

Thematic Pathway for Reaffirmation Institutional Report

University of California, San Francisco

Submitted to WASC Senior College and University Commission

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Component 1

Introduction to the Institutional Report

1. History of UCSF

UCSF dates its founding to 1864, when South Carolina surgeon Hugh Toland founded a private medical school in San Francisco. In 1873, Toland Medical College and the California College of Pharmacy affiliated with the University of California, which had opened its campus in Berkeley in 1868. In 1881, the UC Regents added a dental college. These three UC colleges were brought together onto a single campus in Parnassus Heights in San Francisco in 1898, and the fourth professional school – the UC Training School for Nurses – was added in 1907. In 1949, the UC Regents designated the four health professions schools as the UC Medical Center in San Francisco, and several basic science departments joined the clinical departments in 1958. In 1961, the Graduate Division was established, and in 1964, the institution – operating under the name University of California, San Francisco Medical Center – was given full administrative independence, becoming the ninth campus in the UC system and the only one devoted exclusively to the health sciences. In recognition of the diversity of disciplines represented by researchers and scholars, the UC Regents renamed the institution University of California, San Francisco (UCSF) in 1970. UCSF earned its first WASC accreditation in 1976.

2. Overview of capacity, infrastructure, operations, locations, degree programs

UCSF is a distinctly urban institution with facilities throughout the city of San Francisco and some beyond city limits. There are two main campuses where the majority of educational and research activities take place: Parnassus Heights and Mission Bay.

[Parnassus Heights](#) is the oldest and largest campus site belonging to UCSF. Established in 1898, it comprises approximately 107 acres of land at the base of Mount Sutro, in the Inner Sunset neighborhood. Buildings at the Parnassus Heights campus site constitute about 3.25 million square feet of building space, excluding parking garages. They include research and educational facilities (classrooms, laboratories); administrative operations for the Schools of Dentistry, Medicine, Nursing, and Pharmacy; a network of comprehensive patient care services for adults that treat both inpatients and outpatients and provide training sites for health professions students at the UCSF Helen Diller Medical Center at Parnassus Heights and the UCSF Dental Center; Kalmanovitz Library, which also houses the Kanbar Center for Simulation and Clinical Skills; Millberry Union, which houses the Student Success Center, the Multicultural Resource Center, Student Health and Counseling Services, the offices of the Registrar and Student Financial Aid, the University's bookstore, a lively food court, and a conference and fitness center; on-campus housing; and a child care center.

The [Mission Bay](#) campus site is located on 60 acres in the Mission Bay neighborhood, south of Oracle Park, adjacent to the Chase Center, and north of the Potrero Hill and Dogpatch neighborhoods. First opened with one building in 2003, existing buildings on the Mission Bay campus site now constitute about 3.23 million square feet of building space, excluding parking garages. They include ten research and education buildings (laboratories, classrooms); UCSF Medical Center at Mission Bay, opened in 2015, a network of comprehensive patient care services for adults and children that treat both inpatients and outpatients and provide training sites for health professions students at Bakar Cancer Hospital, Benioff Children's Hospital, Betty Irene Moore Women's Hospital, and several outpatient facilities for precision cancer, psychiatry,

and orthopedics; administrative operations for the Graduate Division and the Chancellor's Office; the Rutter Center, which houses a conference and fitness center, and Student Health and Counseling Services; on-campus housing; numerous eateries; and a child care center.

UCSF maintains clinical, research, and education operations at numerous additional sites, the largest of which are:

- The [Mount Zion](#) campus site, a hub of specialized medical clinics and surgery services, which occupies 7.6 acres on six contiguous city blocks in the Western Addition neighborhood of San Francisco.
- [Zuckerberg San Francisco General](#) (ZSFG), which is located in the Mission district. It is an acute care medical center owned and operated by the City and County of San Francisco that serves as a safety net for uninsured and underinsured patients, as well as being the city's only trauma center. UCSF and ZSFG have been partners in public health since 1873. Through an affiliation agreement with the City, UCSF leases or otherwise occupies space in exchange for providing services. UCSF faculty and physicians provide all of the medical care at ZSFG, which also serves as a major training site for health professions students, and they conduct research aimed at improving health outcomes in hospitals with underserved populations and saving the lives of trauma patients everywhere. At ZSFG, there are more than 20 UCSF research centers, affiliated institutes and major laboratories, and more than 250 UCSF researchers whose research budget exceeds \$200 million every year.
- [San Francisco VA Medical Center](#), which is located in the northwestern corner of San Francisco, has been affiliated with the UCSF School of Medicine for nearly 60 years. All

physicians are jointly recruited by SFVAMC and UCSF School of Medicine. SFVAMC has a long history of conducting cutting edge research, establishing innovative medical programs, providing compassionate care to veterans, and training UCSF health professions students. SFVAMC has the largest funded research program in the Veterans Health Administration with \$79 million in research expenditures.

- [UCSF Fresno](#), which is located in the Central Valley about 160 miles southeast of San Francisco, where medical and pharmacy students and medical residents receive training in a wide variety of settings, ranging from rural hospitals and clinics, health agencies and programs, and faculty physicians' offices to remote wilderness settings to one of California's busiest emergency rooms and the region's only Level 1 trauma center and burn unit. This regional campus was created in 1975.
- [UCSF Benioff Children's Hospital Oakland, which](#) has been affiliated with UCSF since 2014. Located across the bay from San Francisco, it has over 30 pediatric specialties and is one of only five Level 1 Pediatric Trauma Centers in California. Its research arm, Children's Hospital Oakland Research Institute, is one of the top pediatric research centers in terms of National Institutes of Health grant funding.

The student body at UCSF (2019-20) consists of 3,198 students, with 435 in the School of Dentistry (DDS), 643 in the School of Medicine (MD), 450 in the School of Nursing (MEPN, MS, DNP), 473 in the School of Pharmacy (PharmD), 151 in the Doctor of Physical Therapy program (DPT), and 1,046 in the Graduate Division (17 PhD programs, 7 master's programs, and 2 certificate programs). Overall, the student body is 64.0% female, 23.2% underrepresented minority (African American/Black, American Indian, Hispanic, Pacific Islander, or Multiracial when one or more are from the preceding categories), 6.0% international, 25.2% first generation

to college, and 43.4% first generation to graduate school. UCSF's degree programs are highly selective. In 2019, the dental school accepted 9.7% of applicants, the medical school accepted 3.8%, the nursing master's entry program accepted 23.2%, the pharmacy program accepted 25.1%, and the basic science PhD programs accepted 10.9%. In addition, UCSF serves as the training facility for more than 1,100 postdoctoral research scholars and more than 1,600 residents in three fields: medicine (1,609), dentistry (28), and pharmacy (22).

UCSF employs 3200 faculty and 24,000 staff; it is the second-largest employer in San Francisco, after the City and County of San Francisco. UCSF receives 61% of its \$7.1 billion revenue from its clinical services (\$4.33 billion) and 21% from grants and contracts (\$1.46 billion), primarily from the National Institutes of Health (NIH). UCSF has been the nation's top public recipient of funding from NIH for the past seven years. California state funds comprise 2% of the revenue, and student tuition and fees (net of scholarship allowances) comprise 1%.

3. Institutional values

As UCSF continues to grow in size and scope, and expands the many efforts and extraordinary projects undertaken, it is increasingly critical that all faculty, staff, students and trainees understand and act upon common core values. As a unifying set of beliefs, values help set expectations, drive decision-making, and build a culture that inspires actions. A collaborative culture that is unified in its shared values is important for UCSF today and positions UCSF well for the future.

During his State of the University Address on Oct. 4, 2016, Chancellor Sam Hawgood

announced that UCSF would embrace a common set of values to set a clear direction for all members of the campus community. Three weeks later, members of the Chancellor's leadership team endorsed the set of overarching values at its retreat, believing in and reinforcing the concept of "One UCSF" that unites the university in its shared purpose and promise. Originally adopted by UCSF Medical Center 16 years ago, these values are organized under the acronym **PRIDE**, which stands for Professionalism, Respect, Integrity, Diversity and Excellence. These are important core values for everyone who works, learns, teaches, and discovers at UCSF. This set of overarching values aligns with UCSF's [Principles of Community](#) and [Code of Ethics](#).

Described in more detail, UCSF's PRIDE Values and how they can be enacted through the daily lives of individuals are:

P - Professionalism: To be competent, accountable, reliable and responsible, interacting positively and collaboratively with all colleagues, students, patients, visitors, and business partners.

R - Respect: To treat all others as you wish to be treated, being courteous and kind, acting with utmost consideration of others.

I - Integrity: To be honest, trustworthy and ethical, always doing the right thing, without compromising the truth, and being fair and sincere.

D - Diversity: To appreciate and celebrate differences in others, creating an environment of equity and inclusion with opportunities for everyone to reach their potential.

E - Excellence: To be dedicated, motivated, innovative and confident, giving your best every day, encouraging and supporting others to excel in everything they do.

The word “pride” means a feeling of satisfaction from one’s achievements or, collectively, the achievements of those with whom one is closely associated, such as the UCSF community. It is also an integral cultural concept within the Lesbian, Gay, Bisexual, Transgender, Queer, Intersex (LGBTQI) community, representing solidarity, collectivity, and identity as well as resistance to discrimination and violence. Its associated symbolism (e.g., rainbow colors) communicates to individuals that LGBTQI members are welcome as valuable members of the community. As a flagship institution and second largest employer in San Francisco, UCSF fully acknowledges and appreciates the significance and symbolism of the word pride to the LGBTQI community and their allies around the world.

4. UCSF’s contributions to the public good

UCSF is the leading university dedicated to advancing health worldwide through preeminent biomedical research, graduate-level education in the life sciences and health professions, and excellence in patient care. Within its overarching advancing health worldwide mission, UCSF is devoted at every level to serving the public. The public mission reaches beyond San Francisco and delivers a substantial impact on a national and global level by innovating health care approaches for the world’s most vulnerable populations, training the next generation of doctors, nurses, dentists, pharmacists, physical therapists, and scientists; supporting elementary and high school education; and translating scientific discoveries into better health for everyone.

To illustrate the hundreds of ways UCSF serves the public through education, research, and patient care, here are just two representative initiatives. First, UCSF hosts the [Science & Health Education Partnership](#) (SEP), an organization that recently celebrated its 30th anniversary. Each

year, 200 UCSF volunteers – faculty, students, and staff – spend over 10,000 hours with K-12 students and their teachers to bring hands-on science lessons to the classroom. As a result, nearly every child in the city’s public school system connects with a UCSF teacher at some point during their schooling. SEP also hosts the [Bay Area Science Festival](#), which attracts some 75,000 people each year.

SEP’s outcome data show the impact of their programs. They hear from former students how years later they still remember the UCSF scientists who came to their classroom, and how the encounter influenced their life paths and led them to pursue science and health careers. Co-director Katherine Nielsen, MS, MA, notes that the benefit is mutual, with all parties learning in the process. UCSF students and faculty become better teachers and communicators, while teachers in the SFUSD deepen their scientific knowledge.

Second, UCSF is home to the largest collection of previously secret [tobacco industry documents](#) – over 90 million pages in a searchable archive that is free to the public. One researcher who has used this archive is Pamela Ling, MD, MPH, a professor in the Department of Medicine. She and her colleagues have studied tobacco industry marketing strategies. By analyzing how the industry targets segments of the population by developing images reflecting their values and self-perceptions, such as the “Marlboro Cowboy” for “traditionalists,” or “Virginia Slims” for “liberated” women, they developed anti-smoking campaigns that use the industry playbook to appeal to young audiences. Similar campaigns have now been developed by the FDA to reach high-risk teenagers.

Since the archive's establishment, its documents have been cited in almost 1,000 scientific papers and helped shape global policy, including the [WHO Framework Convention on Tobacco Control](#). As School of Medicine Dean Talmadge King has noted, the work of the Center for Tobacco Control Research and Education “may have saved more lives than any other thing we’ve done as a university.”

5. How UCSF addresses diversity, equity, and inclusion

The [Office of Diversity and Outreach](#) (ODO), led by Vice Chancellor Renee Navarro, MD, PharmD, since 2010, serves as the campus leader in building diversity in all aspects of the UCSF mission through ongoing assessment, development of new programs, and building consensus. The office collaborates with the four professional schools, the Graduate Division, and the medical centers, to promote diversity, equity, and inclusion across UCSF.

The mission of the office is to build a broadly diverse faculty, student, trainee, and staff community; to nurture a culture that is welcoming and supportive; and to engage diverse ideas for the provision of culturally competent education, discovery, and patient care. Its priority is to develop and execute a comprehensive strategic plan for diversity and outreach that supports UCSF’s mission of advancing health worldwide, and the recruitment and retention of talented employees and students who contribute to the university’s commitment to diversity and excellence.

ODO encompasses various efforts – the Center for Science Education and Outreach (CSEO), pipeline and outreach efforts to enhance faculty diversity, the Office for the Prevention of

Harassment and Discrimination (OPHD), and three resource centers: the LGBT Resource Center, the Multicultural Resource Center, and Campus Advocacy Resource and Education (CARE) center. All units work with groups across campus to promote diversity, equity, and inclusion. These centralized services bolster and foster collaboration, improve faculty and staff effectiveness, and serve as a cornerstone for cultural transformation on the campus.

The work of the Office of Diversity and Outreach is supported and expanded by several diversity committees that provide structured forums through which the chancellor and his leadership team are apprised of recommendations and concerns from the diverse campus community in order to maximize enterprise-wide potential and expertise to further the success and mission of the University. Membership on the committees is voluntary and represents faculty, students, and staff. These committees are:

- [Council on Campus Climate, Culture and Inclusion \(4CI\)](#): To provide advice on the work related to the Chancellor's Pillar of Equity and Inclusion through supporting organizational strategies, addressing weaknesses and deficiencies, establishing metrics, and fostering communication within campus and the Bay Area Community.
- [Council on Campus Climate, Culture and Inclusion \(4CI\) Staff Subcommittee](#): To identify, implement, and evaluate efforts to improve and promote inclusive and equitable climate for UCSF staff and to recommend changes that impact underrepresented staff groups that work with the VC's office.
- [UCSF Committee on Disability Inclusion](#): To examine the issues affecting individuals with disabilities at UCSF, including evaluating policies, programs, and procedures, and

servicing as a coordinating and advisory body to increase accessibility and inclusion for this community.

- [UCSF Committee on LGBTQ](#): To actively assess the UCSF climate as experienced by LGBTQ+ faculty, staff, and learners; to listen to and address the concerns and interests of the LGBTQ+ community; to act as an advisory group to the Office of Diversity and Outreach; and to promote the visibility, inclusion, and equity of the LGBTQ+ community at UCSF.
- [UCSF Committee on the Status of Women](#): To examine the issues regarding the status of women at UCSF (excluding those involving wages, hours, or working conditions), to analyze existing policies, procedures, and programs that affect those issues, to serve as a coordinating body for groups or individuals concerned with the status of women at UCSF, and to recommend changes to the Vice Chancellor of Diversity and Outreach that will continue to afford women equal and fair access to campus programs and activities.
- [Asian Pacific American Systemwide Alliance \(APASA\)](#): To address issues that impact the Asian Pacific community and to promote professional and social relations within UCSF, as well as the rich and diverse cultural heritage of all Asian communities. APASA works closely with other UCSF minority organizations to address issues of equality, fair labor practices, and diversity at UCSF.
- [Black Caucus](#): To serve as an instrument of change, community building, and professional support. Founded in 1968, the Black Caucus is the oldest culturally-based affinity group in the UC system. During the Civil Rights Movement, Black workers at UCSF, known as the "basement people" because of their disparate working conditions, went on strike to advocate for change. This strike was the catalyst for institutional change

that resulted in recruitment and retention efforts for historically underrepresented students, faculty, and staff.

- [Chicano Latino Campus Association \(CLCA\)](#): To bring together the ChicanX/LatinX community at UCSF through the efforts of increasing ChicanX/LatinX representation in various roles on campus, addressing issues that affect the community, recognizing the contributions and efforts, and providing professional development opportunities.

6. What makes UCSF graduates unique

In preparation for the last WASC re-accreditation, the UCSF education community (deans, associate deans, and the faculty Academic Senate) agreed upon two global learning outcomes to be met by every UCSF graduate. These expectations for all graduates are “knowledge” and “professionalism.” “Knowledge” refers to what is known through study or experience. It encompasses information (a collection of facts and data), learning (knowledge gained specifically by schooling and study), erudition (profound, often specialized knowledge), and scholarship (the mastery of a particular area of learning). “Professionalism” encompasses the set of skills, behaviors, methods, and standards that characterize a learned profession. An important component of professionalism is the practice of ethical conduct.

Ten years later, these two shared learning outcomes continue to define UCSF graduates. As students at the country’s foremost graduate-only university dedicated to the health and life sciences, these future dentists, doctors, nurses, pharmacists, physical therapists, and scientists participate as active learners as they immerse themselves in the knowledge essential to the practice of their professions at the highest level and as they assimilate the standards of professionalism essential to their careers.

A third quality of UCSF graduates, in addition to their mastery of knowledge and their commitment to professionalism, is their passion for making the world a better place: by tackling the challenges of disease, transforming health care, and striving for health equity. Whether in direct service to patients in the clinic or by fundamental research in the laboratory, through the generation of public policies for health care delivery or new business models for drug development, UCSF graduates apply their training to lessen suffering and improve the human condition.

7. Changes since last accreditation review

a. Growth

UCSF has experienced tremendous growth in the size of its operations since the last accreditation review in 2010, driven primarily by the expansion of UCSF Health and the research enterprise. The budget has doubled from \$3.6B to \$7.1B. The Mission Bay campus has tripled in size, and UCSF Health has entered into several new affiliation agreements. The number of faculty has grown 33% (from 2400), and the number of staff members has grown 18% (from 20,400).

b. Campus leadership

Almost the entire campus leadership team has turned over in the decade since the 2010 accreditation review. Two members of the chancellor's cabinet remain from 2010: Mark Laret, UCSF Health CEO, and Sam Hawgood, then School of Medicine Dean and now Chancellor. In addition, Chancellor Sam Hawgood has added several leadership positions to his cabinet. Current members representing positions on the cabinet as previously constituted are:

- Chancellor Sam Hawgood, MBBS (appointed 2014)
- Executive Vice Chancellor and Provost Dan Lowenstein, MD (appointed 2015)
- Dean, School of Dentistry Michael Reddy, DMD, DMSC (appointed 2018)
- Dean, School of Medicine and Vice Chancellor, Medical Affairs Talmadge King, Jr, MD (appointed 2015)
- Dean, School of Nursing and Associate Vice Chancellor, Nursing Affairs Catherine Gillis, PhD, RN, FAAN (appointed 2017)
- Dean, School of Pharmacy B. Joseph Guglielmo, PharmD (appointed in 2012)
- Dean, Graduate Division, and Vice Chancellor, Student Academic Affairs Elizabeth Watkins, PhD (appointed dean in 2012 and vice chancellor in 2013)
- Senior Vice Chancellor, Finance & Administration Paul Jenny (appointed 2016)
- Vice Chancellor, University Development and Alumni Relations Jennifer Arnett (appointed 2018)
- Associate Chancellor, Theresa O'Brien, PhD (appointed 2014)
- Executive Director, Global Health Sciences Jaime Sepulveda, MD, DSc, MPH (appointed 2011)
- Chief Campus Counsel Greta Schnetzler (appointed 2013)

Current members in the positions added since 2010 are:

- Vice Chancellor, Diversity and Outreach Renee Navarro, MD, PharmD (appointed 2010)
- Vice Chancellor, Research Lindsey Criswell, MD, MPH (appointed 2017)
- Vice Chancellor, Science Policy and Strategy Keith Yamamoto, PhD (appointed 2015)
- Vice Chancellor, Communications Won Ha (appointed 2019)

- Vice Chancellor, Community and Government Relations Francesca Vega (appointed 2019)
- Associate Vice Chancellor, Human Resources Corey Jackson (appointed 2019)
- University Librarian and Assistant Vice Chancellor, Academic Information Management Chris Shaffer (appointed 2017)
- Chief Ethics and Compliance Officer Brian Smith (appointed October 2019)
- Chief Financial Officer Mike Clune (appointed December 2019)

c. Educational programs

Over the last 10 years, the student population has grown 6%, and the postdoc and resident populations have stayed roughly the same. There have been significant programmatic and curricular changes in the educational realm at UCSF.

Seven new degree programs have opened since 2010: [PhD in global health sciences](#), [PhD in rehabilitation science](#), [doctor of nursing practice \(DNP\)](#), [master of science in biomedical imaging](#), [master of translational medicine](#) (joint with UC Berkeley), [master of science in healthcare administration and interprofessional leadership](#), and [master of science in health policy and law](#) (joint with UC Hastings). The latter two are on-line programs, and over half the instruction in the DNP program is delivered online.

Both the MD and PharmD programs completely revamped their curricula in recent years. In medicine, the [Bridges Curriculum](#) (launched in 2016) educates MD graduates to excel in the competencies needed to be 21st century physicians. Students work collaboratively with

interprofessional teams to provide compassionate patient care while broadening their knowledge, advancing science, and seeking new ways to improve health care delivery in their communities and nationwide. The [program objectives](#) are defined by seven core [MD competencies](#): patient care, medical knowledge, practice-based learning and improvement, interpersonal and communication skills, professionalism, systems-based practice, and interprofessional collaboration. Bridges is a three-phase, fully integrated curriculum delivered over four years. In the first phase, [Foundations 1](#);, students gain foundational knowledge in basic and clinical sciences while building the habits of mind of an inquiring physician, contributing to the health of patients and improving the delivery of health care. In [Foundations 2](#);, they are immersed in team-based clinical settings, where they advance their patient care and systems improvement skills while revisiting core concepts in foundational science as they relate to patient care decisions. In the third phase, [Career Launch](#);, students choose clinical experiences and a scholarly project aligned with their individual career goals.

In 2018, the School of Pharmacy made the transition to a new curriculum built on a foundation of scientific thinking—questioning the status quo, identifying problems, and methodically approaching solutions—all with the patient first in mind. The aim is to equip students with the skills they will need to lead and innovate on rapidly changing health care, health sciences, and health economics/policy landscapes. The PharmD [curriculum](#) content is science-based, tightly integrated, and experiential. Students actively engage in their learning as they build core knowledge, experience pharmacy practice firsthand from the first day of class, and explore new ideas and innovations in both science and practice. The program objectives are derived from the Center for the Advancement of Pharmacy Education (CAPE) 2013 outcomes for pharmacy

education. These outcomes form the basis for competencies related to the foundational knowledge, essentials and approach for practice and patient care, and personal and professional development required for the profession. Students learn through immersion in five main curriculum components: 1) [Foundations](#): foundational coursework intended to solidify students' baseline knowledge before they dive into the details of disease conditions and approaches to therapeutic treatment; 2) [Integrated Themes](#): in-depth exploration of science and therapeutics, and inquiry, through the lens of eight organ systems and disease categories, all patient-case-based; 3) [Patient Care Skills](#): hands-on pharmacy practice and communications skills; 4) [Pharmacy Practice Experiences](#): clinical experiences that gradually increase in complexity over time and reflect the situations and challenges students will face as practicing pharmacists; and 5) [Discovery Project](#): team capstone project that ties together previous learning and gives students a platform to identify and solve a pharmacy problem within one of the six UCSF domains of science—biomedical science, clinical science, education science, epidemiology and population science, social and behavioral science, and systems science. This new curriculum is a rigorous three-year, year-round PharmD degree program that allows graduates to enter postgraduate training or employment a year earlier than their peers in traditional four-year PharmD programs with summer breaks. It also saves students one year of living expenses in San Francisco.

d. Student support services and resources

In 2013, a committee of faculty, academic leaders, and student services directors produced a report called “Students Experiencing Academic Difficulty” (the SEAD report), which called for central support services (Student Disability Services, Learning Resource Services, Student Health and Counseling Services, the Office of Career and Professional Development, and the

Office of Financial Aid) to work more closely with the professional schools and the Graduate Division to provide more seamless support for students in all stages of their programs at UCSF. To that end, the Student Life unit of Student Academic Affairs was reorganized, a consolidated [Student Success](#) website was implemented to provide a single portal to all the services and resources a student might need (not limited to those listed above, but also housing, fitness and recreation, library, etc.), and the first floor of Millberry Union (in the heart of the Parnassus campus) was renovated into the [Student Success Center](#), a 3,000-square-foot space where a wide range of key student services available to all 3075 UCSF degree candidates are brought together in one easy-to-access location.

