (97%).
- Our alumni reported that their experiences at USF helped them to personally and/or professionally advocate for diversity.
- A large number of alumni reported that USF taught them the skills necessary to meet a number of aspects of our Mission including assisting the underserved and marginalized (82.7%); appreciating the needs of others (92.7%); acting ethically in their profession (95.9%); and, contributing positively to society (95.2%).

- *Alumni Survey 2010 (Graduate)*

USF is planning to implement an alumni survey during AY2009-2010 targeting alumni from our graduate programs.