Two other significant renovations in student spaces have been undertaken. In fall 2015, three neglected classrooms in the Medical Sciences building were converted into a brand-new state-of-the-art [Clinical Skills Center](#) for health professions hands-on instruction. This center features hospital beds, hi-low tables, and wall-mounted LED monitors that allow students to simulate patient care situations, including work in interprofessional teams. In summer and fall 2020, the Student Health and Counseling Clinic (SHCS) at Parnassus will be renovated to significantly increase the capacity to provide much needed direct clinical services to students in Parnassus by building additional mental health consultation offices, a conference room suitable for group therapy, and an area for SHCS staff to plan and implement outreach activities. This renovation responds to the top recommendation of the 2017 UC Office of the President survey of graduate and professional student well-being: expand and promote mental health services and prevention efforts for all students.

To further address growing concerns about the mental health of our students, UCSF's first-ever full-time Director of Mental Health Services was hired in 2017. The size of the counseling staff was also increased, so there are now 5.5 FTE mental health counselors and psychiatrists (plus a case manager) for UCSF's total student body of 3075. This ratio of 1:559 is far superior to the level recommended by the International Association of Counseling Services (1:1000-1500).

UCSF is also very aware of the challenges of living in San Francisco, one of the most expensive cities in the nation. To address the challenge of the high cost of rent, UCSF will triple the amount of on-campus housing by 2024. The first phase of this new development opened in fall 2019.

Acknowledging that future housing did not help current students, UCSF announced a [cost-of-living supplement program](#) (COLS) in 2016 that provides students not living on campus with an annual supplement to defray the cost of housing and transportation. The COLS is a need-based program, initially funded by the executive vice chancellor and provost's strategic fund initiative and the deans of the professional schools, and then by a philanthropic gift. It provided an annual supplement of \$2400 to 1500 students each year 2017-2019 and will provide \$2500 to 1000 students in 2020-2022 and \$2600 to 500 students in 2023-2025, at which point there will be sufficient campus housing for the student population.

To address the issue of [food security](#) among our students, UCSF has implemented several programs. After a pilot program of providing temporary assistance (in the form of grocery and Nutrition and Food Services gift cards) to students who had an immediate and urgent need for access to a sufficient quantity of affordable, nutritious food, a more long-term solution was created in 2018: a weekly Student Food Market, in partnership with the San Francisco-Marin

Food Bank. The market provides free fresh produce and other groceries to 320 students with demonstrated need each week. Also, the Office of Financial Aid has helped 600 students receive Cal-Fresh benefits. Finally, UCSF is very proud to have developed the “Food 4 UCSF Students” app that connects students to free food left over after catered campus events. More than 70% of the student body has signed up to receive these text message notifications, which began in 2017.

e. Professional degree program accreditations

Since the last WASC accreditation in 2010, all of the health professions degree programs have successfully passed their professional accreditation reviews:

- Dentistry (DDS): 2012 and 2019 (American Dental Association)
- Medicine (MD): 2019 (Liaison Committee on Medical Education)
- Pharmacy (PharmD): 2014 (Accreditation Council for Pharmacy Education)
- Physical Therapy (DPT): 2013 (Commission on Accreditation in Physical Therapy Education (CAPTE) of the American Physical Therapy Association)
- Nursing: Accreditations for the nursing degree programs and specialties are on the same 10-year cycle as UCSF’s WSCUC accreditation. The MS degree program and the Master’s Entry Program in Nursing (MEPN) prelicensure program were accredited by the Commission on Collegiate Nursing Education (CCNE) in 2010 for 10 years and were reviewed by CCNE in March 2020. The post-master’s certificate specialties also had their first CCNE accreditation review in March 2020. Notification about re-accreditation is anticipated in fall 2020. In addition to participating in the CCNE accreditation process, the nurse-midwifery program was also accredited in 2010 for 10 years by the Accreditation Commission for Midwifery Education (ACME) and was reviewed by

ACME in spring 2020. This is in addition to the CCNE accreditation review in March 2020. Notification about re-accreditation is anticipated in fall 2020. Finally, the new DNP degree program was reviewed and accredited by CCNE in fall 2019.

f. Major philanthropic gifts for education

UCSF has received two extraordinary gifts for direct support of students since its last re-accreditation. In fall 2013, the Discovery Fellows Endowment Program was established with \$25 million from donors Michael Moritz and Harriet Heyman and \$25M from the chancellor's campus funds. Thanks to two matching challenge funds, several additional large gifts, and market returns, the endowment has grown to **\$100 million**. Income from the fund supports all first-year PhD students in the basic science PhD programs, and it is the largest endowment for graduate education in the history of the University of California.

In 2017, the Helen Diller Foundation announced a \$500 million gift to UCSF, of which \$200 million of endowment will support students in the professional degree programs. When fully implemented, income from this commitment will increase the amount of funding available for scholarships by more than 150 percent.

g. Capital campaign and major gifts

In October 2017, UCSF announced a \$5 billion [campaign](#). Over the period of a year, before embarking on this campaign, University Development and Alumni Relations (UDAR) worked with campus leaders, faculty, staff, students, and volunteers to establish three main themes for the campaign around programs, people, and facilities:

1. Grand Challenges (programs)
 - a. Decoding life to improve health
 - b. Leveraging discovery to revolutionize care
 - c. Partnering to achieve health equity
2. Brilliant Minds (faculty and students)
 - a. Student scholarships and support
 - b. Faculty endowment and support
3. UCSF Core (facilities)
 - a. Facility projects across our campuses

The target of \$5 billion was at the time the largest campaign ever for a public university, notwithstanding UCSF's modest alumni base and singular focus on the health sciences. The quiet phase of the campaign began in 2014 and the public phase was announced in October 2017.

To date [July 2019], the campaign has raised over \$2.7 billion for Grand Challenges, over \$1.2 billion in support of faculty and students (including 133 new endowed professorships), and over \$1 billion for capital projects including \$500 million for a new hospital at the Parnassus campus. UCSF has grown its endowment by more than \$1.8 billion through new endowment gifts, establishment of new funds functioning as endowments, and market returns; the combined UCSF Foundation and Regents endowment holding was \$3.54 billion as of March 31, 2019. Invaluable unrestricted support has grown by 203%, and the number of gifts to this area has increased by 527%. During the campaign, UCSF has acquired 86,497 new donors.

Over the last several years, UCSF has experienced exceptional growth in private support, with new activity reaching nearly \$1 billion in FY17 and more than \$1 billion in FY18. In 2018, UCSF ranked fifth in the nation for philanthropic dollars raised behind Harvard, Stanford, Columbia, and UCLA – all comprehensive universities with large international alumni bases. New activity **exceeds \$740 million for FY19**. This success is a testament to the appeal of the missions, the vision and dedication of the faculty and students, and the enormous generosity of the donor community.

8. Review most recent team report and action letter and respond to recommendations

a. 2014 Interim Report

The March 7, 2011, action letter from the Commission requested that the following topics be addressed in an interim report:

1. Building Institutional Research Infrastructure
2. Assessing Learning and Using Data
3. Enhancing Information Technology
4. Continuing Diversity Initiatives

The report was submitted on August 1, 2014, and accepted with no further action by the Interim Report Committee on February 9, 2015. **Instead of reproducing the 33-page Interim Report in its entirety, we present key highlights from UCSF's responses to each of the Commission's recommendations (see below to **page EE**), followed by further campus actions and initiatives taken since August 2014 (**pages FF-GG**).**

*******HIGHLIGHTS FROM THE AUGUST 2014 INTERIM REPORT*******

1) Building Institutional Research Infrastructure.

Commission: “Building on its significant achievements to date, the University should continue to develop its centralized research infrastructure with a particular focus on supporting the analytical needs of those constituencies with common interests (CFRs 4.4, 4.5, 4.7). The Office of Institutional Research will need to be supported with appropriate staffing and with collaborative access to, and analysis of, requisite data (CFRs 3.1, 3.7).”

The centralization of research infrastructure was realized through the reorganization of Student Academic Affairs in summer 2013, which brought together the Office of Institutional Research (OIR), Student Information Systems (SIS), and the Office of the Registrar into a comprehensive Student Information unit. Shortly thereafter, responsibility for several periodic reports (e.g., NIH-NSF Survey of Graduate Students and Postdoctoral Scholars, CGS/GRE Survey of Graduate Enrollment and Degrees, CGS/ETS International Graduate Admissions Survey) moved from the Graduate Division to the OIR, to meet the goal of achieving a more centralized research infrastructure and to facilitate collaborative access to and analysis of data. Trend analysis by OIR also now includes trainees (postdoctoral scholars as well as residents in dentistry, medicine, and pharmacy) in addition to students in all of the graduate certificate, master’s, doctoral, and professional programs.

Partnerships have been developed between OIR and other campus units that have needs for data and analysis, including University Relations/Public Affairs, University Development and Alumni Relations, and Budget & Resource Management. Recognizing synergy of effort, a strong

collaboration has been built with the Office of Diversity and Outreach (ODO), with OIR and ODO sharing a programmer/analyst.

In June 2013, OIR increased its staff by adding a programmer-analyst who is shared equally with the Office of Diversity and Outreach. This 50% programmer-analyst and the full-time director work closely with administrators responsible for collecting data in all of the academic programs. The data and analysis units in the four schools, the Graduate Division, and Academic Affairs respond quickly to data requests about students, trainees, and faculty from OIR and collaborate on the analysis of these data and the dissemination of resulting reports.

2) Assessing Learning and Using Data

Commission: "Data for use in assessing learning and reviewing programs are being collected and utilized effectively in some schools. However, the team noted "with concern the variable amount of data examined in program review processes from department to department." As a next step, data from student learning outcomes assessment in the Graduate School and at the university level should be used to support decisions and to demonstrate and improve learning. Assessing institutional-level outcomes, in keeping with the recommendations of the team report, should yield useful findings that can both support improvement and show achievement (CFRs 1.2, 2.7, 2.10, 4.6, 4.8) Further, the University should more consistently make public its key statistics related to retention, time-to-degree, and achievement of outcomes for each degree program (CFR 1.2)."

Publication of statistics

In response to the recommendation to “make public its key statistics related to retention, time-to-degree, and achievement of outcomes for each degree program,” the Graduate Division launched a completely **redesigned website** in fall 2013 [*Note: The Graduate Division website, along with all 25 websites managed by Student Academic Affairs, went through a full redesign again in 2019*]. The website publishes data on admissions and enrollment, student demographics, completion rates, time-to-degree, and career outcomes for each program; these data are updated annually. The professional schools published similar data on their respective education websites.

Use of student learning outcomes assessment data

“To improve the use of data from student learning outcomes assessment in the Graduate Division to support decisions and to demonstrate and improve learning,” the graduate dean initiated in 2012 the first-ever **study of the career outcomes for UCSF PhD graduates**. In this pioneering study, employment was identified and confirmed for 572 of 617 graduates (1997-2006) in the basic science programs (93%). The study used the same categories of employment as the 2012 NIH report on the biomedical workforce and found:

- 53% in academic research and/or teaching
- 22% in industry research
- 3% in government research
- 19% in science-related non-research (not doing bench science but still using PhD training, e.g., business development or marketing for biotech company)

In the social sciences, of 126 who graduated 1997-2012, employment was identified and confirmed for 117 (93%). Since these programs are smaller, a 15-year sample was used to get

enough data; also, these graduates go into postdoc positions with less frequency than their counterparts in basic science. The Graduate Division study used the same categories of employment as the “Social Science PhDs – Five Years Out” study conducted by the Center for Innovation and Research in Graduate Education at the University of Washington, Seattle” and found:

- 73% were employed in academia
- 8.5% in government
- 11.5% in the non-profit sector
- 7% in the private sector

The aggregate data for the basic science PhD programs and the social science PhD programs were published on the Graduate Division website. *[Note: A major initiative was undertaken in 2017 to more accurately capture PhD’s career pathways and to develop a methodology for annual updating of the data. See pages AA for a discussion of the work done 2017-2019 and how this project served as a pilot for UCSF’s proposed project for the thematic pathway to reaffirmation].*

To address “the variable amount of data examined in program review processes from department to department,” the Graduate Council of the Academic Senate approved a comprehensive plan for graduate **program review** in spring 2013. All programs in the Graduate Division are reviewed by an external panel on a regular schedule. These academic program reviews demonstrate student learning outcomes (SLO) and inform improvements in student learning. Each program is required to prepare an extensive self-study that is distributed to the external

review panel several weeks before the review. Academic program review guidelines are posted on the Graduate Division website at <http://graduate.ucsf.edu/program-review>. Each review is tailored to the program's objectives and curriculum. The Graduate Division has developed a template to guide programs in preparing self-studies prior to the review. The template clarifies the type and content of data that is expected, creating greater consistency in the amount of data examined across programs. The self-study requires program data, discussion, and a self-assessment of program objectives and curricula. In addition to the self-study, current students participate in an anonymous survey (prepared, analyzed and administered by the Graduate Division).

The external review report includes evaluation of the program's student learning outcomes. The review report also recommends specific actions to fully utilize and/or further develop the SLO assessment to improve learning. The external report is discussed by the Graduate Council of the UCSF Academic Senate. The Graduate Council then requests the program's written response to the review; the response must include plans to address and/or implement the review panel's recommendations. The Graduate Council reviews the program response and may request that the program provide more detailed plans or a more robust response if necessary. Several iterations of this process may take place before the Graduate Council votes to close the review.

To complement the periodic program review and to engage the perspective and outcomes of students, individual programs hold annual curriculum review meetings with students and faculty, and the graduate dean holds monthly meetings with graduate students to elicit feedback from students. These channels allow the graduate programs to be nimble and responsive in between

the more formal periodic reviews, by providing forums for issues about learning outcomes to surface and opportunities for these issues to be corrected as necessary.

Assessing institutional-level outcomes

UCSF's institutional outcomes are knowledge and professionalism. These student outcomes are assessed in the graduate professional programs by mandatory licensure examinations at the state and national levels. For graduate academic students, publications in peer-reviewed journals are a strong measure of the original contribution to **knowledge** that a student makes in her or his field. Student publications are tracked by the PhD programs over a ten-year period, as part of the data collection and analysis necessary for competitive renewal of NIH T32 training grants. The award and renewal of NIH T32 training grants are standard measures of individual and program achievement, student learning outcomes, and scholarship. All of the Graduate Division's basic science programs and the nursing PhD program have one or more T32 training grants. In 2014, UCSF held 57 T32 training grants from 17 NIH institutes. In 2013-14 alone, the graduate programs were awarded \$5.38 million in institutional training grants for pre-doctoral education. Programs must reapply to renew their training grants every five years. The competitive renewal process requires evaluation of program outcomes and student data.

As described above, the graduate dean conducted UCSF's first-ever career outcomes study in 2012-13 to evaluate the outcome of **professionalism**, as measured by successful placement in appropriate career positions. The results indicate very high levels of success in placing students in careers for which they have been trained and prepared.

In recent years the individual development plan (IDP) has gained wide acceptance as a useful way to help students and postdocs plan for their future careers inside or outside of academia. A UCSF team led by the Office of Career and Professional Development created an enhanced, online version of the IDP concept tool that has won national recognition, including the 2013 “Innovation in Research and Research Training” award from the Association of American Medical Colleges in 2013. The myIDP tool helps students translate their learning outcomes into career competencies. To prepare students for the institutional-level learning outcome of professionalism, all graduate programs have instituted the use of IDPs.

3) Enhancing Information Technology

Commission: “The University has undertaken a number of initiatives, each of which will place great demands on the institution’s information technology infrastructure. These initiatives will require the institution to continue to mature its information technology systems, particularly at the university level (CFRs 3.6, 3.7).”

Maturing the IT infrastructure

Since the 2011 WASC visit, there were significant improvements in the information technology infrastructure at UCSF. A major initiative in 2013-14 integrated IT services across the campus and the Medical Center resulting in one CIO for UCSF. The changes both reduced redundant operations and created a single point of contact for services, in turn increasing collaboration and producing greater efficiencies across information technologies. There is now a unified help desk – staffed all day, every day – to assist faculty, staff, and students. Standardizing the use of common platforms and combining policy and compliance functions has simplified activities for

our students and faculty, particularly those who function in both the clinical and academic enterprises. Additionally, the [IT Governance Committees](#) were realigned to better reflect the new structure and an Enterprise Data Warehouse Committee has been added. A Committee on Education Technology was charged to develop and monitor a long-range plan for educational technology.

Another major IT initiative was the development of an IT Roadmap, which identifies projects and prioritizes funding for IT. Developing the Roadmap involved more than 100 faculty and staff who identified and prioritized projects across UCSF's education and research missions as well as the business systems and technology architecture to support the UCSF enterprise. One of the first projects funded by this initiative was a set of enhancements to the online learning and curriculum management systems central to the coursework for all the schools.

Assessment

Access to and analysis of data was identified as the most underserved information technology need across UCSF. To address this issue, a Data Warehousing and Business Intelligence solution was deemed a top priority in the Roadmap. Its objectives were to establish and maintain a single source of data and infrastructure for reporting and analysis, to build and maintain standard reports and dashboards to respond to enterprise and departmental needs, and to provide platform and training for self-service reporting and analytics. Infrastructure development to address these issues was guided by advice from representatives across the education community, including the faculty and the Academic Senate.

The ability to view professional school curriculum across a student's training is a critical component in understanding what students are exposed to and where there are gaps and opportunities in curricular content. The Ilios Curriculum Management System was developed in the School of Medicine at UCSF to address the needs of the health professions educational community by providing a user-friendly, flexible, and robust web application to collect, manage, analyze, and deliver curricular information. Built by and for the health professions, Ilios supports the sharing of curriculum outcomes and materials among programs, departments, schools, and institutions, while maintaining the flexibility to accommodate the unique practices within our diverse health professions community. In 2012, Ilios was fully implemented in the School of Pharmacy, followed by the School of Dentistry. The professional programs also make use of electronic portfolios, in which students add activities to their portfolios as an ongoing assessment of their learning. UCSF acknowledges the critical role played by ePortfolios in the learning environment.

Access to Library Resources

The UCSF Library has greatly improved access to its resources. To simplify offsite use of online books, journals and databases, EZproxy was implemented in 2013. EZproxy reduces the steps required to view an item, offers more reliable linking to published material, and improves the ability to use licensed resources via mobile apps. The UCSF community can now read more 37,000 journals and search 187 databases online.

UCSF's Open Access Policy also reduced the barriers to information access. With a unanimous vote of the faculty's Academic Senate, UCSF was the largest scientific institution in the nation to

adopt an open-access policy and was among the first public universities to do so. The new policy approved in May 2012 required UCSF faculty to make each of their articles freely available immediately through an open-access repository and thus accessible to all faculty and students through search engines such as Google Scholar. Articles are deposited in the UC repository, other national open-access repositories such as the NIH-sponsored PubMed Central, or published as open-access publications. They are then available to be read, downloaded, or distributed without barriers. Following UCSF's lead, all UC campuses adopted a similar policy in July 2013.

Technology-Enhanced Education Spaces

During the 2010 WASC site visit, the campus was preparing to open its Teaching and Learning Center (TLC). Three years later, the TLC was heavily scheduled by all professional schools. It is a technology-enabled space that brings together clinical simulation/clinical skills training facilities; computer lab; flexible, technology-rich classrooms; and a student Help Desk. In addition to the TLC, a new anatomy learning center and microscopy lab opened in 2012. The Microscopy Lab, another new learning space, provides a unique flexible wet-lab environment that utilizes technology for group teaming and virtual microscopy. In 2014, the University allocated \$287,000 for the purchase and installation of scientific equipment and sophisticated computer workstations in the Shared Teaching Lab Facility at Mission Bay. The purpose of the teaching lab is to enable faculty and students to integrate physical and quantitative approaches into the biomedical curriculum and to use the laboratory as a classroom in which students utilize experimental and computational methods to tackle unanswered questions in modern biology. By providing a shared facility for all of the basic science PhD programs to access, UCSF maximized

the efficient utilization of equipment resources for training students in research methodologies and experimental design. In 2013, the lab was awarded a \$100,000 gift from David Botstein, winner of one of the inaugural Breakthrough Prizes in Life Sciences, to be used as an endowment to support ongoing costs.

4) Continuing Diversity Initiatives

Commission: “The University is noted for its visible commitment to diversity, as seen in its highly diverse student body, faculty, and staff. The Commission commends this commitment and encourages UCSF in its aspirations to develop exemplary practice, as expressed through its ten-point Diversity Initiative. Aspects of this commitment warrant continuing attention, such as the clarification and full implementation of the roles of key diversity leaders, mentoring of under-represented minority faculty and staffing critical career pathways, and innovative pipeline strategies (CFRs 1.4,2.10,2.12,3.1).”

Clarification and full implementation of roles of key diversity leaders

In December 2010, Chancellor Susan Desmond-Hellmann appointed Dr. Renee Navarro to be UCSF’s first-ever vice chancellor of diversity and outreach. Vice Chancellor Navarro reports directly to the chancellor and serves as a member of the Chancellor’s Executive Cabinet. In May 2011, many diversity-related efforts were consolidated into the new Office of Diversity and Outreach (ODO), including Affirmative Action, Equal Opportunity and Diversity, Sexual Harassment Prevention and Resolution, and the LGBT Resource Center. The Office of Diversity and Outreach (ODO) convenes a quarterly meeting of diversity leaders in the Graduate Division

and the four professional schools to enhance best practices and coordinate efforts across the campus.

In addition to the diversity leaders in each of the professional schools and the Graduate Division, there are several additional key diversity and outreach positions at UCSF. One is the director of the Early Academic Outreach Program (EAOP), Don Woodson. The EAOP program, supported by the UC Office of the President, in collaboration with San Francisco Unified School District, helps prepare students at underserved schools in San Francisco to increase the number of students achieving a college education with a focus on health and life science. The second position is the co-directorship of the Science and Health Education Partnership, Katherine Nielsen and Rebecca Smith. This program is a collaboration between UCSF and the San Francisco Unified School District to support quality science education for K-12 students and to encourage students to consider careers in science and the health professions. The third is the director of First Generation Support Services, Dr. Neesha Patel (*now Alece Alderson*). This program fosters a supportive community for UCSF students who are the first generation in their family to graduate from college (and many of whom are from underrepresented minority backgrounds). The fourth is the director of the LBGT Resource Center, Larry Lariosa (*now Klint Jaramillo*). The LBGT Resource Center serves as a campus-wide resource for faculty, students, and staff. The goal of the center is to provide education, information, support, and advocacy services to our campus community. The fifth is the director of the Multicultural Resource Center (*now Dr. LaMisha Hill*). All of these diversity leaders work together in partnership and collaboration with one another and with the academic program directors and admissions directors

to maximize UCSF's efforts to attract, support, and retain a diverse student and trainee population in the graduate and professional programs.

Mentoring of underrepresented minority faculty and staff in critical career pathways

In 2013, the Chancellor's Council on Faculty Life was renamed the campus Council on Faculty Life, to reflect its expanded scope. The council is made up of 21 faculty from all academic ranks, series, and major campus sites; its members represent scientists from all disciplines as well as clinician educators. The council is housed within the Office of Academic Affairs and offers the following programs: Faculty Development Day, Wellness Grand Rounds, Faculty Development Program, Faculty Leadership Collaborative, and Faculty Mentoring Program.

One of the central goals of the Faculty Mentoring Program is to increase faculty diversity through improved mentoring of underrepresented faculty. Mentoring facilitators are appointed in each department to work with the director of faculty mentoring to oversee all aspects of the mentoring program. New and junior faculty in the schools of dentistry, pharmacy, medicine, and nursing with appointments of more than 50% are eligible to participate in the mentoring program. All eligible faculty are paired with "career" mentors: senior faculty responsible for providing career guidance and support.

For staff, the Academic Business Officers Group (ABOG) [*now known as Administrative Management Professionals (AMP)*] pairs experienced UCSF managers from academic departments and units, central administration, and the medical center with up-and-coming staff members seeking to learn more about management and leadership and to better understand

UCSF's organizational culture. The program provides a framework in which staff members cultivate contacts and increase their network of peers. The group also finds peer support and enhanced effectiveness as they plot their personal growth and career paths at UCSF. The Learning and Development Division of Human Resources provides classes and workshops for staff to improve their individual performance. HR has also launched a new website, called Career Development at UCSF, designed especially for staff (<http://ucsfhr.ucsf.edu/index.php/careerdev/>). *[Note: The HR division is now called Learning and Organization Development, and the website link is <https://learning.ucsf.edu/staff-development/>.]*

Innovative pipeline strategies: Students

UCSF endeavors to get students interested in science at an early age and to encourage them to pursue STEM majors in college. To this end, UCSF supports two academic outreach programs in the San Francisco Unified School District (SFUSD). The first, Science and Health Education Partnership (SEP) (<http://biochemistry.ucsf.edu/programs/sep/>), has been in operation for more than 25 years *[Note: now more than 30 years]*. SEP's programs support teachers' understanding of science and how to teach science effectively; enable K-12 students to develop sustained relationships with UCSF scientist role models; and provide opportunities for UCSF volunteers to learn how to communicate science effectively with diverse audiences. UCSF volunteers include doctoral students, professional students (enrolled in UCSF's medical, dental, or pharmacy schools), postdoctoral fellows, and staff researchers.

SEP programs include: 1) Classroom-based Scientist-Teacher Partnerships, which bring together K-12 teachers and UCSF volunteers to co-plan and co-teach a series of investigative science

lessons; 2) Summer Teacher Training Institutes, which build participating elementary school teachers' understanding of and confidence to teach the District's adopted science kits; 3) Individualized Lesson Coaching and Materials Support, which includes access to a lending library of hands-on science materials; 4) High School Intern Program, which brings SFUSD high school students from minority or disadvantaged backgrounds to the UCSF campus to conduct original biomedical research under the guidance of a UCSF scientist mentor; and 5) the Bay Area Science Festival (BASF), a week-long annual celebration of science, technology, math and engineering. Most festival events are free and open to the public. In 2013, BASF drew over 70,000 people to more than 50 events that were held throughout the region – making it the fourth largest science festival in the United States.

The second program, the Early Academic Outreach Program (EAOP) (<https://cep.ucsf.edu/>), is an academic preparation program established in 1976 by the University of California to expand postsecondary education opportunities for California's educationally disadvantaged students. UCSF EAOP has been active in SFUSD for the past 14 years. UCSF EAOP staff provide academic advising, college knowledge, academic enrichment, and entrance exams to help students qualify for and attend college. The staff work collaboratively with families, educators, schools, and communities to provide pre-college students with the environment to be successful. Each summer UCSF sponsors the Program for Investigation and Training for Careers in Health (PITCH). Offered to incoming juniors from SFUSD, the program offers a three-week curriculum that facilitates exploration of careers in health care and science. Students are mentored by current UCSF students on a research project while also receiving academic advising. *[Note: this initiative has been expanded into the Center for Science Education and*

Outreach, which also runs the San Francisco Math, Engineering, Science Achievement (MESA) Program, Upward Bound, and the Program for Investigation and Training for Careers in Health (PITCH), a three-week curriculum offered to incoming juniors from SFUSD that facilitates exploration of careers in health care and science.]

The Office of Diversity and Outreach sponsors an annual outreach program for undergraduate students from underrepresented backgrounds called Inside UCSF (<http://diversity.ucsf.edu/InsideUCSF>). Each spring, approximately 100 underrepresented undergraduates come from around the United States to spend a recruitment weekend at UCSF. The purpose of their visit is to discover what it would be like to be a UCSF graduate or professional student, to learn about UCSF's academic and professional programs, and to meet UCSF students and faculty members. Students are identified from a diverse national pool of students nominated by their undergraduate advisors.

The Graduate Division has developed a number of initiatives to increase interest in UCSF PhD programs by racial and ethnic minorities as well as educationally- or socio-economically-disadvantaged students. The largest of these is The UCSF Summer Research Training Program (SRTP). Established in 1985 and funded by NIH, NSF, UC Office of the President, Howard Hughes Medical Institute, AMGEN, and Genentech, this program has become a national model. SRTP encourages underrepresented or educationally disadvantaged undergraduates from across the nation to pursue research careers in biomedical, biological, and behavioral sciences. The program provides 50-70 students with a unique hands-on research experience that enhances their competitiveness for graduate school. Enrolled students spend 10 weeks working with UCSF

faculty members on research projects; the program culminates in an oral presentation and a poster session of their research. Students are provided with a co-curricular academic enrichment seminar series, preparation for applying to graduate school, and networking activities.

Each of the four professional schools at UCSF has developed numerous programs and initiatives designed to expand the pipeline of applicants from diverse backgrounds. The schools of medicine, dentistry, and pharmacy collaborate on the Interprofessional Health Post Baccalaureate Program. Begun in 1999 and designated in 2011 as a graduate certificate program, this interprofessional post baccalaureate program for disadvantaged students interested in medicine, dentistry and pharmacy provides academic assistance, learning style assessment, and a practical working knowledge of the process of applying to and matriculating to professional schools. The goal of the program is to help participants from disadvantaged backgrounds increase their science GPA, maximize their MCAT/DAT scores, and improve their professional school applications and interviewing skills. Students receive education and training on health care issues in an interdisciplinary setting. Students come from disadvantaged backgrounds, with 23% African-Americans, 32% Latinos, 9% Pacific Islanders, 1.5% Native Americans, and 2.5% from Cambodian and Hmong backgrounds. The medical school acceptance rate for students who have applied is 92%, the dental school acceptance rate is 90%, and the Pharmacy acceptance rate is 70%.

In the school of nursing, the Master's Entry Program in Nursing (MEPN), founded in 1991, serves as a pathway for students with an undergraduate degree outside of the profession of nursing to become a nurse through an intensive, accelerated 12-month program, and to enter the

MS program in the specialty of their choice. The MEPN program maintains URM diversity numbers in the range of 37% to 47% and is a crucial component of the School of Nursing's efforts to increase the number of URM health professionals.

Innovative pipeline strategies: Staff

UCSF also strives to expand the pipeline for underrepresented minorities in staff positions. Recruiting staff in Human Resources collaborate in outreach initiatives to build a presence in local underrepresented communities and to partner with community organizations that provide job forums at which UCSF can communicate its career opportunities. UCSF HR staff have participated in and made presentations at diversity career events. Other efforts have included presentations to community-based organizations that are working to develop a specific clientele, including underrepresented minorities, veterans, and individuals with disabilities.

The UCSF Temporary Employment Program (TEP) plays an important role in providing valuable experience through internship programs specifically targeting underrepresented minority groups. This program employs approximately 30 interns per year for four-month paid internships. Many of the interns continue on in longer-term temporary assignments or are hired into full-time positions.

Innovative pipeline strategies: Faculty

UCSF is working on several fronts to increase the number of faculty from underrepresented groups.

The vice chancellor of diversity and outreach, as the director of career development for the Clinical and Translational Science Institute (CTSI) at UCSF, has initiated a faculty development program to increase the diversity of clinical and translational research faculty at UCSF with a focus on outreach as well as nurturing the internal pipeline. Key elements of this program include mentor development, traveling ambassadors, sponsorship of professional development opportunities, unconscious bias education, and a robust effort to increase the number of minority supplements held by UCSF investigators. Faculty outreach includes the UCSF Traveling Ambassador Program, which utilizes trained faculty ambassadors to serve as contacts to potential faculty candidates who are committed to nurturing diversity and excellence. As part of the program, faculty are reimbursed for travel expenses to attend national meetings in return for making connections with potential candidates, providing information about specific UCSF faculty openings, and obtaining contact information from those individuals with whom they interact. Candidate information is housed in a database to be matched to faculty vacancies.

The Academic Demographic System was developed to track all faculty searches and applicants. Applicants are sent an electronic demographic survey and responses are collected in the system. The system enables search committees and UCSF leadership to monitor the diversity of applicant pools and to view current workforce demographic data. This system is currently being replaced by an entirely electronic faculty application system, UC Recruit. The vice chancellor for diversity and outreach is notified of new academic searches for the purposes of providing education and resources to the search committee on best practices. Additionally, the vice chancellor is notified prior to the offer of interviews to evaluate the pool of candidates and to provide input, as necessary, on the need for further diversification.

A Faculty Search Toolkit is available to all search committee chairs and provides the necessary procedures for attracting a diverse and qualified applicant pool. The vice provost for academic affairs and the vice chancellor for diversity and outreach together monitor all faculty searches to ensure that diverse search committees are appointed and that efforts are made to attract diverse applicant pools. The VCDO meets with department chairs and committees that have open searches focusing on those departments with unmet affirmative action goals.

In 2014, the School of Medicine launched a strategic initiative designed to enhance the recruitment and retention of faculty from groups traditionally underrepresented in medicine. Supported by \$6 million in funding over six years by the dean of the School of Medicine, the goals of this program include: the identification and implementation of best practice strategies across all departments, centers, and institutes to ensure that all faculty searches begin with a diverse pool of candidates and proceed to optimize the ability to recruit candidates that meet UCSF's institutional needs and improve UCSF's culture of diversity and inclusion; the development of search, departmental, and institutional metrics to measure and continuously improve upon the success of efforts to achieve a faculty culture of diversity and inclusion; the implementation of a communication and engagement strategy on the importance of faculty diversity, the strategies for improving the culture of diversity and progress towards institutional goals; and collaboration with the educational mission to ensure a robust pipeline of potential faculty.

*******END OF HIGHLIGHTS FROM 2014 INTERIM REPORT*******

b. Actions taken since the 2014 Interim Report

Programs begun in the early 2010s (described in the Interim Report and excerpted immediately above) to address institutional research infrastructure, assessment of learning and the use of data, information technology enhancements, and diversity initiatives were continued through the rest of the decade. New initiatives commenced as well, and this section will focus on three major sets started in the last five years.

1) The first set of initiatives address diversity at UCSF (CFRs 1.4, 2.5, 3.1, 3.2, 4.3, 4.6).

Following the student-initiated [White Coats for Black Lives](#) demonstration in December 2014, the January 2015 annual School of Medicine Leadership Retreat was a forum for conversations about race and racism in health and health care. One hundred and fifty senior and junior faculty, senior staff, and students shared ideas on how to improve the climate at UCSF, patient care, and the approach to research and education. Lessons learned fell into three areas: realizing UCSF's promise as an institution will not be possible without achieving its goal for a culture that is inclusive; numbers, good intentions, and programs are necessary but not sufficient; and UCSF must aim for a culture that is color aware and color sensitive, not color blind. Outcomes from this event included dissemination of the [lessons learned from the retreat via videos](#); presentations, design, and implementation of a curriculum review process to eliminate micro-aggressions and stereotypes; development of a strategic [framework for moving forward](#); and implementation of a five-tier, five-year [Differences Matters initiative](#).

The Office of Diversity and Outreach (ODO) at UCSF has added a number of significant initiatives to service the campus and medical center. Beginning in academic year 2015-16, the

Vice Chancellor of Diversity and Outreach now convenes a quarterly meeting with representatives from UCSF academic departments; these departmental diversity leaders are appointed annually by department chairs. The purpose of the meetings is to share and leverage resources, learn about the different types of work that encompass diversity efforts, and provide diversity leaders with a community that supports their interests, initiatives, and professional development.

In order to better align staff-related efforts, ODO provides funding support to advance the strategies and professional development needs of the three largest minority employee associations on campus (see above, pages 11-12):

- [Asian Pacific American Systemwide Alliance \(APASA\)](#)
- [Black Caucus](#)
- [ChicanX LatinX Campus Association \(CLCA\)](#)

In alignment with these efforts, ODO launched an annual Staff Development Day in 2016; over 600 staff members participated in 2019. In addition, the campus diversity committees meet every year with ODO to report on their work and discuss collective initiatives that can enhance belonging and professional development for staff members of underrepresented backgrounds.

UCSF is working on numerous fronts to increase the number of faculty from underrepresented groups. Several of the efforts stem from ODO. The Faculty Equity Advisors program is advanced by senior faculty members who provide individual consultation and advice about practices for advancing excellence, equity, and diversity in faculty recruitment at UCSF. Their efforts are focused in three ways: 1) “Contributions to Diversity Statement” must be completed

and submitted by all faculty applicants; 2) “Facilitation of Effective Processes for Faculty Recruitment” entails training about best practices to ensure a diverse search committee, active and engaged outreach and recruitment efforts, assessment of the contributions to diversity statement, and mitigation of unconscious bias in the search process; and 3) “Monitoring Search Processes and Outcomes” entails reviewing and approving the search plan, applicant pool, and short list prior to the invitation of candidates for interviews.

To recruit and retain more faculty from underrepresented backgrounds in the basic sciences, the ODO has developed a partnership with the Office of the Executive Vice Chancellor and Provost that utilizes a search process concierge and a transdisciplinary search committee. In partnership with the President’s Postdoctoral Fellowship Program of the UC Office of the President, starting in academic year 2017-18, UCSF supports two Chancellor’s Postdoctoral Fellows selected by ODO for this two-year program with the goal of increasing the diversity of the faculty workforce. Through a grant from the UC Office of the President (awarded in 2017-18), ODO facilitated the recruitment of four underrepresented faculty members to tenure track positions in the Schools of Nursing and Dentistry.

2) The second set of initiatives has further addressed institutional research infrastructure, assessment of learning and the use of data, information technology enhancements, and institutional research capability (CFRs 1.2, 2.10, 3.5, 4.2, 4.7).

Over the past five years, great strides have been made at UCSF in our IT infrastructure. The IT Governance Committee on Education Technology received funding to map out a comprehensive landscape of technologies that support education and as a result reduced redundancies and closed

gaps that were identified the process. This has included unifying multiple licenses for Poll Everywhere and Turnitin; implementing a shared video hosting platform (Kaltura); and identifying a set of core applications that are essential to all education programs at UCSF (course management, curriculum management, video hosting, lecture capture, and electronic polling). These applications are governed collaboratively among the schools, library, and the Academic Affairs unit, with oversight from our IT Governance Committee on Education Technology. They have transparent funding mechanisms that allow for ongoing governance and advocacy.

In addition, UCSF has implemented advanced security measures, a comprehensive wireless network infrastructure, and cloud-based videoconferencing and collaboration tools, and is in the process of upgrading the identity management system and payroll system. A major initiative that has greatly improved support of patient care, research, and education is the \$30 million investment UCSF made in managing enterprise information and providing both enterprise and self-service analytics. This investment has created three primary data warehouse environments: clinical, research, and education. The data warehouse and analytics infrastructure is supported by a central team in UCSF IT. The education community is leveraging this new data platform to build out career outcomes tracking for the health professions degree programs.

Since 2014, UCSF has made significant investments in a shared research infrastructure to streamline research processes, meet increasing security and compliance requirements, and support collaboration. Investments have been made in three areas: data access, computing resources, and support services. Access to UCSF enterprise data sets has been consolidated through a clinical data warehouse, and data visualization tools are readily available. For

departmental research data, like radiology scans or genomics data, we have invested in a shared data environment called the Information Commons. Computing resources – storage, tools, and computing – have been bolstered overall by taking advantage of cloud resources with a focus on Amazon Web Services. UCSF has also developed a shared computing environment, called Wynton, to address the specialized needs of high-performance computing used in research areas like precision medicine. Finally, analytical and training services have been developed for the research community by the Clinical and Translational Science Institute (CTSI) and library teams to help ensure success with shared data sets and bring together researchers with common interests or methodologies. In addition to data science courses available through the UCSF-UC Berkeley Graduate Program in Bioengineering and the UCSF Department of Epidemiology and Biostatistics, the UCSF Library (in partnership with the UCSF Bakar Computational Sciences Institute) now offers ongoing programming and data science courses to anyone at UCSF. These courses teach scientists how to program in R and Python, create data visualizations, use software to analyze large biomedical datasets, share their data to meet publication requirements, and find and use public genomic data.

In 2015, the Office of Institutional Research (OIR) welcomed a new director. Since her arrival, the office has improved its technical infrastructure and built an authoritative inventory of data. It has created and expanded working relationships with numerous offices and data custodians on campus to share data resources and form consensus on data definitions and reporting standards. OIR seeks input from campus leadership to understand the campus's data needs and actively participates in the campus-wide Educational Data Warehouse and Self-Service Analytics initiatives. OIR also collaborates with the UC Office of the President on systemwide data

collection and research projects. As a result of these efforts, OIR has provided an increasing number of relevant, quality datasets and reports to the campus community. These datasets and reports have been incorporated into campus-wide diversity initiatives and professional school accreditations, strategic planning, and climate surveys, and have aided analyses of financial aid and student funding, student service satisfaction, and campus budget and resource management.

Importantly, the new director positioned her office at the forefront of campus initiatives to develop and implement dashboards using the innovative Tableau software platform. OIR regularly updates these dashboards, which are available on public websites, with information on enrollment, student demographics, admissions, degrees conferred, and career outcomes. The graphical, visual presentation quickly communicates and distills complex information for a variety of audiences. The various filters on the dashboards provide simple self-service analytical tools. In design and function, these dashboards provide essential transparency and accountability for UCSF academic programs.

As a school-based example of continuous improvement based on newly available technological tools, the School of Medicine has transitioned from electronic portfolios to student assessment dashboards that provide a secure online tool for use by students to access performance information from assessments during medical school, to support them in their journey to graduation and in their professional development.

3) The third initiative addresses institutional research infrastructure, assessment of learning and the use of data, and diversity initiatives. It also provided a “proof of concept”

for UCSF’s proposed theme for the WSCUC thematic pathway for reaffirmation,
introduced below in section 10, pages 25-26 (CFRs 1.2, 1.4, 2.7, 2.10, 4.1, 4.2, 4.3, 4.7).

In 2017, Graduate Dean and Vice Chancellor Elizabeth Watkins was asked by Ron Daniels, president of the Johns Hopkins University, to co-lead the [Coalition for Next Generation Life Science](#). The presidents and chancellors of the ten founding institutional members of this coalition agreed to collect, publish, and annually update data using common standards on:

- PhD admissions and matriculation data
- PhD demographics by gender, underrepresented minority status, and citizenship status
- PhD median time-to-degree and completion data
- PhD career outcomes, classified by job sector and career type using a common taxonomy
- Postdoc demographics by gender, underrepresented minority status, and citizenship status
- Time spent in postdoc
- Postdoc career outcomes, classified by job sector and career type using a common taxonomy.

The founding institutions agreed to milestones for posting each data set, with the last one due in October 2019; [UCSF](#) achieved that goal one year ahead of schedule, in October 2018. The career outcomes project necessitated the development of a taxonomy, the collection of data on all graduates starting with the entering cohort of 1996, the development of a methodology for updating information on existing graduates and adding information on new graduates, and the design of a display of the data on our public website. To manage this project and to ensure its continuity going forward, Student Academic Affairs hired a data manager, who works closely with the Office of Institutional Research and who is helping to coordinate the career outcomes data collection projects in the professional degree programs ([see pages XX](#)). Dean and Vice

Chancellor Watkins worked with her co-chair at Johns Hopkins to recruit new members; the coalition now has 52 universities and research institutions as members as of summer 2020.

9. How did the institution prepare for this review? Who was involved? What was the process?

How did this work connect with existing priorities and projects?

UCSF began to prepare for this review by naming an accreditation steering committee in April 2018:

1. Elizabeth Watkins, PhD, Vice Chancellor of Student Academic Affairs, Dean of the Graduate Division, and Professor of History of Health Sciences (Chair)
2. Doug Carlson, JD, Registrar, Assistant Vice Chancellor of Student Information, and UCSF Accreditation Liaison Officer
3. Ning Wang, PhD, Director, Office of Institutional Research
4. Chris Schaffer, MS, University Librarian and Assistant Vice Chancellor of Library Services and Instructional Technology
5. Elizabeth Silva, PhD, Associate Dean of Graduate Programs, Graduate Division
6. Sara Hughes, EdD, Associate Dean for Education and Student Services and Professor, Preventive and Restorative Dental Sciences, School of Dentistry
7. Catherine Lucey, MD, Executive Vice Dean, Vice Dean for Education, and Professor of Medicine, School of Medicine
8. Kevin Souza, MS, Associate Dean for Medical Education, School of Medicine
9. Sharon Youmans, PharmD, MPH, Vice Dean for Education and Professor, Clinical Pharmacy, School of Pharmacy

10. Maureen Shannon, PhD, Associate Dean for Education, School of Nursing
11. Renee Navarro, MD, PharmD, Vice Chancellor of Diversity and Outreach and Professor of Anesthesia
12. Brian Alldredge, PharmD, Vice Provost of Academic Affairs and Clinical Professor, Department of Neurology, School of Medicine; Professor of Clinical Pharmacy, School of Pharmacy
13. Vincanne Adams, PhD, Chair, Academic Senate Graduate Council, and Professor, Medical Anthropology
14. Thomas Chi, MD, Chair, School of Medicine Faculty Council, and Associate Professor, Urology
15. Rada Savic, PhD, Chair, School of Pharmacy Faculty Senate, and Associate Professor, Bioengineering
16. Jennifer Perkins, DDS, MD, Chair, School of Dentistry Faculty Council, and Associate Clinical Professor, Oral and Maxillofacial Surgery
17. Michele M. Pelter, RN, PhD, Chair, School of Nursing Faculty Council, and Assistant Professor, Department of Physiological Nursing
18. Amber Fitzsimmons, PT, MS, DPTSc, Chair, Department of Physical Therapy and Rehabilitation Science
19. Deborah Johnson, DNP, Chair, Academic Senate Committee on Educational Policy, and Associate Clinical Professor, Community Health Systems
20. Theresa O'Brien, PhD, Associate Chancellor
21. Wendy Winkler, Assistant Vice Chancellor and Chief of Staff, Student Academic Affairs and Graduate Division

22. Troy Santos, GPSA President

The committee reviewed the Thematic Pathway for Reaffirmation proposal, and then met formally in November 2018 to discuss the accreditation process in general and the WSCUC Standards Worksheet in particular. The group convened again in January 2019 to meet with VP Mark Goor.

During the spring and summer of 2019, the campus worked on completing the WSCUC Standards Worksheet (please see Component 2 for further discussion of this process), coordinated through the office of the vice chancellor of student academic affairs. Evidence on educational objectives, teaching and learning, student learning and success, quality assurance, and institutional learning and improvement was provided by the vice and associate deans for education and academic programs from the school of dentistry, the school of medicine, the school of nursing, the school of pharmacy, and the Graduate Division and by the chair of the department of physical therapy, in consultation with their staff and with key faculty educators in their programs. Evidence on institutional purposes; integrity and transparency; scholarship and creative activity; faculty and staff; fiscal, physical, and information resources; and organization structures and decision-making processes was provided by the vice chancellor of student academic affairs, the registrar and assistant vice chancellor for student information, the vice provost of academic affairs, the vice chancellor of diversity and outreach, the Title IX officer and director of the office for the prevention of harassment and discrimination (OHPD), the university librarian and assistant vice chancellor for academic information management, the chief financial officer, the vice chancellor of development and alumni affairs, and the associate chancellor.

The draft worksheet was reviewed by the Chancellor's Cabinet (membership listed above on pages 7-8) in August and then by the steering committee in the fall.

Concurrently, the leadership and faculty within the degree programs began to work on the theme of collecting and reporting career outcomes (for more detail, please see Component 8). Meetings were convened by Dean/VC Watkins and ALO/AVC for Student Information Doug Carlson with each of nine faculty groups (SOD faculty council, SON faculty council, SOP faculty council, SOM committee on curriculum and educational policy, Graduate Council, physical therapy department faculty, basic science PhD program directors, social science PhD program directors, and master's program directors) in fall 2019 and spring 2020 to discuss alignment between the career outcomes tracking project and quality improvement efforts within each degree program. The vice/associate deans of education also met periodically to share best practices on project design and implementation from the standpoint of audiences for the data and prospective curricular and co-curricular enhancements based on the data.

VC/Dean Watkins engaged with student government leaders to inform them of the accreditation process and the theme, and held two town halls for students and postdocs in the Graduate Division in January 2020. Because of the intense nature and demanding schedules of the professional degree programs, it would not have been realistic to include students as full contributors to the accreditation review without compromising their academic progress.

The process of using the WSCUC Standards and Compliance with Federal Requirements and the Inventory of Educational Effectiveness Indicators to evaluate the institution's strengths

weaknesses, and opportunities for improvement is discussed in Component 2. For the graduate programs, the Worksheet and IEEI provided them with the opportunity to share best practices in many areas, such as program evaluation, student handbooks, progression policies, and support services. For the professional degree programs, this work dovetailed nicely with the work done by several of them for their professional accreditations: medicine and dentistry had just completed their most recent accreditation, nursing was undergoing accreditations for its degree programs concurrent with the WSCUC process, and physical therapy was gearing up for its accreditation in 2021. In addition, both the school of medicine and the school of pharmacy had completely revamped their respective curricula in recent years, so the review provided an excellent opportunity to assess those curricula, along with the processes and structures put into place for evaluation, oversight, and student support.

The development of the theme for the professional degree programs fit well with their interest in ensuring that program learning outcomes and competencies map effectively onto career placements for their graduates. As discussed below and at length in Component 8, the theme grew out of the Graduate Division's leadership in the national effort to improve data transparency for biomedical PhDs and postdocs, its plan to collect and report career outcomes at the local level, and its ongoing commitment to use data to provide comprehensive programming in career exploration and professional development. In this way, the work for accreditation review aligned well with existing projects and priorities.

10. What theme will be discussed later in the report?

For its thematic pathway for reaffirmation, UCSF has undertaken a comprehensive study of the career outcomes of its graduates as well as implementation of ongoing tracking and reporting of career outcomes on an annual basis. For the students who attend UCSF, a graduate-only institution, the degree they receive is, with few exceptions, their last degree, since the DDS, DNP, DPT, MD, PhD, and PharmD are the highest degrees possible in their respective fields. Thus, an important indicator of the effectiveness of UCSF's educational programs is students' success in entering suitable career pathways after graduation. The project will track and record jobs held by UCSF graduates for several years, not simply their first placement. This work will provide key insight into the career trajectories for students in the life sciences and health professions, which will serve to provide both transparency for prospective and current students and guidance for faculty and administrators in continual curricular and co-curricular program improvement and innovation.

The collection and reporting of career outcomes tie into many of the criteria for review that further elucidate the standards of accreditation identified by WSCUC. CFR 1.2 calls for the institution to regularly generate, evaluate, and make public data about student achievement, including measures of retention and graduation and evidence of student learning. UCSF already publishes data on completion rates and time to degree; career outcomes will provide tangible evidence of student achievement. Greater understanding of career outcomes will enable UCSF to ensure that its educational objectives are consistent with the knowledge acquisition, skills building, and professional development necessary for successful career engagement. With regard to CFR 1.4, the institutional commitment to the principles enunciated in the WSCUC Equity and Inclusion Policy, UCSF's career outcomes will be sortable by gender and underrepresented

minority (URM) status to hold the university accountable for providing equal opportunities and experiences to its increasingly diverse student population. (UCSF already publishes annual data on student demographics.)

Career outcomes data are essential to the maintenance of Standard 2, Achieving Educational Objectives Through Core Functions. Specifically, these data will play an important role in program review (CFR 2.7) as evidence from external constituencies (employers) that programs are providing the relevant educational experiences for career success. UCSF already benchmarks its retention and graduation rates and disaggregates these data by demographic categories (CFR 2.10); the addition of career outcomes data will provide another critical dimension for benchmarking against the university's own aspirations and against peer institutions.

Transparency about career outcomes contributes to CFR 2.12, which calls for recruiting materials and advertising to truthfully portray the institution. Career outcomes data provide essential information for the development of relevant and meaningful co-curricular programming by UCSF's Office of Career and Professional Development (CFR 2.13).

The theme is most applicable to Standard 4, Creating an Organization Committed to Quality Assurance, Institutional Learning, and Improvement. CFR 4.1 explicitly calls for collecting, analyzing, and interpreting data; tracking results over time; using comparative data from external sources; and using these data to improve educational programs. The career outcomes project coordinates UCSF's Office of Institutional Research with institutional research efforts and resources extant within other campus units, thus expanding the bandwidth of capacity for sophisticated institutional research (CFR 4.2). UCSF's leadership is both committed to and

invested in the collection and reporting of meaningful data, both to provide transparency to prospective and current students and to furnish faculty with evidence to support program improvement (CFR 4.3). Equally, the faculty – as scientists dedicated to evidence-based education, research, and clinical practice – are eager to have these data made available. This project complements ongoing efforts among the faculty to use data to assess student achievement (in terms of career objectives) and enhance educational effectiveness toward those goals. UCSF’s institutional commitment is clearly manifest in the chancellor’s participation in the Coalition for Next Generation Life Science, his assignment of Dean/VC Watkins to lead that national effort, and her allocation of resources to implementation at UCSF. The evidence gathered from the career outcomes study will yield important information from both alumni and employers (CFR 4.5), thus engaging these critical stakeholders in the continual assessment and alignment of graduate degree educational programs. Finally, the acknowledgement of a changing career landscape, as assessed by annually updated career outcomes results, will enable UCSF to align those external changes with its mission as a leading institution of higher education in planning, program development, and resource allocation (CFR 4.7).

Component 2

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

1. Who participated in the “Review under the WSCUC Standards and Compliance with Federal Requirements”? What perspectives did different constituencies contribute? What was learned from completing this worksheet? What are the institution’s strengths and challenges? What issues and areas of improvement emerged?

The completion of the Review under the WSCUC Standards and Compliance with Federal Requirements Worksheet (hereafter, the worksheet) was truly a collaborative effort across the UCSF campus. Evidence on educational objectives, teaching and learning, student learning and success, quality assurance, and institutional learning and improvement was provided by the vice and associate deans for education and academic programs from the school of dentistry, the school of medicine, the school of nursing, the school of pharmacy, and the Graduate Division and by the chair of the department of physical therapy. Each of these individuals consulted with their staff and with key faculty educators in their programs to provide the perspective of the university’s academic leaders who drive the educational mission of the institution by creating and delivering curricula, developing and implementing evaluations and assessments, responding to professional accreditation requirements and feedback from students and alumni, and interacting on a daily basis with students and instructors. Evidence on institutional purposes; integrity and transparency; scholarship and creative activity; faculty and staff; fiscal, physical, and information resources; and organization structures and decision-making processes was provided by the vice chancellor of student academic affairs, the registrar and assistant vice

chancellor for student information, the vice provost of academic affairs, the vice chancellor of diversity and outreach, the Title IX officer and director of the office for the prevention of harassment and discrimination (OHPD), the university librarian and assistant vice chancellor for academic information management, the chief financial officer, the vice chancellor of development and alumni affairs, and the associate chancellor. These leaders provided perspectives from their vantage points of responsibility for different aspects of the administration of the university.

Once the evidence was amassed and organized into the worksheet format, the entire document was reviewed by the chancellor's cabinet (see membership list in Component 1, [page 7](#)); comments were incorporated into a second draft, which was then reviewed by the accreditation steering committee (see membership list in Component 1, [page 24](#)). After the individual members had completed their reviews, the entire steering committee met in person in December 2019 to discuss what was learned from completing the worksheet, to share thoughts on the institution's strengths and challenges, and to collectively identify common issues that emerged and areas of improvement.

The exercise of completing the worksheet was found to be useful in ensuring that each of the degree programs as well as the university as a whole had the most up-to-date materials on policies, procedures, and resources readily available to students and faculty in handbooks and on websites (CFRs 1.1, 1.2, 1.6, 1.7, 2.2, 2.8, 2.11, 2.12, 2.13). The evidence affirmed that UCSF has the human, financial, administrative, and physical resources to carry out its educational mission as the only campus within the University of California system to be dedicated solely to

graduate training in the health professions and life sciences (CFRs 2.1, 3.1, 3.3, 3.4, 3.5, 3.6, 3.7, 4.2, 4.6, 4.7).

As a member institution of the University of California, UCSF derives strength from UC's clearly-articulated policies and procedures regarding codes of conduct, grievances, research protocols, financial aid practices, and faculty advancement, as well as from the university's strong sense of shared governance and well-developed faculty Senate structure (CFRs 1.3, 1.5, 1.7, 2.4, 2.9, 3.2, 3.8, 3.9, 3.10). In addition, the UC system identifies emerging issues, advocates for legislative or legal change, and, in some cases, provides funding to UCSF to address issues. UC's attention to several issues in recent years has strengthened the services that UCSF provides to students. Its focus on the challenges that undocumented students experience led to legislation to extend financial aid benefits to undocumented students and to expand residence eligibility for undocumented students and concomitant changes. With support from UC, UCSF took an early lead in collecting information on the sexual orientation and gender identity of applicants for admission to allow UCSF to evaluate the need to provide additional services for these populations. Furthermore, UC identified food insecurity as an issue affecting students. It first provided seed funding for pilot programs and then worked with the state legislature to secure a permanent funding stream to the UC campuses for basic needs programming. As discussed above in Component 1 (pages AA), UCSF developed an app that connects students to free food left over after catered campus events, instituted a weekly Student Food Market, coordinates sign-ups to Cal-Fresh benefits, sponsors cooking classes, and provides financial grants for emergency housing. As a final example, UCSF's information technology security policies have been able to adapt to emerging threats faster than they likely would have if

UCSF had to operate independently of UC. In summary, as we reflected on the body of programs, policies, and procedures that respond directly to the CFRs, we observed more broadly the extent to which UCSF benefits and derives strength from a 10-campus university system focused on identifying problems and issues and establishing policies and practices to address them.

The positive results of external program reviews and professional accreditation reviews indicate that the degree programs are meeting the requirements set by their respective disciplines (CFRs 2.7. 2.11). The data on time to degree, graduation rates, and licensure exam pass rates confirm the aggregate success of UCSF students in completing their programs of study (CFRs 1.2, 2.10), and the degree programs all have robust systems in place for quality assurance and assessment, grounded in a culture of evidence-based practices and enriched by the input of multiple stakeholders (CFRs 4.1, 4.3, 4.4, 4.5). Indeed, since the last review, two professional degree programs (MD and PharmD) have completely overhauled their curricula to respond to changes in the field and research on new teaching methods (see Component 1, pages KK for more information).

The exercise also uncovered deeper, more qualitative issues of how the university and the degree programs are addressing the student experience, student success, and issues of diversity, equity, and inclusion – issues that are not easily appraised by the evidence solicited by the worksheet. The steering committee engaged in an intense discussion about the efforts that are taking place in each of the degree programs to ensure that students who come to UCSF with different life experiences and backgrounds are given the tools they need to succeed along the

same timeline as students from more privileged backgrounds. UCSF is committed to recruiting and retaining a diverse student population (CFR 1.4); programs are now investing time and resources to ensure equity and inclusion in all facets of program curriculum and administration.

Two examples will serve here to illustrate UCSF's commitment to improving equity and inclusion within its educational programs. First, in the MD program, student concerns about the fairness and accuracy of clerkship grading had existed anecdotally for many years (at both UCSF and other medical schools). [In clerkships, third- and fourth-year medical students rotate through different medical specialties and treat patients under the supervision of physicians in clinical settings.] A few years ago, a UCSF medical student's observation that the students selected into the Alpha Omega Alpha (AOA) honor medical society at UCSF appeared to be less diverse than the class as a whole led to an in-depth analysis by the school's leadership of outcomes for core clerkship students based on race/ethnicity. The medical school reviewed outcomes for students from groups underrepresented in medicine (UIM) compared to those not-UIM. Results showed systematic group differences that favored students who were not-UIM, with small but pervasive differences in summary evaluation scores leading UIM students to be half as likely to earn core clerkship honors and one-third as likely to be selected for the AOA.

As a consequence, the medical school made multiple changes as part of its continuous quality improvement. First, as part of standard program evaluation, the school now conducts an annual equity report that includes an analysis of UIM and not-UIM students to compare key performance outcomes including clerkship summary evaluation scores, clerkship grades, performance on clerkship examinations, performance on the Clinical Performance Examination

(CPX) standardized patient examination, and selection to AOA. Second, the school changed the AOA selection process from a metric-driven approach to a holistic selection process, and thereby eliminated the differences in proportions of selected students based on race/ethnicity. Third, the school used this information along with other evidence and factors in making the decision to eliminate core clerkship honors grades starting in January 2019. Given that similar issues of inequity may exist at other institutions, the educational leadership within the school of medicine published these findings in a peer-reviewed article in *Academic Medicine* (Teherani A, Hauer KE, Fernandez A, King TE Jr, Lucey C. How Small Differences in Assessed Clinical Performance Amplify to Large Differences in Grades and Awards: A Cascade With Serious Consequences for Students Underrepresented in Medicine. *Acad Med.* 2018 Sep;93(9):1286-1292).

The second example comes from the Graduate Division. Analysis of time-to-degree and completion rates in the basic science PhD programs revealed no statistically significant difference between students from underrepresented backgrounds (URM) and non-URM students. However, anecdotal evidence from students themselves described less favorable experiences in these lab-based graduate programs. For twenty years, UCSF has had a grant from the National Institute for General Medical Sciences (NIGMS) to improve the academic and research competitiveness of underrepresented minority students and to facilitate their progress toward careers in biomedical research (the Initiative for Maximizing Student Development, or IMSD, program). NIGMS funds 12 URM students (six in the first year and six in the second year), and the program provides academic enrichment activities, career development and planning, and peer mentorship. Realizing that many more URM students could benefit from this program, the

Graduate Division has expanded it by 350%, to serve 42 students (21 each in years one and two). By engaging with this much larger group, the Graduate Division strives to foster positive experiences for more students at UCSF, adding qualitative measures of success to the already demonstrated quantitative metrics.

Finally, UCSF recognizes the relative dearth of diversity among its faculty and senior leadership and the challenges this disparity poses for the student body. The campus is addressing this issue in several ways. First, recently vacated high-profile senior leadership positions have been filled by persons of color (vice chancellor of communications and vice chancellor of community and government relations). Second, as discussed above in Component 1 (pages 20 and 24), faculty searches are now done in partnership with the Office of Diversity and Outreach to maximize the pool of applicants from underrepresented backgrounds, ensure fair and unbiased evaluation procedures, and coordinate hiring across the campus. Third, the graduate and professional degree programs continually strive to increase the diversity of admitted students, to grow the pipeline of individuals who will become faculty and academic leaders.

2. Who participated in the completion of the “Inventory of Educational Effectiveness Indicators”? What perspectives did different constituencies contribute? What was learned from the “Inventory of Educational Effectiveness Indicators”? What are the institution’s strengths and challenges? What issues and areas of improvement emerged?

The Inventory of Educational Effectiveness Indicators (IEEI) was completed by the vice and associate deans for education and academic programs from the school of dentistry, the school of medicine, the school of nursing, the school of pharmacy, and the Graduate Division and by the

chair of the department of physical therapy, and further reviewed by current or past chairs of the Senate faculty councils. These academic leaders were best positioned to demonstrate how each degree program develops, communicates, and assesses the achievement of learning outcomes and to describe the systems in place for the interpretation of evidence of educational effectiveness and the application of findings to continuous program improvement. Furthermore, each of these leaders is responsible for coordinating the external reviews of their respective degree program(s). As it did with the worksheet, the accreditation steering committee reviewed the IEEI and then met in person to discuss what was learned from completing the IEEI form, to share thoughts on the institution's strengths and challenges, and to collectively identify common issues that emerged and areas of improvement.

The IEEI confirmed that each program has robust systems in place for assessing individual student achievement of learning outcomes and the correlation between those learning outcomes and program objectives. It also revealed the diversity of pedagogies at UCSF, owing to the very different natures and requirements of the different health professions. However, the academic leaders felt the IEEI was useful for comparative purposes; the programs can benefit from learning about each other's experiences and can then adopt best practices in the assessment of educational effectiveness.

As an example of this cross-fertilization, the school of nursing's educational leadership realized that they could more efficiently monitor the alignment of learning outcomes across multiple programs by instituting an education policy coordination council to coordinate policies and practices for all nursing degrees. This council mirrors the role of the committee on curriculum

and educational policy within the school of medicine, to address issues specific to the education mission, such as assessment, and to advise the larger faculty council (which also deals with issues relating to faculty research and clinical affairs) on these issues. The school of nursing's new education council will serve in a similar advisory capacity to its larger faculty council.

The programs strive to stay up-to-date in the deployment of meaningful systems of evaluation that will enable them to track the progress of individual students as they move through the curriculum. One example of such an improvement effort is in the school of dentistry. The DDS program has put in place a global assessment process and the development of individual personal development plans (formal guidance plans) as a means of identifying students who would benefit from early and/or additional support. The school is also in the process of developing a new skills enhancement program to support students in the often-difficult transition from classroom learning to clinical learning.

3. What plans are in place to address areas needing improvement? What resources, fiscal or otherwise, may be required?

As noted in Component 1 (pages 9-10), UCSF has directed considerable resources over the past several years to upgrading the student experience, by relocating a number of dispersed services and resources into a consolidated Student Success Center and by improving visibility and access to those services and resources through a well-designed and user-friendly website. UCSF has also undertaken efforts to help students cope with the high cost of living in San Francisco, by building new campus housing, funding a nine-year interim cost-of-living supplement program,

implementing basic needs programs, and continuing to actively fundraise for scholarships and fellowships to support students during their time at UCSF.

The next phase of this campus effort is the expansion and renovation of the Multicultural Resource Center and the LGBT Resource Center on the Parnassus campus and the building of a brand-new Multicultural Resource Center and LGBT Center on the Mission Bay campus. The Parnassus Resource Center, located in the same central, highly-visible and accessible area as the Student Success Center, will increase in size by more than 60%. It is scheduled to open in fall 2020. At the Mission Bay campus, the university has designated 2,500 sf of space for the Office of Diversity and Outreach, which includes both the Multicultural and LGBT Resource Centers, as well as the Center for Science, Education and Outreach. This facility is scheduled to open in 2021.

Programmatic efforts in the Multicultural Resource Center focus on community and belonging among historically underrepresented populations and allies (e.g., cultural and heritage celebrations); culturally congruent wellness events for historically underrepresented learners and allies; direct support to students and registered campus organizations; education and skill building on diversity and multicultural concepts; and social justice programming to promote personal and professional identity development anchored in transformative health equity. The LGBT Resource Center hosts campus-wide signature events such as the Annual Coming Out Monologues, the Trans Day of Remembrance, and the LGBTQIA+ Health Forum; promoting initiatives such as the Pronouns Matter Campaign and the OUTlist, which promotes visibility and awareness; and providing education and consultation to groups and individuals at UCSF. The

new and renovated spaces at both campuses will enable the staff of both resource centers to do greater outreach to students and to offer expanded programming, by providing welcoming physical spaces for students to study, connect, and engage in leadership work; hosting gatherings and community building events; providing meeting and event space for diversity and LGBTQIA+ registered campus organizations, committees, and working groups; offering individual and group consultation hours utilizing Resource Center staff expertise in diversity, restorative justice, and LGBTQIA+ inclusion; holding annual signature events at Mission Bay; and engaging more consistently with diversity, equity, and inclusion campus partners such as the Assistant Dean of Diversity and Learner Success in the Graduate Division.

In the course of discussions about the WSCUC standards with the chancellor’s cabinet, the accreditation steering committee, and faculty councils, it became clear that the metric that both leadership and faculty felt necessary to truly assess the effectiveness of UCSF’s educational programs is the tracking of career outcomes. The processes and systems described in the IEEI and in CFRs 1.2, 2.3, 2.4, 2.5, 2.6, 2.10, 4.1, 4.3, 4.4, 4.5 do a good job of assessing immediate results of the curriculum, in terms of achieving learning outcomes, meeting standards of performance, and completing the degree programs in a timely fashion, but the real measure of success for an institution that grants the highest degrees possible in dentistry, medicine, nursing, pharmacy, physical therapy, and scientific research is the placement of its graduates in suitable positions of employment within their chosen careers. As introduced in Component 1 (pages 25-26) and discussed more fully below in Component 8, UCSF plans to build on the success of the Graduate Division’s retrospective and ongoing career outcomes collection and reporting project for PhDs by expanding the enterprise to all degree programs.

This effort requires some investment of human resources, which is of course an investment of financial resources as well. The dean and associate dean of the Graduate Division have published a paper in CBE—Life Sciences Education that provides calculations of the time and resources required to accomplish both retrospective and annual data collection and reporting (Elizabeth A. Silva, Alicia B. Mejía, Elizabeth S. Watkins, Where do our graduates go? A toolkit for retrospective and ongoing career outcomes data collection for biomedical PhD students and postdoctoral scholars. *CBE Life Sciences Education* 2019 Dec; 18(4); DOI: 10.1187/cbe.19-08-1050 – see the [supplemental material](#) section of the publication). The Graduate Division graduates about 125 PhDs per year and tracks their career outcomes for 15 years. Since the professional degree programs graduate roughly similar numbers (in AY 2018-19: 115 DDS, 162 MD, 115 PharmD, 40 DPT, 133 Nursing MS), the investment of time and resources should be comparable.

Component 8

Institution-specific Theme: Tracking and Reporting Career Outcomes

(CFRs 1.2, 1.4, 2.7, 2.10, 2.12, 2.13, 4.1, 4.2, 4.3, 4.5, 4.7)

How does the theme align with the Standards and CFRs?

Collection and reporting of career outcomes tie into many of the criteria for review that further elucidate the standards of accreditation identified by WSCUC. CFR 1.2 calls for the institution to regularly generate, evaluate, and make public data about student achievement, including measures of retention and graduation, and evidence of student learning. UCSF already publishes data on completion rates and time to degree; career outcomes will provide tangible evidence of student achievement. Greater understanding of career outcomes will enable UCSF to ensure that its educational objectives are consistent with the knowledge acquisition, skills building, and professional development necessary for successful career engagement. With regard to CFR 1.4, the institutional commitment to the principles enunciated in the WSCUC Diversity policy, UCSF's career outcomes will be sortable by gender and underrepresented minority (URM) status to hold the university accountable to providing equal opportunities and experiences to its increasingly diverse student population (UCSF already collects and publishes annual data on student demographics).

Career outcomes data are essential to the maintenance of Standard 2, Achieving Educational Objectives Through Core Functions. Specifically, these data will play an important role in program review (CFR 2.7) as evidence from external constituencies (employers) that programs are providing the relevant educational experiences for career success. UCSF already benchmarks

its retention and graduation rates and disaggregates these data by demographic categories (CFR 2.10); the addition of career outcomes data provides another critical dimension for benchmarking against our own aspirations and our peer institutions. Transparency about career outcomes contributes to CFR 2.12, which calls for recruiting materials and advertising to truthfully portray the institution. Career outcomes data provide essential information for the development of relevant and meaningful co-curricular programming by UCSF's Office of Career and Professional Development (CFR 2.13).

UCSF's proposed theme is most applicable to Standard 4, Creating an Organization Committed to Quality Assurance, Institutional Learning, and Improvement. CFR 4.1 explicitly calls for collecting, analyzing, and interpreting data; tracking results over time; using comparative data from external sources; and using these data to improve educational programs. The career outcomes project will coordinate UCSF's Office of Institutional Research with institutional research efforts and resources extant within other campus units, thus expanding the bandwidth of capacity for sophisticated institutional research (CFR 4.2). UCSF's leadership is both committed to and invested in the collection and reporting of meaningful data, both to provide transparency to prospective and current students and to furnish faculty and the institution with evidence to support program improvement (CFR 4.3). Equally, the faculty – as academicians dedicated to evidence-based education, research, and clinical practice – are eager to have these data made available. This project complements ongoing efforts among the faculty to use data to assess student achievement (in terms of career objectives) and enhance educational effectiveness toward those goals. UCSF's institutional commitment is clearly manifest in the chancellor's participation in the Coalition for Next Generation Life Science, his assignment of Dean and VC

Watkins to lead that national effort, and her allocation of resources to implementation at UCSF. The evidence gathered from the career outcomes study will yield important information from both alumni and employers (CFR 4.5), thus engaging these critical stakeholders in the continual assessment and alignment of graduate degree educational programs. Finally, the acknowledgement of a changing career landscape, as assessed by annually updated career outcomes results, will enable UCSF to align those external changes with its mission as a leading institution of higher education in planning, program development, and resource allocation (CFR 4.7).

What are the origins of the theme?

The theme originated in the Graduate Division early in the 2010s, initially from two sources. The first was the 2010 WSCUC re-accreditation and its emphasis on [learning outcomes](#). The second was the 2012 Biomedical Research Workforce Working Group Advisory Committee [Report](#) to the Director of the National Institutes of Health.

After the WASC accreditation site visit, and upon further contemplation of meaningful learning outcomes by which to measure the success of PhD curricula, UCSF's academic leaders found themselves returning to the question of job placement: were graduate students being prepared for their chosen careers? Certainly, there were other valid and valuable measures of how well students were progressing toward independent research and an original contribution to knowledge, such as the qualifying exam, acceptance of abstracts and paper presentations at national conferences, and peer-reviewed publications. But while these qualitative and

quantitative metrics spoke to the scholarship aspect of the training period, they did not address the ultimate outcome of the highest degree offered by the university.

At about the same time as these conversations were taking place, the NIH biomedical workforce report was released, with its confirmation of what many in graduate education and biomedical science already knew: that although the vast majority of people with biomedical PhDs were gainfully employed, a minority worked as tenured/tenure-track faculty (34% in 1993; 26% in 2012). The working group recommended that graduate programs should 1) prepare students for a greater range of anticipated careers and 2) openly communicate the career outcomes of their graduates to potential students. Anticipating that UCSF faculty might disregard the national figures as not representative of UCSF alumni outcomes, then-newly-appointed Graduate Dean Watkins undertook in 2012-13 a retrospective study of the career outcomes of PhDs who graduated between 1997 and 2006. Lacking the sophistication of the current career outcomes tracking protocol and methodology, this pilot effort nonetheless revealed that UCSF's outcomes were on par with the national estimates. The results were shared with the campus community in a town hall and stimulated robust discussions about the role of career and professional development in graduate training.

Two additional developments contributed to UCSF's growing interest in the theme. In 2013, UCSF was awarded one of the ten initial Broadening Experiences in Scientific Training (BEST) grants from NIH, a program that resulted from the findings of the workforce report. This five-year, \$1.7 million grant enabled UCSF to develop and implement a pioneering career exploration program for its biomedical trainees. In 2014, the National Academy of Sciences report, "The

Postdoctoral Experience Revisited,” echoed the 2012 biomedical workforce report in its recommendation for institutions to collect data about their postdoctoral scholars and to make the data easily available. In 2014-15, the Graduate Division conducted a pilot study of the career outcomes of UCSF postdocs who entered employment from 2000 to 2013. While 93% were employed in the research enterprise broadly construed, just 37% were in faculty positions. Clearly, postdocs were finding employment outside the halls of the academy, and they could benefit from career and professional development as part of their training. UCSF had always made the services and resources of its Office of Career and Professional Development available to postdocs, and the BEST grant program was open to postdocs alongside PhD students, but both the national report and the local study increased UCSF’s resolve to include postdocs along with PhD students in tracking, reporting, and developing programming based on career outcomes. Dean and VC Watkins and Associate Dean Silva published the results of the postdoc career outcomes study in the peer-reviewed journal *PLOS Biology* as [A Call to Action](#), arguing that individual institutions must track career outcomes as the first step in addressing the needs of this trainee population.

Concurrently, graduate education underwent a sea change in its attitudes and approaches to PhD career pathways during the 2010s. The Council of Graduate Schools paved the way with an incisive 2014 report, [Understanding PhD Career Pathways for Program Improvement](#), which called for “the collection of reliable, comparable, long-term career pathways information” to assist deans in assessing and improving doctoral programs, faculty in providing better mentorship, prospective students in making better decisions about program fit, and current students and alumni in learning more about the full range of professional opportunities available

to them. The consortium of institutions with BEST grants endeavored to build a common taxonomy for reporting aggregated career outcomes; the Association of American Universities Data Exchange (AAUDE) professed to be doing the same. But universities were daunted by the perceived complexity and cost of developing and maintaining a tracking system.

UCSF's decision to forge ahead with retrospective and ongoing career tracking for both PhDs and postdocs got a turbo boost in 2017, when Dean and VC Watkins was asked by Ron Daniels, President of the Johns Hopkins University, to co-lead the [Coalition for Next Generation Life Science](#) (see Component 1, [page 26](#)). The fledgling notion to expand career tracking and reporting to all degree programs at UCSF grew wings that same year, when WASC announced its new Thematic Pathway for Reaffirmation (TPR). The project for PhDs and postdocs moved along an aggressive timeline, both to meet the requirements of the Coalition and also to serve as a pilot for feasibility for the rest of the campus. Data from the retrospective study of PhDs who graduated in 2002-2017 were posted in May 2018, and data from the retrospective study of postdocs who left UCSF in 2011-2017 were posted in October 2018, both using Tableau data visualization dashboards. The data are updated annually, with new dashboards posted in fall 2019. With the "proof of concept" firmly established, the university turned its attention to the professional degree programs in dentistry, medicine, nursing, pharmacy, and physical therapy.

What has been the design and approach to investigate the theme?

After the theme received approval from WSCUC in summer 2018, the dean and vice/associate dean of education in each school met with Dean and VC Watkins and the office of institutional research in fall 2018 to discuss the overarching objectives of the theme, the particular needs of

their degree programs, and a strategy for development and implementation. Follow-up meetings were held in winter 2019 to assess the resources needed to begin work on the project of designing and performing career outcomes tracking and reporting for each degree program. From this set of conversations, the educational leadership decided to put together a Career Outcomes/Education Data Warehouse (EDW) working group, composed of an education lead and a technical lead from each of the professional degree programs, representatives from campus IT, and the director of the Office of Institutional Research.

The working group was charged with collaborating to 1) identify and standardize a common set of alumni career outcomes data; 2) figure out the technical implementation of loading career outcomes data tables into UCSF's EDW; 3) develop career taxonomies applicable to graduates of the professional degree programs; and 4) implement a technical structure for data storage, collection, and reporting. The group met monthly from May through December 2019.

In the course of its deliberations, the working group learned that no single career taxonomy could effectively capture the pathways taken by graduates of the five different professional degree programs; a "one-size-fits-all" model would result in categories so broadly generalized as to make the data meaningless to prospective students and useless as a guide for program quality improvement. The group was able to develop a set of metrics to describe career outcomes common to at least two or more educational programs at UCSF and to settle on a set of common data elements (20 different pieces of information) required to formulate the common metrics. The group then handed off the technical aspects of the design and implementation of the project to the Education Data Council, a standing committee within UCSF's IT governance structure that

is charged with overseeing educational data governance across the university. *[Please see Appendix C.1 for the final report of the Career Outcomes/Education Data Warehouse (EDW) working group.]*

The Education Data Council began to meet in January 2020 to address the technical and process-related details of maintaining standardized data elements, verifying the implementation of data schema in the EDW, determining what data collection tools to use and how to use them efficiently and effectively, facilitating development of data input interfaces, governing access to career outcomes data in accordance with UCSF and UCOP policies, and sharing best practices among the degree programs and in consultation with IT and the Office of Institutional Research.

Concurrent with these technical meetings, Dean and VC Watkins and ALO and AVC for Student Information Doug Carlson met at least twice with each of nine faculty groups (SOD faculty council, SON faculty council, SOP faculty council, SOM committee on curriculum and educational policy, Graduate Council, physical therapy department faculty, basic science PhD program directors, social science PhD program directors, and master's program directors) to discuss alignment between the career outcomes tracking project and quality improvement efforts within each degree program. They also met regularly with the vice/associate deans of education to share best practices on project design and implementation from the standpoint of audiences for the data and prospective curricular and co-curricular enhancements based on the data.

Meetings with faculty and educational leaders confirmed that different programs have different needs for career outcomes data, which must drive decisions about what to collect, how to

analyze, and how to present information. Thus, while the educational and technical leads met and continue to meet to share best practices, each program is dedicated to designing an organizational protocol and display platform that will enable them to deploy the data effectively to maximize its utility in continuous curricular and co-curricular improvement. A few simple examples will serve to illustrate this point. The taxonomy used by the Graduate Division for its PhD programs was designed in collaboration with the founding members of the Coalition for Next Generation Life Science (and currently used by 52 institutions in the US, UK, and Canada). *[Please see Appendix C.2 for the Coalition for Next Generation Life Science PhD Careers Taxonomy.]* It has no “job function” roll-up category for health care providers. Clearly, this category is essential for students graduating with an MD, DDS, PharmD, DPT, DNP, or nursing MS degree. Furthermore, the professional degree programs need to consider other aspects of those sites of clinical practice (e.g., California/outside California; rural/urban) that cannot be accommodated within the PhD taxonomy. And while the PhD programs will report outcomes for up to 15 years post-graduation (because of the many steps taken along the career pathway for PhDs and because of the reporting mandate for recipients of NIH training grants), the nursing MS and DNP programs find that their graduates are “settled” into careers by three years after graduation, so these programs do not need to collect and display beyond that milestone.

What has been accomplished? I) Graduate Division

a) Development of methodology, data collection, and public reporting

As noted above, retrospective studies of career outcomes for PhDs and postdocs were completed in 2018. Perhaps even more importantly, the Graduate Division team, in partnership with the Office of Institutional Research and Student Information Systems, devised a consistent and

reproducible methodology to ensure that the data can be updated on an annual basis. This methodology was published in *CBE—Life Sciences Education* as [A Tool Kit for Tracking Career Outcomes of Biomedical PhD Students and Postdoctoral Scholars](#). In brief, it entailed 1) building application programming interfaces (APIs) that enabled the flow of student data from the Student Information System and postdoc data from Human Resources into the RedCap database where the career outcomes information is recorded; 2) customizing the RedCap database to include all of the necessary fields for comprehensive data collection and analysis; 3) developing workflows for conducting internet searches for career outcomes; 4) incorporating audits to ensure accuracy and consistency in data classification; 5) designing dashboards in Tableau for visualization of the data; and 6) calculating the human and financial resources needed for the ongoing effort of annually updating the data.

Following the implementation of career tracking and reporting for PhDs and postdocs, the Graduate Division embarked in 2019 on developing a system for tracking the outcomes of the graduates of five non-nursing master's programs: Biomedical Imaging, Clinical Research, Global Health Sciences, Healthcare Administration and Interprofessional Leadership, and Translational Medicine. After in-depth consultation with faculty leaders in each program, it became clear that – as was the case with the professional degree programs – the master's programs had different data needs from those of the PhD programs. Taxonomies were adapted to best fit the outcomes of each program so that the results could be used not only for specific curricular design and program improvement, but also to provide an accurate portrait of post-UCSF employment for prospective students. Given the short length of these programs (two years for Clinical Research, one year for all the others) and the understanding of the master's as a stepping stone degree, the

team and the faculty decided to track outcomes for five years post-graduation. And since the programs are so different from each other, the team decided to display each program's outcomes individually, since an aggregation of the data would be of no value to anyone. The master's data were posted in spring 2020 [\(provide link\)](#).

The Graduate Division will track all PhD entrants – both those who graduate and those who do not – for 15 years after they leave UCSF (about 150/year, total of 2,250 individuals), all postdocs who have separated from UCSF for the past 10 years (about 350/year, total of 3500), and all non-nursing master's students for 5 years (about 130/year, total of 650) for a grand total of about 6,400 individuals actively tracked in the database at any one time. The Graduate Division hired a full-time data manager to coordinate this effort; she supervises a corps of work-study and undergraduate students who are employed for three months in the summer to update the data.

b) Analysis and use of the data for further inquiry and improvement

In publicly posting the PhD and postdoc career outcomes data, UCSF is providing transparency to prospective trainees about the range of jobs secured by their predecessors. As a public institution, UCSF is committed to transparency and accessibility of data about its trainees. The information, updated annually, is presented in a set of interactive dashboards (using the Tableau data visualization tool) that enable the user to select the programs/departments and graduation/separation years in which they are interested. The data can be sorted by gender for PhDs and by gender and citizenship for postdocs. Unfortunately, UCSF's historical data cannot be sorted by URM status, because past cohorts did not have sufficient numbers of URMs to protect anonymity. However, the percentage of URM students in the PhD programs at UCSF has

tripled (from 7.5% 10-15 years ago to 22% in the current student body), so in the future, URM status will be a sortable category.

To reach the current campus community of students, postdocs, staff, and faculty, Dean and VC Watkins presented the career outcomes data in January 2020 at two well-attended town halls (one at the Parnassus campus and one at the Mission Bay campus). For this [presentation](#), the data were sorted into eight career groups and then analyzed by number of years post-graduation (post-separation for postdocs), by graduate program, and by gender (and also by race/ethnicity and citizenship status for postdocs).¹ This presentation was paired with a presentation by Bill Lindstaedt, Assistant Vice Chancellor of Career Advancement, International and Postdoc Services, on how students and postdocs can best utilize career and professional development resources at UCSF, according to their stage of graduate and postdoc training.

The career outcomes data have been extensively mined by the staff of the Office of Career and Professional Development (OCPD), in partnership with the Graduate Division, the Office for Postdoctoral Scholars (OPS), and the International Students and Scholars Office (ISSO), to learn whether their programmatic offerings are well matched to the range of jobs available to PhDs. In 2018, the Graduate Division successfully petitioned the Academic Senate to allow the unit to offer credit-bearing courses in career and professional development that are informed by the career outcomes data and that appear on students' transcripts as evidence of the data-driven co-

¹ The postdoc dataset was sufficiently large to allow for sorting by URM status and citizenship status. There were not enough URM or international graduates in the PhD student database to support this analysis.

curricular training they receive. The PhD-trained staff in OCPD, OPS, and the Graduate Division obtained faculty appointments in the Department of Social and Behavioral Sciences and serve as instructors for these courses. As a direct result of the theme, OCPD now offers four of its courses through this mechanism: Preparing for a Faculty Career, Motivating Informed Decisions Catalytic Course (UCSF's BEST grant-inspired career exploration course), Graduate Student Internships for Career Exploration Career and Professional Development Training, and Introduction to Evidence-Based Pedagogy. As another example of how the theme has led to program improvement, staff in ISSO, OPS, and OCPD realized the great interest among international postdocs to stay in the US and work in biotech, so they created a workshop on "Interviewing and Compensation Negotiation Skills for US Research Scientist Positions in the Biotech Industry," to familiarize this population with the customs and practices of the American business world.

Analysis of the careers that PhD graduates embark upon revealed employment in a variety of sectors: for-profit, non-profit, and academic. In responding to the theme within the graduate programs, faculty are discussing the incorporation of training in interprofessional communication to better prepare students for the variety of potential work settings. The need for this kind of training has been supported by evidence from those faculty who themselves have experience in biotech as well as by evidence collected by OCPD that graduates who move away from the scholarly research environment report challenges in effectively communicating with colleagues from different professional backgrounds. In response, the graduate programs are exploring effective and meaningful modalities for training in this aspect of communication.

Since PhD students spend relatively little time in academic courses in the classroom (usually just the first year or two of the program), it is not anticipated that the career outcomes data will have much of an effect on the relatively minor role of the formal curricula, beyond the development of such aforementioned modules.² Instead, because PhD training is based on an apprenticeship model, the data from the theme are expected to have more of an effect on faculty mentorship. Indeed, the availability of the career outcomes data has begun to facilitate culture change among graduate faculty in terms of improving their mentoring of students and postdocs. Knowing that PhD graduates and postdoc alumni go on to a wide variety of careers that include but are by no means limited to academic positions, faculty have become more enthusiastic about providing time and space for trainees to engage in career exploration and professional development activities. To ensure that faculty have the appropriate skills to provide meaningful mentorship, the graduate programs have instituted a [requirement](#) for all faculty with students in their labs to participate in at least one mentor development workshop, offered through the Graduate Division's Faculty Development Program, each year. Since postdocs are employed in these faculty labs, they too will benefit from this aspect of program improvement resulting from the theme.

What has been accomplished? II) Professional degree programs

a) Development of methodology, data collection, and public reporting

Since the professional degree programs only began to tackle the theme in 2019, they are at different stages of the data collection and analysis process. Timelines are partially determined by

² By contrast, the master's students spend much of their time in classes, and it is anticipated that programs will use their career outcomes data to ensure that their course offerings are preparing the students for the next stages of their careers.

practices already in place and resources already available. The leadership and faculty of each program have been actively engaged in decision-making around their methodology and taxonomy, to ensure that the theme results in maximal use of the data for multiple purposes. In addition to considering how to structure data collection and analysis for program improvement and for transparency for prospective students, the professional degree programs also recognize the importance of career outcomes data for state legislators (in terms of workforce development in California) and their professional accrediting bodies. The professional degree programs will collect and display career outcomes data for different lengths of time depending on normative time to ultimate professional position and relevance to program quality improvement.

SCHOOL OF DENTISTRY (SOD)

The DDS program will deploy two main data sources: 1) the annual collection of residency matches for graduating students and 2) data from the American Dental Association (ADA) Masterfile. Together, these sources will enable the SOD to display career outcomes for DDS graduates at 0, 5, and 10 years post-graduation. The data will be analyzed and displayed in the following categories stratified by gender & race, and at year 10, by specialty:

Years Post Graduation	Metric
0	<ul style="list-style-type: none"> • % applied to residency • % matched to residency • % residency training at UCSF • % residency training in California • % primary care residency training
5	<ul style="list-style-type: none"> • % actively working • % working in California • % working in academic dentistry • % practicing in medically underserved areas
10	<ul style="list-style-type: none"> • % actively working • % working in California • % working in academic dentistry • % practicing in medically underserved areas

While the American Dental Education Association (ADEA) conducts an annual exit survey of graduating seniors that provides the SOD with important meta-level data on the education experiences of graduates, the data do not allow for individual-level analysis. These survey results are therefore used not for the career outcomes collection project but rather to inform continuous quality improvement in the program.

SCHOOL OF MEDICINE (SOM)

The MD program will deploy two main data sources: 1) the annual collection of residency matches for graduating students and 2) data from the American Association of Medical Colleges (AAMC) Mission Management Tool. Together, these sources will enable the SOM to display career outcomes for MDs at 0, 6-15 years in aggregate, and 10-15 years in aggregate years post-graduation. The data will be analyzed and displayed in the following categories:

Years Post Graduation	Metric
0	<ul style="list-style-type: none"> • % residency training at UCSF • % residency training in California • % primary care residency training • % community residency training program • % academic residency training program
6-15 aggregate	<ul style="list-style-type: none"> • % of graduates who became faculty
10-15 aggregate	<ul style="list-style-type: none"> • % working in California • % practicing in medically underserved areas • % practicing in rural areas • % practicing primary care

SCHOOL OF NURSING (SON)

For the Nursing master's (MS) and doctor of nursing practice (DNP) degrees, the school will use surveys to collect career outcomes, supplemented by direct outreach by faculty program directors and faculty specialty coordinators to the alumni. Data will be collected at one year and three years post-graduation. The data will be categorized and presented according to whether the position requires the advanced practice degree, the job type, primary care or specialty practice (for clinicians), the employment practice setting, and the locale of the primary employment site (urban/suburban/rural and whether a health professions shortage area). Additional categories of information to be collected and displayed are:

- Scholarship and professional activities (for DNPs)
- Leadership roles
- DEI (diversity, equity, inclusion) roles and activities
- Board certification.

[Please see Appendix C.3 for a more detailed description of the School of Nursing Careers Taxonomy.]

SCHOOL OF PHARMACY (SOP)

The PharmD program will collect its career outcomes via a combination of surveys and internet searches. Surveys will be distributed at graduation, one year after graduation, and then at 5, 10, and 15 years after graduation. The program plans to do a retrospective study of the past 10 years of graduates (classes of 2010-2019) in addition to the ongoing study beginning with the class of 2020, so that outcomes can be compared between those who completed the four-year curriculum (up through 2021) and those who completed the three-year curriculum (2021 and beyond). The

data will be especially interesting for the graduates in 2021, because half will have completed the four-year curriculum and half will have completed the three-year curriculum.

Outcomes will be collected and displayed in two major groupings: 1) immediate outcomes, which are most relevant to prospective applicants, and 2) longer-term outcomes, which are important for quality improvement within the educational program and to other stakeholders (University of California, California Legislature) in assessing how UCSF is helping to meet the state’s health care workforce needs. The data will be analyzed and displayed in the following categories:

Years Post Graduation	Metric
0	<ul style="list-style-type: none"> • % residency at UCSF • % residency in California • % fellowship • % advanced degree programs (Master’s, PhD, JD) • % direct employment in any sector
1	<ul style="list-style-type: none"> • % working in California • % in academic sector • % practicing in health system pharmacy • % practicing in community pharmacy • % practicing in industry • % practicing in government agency
5, 10, 15	<ul style="list-style-type: none"> • % working in California • % in academic sector • % practicing in health system pharmacy • % practicing in community pharmacy • % practicing in industry • % practicing in government agency

PHYSICAL THERAPY (PT)

The DPT program will use a combination of survey responses and internet searches to identify alumni career outcomes. The surveys will go out to the alumni of one year and five years post-graduation to track the progression of alumni careers. Department staff will coordinate the data

collection process by automating the sending of surveys to existing alumni contacts and then utilizing internet search for those who do not respond. The careers will be categorized by job sectors, job settings, job roles, and job locations based on regional area of practice. Additional categories of information that support our program’s mission will be collected and displayed as follows:

Years Post Graduation	Metric
1	<ul style="list-style-type: none"> • % residency training • % professional membership • % direct employment in any sector (90% threshold) • % specific job function/job titles • % working in/out California • % practicing in underserved areas* • % practicing in rural/urban areas* • Median income by job sector/function
5	<ul style="list-style-type: none"> • % clinical fellowship training • % professional membership • % board certified specialists • % specific job function/job titles • % of graduates serving in leadership position in community or public sectors (local or national level) • % advanced academic training program • % in academic sector • % publications, scholarly work/presentations** • % practicing in underserved areas • % working in/out California • Median income by job sector/function

*Geographical area

**Peer reviewed

[Please see Appendix C.4 for a more detailed description of the Physical Therapy Careers

Taxonomy.]

b) Analysis and use of the data for further inquiry and improvement

SCHOOL OF DENTISTRY (DDS)

For dental graduates, the data will be sortable by age, gender, and race. If any cohort does not have sufficient numbers of URMs to protect anonymity, those data will be blinded. To reach the

dental community of students, residents, staff, and faculty, the Dean will present the career outcomes data annually at town hall. Based on the findings in the first year of the project, the School of Dentistry will explore how to pair the presentation with resources for DDS students and recent graduates to best utilize career and professional development resources at UCSF. The dental graduate data will be made available to the Office of Career and Professional Development (OCPD) to inform continuous improvement of OCPD programming targeted to DDS students. The school's academic leadership will analyze the types of careers that the dental graduates embark upon and the sectors in which they work, and use those findings to improve the focus of the educational program.

SCHOOL OF MEDICINE (MD)

The School of Medicine publishes outcomes data to provide transparency to prospective trainees about the types of residency training programs secured by their predecessors. As a public institution, UCSF is committed to transparency and accessibility of data about its trainees. The information, updated annually, includes data about state and regional placement for residency training and percent entering primary care specialties. Data reported in aggregate from the AAMC Mission Management Tool is used to understand percent of graduates working in California, practicing in underserved areas and working in the academic sector. The data also provide a breakdown by percent practicing in primary care, in under-served and rural communities, and within the State of California, which provides success measures for ongoing service to the needs of California and to the nation. When the career outcomes project was presented for discussion at the April 2020 meeting of the Committee on Curriculum and Educational Policy, a first-year student representative observed that these data will be very

helpful to prospective students. Updated outcomes metrics will be presented to this committee on an annual basis.

SCHOOL OF NURSING (MS, DNP)

Results of the career outcomes data analysis will provide important information for the school's leadership and faculty as follows: 1) confirming that graduates met or exceeded school and national accreditation benchmarks for passing professional licensing and certification examinations; 2) determining that graduates are being employed in positions that require the advanced nursing education preparation that they completed; and 3) meeting workforce demands to address current and projected health care needs of the residents of California, especially underrepresented minorities (URMs) and those living in health provider shortage areas (HPSAs). In addition, the results provide information to prospective applicants to the School of Nursing's programs because aggregate employment information is readily available to the public through the school's website. Finally, the results of the analyses serve to inform the school's leadership about the need to develop new programs or revise existing programs to meet workforce needs.

SCHOOL OF PHARMACY (PharmD)

The School of Pharmacy annually publishes outcomes data in the aggregate in accordance with accreditation requirements and to provide transparency to faculty, staff, current and prospective students, alumni, and the public at large. An important outcome of the curriculum is to prepare students for a variety of health professional roles that will address the health care needs of the 21st century. The surveys of graduates at year one (short term), year five (intermediate term), and year ten (long term) will collect data that will be analyzed by the school's academic and

administrative leadership and used to inform improvements to the curriculum. The school plans to disaggregate outcomes by gender and race/ethnicity; outcomes of those graduates underrepresented in pharmacy will provide key metrics of success for the school's ongoing diversity, equity, and inclusion initiatives.

PHYSICAL THERAPY (PT)

As a barometer to gauge the impact of the program's mission in the areas of physical therapy practice, education, research, social responsibility, discovery, and translation of science to improve health, both short-term (one year) and long-term (five years) outcomes will be assessed. The short-term outcomes will help determine where graduates are employed based on job sectors and job settings, as well as residency opportunities and locations of practice. These immediate outcomes will be most relevant to prospective applicants. The long-term outcomes will assess the value of lifelong learning to graduates and the impact of social responsibilities, through outcomes of career progression, leadership roles, advanced training, and practice in underserved areas. The long-term outcomes will be used for quality improvement initiatives within the educational program, and it will help inform other stakeholders such as CAPTE accreditation in assessing how UCSF is preparing students to meet the health care workforce needs and provide service to underserved areas.

Component 9

Conclusion: Reflection and Plans for Improvement

What issues have emerged from the investigation of the theme?

The investigation of the theme underscored important differences among UCSF's degree programs. Although these programs are aggregated under the umbrella of health professions and life sciences, the initial idea to create a single methodology for outcomes tracking revealed significant differences not only in curricula and licensure requirements, but also in post-graduation career trajectories. Therefore, rather than requiring every program to adhere to a common set of metrics to track, a common taxonomy by which to categorize career outcomes, and a common time frame for following alumni, the university recognized that it should empower each program to develop a plan that would best suit its educational mission and the needs of its major stakeholders. These plans are presented above in Component 8 (pages AA).

A second, more technical, issue concerned the collection and storage of data. Workgroup members discussed at length the pros and cons of various available solutions; in the end, some programs decided to use the secure web application, RedCap, and others opted for UCSF's own Education Data Warehouse. This was another instance of allowing flexibility so that each program could achieve the goals of the project in a manner best suited to its organizational structure.

A third issue emerged during the investigation of the theme, one that is emblematic of a widespread situation in higher education, namely, that the increasing interest in taking data-informed approaches in pedagogy requires the employment of trained individuals to conduct the

work. In this case, the specific challenge was assigning the ongoing work of collecting, analyzing, and updating the career outcomes data on an annual basis to staff who are already very busy. Different academic units solved this problem in different ways. The Graduate Division hired a full-time data manager (who works on other projects as well) and summer undergraduate interns. The School of Pharmacy also hired a new staff person to lead data collection and program evaluation initiatives. The School of Medicine and the School of Nursing divided their work among several individuals already on staff. The School of Dentistry and the Department of Physical Therapy identified faculty with special expertise in the area of career outcomes and data collection and arranged for those faculty to take the lead on their respective efforts. Balancing the need and desire for ever more robust data collection and analysis (which requires staff to do the work) with the economic imperative to maintain balanced budgets (by not over-staffing) remains an ongoing issue across the higher education landscape.

Were the original goals and outcomes described in the “Theme Submission Guide” achieved?

As discussed above, the specific outcomes for career tracking in the professional degree programs were adapted as the project moved forward, but the spirit of the original goal of providing information about alumni’s jobs remained the same. The proposal did not anticipate that these programs would have all data collected, analyzed, and posted by the due date for this Institutional Report, but rather that progress would be made toward implementation by the early 2020s. As discussed above in Component 8 (pages CC), all five programs have completed all of the background work and are prepared to implement their data collection, aggregation, and posting starting with the graduating classes of 2020 (with expected publication dates in early

2021). [Note: Given the COVID-19 pandemic, these anticipated start dates may be pushed back accordingly.]

The goals and outcomes that were originally described in the Theme Submission Guide have been achieved for the PhD programs. Indeed, UCSF not only met its stated goal of providing information about PhD alumni's jobs at 0, 5, 10, and 15 years post-graduation, starting with the cohort that entered in 1996 (and began to graduate in 2002), but also achieved this goal for all postdocs who separated from the university starting in 2011, and these data sets are now updated annually. The proposal aimed for UCSF to serve as a national leader in the movement to provide greater access to data on student outcomes; this goal has been met a) by co-leading the Coalition for Next Generation Life Science, and b) by numerous presentations made to national audiences. Since 2017, Dean and Vice Chancellor Watkins has spoken to professional audiences across the country about UCSF's successful career outcomes tracking project at meetings organized by institutions such as the National Bureau of Economic Research, the National Institute of Neurological Disorders and Stroke, the National Opinion Research Center, and the National Institute for General Medical Sciences. Finally, the Graduate Division's early investment in this work did, as proposed, produce methodologies that can be reproduced at other institutions (so they don't have to "reinvent the wheel"); as noted in Component 8 (page BB), this work was published in 2019 in *CBE—Life Sciences Education* as [A Tool Kit for Tracking Career Outcomes of Biomedical PhD Students and Postdoctoral Scholars](#).

What will be the next steps to address what has been learned?

Once the technical aspects of data collection, aggregation, and visualization have been operationalized, the professional degree programs can turn their attention to analysis of the

results and application of those findings to program improvement. As discussed in Component 8 (pages DD), the programs will use their data to adjust and tailor both didactic curricula and experiential learning based on workforce needs; to gauge the success of diversity, equity, and inclusion efforts; and to collaborate with the Office of Career and Professional Development on meaningful co-curricular programming and counseling. It is anticipated that this will be a long-term and ongoing process, as the aggregation of several cohorts' data will provide even richer and more robust longitudinal information about the career trajectories of UCSF graduates.

How will momentum be sustained?

The initial posting of the data is the linchpin to ongoing momentum, because it will impel each program to ensure that the data are annually updated. The commitment to transparency for prospective students means that each program must display its latest results. The professional degree programs are motivated because their respective accrediting bodies expect them to have accurate and up-to-date data available. The Graduate Division is further motivated because of its obligation as a co-founding member of the Coalition for Next Generation Life Science. The Graduate Division's experience is perhaps indicative of the sustenance of the effort: the team posted the initial data in 2018, updated both sets (PhD and postdoc) in 2019, and is on track for the annual update in 2020. [*Note: Given the COVID-19 pandemic, these anticipated updates may be pushed back accordingly.*] The January 2020 town hall presentations gave further stimulus to do some analytical deep dives into the existing data – and to consider complementing the quantitative analysis with some qualitative studies of alumni career pathways – because of the excellent questions and comments supplied by the audience of stakeholders (students, postdocs, and faculty).

What changes have occurred in the institution as a result of this self-study?

When this project was started in 2018, nobody had any inkling that two years later the world would be turned upside down by a novel coronavirus. While UCSF has had to revise almost every aspect of its academic, co-curricular, and student support programs to adjust to the COVID-19 pandemic, the core educational mission remains unchanged and as essential as ever: training the next generation of dentists, doctors, nurses, pharmacists, physical therapists, and scientists. The work done on the theme selected for re-accreditation has helped UCSF to move toward its goal of more-refined and longer-term tracking of the outcomes of its educational programs so as to provide greater transparency and accountability to its multiple stakeholders.

The paired processes of re-accreditation – self-reflection on the institution’s current functioning and effectiveness under the WSCUC Standards and engagement in a campus-wide improvement project – have been in and of themselves as important as the ultimate product developed by the improvement project. A wide range of academic and administrative units came together for intense focus on UCSF’s educational mission. These groups include not only the faculty councils and dean’s offices charged with oversight of the 30 graduate and professional degree programs’ curricula, but also units responsible for co-curricular programming and student services (e.g., Student Life, Career and Professional Development), as well as units that provide key infrastructural support (e.g., Institutional Research, Library, Information Technology). The result has been a deeper collective understanding of the needs, responsibilities, challenges, and pleasures of running a diverse set of highly-ranked graduate degree programs in the health professions and life sciences within a major urban academic health center.

Appendix A

Compliance with WSCUC Standards and Federal Requirements Worksheet and Forms

Purpose of the Worksheet

This worksheet and federal forms serve three purposes:

1. To provide reviewers ready access to evidence that the institution is in compliance with Commission Standards and federal requirements
2. To present the institution's summary reflection on its level of adherence to Commission Standards
3. To give the institution the background needed to respond to "Component 2. Compliance with Standards: Review Under the WSCUC Standards and Compliance with Federal Requirements; Inventory of Educational Effectiveness Indicators."

The WSCUC Standards, CFRs, and Guidelines

The WSCUC Standards serve as the basis for judgments by review teams and the Commission. Each Standard is set forth in broad terms that are applicable to all institutions. Under each of the four Standards are two or more major categories that make the application of the Standard more specific. Under each of these categories are Criteria for Review (CFRs), which identify and define specific applications of the Standard. Guidelines, provided for some but not all CFRs, identify typical or common forms or methods for demonstrating performance related to the CFR; institutions, however, may provide alternative demonstrations of compliance. This worksheet contains all the CFRs and Guidelines from the *Revised 2013 Handbook of Accreditation*. An "X" in the cell indicates a cross-reference to other CFRs that touch on related issues.

Using this Worksheet

The third column of the worksheet asks the institution for evidence. The cells in this column direct the institution as to what type of evidence should be provided. Evidence may take one of these five forms and references to this information should be entered in the cell:

1. A link to a webpage on the institution's website (**please provide the specific link**)
2. A reference to page(s) of the institutional report or appendix (**please provide the exact page number(s) of the report or appendix on which the evidence appears**)
3. A reference to specific sections of an institution's handbook, manual, or guide (**please provide the exact page numbers or attach PDFs of the relevant material, and specify the name of the document**)
4. A reference to an attachment that is included with the worksheet upon submission, with the materials as specified in the cell, e.g., "List of professional accreditation agencies" (**please provide the specific name of the attachment**)
5. A reference to a specially written attachment that is included with the worksheet upon submission, e.g., "Up to one page description of..." (**please provide the specific name of the attachment**). The Commission expects that specially written attachments will not exceed 20 pages in total.

Compliance with Federal Requirements

In addition to the main worksheet, there are four forms that team members will review during the reaffirmation of accreditation and attach to their team report in order to ensure that the institution is in compliance with the cited federal requirements. The institution is expected to complete the forms with links to the needed information in anticipation of the team's review. Please do not check the "yes" or "no" boxes on the federal requirements forms as these check boxes are intended for team members when determining compliance.

Institutional Information

Institution:

Date of Submission: ____/____/____
Mo Day Year

Institutional Contact Name and Email:

Standard 1. Defining Institutional Purposes and Ensuring Educational Objectives

The institution defines its purposes and establishes educational objectives aligned with those purposes. The institution has a clear and explicit sense of its essential values and character, its distinctive elements, its place in both the higher education community and society, and its contribution to the public good. It functions with integrity, transparency, and autonomy.

Criteria for Review (1)	Guideline(s) (2)	Evidence (3)	Team Verification (4)
Institutional Purposes			
1.1 The institution's formally approved statements of purpose are appropriate for an institution of higher education and clearly define its essential values and character and ways in which it contributes to the public good.	The institution has a published mission statement that clearly describes its purposes. The institution's purposes fall within recognized academic areas and/or disciplines.	Mission Statement. UCSF Graduate Division Physical Therapy School of Dentistry School of Medicine School of Nursing School of Pharmacy	
1.2 Educational objectives are widely recognized throughout the institution, are consistent with stated purposes, and are demonstrably achieved. The institution regularly generates, evaluates, and makes public data about student achievement, including measures of retention and graduation, and evidence of student learning. X 2.4, 2.6, 2.10, 4.2		Student Achievement URL (link as submitted during annual reporting process.) University of California Annual Accountability Report The UCSF Office of Institutional Research collects and publicly displays data on admissions , enrollment , demographics , and degrees awarded .	

Standard 1. Defining Institutional Purposes and Ensuring Educational Objectives

The institution defines its purposes and establishes educational objectives aligned with those purposes. The institution has a clear and explicit sense of its essential values and character, its distinctive elements, its place in both the higher education community and society, and its contribution to the public good. It functions with integrity, transparency, and autonomy.

Criteria for Review (1)	Guideline(s) (2)	Evidence (3)	Team Verification (4)
		Additional data are collected and publicly displayed by individual schools/program: Graduate Division Physical Therapy School of Dentistry School of Medicine School of Nursing School of Pharmacy	

Criteria for Review (1)	Guideline(s) (2)	Evidence (3)	Team Verification (4)
Integrity and Transparency			
<p>1.3 The institution publicly states its commitment to academic freedom for faculty, staff, and students, and acts accordingly. This commitment affirms that those in the academy are free to share their convictions and responsible conclusions with their colleagues and students in their teaching and writing. X 3.2, 3.10</p>	<p>The institution has published or has readily available policies on academic freedom. For those institutions that strive to instill specific beliefs and world views, policies clearly state how these views are implemented and ensure that these conditions are consistent with generally recognized principles of academic freedom. Due-process procedures are disseminated, demonstrating that faculty and students are protected in their quest for truth.</p>	<p>Academic Freedom Statement. University of California Academic Personnel Manual section 010.</p>	
<p>1.4 Consistent with its purposes and character, the institution demonstrates an appropriate response to the increasing diversity in society through its policies, its educational and co-curricular programs, its hiring and admissions criteria, and its administrative and organizational practices. X 2.2a, 3.1</p>	<p>The institution has demonstrated institutional commitment to the principles enunciated in the WSCUC Equity and Inclusion Policy.</p>	<p>Diversity, equity and inclusion policy(ies). CAMPUS-WIDE The Office of Diversity and Outreach is UCSF's campus leader in building diversity in all aspects of the UC San Francisco mission through ongoing assessment, development of new programs and building consensus. UCSF's "PRIDE" values UCSF's Principles of Community Undocumented Support Services University of California's principles in support of undocumented community members FACULTY Candidates for faculty positions at UCSF must submit a statement on their past contributions to diversity and equity and future plans for continuing this effort as part of their application for an academic appointment: see here. For current faculty, contributions in all areas of faculty achievement that promote equal opportunity and diversity are given due recognition in the academic review process. Faculty have the opportunity to highlight their contributions to diversity on their curriculum</p>	

Criteria for Review (1)	Guideline(s) (2)	Evidence (3)	Team Verification (4)
		<p>vita submitted as part of their packages for advancement and promotion: see page 9 of this document.</p> <p>STAFF Opportunities for staff to engage in a wide variety of diversity programs and initiatives.</p> <p>STUDENTS Additional examples of school- and program-specific information include: Graduate Division School of Dentistry School of Medicine School of Nursing School of Pharmacy</p>	
<p>1.5 Even when supported by or affiliated with governmental, corporate, or religious organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy. X 3.6 – 3.10</p>	<p>The institution does not experience interference in substantive decisions or educational functions by governmental, religious, corporate, or other external bodies that have a relationship to the institution.</p>	<p>Statement from governing body that it adheres to the Governing Board Policy. (If applicable, provide the corporate bylaws and the page number that defines the relationship with supported or affiliated entities.)</p> <p>UCSF is part of the 10-campus University of California, the world’s premier public research university system, and the only of its campuses dedicated to graduate and professional education. The University of California is governed by a 26-member Board of Regents, as established in Article IX, section 9 of the California State Constitution.</p> <p>The governing documents of the Board include its Bylaws, Committee Charters, Standing Orders, and Regents Policies which are adopted by the Board and define the parameters for how the Board, in collaboration with President, governs the institution. The Bylaws and Standing Orders establish the rules by which the Board organizes itself and conducts business. Regents Policies are broad statements that have been approved by the Board of Regents</p>	

Criteria for Review (1)	Guideline(s) (2)	Evidence (3)	Team Verification (4)
		<p>on particular issues that support the purpose, principles and philosophy of the tripartite mission of the University: to provide excellence in teaching, research, and public service.</p> <p>The Board of Regents has empowered the Academic Senate to exercise direct control over academic matters of central importance to the University – to determine academic policy; set conditions for admission and the granting of degrees; authorize and supervise courses and curricula; and advise the administration on faculty appointments, promotions, and budgets. Faculty at UCSF (and in the entire UC system) participate in the Academic Senate to carry out these shared-governance responsibilities.</p>	

Criteria for Review (1)	Guideline(s) (2)	Evidence (3)	Team Verification (4)
<p>1.6 The institution truthfully represents its academic goals, programs, services, and costs to students and to the larger public. The institution demonstrates that its academic programs can be completed in a timely fashion. The institution treats students fairly and equitably through established policies and procedures addressing student conduct, grievances, human subjects in research, disability, and financial matters, including refunds and financial aid.</p> <p>X 2.12</p>	<p>The institution has published or has readily available policies on student grievances and complaints, refunds, etc. The institution does not have a history of adverse findings against it with respect to violation of these policies. Records of student complaints are maintained for a six-year period. The institution clearly defines and distinguishes between the different types of credits it offers and between degree and non-degree credit, and accurately identifies the type and meaning of the credit awarded in its transcripts.</p>	<p>Student handbook; student conduct policies, human subject protocol, financial aid refund policies. (Marketing and recruitment and student complaint policies are covered in federal requirements forms.)</p> <p>Code of Conduct</p> <p>The UCSF Campus Code of Conduct articulates the values and ethical practices collectively prized by the UCSF campus community. It expresses the campus commitment to teaching, patient care, research and business operations based on the highest ethical principles. In addition, it declares the expectation that all members of the campus community will exercise integrity and highly ethical conduct when making their contribution to the organization.</p> <p>The UCSF Student Code of Conduct is reviewed annually by a committee of students and faculty led by staff from the Student Life unit, and it is approved by the UC Office of the President. It describes standards of conduct, grounds for discipline, discipline procedures (including procedural due process), administration of discipline, and the appeal process.</p> <p>Costs of attendance for the degree programs at UCSF. These annually updated figures include tuition, fees, and costs of living (including housing, food, transportation, books/supplies, and personal/miscellaneous expenses).</p> <p>Information on refunds for students</p> <p>UCSF maintains a comprehensive administrative policy on Research Involving Human Subjects.</p> <p>Students with disabilities are supported by the</p>	

Criteria for Review (1)	Guideline(s) (2)	Evidence (3)	Team Verification (4)
		<p>Student Disability Services unit within Student Academic Affairs, and faculty and staff with disabilities are supported by the Disability Management unit within Human Resources.</p>	
<p>1.7 The institution exhibits integrity and transparency in its operations, as demonstrated by the adoption and implementation of appropriate policies and procedures, sound business practices, timely and fair responses to complaints and grievances, and regular evaluation of its performance in these areas. The institution’s finances are regularly audited by qualified independent auditors. X 3.4, 3.6. 3.7</p>		<p>Up to one page description of the institution’s commitment to integrity and transparency.</p> <p>Up to one page description of the evaluation process and examples (no more than three) of lessons learned from evaluation. Audits as submitted during annual reporting process – do not need to resubmit.</p> <p>Students who wish to file complaints or grievances may access multiple portals at UCSF, depending on the nature of their concern: Student Privacy Complaint Process (re: FERPA) Academic Senate Student Grievance in Academic Affairs (re: dismissal) Discrimination, Retaliation, and Harassment or http://ophd.ucsf.edu/complaint-resolution Sexual Harassment and Sexual Violence Disability</p> <p>Faculty APM-140 – Non-Senate Academic Appointees/Grievances APM-015 – Faculty Code of Conduct APM-016 – University Policy on Faculty Conduct and the Administration of Discipline Academic Senate Committee on Privilege and Tenure: Grievance Guidelines & Procedures</p> <p>UCSF’s Office of Academic Affairs adheres to these policies by enacting and complying with the following procedures. Updates are regularly instituted based on experience. Procedure for the Investigation of Faculty</p>	

Criteria for Review (1)	Guideline(s) (2)	Evidence (3)	Team Verification (4)
		<p>Misconduct and the Administration of Discipline</p> <p>APM-140 – Non-Senate Academic Appointees/Grievances Procedure and Form</p> <p>Flowchart of APM 140 Grievance Process</p> <p>Anyone at UCSF may report an anonymous concern via the UC Whistleblower Hotline.</p> <p>UCSF’s financial statements are included in the University of California’s annually-audited consolidated financial statements. The University of California maintains a Reporting Transparency website, which provides easy access to a variety of financial information about the University of California, including audit reports.</p>	
<p>1.8 The institution is committed to honest and open communication with the Accrediting Commission; to undertaking the accreditation review process with seriousness and candor; to informing the Commission promptly of any matter that could materially affect the accreditation status of the institution; and to abiding by Commission policies and procedures, including all substantive change policies.</p>		<p>Cover page signed by the CEO accompanying the institutional report indicating adherence to WSCUC expectations.</p> <p>Cover page signed by Chancellor</p>	

Standard 2: Achieving Educational Objectives Through Core Functions

The institution achieves its purposes and attains its educational objectives at the institutional and program level through the core functions of teaching and learning, scholarship and creative activity, and support for student learning and success. The institution demonstrates that these core functions are performed effectively by evaluating valid and reliable evidence of learning and by supporting the success of every student.

Criteria for Review (1)	Guideline(s) (2)	Evidence (3)	Team Verification (4)
Teaching and Learning			
<p>2.1 The institution’s educational programs are appropriate in content, standards of performance, rigor, and nomenclature for the degree level awarded, regardless of mode of delivery. They are staffed by sufficient numbers of faculty qualified for the type and level of curriculum offered. X 3.1</p>	<p>The content, length, and standards of the institution’s academic programs conform to recognized disciplinary or professional standards and are subject to peer review.</p>	<p>List of professional accreditation agencies. Number of FT & PT faculty by program, including demographic characteristics, excluding professionally accredited programs. See Appendix 2.1</p>	
<p>2.2 All degrees - undergraduate and graduate - awarded by the institution are clearly defined in terms of entry-level requirements and levels of student achievement necessary for graduation that represent more than simply an accumulation of courses or credits. The institution has both a coherent philosophy, expressive of its mission, which guides the meaning of its degrees and processes that ensure the quality and integrity of its degrees. X 3.1 – 3.3, 4.3, 4.4</p>		<p>Up to one page description of how a degree represents more than an accumulation of courses or credits and reflects a coherent philosophy expressive of the institution’s mission. See Appendix 2.2</p>	
<p>2.2a Baccalaureate programs engage students in an integrated course of study of sufficient breadth and depth to prepare them for work, citizenship, and life-long learning. These programs ensure the development of core competencies including, but not limited to, written and oral communication, quantitative reasoning, information literacy, and critical thinking. In addition, baccalaureate programs actively foster creativity, innovation, an appreciation for diversity, ethical and civic responsibility, civic engagement, and the ability to work with others. Baccalaureate programs also ensure breadth for all students in cultural and aesthetic, social and political, and scientific and technical knowledge expected of educated persons. Undergraduate degrees include significant in-depth study in a given area of knowledge (typically described in terms of a program or major). X3.1 – 3.3</p>	<p>The institution has a program of General Education that is integrated throughout the curriculum, including at the upper division level, together with significant in-depth study in a given area of knowledge (typically described in terms of a program or major).</p>	<p>Program descriptions. Up to one page description of General Education program. Up to one page description of the results of the assessment of each of the five core competencies (not to exceed five pages). UCSF does not offer undergraduate degrees.</p>	
<p>Criteria for Review (1)</p>	<p>Guideline(s) (2)</p>	<p>Evidence (3)</p>	<p>Team Verification (4)</p>
<p>2.2b The institution’s graduate programs establish clearly stated objectives differentiated from and more advanced than undergraduate programs in terms of admissions, curricula, standards of performance, and student learning outcomes.</p>	<p>Institutions offering graduate-level programs employ, at least, one full-time faculty member for each graduate degree program offered and have a preponderance of the</p>	<p>Program descriptions. Graduate Division Graduate Division Programs</p>	

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Criteria for Review (1)	Guideline(s) (2)	Evidence (3)	Team Verification (4)
<p>Graduate programs foster students' active engagement with the literature of the field and create a culture that promotes the importance of scholarship and/or professional practice. Ordinarily, a baccalaureate degree is required for admission to a graduate program. X 3.1 – 3.3</p>	<p>faculty holding the relevant terminal degree in the discipline. Institutions demonstrate that there is a sufficient number of faculty members to exert collective responsibility for the development and evaluation of the curricula, academic policies, and teaching and mentoring of students.</p>	<p>The Doctor of Philosophy Degree Qualifying Exams and Dissertation Student Learning Outcomes Admission Requirements and Application Process</p> <p>Physical Therapy UCSF/SFSU Doctor of Physical Therapy (DPT) Prospective Students (admissions)</p> <p>School of Dentistry School of Dentistry Programs DDS Degree DDS Admissions International Dentist Pathway International Dentist Pathway Admissions</p> <p>School of Medicine MD Program Objectives Student Selection Admissions Policy</p> <p>School of Nursing School of Nursing Programs Master of Science Program: Academic Overview Master's Entry Program in Nursing Admissions</p> <p>School of Pharmacy School of Pharmacy Degree Programs PharmD Degree Program Admissions</p>	

Standard 2: Achieving Educational Objectives Through Core Functions

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Criteria for Review (1)	Guideline(s) (2)	Evidence (3)	Team Verification (4)
<p>2.3 The institution's student learning outcomes and standards of performance are clearly stated at the course, program, and, as appropriate, institutional level. These outcomes and Standards are reflected in academic programs, policies, and curricula, and are aligned with advisement, library, and information and technology resources, and the wider learning environment. X 3.5</p>	<p>The institution is responsible for ensuring that out-of-class learning experiences, such as clinical work, service learning, and internships which receive credit, are adequately resourced, well developed, and subject to appropriate oversight.</p>	<p>Three to five undergraduate syllabi and three to five graduate syllabi.</p> <p>Graduate Division Qualifying Exams and Dissertation Student Learning Outcomes Sample Syllabus: History of Health Sciences PhD Sample Syllabus: Biomedical Sciences PhD</p> <p>Physical Therapy Sample Syllabus: Functional Neuroanatomy Sample Syllabus: Advanced Cardiopulmonary Sample Syllabus: Advanced Management of the Foot and Ankle</p> <p>School of Dentistry Sample Syllabus: Comprehensive Adult General Dentistry</p> <p>School of Medicine Sample Syllabus: Foundations 1</p> <p>School of Nursing Sample Syllabus: Issues in Nursing Administration and Leadership Sample Syllabus: Quantitative Research Design</p> <p>School of Pharmacy Sample Syllabus: Cardiovascular Science and Therapeutics</p>	

Standard 2: Achieving Educational Objectives Through Core Functions
The institution achieves its purposes and attains its educational objectives at the institutional and program level through the core functions of teaching and learning, scholarship and creative activity, and support for student learning and success. The institution demonstrates that these core functions are performed effectively by evaluating valid and reliable evidence of learning and by supporting the success of every student.

Criteria for Review (1)	Guideline(s) (2)	Evidence (3)	Team Verification (4)
<p>2.4 The institution’s student learning outcomes and standards of performance are developed by faculty and widely shared among faculty, students, staff, and (where appropriate) external stakeholders. The institution’s faculty take collective responsibility for establishing appropriate standards of performance and demonstrating through assessment the achievement of these standards. X 4.3 – 4.4</p>	<p>Student learning outcomes are reflected in course syllabi.</p>	<p>Up to one page description of existing practices.</p> <p>Three UCSF-wide Academic Senate committees oversee the establishment of appropriate standards for performance as part of the educational mission of the university: Committee on Educational Policy Committee on Courses of Instruction Graduate Council</p> <p>The Committee on Courses of Instruction reviews all new courses and changes to existing courses. Before approving, the committee ensures that the learning objectives are appropriately articulated and documented for each course.</p> <p>Additionally, each school has its own Senate committee(s) to further elaborate the standards specific to their degree programs and to ensure that achievement of the standards is demonstrated through assessment.</p> <p>Graduate Division Appendix II Regulations & Procedures of the Graduate Council See Section IV (Standards of Scholarship) and V (Committees for Higher Degrees). (Also note that all graduate faculty are appointed in one of the four professional schools, so they participate as well in the school-specific committees.)</p> <p>School of Dentistry Appendix III Bylaws, Regulations, and Procedures of the School of Dentistry See Section 7.2.3 (Educational Policy Committee).</p>	

Standard 2: Achieving Educational Objectives Through Core Functions

The institution achieves its purposes and attains its educational objectives at the institutional and program level through the core functions of teaching and learning, scholarship and creative activity, and support for student learning and success. The institution demonstrates that these core functions are performed effectively by evaluating valid and reliable evidence of learning and by supporting the success of every student.

Criteria for Review (1)	Guideline(s) (2)	Evidence (3)	Team Verification (4)
		<p>School of Medicine and Physical Therapy (department is within School of Medicine) Appendix IV Bylaws, Regulations, and Procedures of the School of Medicine See Sections 2A (Committee on Curriculum and Educational Policy); 2C (Committee on Academic Progress for the School of Medicine Undergraduate Medical Education Programs); and 2D (Committee on Academic Standards).</p> <p>School of Nursing Appendix V Bylaws, Regulations, and Procedures of the School of Nursing See Section 9. 27 (The Standing Committees shall be: The MS Program Council, MEPN Program Council, DNP Program Council, PhD Program Council, Research, Recruitment and Retention, Faculty Practice, Global Health Nursing Committee and the Education Policy Coordinating Council) and especially 9.27.1.g (Educational Policy Coordinating Council).</p> <p>School of Pharmacy Appendix VI Bylaws, Regulations, and Procedures of the School of Pharmacy See Part VIII, Section 8.2.1 (Curriculum and Educational Policy Committee) and 8.2.3 (Committee on Academic Standards).</p> <p>Please refer to the course syllabi provided in response to CFR 2.5 for confirmation that course syllabi reflect student learning outcomes.</p>	
2.5 The institution’s academic programs actively involve students in learning, take into account students’ prior knowledge of the subject matter, challenge students to meet high standards of		Three to five undergraduate syllabi and three to five graduate syllabi.	

Standard 2: Achieving Educational Objectives Through Core Functions

The institution achieves its purposes and attains its educational objectives at the institutional and program level through the core functions of teaching and learning, scholarship and creative activity, and support for student learning and success. The institution demonstrates that these core functions are performed effectively by evaluating valid and reliable evidence of learning and by supporting the success of every student.

Criteria for Review (1)	Guideline(s) (2)	Evidence (3)	Team Verification (4)
<p>performance, offer opportunities for them to practice, generalize, and apply what they have learned, and provide them with appropriate and ongoing feedback about their performance and how it can be improved. X 4.4</p>		<p>(May be same as CFR 2.3)</p> <p>Graduate Division Qualifying Exams and Dissertation Student Learning Outcomes Sample Syllabus History of Health Sciences PhD Sample Syllabus Biomedical Sciences PhD Please refer to sample syllabi in CFR 2.3 and 2.5</p> <p>Physical Therapy Sample Syllabus Functional Neuroanatomy Sample Syllabus Advanced Cardiopulmonary Sample Syllabus Advanced Management of the Foot and Ankle Please refer to sample syllabi in CFR 2.3 and 2.5.</p> <p>School of Dentistry Sample Syllabus Comprehensive Adult General Dentistry Please refer to sample syllabus in CFR 2.3 and 2.5.</p> <p>School of Medicine Sample Syllabus Foundations 1 Please refer to sample syllabus in CFR 2.3 and 2.5.</p> <p>School of Nursing Sample Syllabus Issues in Nursing Administration and Leadership Sample Syllabus Quantitative Research Design Please refer to sample syllabi in CFR 2.3 and 2.5.</p>	

Standard 2: Achieving Educational Objectives Through Core Functions

The institution achieves its purposes and attains its educational objectives at the institutional and program level through the core functions of teaching and learning, scholarship and creative activity, and support for student learning and success. The institution demonstrates that these core functions are performed effectively by evaluating valid and reliable evidence of learning and by supporting the success of every student.

Criteria for Review (1)	Guideline(s) (2)	Evidence (3)	Team Verification (4)
		<p>School of Pharmacy Sample Syllabus Cardiovascular Science and Therapeutics Please refer to sample syllabus in CFR 2.3 and 2.5.</p>	
<p>2.6 The institution demonstrates that its graduates consistently achieve its stated learning outcomes and established standards of performance. The institution ensures that its expectations for student learning are embedded in the standards that faculty use to evaluate student work. X 4.3 – 4.4</p>	<p>The institution has an assessment infrastructure adequate to assess student learning at program and institution levels.</p>	<p>Three to five examples of assessment reports evidencing student achievement from a representative sample of degrees.</p> <p>Examples of assessment reports evidencing student achievement from a sample of degrees:</p> <p>Biomedical Sciences PhD Dissertation and Dissertation Committee Guidance Qualifying Exam Evaluation</p> <p>Global Health MS Capstone Research Project- Requirements and Format 2018-2019 Proposed Evaluation of Capstone Projects 2019-2020</p> <p>DPT PT Evidence Based Review Manuscript Criteria Checklist 2018-2019 PT Ortho Comp Exam 2018</p> <p>MD SOM Clerkship evaluation guidelines SOM Evaluation Form - MedHub SOM Sample grade report Summative OEQ exam</p>	

Standard 2: Achieving Educational Objectives Through Core Functions

The institution achieves its purposes and attains its educational objectives at the institutional and program level through the core functions of teaching and learning, scholarship and creative activity, and support for student learning and success. The institution demonstrates that these core functions are performed effectively by evaluating valid and reliable evidence of learning and by supporting the success of every student.

Criteria for Review (1)	Guideline(s) (2)	Evidence (3)	Team Verification (4)
		SOM Clinical Performance Examination Sample Score Report 2019 PharmD SOP Clinical Pharmacy Syllabus SOP Research Project Evaluation Form 2019	
2.7 All programs offered by the institution are subject to systematic program review. The program review process includes, but is not limited to, analyses of student achievement of the program’s learning outcomes; retention and graduation rates; and, where appropriate, results of licensing examination and placement, and evidence from external constituencies such as employers and professional organizations. X 4.1, 4.6		Up to one page description of Program Review process. Three to five examples of program reviews from a representative sample of degrees. Regular external review of PhD, master’s, and DPT programs is overseen by the Academic Senate Graduate Council and managed by the Graduate Division; full details of the program review process and schedule . External reviews of the professional degree programs are conducted by the national accrediting bodies for the respective professions: Physical Therapy: Commission on Accreditation in Physical Therapy Education School of Dentistry: Commission on Dental Accreditation School of Medicine: Liaison Committee on Medical Education School of Nursing: Commission on Collegiate Nursing Education School of Nursing: Accreditation Commission for Midwifery Education School of Pharmacy: Accreditation Council for Pharmacy Education Five examples of program reviews from a representative sample of degrees:	

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The institution achieves its purposes and attains its educational objectives at the institutional and program level through the core functions of teaching and learning, scholarship and creative activity, and support for student learning and success. The institution demonstrates that these core functions are performed effectively by evaluating valid and reliable evidence of learning and by supporting the success of every student.

Criteria for Review (1)	Guideline(s) (2)	Evidence (3)	Team Verification (4)
		2018 Master of Translational Medicine Review 2019 PhD in Epidemiology and Translational Science Review 2019 PhD in Developmental and Stem Cell Biology Review 2019 Doctorate in Physical Therapy Review (DPT) 2019 MD Peer-reviewed Accreditation by the Liaison Committee on Medical Education	
Scholarship and Creative Activity			
2.8 The institution clearly defines expectations for research, scholarship, and creative activity for its students and all categories of faculty. The institution actively values and promotes scholarship, creative activity, and curricular and instructional innovation, and their dissemination appropriate to the institution’s purposes and character. X 3.2	Where appropriate, the institution includes in its policies for faculty promotion and tenure the recognition of scholarship related to teaching, learning, assessment, and co-curricular learning.	Policies related to faculty and student research. See Appendix 2.8	
2.9 The institution recognizes and promotes appropriate linkages among scholarship, teaching, assessment, student learning, and service. X 3.2		Policies related to faculty evaluation, promotion, and tenure. The Office of Academic Personnel is a part of the Office of Academic Affairs. The mission of the Office of Academic Personnel is to facilitate the recruitment, advancement and development of a diversified academic workforce of the highest caliber. The Office and its website provide a wealth of information and guidelines on the processes, procedures, policies, timelines, and requirements for advancement and promotion for faculty at each stage of every academic series. Sections of the University of California	

Standard 2: Achieving Educational Objectives Through Core Functions

The institution achieves its purposes and attains its educational objectives at the institutional and program level through the core functions of teaching and learning, scholarship and creative activity, and support for student learning and success. The institution demonstrates that these core functions are performed effectively by evaluating valid and reliable evidence of learning and by supporting the success of every student.

Criteria for Review (1)	Guideline(s) (2)	Evidence (3)	Team Verification (4)
		Academic Personnel Manual (APM) that pertain to UCSF academic series	

Criteria for Review (1)	Guideline(s) (2)	Evidence (3)	Team Verification (4)
Student Learning and Success			
<p>2.10 The institution demonstrates that students make timely progress toward the completion of their degrees and that an acceptable proportion of students complete their degrees in a timely fashion, given the institution’s mission, the nature of the students it serves, and the kinds of programs it offers. The institution collects and analyzes student data, disaggregated by appropriate demographic categories and areas of study. It tracks achievement, satisfaction, and the extent to which the campus climate supports student success. The institution regularly identifies the characteristics of its students; assesses their preparation, needs, and experiences; and uses these data to improve student achievement.</p>	<p>The institution disaggregates data according to racial, ethnic, gender, age, economic status, disability, and other categories, as appropriate. The institution benchmarks its retention and graduation rates against its own aspirations as well as the rates of peer institutions.</p>	<p>Disaggregated retention and graduation data for at least four years.</p> <p>Up to one page discussion of the Graduation Rate Dashboard and any similar institutional tracking effort. Specify datasets used to track achievement/student success including academic, co-curricular, and postgraduate success, and provide up to a one-page discussion of their significance.</p> <p>Institutions are encouraged to include evidence that student success measures are used systematically to shape decision-making and resource allocation to improve programs and student achievement.</p> <p>The Office of Institutional Research collects and displays data on admissions, enrollment, demographics, and degrees awarded.</p> <p>Every two years, the Office of Student Life conducts a survey of student engagement with a wide range of services and resources at UCSF.</p> <p>Additional data are collected by individual schools/program:</p> <p>Graduate Division Time to degree, completion rates, and career outcomes Policy on student progress</p> <p>All PhD graduates complete a doctoral exit survey. The survey asks students what they found most and least helpful about the faculty at UCSF, what their best experience and biggest challenge were at UCSF, what they wish they had known before coming to</p>	

Criteria for Review (1)	Guideline(s) (2)	Evidence (3)	Team Verification (4)
		<p>UCSF, and which communities or groups were most helpful to their success in the program.</p> <p>Physical Therapy Graduation rates, licensing exam pass rates, and 12-month employment rates</p> <p>School of Dentistry Time to degree and completion rates</p> <p>School of Medicine Time to degree and completion rates</p> <p>School of Nursing Program and Student Performance Data</p> <p>School of Pharmacy Graduation rates and post-graduate plans</p>	
<p>2.11 Consistent with its purposes, the institution offers co-curricular programs that are aligned with its academic goals, integrated with academic programs, and designed to support all students' personal and professional development. The institution assesses the effectiveness of its co-curricular programs and uses the results for improvement. X 4.3 – 4.5</p>		<p>Up to one page description of Program Review process. Three to five examples of program reviews from a representative sample of degrees.</p> <p>(May be same as CFR 2.7)</p> <p>See Appendix 2.11</p>	
<p>2.12 The institution ensures that all students understand the requirements of their academic programs and receive timely, useful, and complete information and advising about relevant academic requirements. X 1.6</p>	<p>Recruiting materials and advertising truthfully portray the institution. Students have ready access to accurate, current, and complete information about admissions, degree requirements, course offerings, and educational costs.</p>	<p>Up to one page description of advising at the institution.</p> <p>See Appendix 2.12</p>	

Criteria for Review (1)	Guideline(s) (2)	Evidence (3)	Team Verification (4)
<p>2.13 The institution provides academic and other student support services such as tutoring, services for students with disabilities, financial aid counseling, career counseling and placement, residential life, athletics, and other services and programs as appropriate, which meet the needs of the specific types of students that the institution serves and the programs it offers.</p> <p>X 3.1</p>		<p>Up to one page description of a sample of support services.</p> <p>The Student Success website helps students to navigate the wide range of resources and services at UCSF, including the Library, International Students & Scholars Office, Learning Resource Services, Student Disability Services, Registrar, Office of Career and Professional Development, Registered Campus Organizations (clubs), Synapse (the online student newspaper), First Generation Support Services, Student Veteran and Military Support Services, LGBT Resource Center, Multicultural Resource Center, Student Financial Aid Office, Food Security and Basic Needs, Cost of Living Supplement, Student Discounts, Emergency Loans, Student Government, Fitness and Recreation, Outdoor Programs, Student Health and Counseling Services, Community Legal Resources for Students, Sexual Violence Prevention and Response, and Voter Registration information.</p> <p>The site also contains a Student Success PowerPoint presentation, videos about resources, a simple list of links to resources, and the addresses of the Student Success center at Millberry Union on the Parnassus campus and the Student Services office in Mission Hall at the Mission Bay campus.</p>	
<p>2.14 Institutions that serve transfer students provide clear, accurate, and timely information, ensure equitable treatment under academic policies, provide such students access to student services, and ensure that they are not unduly disadvantaged by the transfer process.</p> <p>X 1.6</p>	<p>Formal policies or articulation agreements are developed with feeder institutions that minimize the loss of credits through transfer credits.</p>	<p>Covered in federal requirements forms.</p> <p>UCSF does not admit transfer students.</p>	

Standard 3. Developing and Applying Resources and Organizational Structures to Ensure Quality and Sustainability *The institution sustains its operations and supports the achievement of its educational objectives through investments in human, physical, fiscal, technological, and information resources and through an appropriate and effective set of organizational and decision-making structures. These key resources and organizational structures promote the achievement of institutional purposes and educational objectives and create a high-quality environment for learning.*

Criteria for Review (1)	Guideline(s) (2)	Evidence (3)	Team Verification (4)
Faculty and Staff			
<p>3.1 The institution employs faculty and staff with substantial and continuing commitment to the institution. The faculty and staff are sufficient in number, professional qualification, and diversity to achieve the institution’s educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic and co-curricular programs wherever and however delivered. X 2.1, 2.2b</p>	<p>The institution has a faculty staffing plan that ensures that all faculty roles and responsibilities are fulfilled and includes a sufficient number of full-time faculty members with appropriate backgrounds by discipline and degree level.</p>	<p>In addition to evidence provided in CFR 2.1, the current number of full time and part time staff members; demographic characteristics of staff. See Appendix 3.1</p>	
<p>3.2 Faculty and staff recruitment, hiring, orientation, workload, incentives, and evaluation practices are aligned with institutional purposes and educational objectives. Evaluation is consistent with best practices in performance appraisal, including multisource feedback and appropriate peer review. Faculty evaluation processes are systematic and are used to improve teaching and learning. X 1.7, 4.3, 4.4</p>		<p>Faculty Policy Manual or Handbook. Staff Policy Manual or Handbook. Policies and procedures pertaining to the employment relationship between an academic appointee and the University of California are issued by the Provost and Executive Vice President of Academic Affairs and published in the Academic Personnel Manual (APM). The Personnel Policies for Staff Members Manual describes university-wide personnel policies that apply to staff members at the University of California. It designed to inform employees about the expectations and entitlements of the university with regard to their employment.</p>	
<p>3.3 The institution maintains appropriate and sufficiently supported faculty and staff development activities designed to improve teaching, learning, and assessment of learning outcomes. X 2.1, 2.2b, 4.4</p>	<p>The institution engages full-time, non-tenure-track, adjunct, and part-time faculty members in such processes as assessment, program review, and faculty development.</p>	<p>Faculty Policy Manual or Handbook. Staff Policy Manual or Handbook. In addition to the policies and procedures outlined in the Academic Personnel Manual and the Personnel Policies for Staff Members Manual of the University of California (see CFR 3.2), UCSF supports the following programs and initiatives for faculty and staff</p>	

Standard 3. Developing and Applying Resources and Organizational Structures to Ensure Quality and Sustainability *The institution sustains its operations and supports the achievement of its educational objectives through investments in human, physical, fiscal, technological, and information resources and through an appropriate and effective set of organizational and decision-making structures. These key resources and organizational structures promote the achievement of institutional purposes and educational objectives and create a high-quality environment for learning.*

Criteria for Review (1)	Guideline(s) (2)	Evidence (3)	Team Verification (4)
		<p>development:</p> <p>Academic Senate Chancellor’s Fund for Faculty Learning and Development</p> <p>Center for Faculty Educators: Faculty Development Resources</p> <p>Campus Council on Faculty Life: Faculty Development Day Faculty Mentoring Program Faculty Development Program Faculty leadership Collaborative CTSI Mentor Training Program</p> <p>Learning & Organization Development: Professional Staff Development Program Leadership Development Software Training Online Course Development</p> <p>UCSF Library Classes and Workshops: Data Science Learning Tech Makers Lab Searching and managing the Literature</p>	

Criteria for Review (1)	Guideline(s) (2)	Evidence (3)	Team Verification (4)
Fiscal, Physical, and Information Resources			
<p>3.4 The institution is financially stable and has unqualified independent financial audits and resources sufficient to ensure long-term viability. Resource planning and development include realistic budgeting, enrollment management, and diversification of revenue sources. Resource planning is integrated with all other institutional planning. Resources are aligned with educational purposes and objectives. X 1.1, 1.2, 2.10, 4.6, 4.7</p>	<p>The institution has functioned without an operational deficit for at least three years. If the institution has an accumulated deficit, it should provide a detailed explanation and a realistic plan for eliminating it.</p>	<p>Up to one page description of budget process reflecting level of integration and alignment of resources and objectives.</p> <p>Current year budget.</p> <p>Audits as submitted during annual reporting process – do not need to resubmit.</p> <p>See Appendix 3.4</p>	
<p>3.5 The institution provides access to information and technology resources sufficient in scope, quality, currency, and kind at physical sites and online, as appropriate, to support its academic offerings and the research and scholarship of its faculty, staff, and students. These information resources, services, and facilities are consistent with the institution’s educational objectives and are aligned with student learning outcomes. X 1.2, 2.1, 2.2</p>	<p>The institution provides training and support for faculty members who use technology in instruction. Institutions offering graduate programs have sufficient fiscal, physical, information, and technology resources and structures to sustain these programs and to create and maintain a graduate-level academic culture.</p>	<p>Up to one page description of information resources.</p> <p>See Appendix 3.5</p>	
Organization Structures and Decision-Making Processes			
<p>3.6 The institution’s leadership, at all levels, is characterized by integrity, high performance, appropriate responsibility, and accountability.</p>		<p>Up to one page description of how leadership is evaluated.</p> <p>Stewardship Review Procedures</p>	
<p>3.7 The institution’s organizational structures and decision-making processes are clear and consistent with its purposes, support effective decision making, and place priority on sustaining institutional capacity and educational effectiveness.</p>	<p>The institution establishes clear roles, responsibilities, and lines of authority.</p>	<p>Organizational chart(s).</p> <p>See Appendix 3.7</p>	
<p>3.8 The institution has a full-time chief executive officer and a chief financial officer whose primary or full-time responsibilities are to the institution. In addition, the institution has a sufficient number of other qualified administrators to provide effective educational leadership and management.</p>		<p>Position descriptions for CEO and CFO.</p> <p>See Appendix 3.8</p>	
<p>3.9 The institution has an independent governing board or similar authority that, consistent with its legal and fiduciary authority, exercises appropriate oversight over institutional integrity, policies, and ongoing operations, including hiring and evaluating the chief executive officer. X 1.5 – 1.7</p>	<p>The governing body comprises members with the diverse qualifications required to govern an institution of higher learning. It regularly engages in self-review and training to enhance its effectiveness.</p>	<p>Board members' names and affiliations; Board committees and members; Board bylaws; Board minutes for the last two years.</p> <p>CEO evaluation process.</p>	

Criteria for Review (1)	Guideline(s) (2)	Evidence (3)	Team Verification (4)
		<p>UCSF is part of the 10-campus University of California, the world's premier public research university system, and the only of its campuses dedicated to graduate and professional education. The University of California is governed by a 26-member Board of Regents, as established in Article IX, section 9 of the California State Constitution.</p> <p>The governing documents of the Board include its Bylaws, Committee Charters, Standing Orders, and Regents Policies which are adopted by the Board and define the parameters for how the Board, in collaboration with President, governs the institution. The Bylaws and Standing Orders establish the rules by which the Board organizes itself and conducts business. Regents Policies are broad statements that have been approved by the Board of Regents on particular issues that support the purpose, principles and philosophy of the tripartite mission of the University: to provide excellence in teaching, research, and public service.</p> <p>Board of Regents</p> <p>Members and affiliations</p> <p>Committees and members</p> <p>Bylaws</p> <p>Minutes</p> <p>CEO (Chancellor) evaluation process</p>	
<p>3.10 The institution's faculty exercises effective academic leadership and acts consistently to ensure that both academic quality and the institution's educational purposes and character are sustained.</p> <p>X 2.1, 2.4, 2.5, 4.3, 4.4</p>	<p>The institution clearly defines the governance roles, rights, and responsibilities of all categories of full-time and part-time faculty.</p>	<p>Faculty governance committees, bylaws, and policies.</p> <p>The Academic Senate acts as the voice of the faculty and represents the faculty in the "shared governance" of the university. This responsibility is delegated by the UC Board of Regents and shared with the University administration, both at the campus level and system-wide. The UCSF Chair of the Senate</p>	

Criteria for Review (1)	Guideline(s) (2)	Evidence (3)	Team Verification (4)
		<p>holds a two-year term and participates in meetings of the Chancellor, Vice Chancellors, and Deans as a member of the Chancellor's Cabinet. The Chair also represents UCSF at all statewide meetings of the Academic Assembly and the Academic Council, chairs all Division and Executive Council Meeting, and appoints special Ad Hoc Committees and Task Forces of the Senate.</p> <p>Faculty senate committees</p> <p>Faculty senate bylaws</p> <p>Academic personnel policies</p> <p>Policy development process</p>	

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

The institution engages in sustained, evidence-based, and participatory self-reflection about how effectively it is accomplishing its purposes and achieving its educational objectives. The institution considers the changing environment of higher education in envisioning its future. These activities inform both institutional planning and systematic evaluations of educational effectiveness. The results of institutional inquiry, research, and data collection are used to establish priorities, to plan, and to improve quality and effectiveness.

Criteria for Review (1)	Guideline(s) (2)	Evidence (3)	Team Verification (4)
Quality Assurance Processes			
<p>4.1 The institution employs a deliberate set of quality-assurance processes in both academic and non-academic areas, including new curriculum and program approval processes, periodic program review, assessment of student learning, and other forms of ongoing evaluation. These processes include: collecting, analyzing, and interpreting data; tracking learning results over time; using comparative data from external sources; and improving structures, services, processes, curricula, pedagogy, and learning results. X 2.7, 2.10</p>		<p>Up to one page description of assessment infrastructure.</p> <p>See Appendix 4.1</p>	
<p>4.2 The institution has institutional research capacity consistent with its purposes and characteristics. Data are disseminated internally and externally in a timely manner, and analyzed, interpreted, and incorporated in institutional review, planning, and decision-making. Periodic reviews are conducted to ensure the effectiveness of the institutional research function and the suitability and usefulness of the data generated. X 1.2, 2.10</p>		<p>Up to one page description of IR capacity.</p> <p>The capacity of Institutional Research (IR) has been significantly expanded since 2015 upon the hiring of a new director, who has provided strategic vision and leadership for the office and its partners across campus. Substantial work has been done in building IR's technical infrastructure and authoritative data inventory. A SQL database and an on-premise Tableau server were set up for storage and display of IR data. Working relationships were built with the Office of the Registrar, Student Information Systems, Human Resources, and other data custodians on campus to share data resources and to build consensus on data definitions and reporting standards. As a result, an increasing number of quality datasets and reports have become accessible to the campus community, and have been incorporated into numerous campus efforts, including diversity initiatives, professional accreditations, school-based strategic planning, school-based climate surveys, financial aid and student funding modeling, student services satisfaction surveys, and campus budget resource</p>	

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Criteria for Review (1)	Guideline(s) (2)	Evidence (3)	Team Verification (4)
		<p>management.</p> <p>Public dashboards are built and updated regularly with information on enrollment, student demographics, admissions, degrees conferred, completion rates, and graduates' career outcomes to ensure transparency and accountability.</p> <p>The IR office provides data externally to government agencies and other data coalitions, including IPEDS, NIH, NSF, and CGS. The office also works closely with the UC Office of the President on system-wide data collection and research projects.</p> <p>The IR office constantly seeks input from campus leadership to understand the campus's data needs, and actively participates in the campus-wide initiatives of the Educational Data Warehouse and Self-Service Analytics to keep the IR function in line with the campus data environment.</p>	
Institutional Learning and Improvement			
<p>4.3 Leadership at all levels, including faculty, staff, and administration, is committed to improvement based on the results of inquiry, evidence, and evaluation. Assessment of teaching, learning, and the campus environment - in support of academic and co-curricular objectives - is undertaken, used for improvement, and incorporated into institutional planning processes. X 2.2 – 2.6</p>	<p>The institution has clear, well-established policies and practices - for gathering, analyzing, and interpreting information - that create a culture of evidence and improvement.</p>	<p>Up to one page description of how the institution exemplifies a "culture of evidence."</p> <p>Evidence-based approaches pervade all aspects of UCSF's mission: patient care, research, and education.</p> <p>The faculty are evaluated for merit and promotion based on evidence submitted (CVs, course evaluations, teaching and mentoring reviews, and peer reviews). The Office of Academic Affairs publishes the detailed Criteria for Advancement for All Faculty Series on their website. Schools also</p>	

Standard 4. Creating an Organization Committed to Quality Assurance, Institutional Learning, and Improvement
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Criteria for Review (1)	Guideline(s) (2)	Evidence (3)	Team Verification (4)
		<p>have explicit policies about access to teaching evaluations.</p> <p>Academic units collect evidence from students via course evaluations, student surveys (annual, exit, and program review-related) to inform implementation of continuous program improvement. See, for example: PhD exit survey Student Participation in Curriculum Evaluation</p> <p>Educational curricula and training are grounded in evidence-based methods. For example, please see: UCSF Library Guide to Evidence-Based Nursing UCSF Library Guide to Evidence-Based Dentistry UCSF Library Guide to Evidence-Based Medicine UCSF Library Guide to Evidence-Based Physical Therapy & Rehabilitation</p> <p>The use of evidence-based evaluation is also integrated into academic coursework. See, for example: EPI 242: Program Evaluation in Clinical and Public Health Settings.</p> <p>The same goes for co-curricular programs. For example, the Office of Career and Professional Development has adopted an evidenced-based educational approach to evaluate, monitor, and continually improve the office's programming for students and</p>	

Standard 4. Creating an Organization Committed to Quality Assurance, Institutional Learning, and Improvement
The institution engages in sustained, evidence-based, and participatory self-reflection about how effectively it is accomplishing its purposes and achieving its educational objectives. The institution considers the changing environment of higher education in envisioning its future. These activities inform both institutional planning and systematic evaluations of educational effectiveness. The results of institutional inquiry, research, and data collection are used to establish priorities, to plan, and to improve quality and effectiveness.

Criteria for Review (1)	Guideline(s) (2)	Evidence (3)	Team Verification (4)
		<p>postdocs.</p> <p>Evidence of student, staff, and faculty satisfaction and engagement is collected and analyzed regularly by the following mechanisms, and campus leadership uses this evidence for improvement of the campus environment.</p> <p>Student Services Satisfaction Survey</p> <p>Staff Engagement Survey</p> <p>Faculty Climate Survey</p> <p>The Office of Academic Affairs has also undertaken a Faculty Salary Equity Review, an evidence-based effort to identify and correct inequities in compensation for women and URM faculty.</p>	
<p>4.4 The institution, with significant faculty involvement, engages in ongoing inquiry into the processes of teaching and learning, and the conditions and practices that ensure that the standards of performance established by the institution are being achieved. The faculty and other educators take responsibility for evaluating the effectiveness of teaching and learning processes and uses the results for improvement of student learning and success. The findings from such inquiries are applied to the design and improvement of curricula, pedagogy, and assessment methodology.</p> <p>X 2.2 – 2.6</p>	<p>Periodic analysis of grades and evaluation procedures are conducted to assess the rigor and effectiveness of grading policies and practices.</p>	<p>Up to one page description of how faculty are involved in the use of assessment results to improve student learning and success.</p> <p>See Appendix 4.4</p>	
<p>4.5 Appropriate stakeholders, including alumni, employers, practitioners, students, and others designated by the institution, are regularly involved in the assessment and alignment of educational programs.</p> <p>X 2.6, 2.7</p>		<p>Up to one page description of how designated stakeholders are engaged/involved.</p> <p>See Appendix 4.5</p>	

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

The institution engages in sustained, evidence-based, and participatory self-reflection about how effectively it is accomplishing its purposes and achieving its educational objectives. The institution considers the changing environment of higher education in envisioning its future. These activities inform both institutional planning and systematic evaluations of educational effectiveness. The results of institutional inquiry, research, and data collection are used to establish priorities, to plan, and to improve quality and effectiveness.

Criteria for Review (1)	Guideline(s) (2)	Evidence (3)	Team Verification (4)
4.6 The institution periodically engages its multiple constituencies, including the governing board, faculty, staff, and others, in institutional reflection and planning processes that are based on the examination of data and evidence. These processes assess the institution's strategic position, articulate priorities, examine the alignment of its purposes, core functions, and resources, and define the future direction of the institution. X 1.1, 1.3		Strategic plan or up to one page description of planning process that incorporates these elements. See Appendix 4.6	
4.7 Within the context of its mission and structural and financial realities, the institution considers changes that are currently taking place and are anticipated to take place within the institution and higher education environment as part of its planning, new program development, and resource allocation.		Up to one page description of current and anticipated changes within the institution and/or higher education more broadly, that are influencing planning, programming, and resource allocation. See Appendix 4.7	

Synthesis/Reflections

1. After completing this analysis, what are the two or three most important issues that emerged from the review of the Standards?

Please see Institutional Report, Component 2, pages 60-65..

2. Where does your institution see the greatest opportunities to improve student success and advance your mission?

Please see Institutional Report, Component 2, pages 60-65.

3. Looking overall at the quality and effectiveness of institutional planning, communication, and data analysis, and other systems to support the review process, what are the institution's strengths and what are areas to be addressed or improved?

Please see Institutional Report, Component 2, pages 60-65.

FEDERAL COMPLIANCE FORMS

OVERVIEW

There are four forms that WSCUC uses to address institutional compliance with some of the federal regulations affecting institutions and accrediting agencies:

- 1 – Credit Hour and Program Length Review Form
- 2 – Marketing and Recruitment Review Form
- 3 – Student Complaints Form
- 4 – Transfer Credit Policy Form

During the visit, teams complete these four forms and add them as an appendix to the Team Report. Teams are not required to include a narrative about any of these matters in the team report but may include recommendations, as appropriate, in the Findings, Commendations, and Recommendations section of the team report.

1 - CREDIT HOUR AND PROGRAM LENGTH REVIEW FORM

Under federal regulations, WSCUC is required to demonstrate that it monitors the institution's credit hour policy and processes as well as the lengths of its programs.

Credit Hour - §602.24(f)

The accrediting agency, as part of its review of an institution for renewal of accreditation, must conduct an effective review and evaluation of the reliability and accuracy of the institution's assignment of credit hours.

(1) The accrediting agency meets this requirement if-

(i) It reviews the institution's-

- (A) Policies and procedures for determining the credit hours, as defined in 34 CFR 600.2, that the institution awards for courses and programs; and
- (B) The application of the institution's policies and procedures to its programs and coursework; and

(ii) Makes a reasonable determination of whether the institution's assignment of credit hours conforms to commonly accepted practice in higher education.

(2) In reviewing and evaluating an institution's policies and procedures for determining credit hour assignments, an accrediting agency may use sampling or other methods in the evaluation.

Credit hour is defined by the Department of Education as follows:

A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than—

(1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or

(2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

See also WASC Senior College and University Commission's Credit Hour Policy.

Program Length - §602.16(a)(1)(viii)

Program length may be seen as one of several measures of quality and as a proxy measure for scope of the objectives of degrees or credentials offered. Traditionally offered degree programs are generally approximately 120 semester credit hours for a bachelor's degree, and 30 semester credit hours for a master's degree; there is greater variation at the doctoral level depending on the type of program. For programs offered in non-traditional formats, for which program length is not a relevant and/or reliable quality measure, reviewers should ensure that available information clearly defines desired program outcomes and graduation requirements, that institutions are ensuring that program outcomes are achieved, and that there is a reasonable correlation between the scope of these outcomes and requirements and those typically found in traditionally offered degrees or programs tied to program length.

Rev 03/2015

1 - CREDIT HOUR AND PROGRAM LENGTH REVIEW FORM

Material Reviewed	Questions/Comments (Please enter findings and recommendations in the Comments sections as appropriate.)
Policy on credit hour	Is this policy easily accessible? X YES <input type="checkbox"/> NO
	If so, where is the policy located? https://senate.ucsf.edu/course-actions/course-forms-and-deadlines#units
	Comments: The UCSF Committee on Courses of Instruction implements a UC systemwide Academic Senate policy, in Senate Regulation 760, prescribing the value of a course in units as it relates to hours of work by the student.
Process(es)/ periodic review of credit hour	Does the institution have a procedure for periodic review of credit hour assignments to ensure that they are accurate and reliable (for example, through program review, new course approval process, periodic audits)? X YES <input type="checkbox"/> NO
	If so, does the institution adhere to this procedure? X YES <input type="checkbox"/> NO
	Comments: The Committee on Courses of Instruction reviews unit assignments when new courses are approved and when instructors submit major changes to courses. In addition, schools and programs periodically review courses, including units, and submit change requests to the Committee on Courses of Instruction.
Schedule of on-ground courses showing when they meet	Does this schedule show that on-ground courses meet for the prescribed number of hours? X YES <input type="checkbox"/> NO
	Comments: The Office of the Registrar's Schedule of Classes appears here: https://saa.ucsf.edu/courseschedule/ In some cases, the professional schools provide detailed course schedules directly to students because those courses sometimes do not follow a traditional or predictable meeting pattern (such as MWF 10-11 AM). Nonetheless, these schedules clearly indicate meeting hours.
Sample syllabi or equivalent for online and hybrid courses <i>Please review at least 1 - 2 from each degree level.</i>	How many syllabi were reviewed? 4
	What kind of courses (online or hybrid or both)? Online
	What degree level(s)? <input type="checkbox"/> AA/AS <input type="checkbox"/> BA/BS X MA X Doctoral
	What discipline(s)? 1. Health Administration and Interprofessional Leadership 2. Global Health Sciences PhD
	Does this material show that students are doing the equivalent amount of work to the prescribed hours to warrant the credit awarded? X YES <input type="checkbox"/> NO
	Comments: Resource consulted: the Senate Course Review System.
	How many syllabi were reviewed? None; not applicable

Material Reviewed	Questions/Comments (Please enter findings and recommendations in the Comments sections as appropriate.)
Sample syllabi or equivalent for other kinds of courses that do not meet for the prescribed hours (e.g., internships, labs, clinical, independent study, accelerated) <i>Please review at least 1 - 2 from each degree level.</i>	What kinds of courses?
	What degree level(s)? <input type="checkbox"/> AA/AS <input type="checkbox"/> BA/BS <input type="checkbox"/> MA <input type="checkbox"/> Doctoral
	What discipline(s)?
	Does this material show that students are doing the equivalent amount of work to the prescribed hours to warrant the credit awarded? <input type="checkbox"/> YES <input type="checkbox"/> NO
	Comments: Per UC systemwide Academic Senate policy, in Senate Regulation 760, prescribing the value of a course in units as it relates to hours of work by the student, all courses allot units based on the same formula: 30 hours of activity = 1 quarter unit. Resource consulted: the Senate Course Review System.
Sample program information (catalog, website, or other program materials)	How many programs were reviewed? 2
	What kinds of programs were reviewed? MS and PhD
	What degree level(s)? <input type="checkbox"/> AA/AS <input type="checkbox"/> BA/BS <input checked="" type="checkbox"/> MA <input checked="" type="checkbox"/> Doctoral
	What discipline(s)? 1. Oral and Craniofacial Sciences MS; 2. Biophysics PhD
	Does this material show that the programs offered at the institution are of a generally acceptable length? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
	Comments: Resource consulted: Graduate Division program statistics: https://graduate.ucsf.edu/program-statistics .

Review Completed By:
Date:

2 - MARKETING AND RECRUITMENT REVIEW FORM

Under federal regulation*, WSCUC is required to demonstrate that it monitors the institution's recruiting and admissions practices.

Material Reviewed	Questions and Comments: Please enter findings and recommendations in the comment section of this table as appropriate.
**Federal regulations	Does the institution follow federal regulations on recruiting students? X <input type="checkbox"/> YES <input type="checkbox"/> NO
	Comments: UCSF's merit-based compensation system considers multiple performance factors, including overall campus goals, for each employee. The system is consistent with the HEA.
Degree completion and cost	Does the institution provide information about the typical length of time to degree? X <input type="checkbox"/> YES <input type="checkbox"/> NO
	Does the institution provide information about the overall cost of the degree? X <input type="checkbox"/> YES <input type="checkbox"/> NO
	Comments: Programs that follow a fixed curriculum provide the time to degree in admissions and program websites. The university also publishes PhD time to degree statistics . The university provides cost of attendance information at the Student Financial Aid website and via school admissions websites.
Careers and employment	Does the institution provide information about the kinds of jobs for which its graduates are qualified, as applicable? X <input type="checkbox"/> YES <input type="checkbox"/> NO
	Does the institution provide information about the employment of its graduates, as applicable? X <input type="checkbox"/> YES <input type="checkbox"/> NO
	Comments: UCSF's theme for this review is to measure career outcomes. UCSF already publishes career outcomes data for PhD programs. Students in professional programs generally obtain employment in their respective field (dentistry for DDS students, medicine for MD students, etc.). In addition, the Office of Career and Professional Development advises students on career paths and opportunities.

*§602.16(a)(1)(vii)

**Section 487 (a)(20) of the Higher Education Act (HEA) prohibits Title IV eligible institutions from providing incentive compensation to employees or third party entities for their success in securing student enrollments. Incentive compensation includes commissions, bonus payments, merit salary adjustments, and promotion decisions based solely on success in enrolling students. These regulations do not apply to the recruitment of international students residing in foreign countries who are not eligible to receive Federal financial aid.

Review Completed By:

Date:

3 - STUDENT COMPLAINTS REVIEW FORM

Under federal regulation*, WSCUC is required to demonstrate that it monitors the institution’s student complaints policies, procedures, and records.

Material Reviewed	Questions/Comments (Please enter findings and recommendations in the comment section of this column as appropriate.)
Policy on student complaints	<p>Does the institution have a policy or formal procedure for student complaints? X <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>If so, is the policy or procedure easily accessible? Is so, where?</p> <p>SCHOOL OF DENTISTRY General Feedback Procedures</p> <p>Complaints Related to Accreditation Standards (CODA)</p> <p>Academic Grading Appeals Procedure</p> <p>SCHOOL OF MEDICINE Student Mistreatment Policy</p> <p>Grade Appeals Policy</p> <p>Supporting a Fair Environment (SAFE)</p> <p>On the webpage for the SOM Deans, as well as the page for the Student Experience Team, the school includes this statement and link:</p> <p>Connect directly with any of our deans if you have concerns or questions about the School of Medicine and your educational experience at UCSF.</p> <p>During Foundations 1 (the first 18 months of the medicine curriculum), the school offers regular monthly feedback forums where students can attend and provide feedback about the curriculum. (The school does not provide this opportunity during Foundations 2 and Career Launch because students are in rotations and not able to attend forums easily.)</p> <p>The Education Deans also hold monthly Dean’s “coffee hours” where one of them on a monthly rotating basis is available in the Student Center for conversation, concerns, or visits with any student.</p> <p>In addition, student feedback can also be raised to the administration through various committees:</p>

Material Reviewed	Questions/Comments (Please enter findings and recommendations in the comment section of this column as appropriate.)
	<p>1. Associated Students in the School of Medicine (ASSM) is an elected student government. The students in this group meet monthly with the education deans, faculty, and staff administrators to represent student concerns, advocate for student interests, and voice student needs.</p> <p>2. Students are represented at most levels of the Curriculum Governance structure. They provide feedback, represent student voices and perspective, and bring forward student concerns in all areas of medical education.</p> <p>There are also other ad hoc ways in which the school receives student complaints:</p> <ul style="list-style-type: none"> - Students report to their Coaches (faculty mentor) - Students report to their academic advisor (staff person) - Student report to faculty instructor/resident - Student report to peer <p>In these cases, the student either is referred to the associate dean for students, or the person hearing from the student contacts the associate dean.</p> <p>SCHOOL OF PHARMACY https://sds.ucsf.edu/appeals-grievances</p> <p>GRADUATE DIVISION Code of Conduct, Integrity of Research, and Grievance Procedures</p> <p>CAMPUS Student Privacy Complaint Process</p> <p>Academic Senate Student Grievance in Academic Affairs</p> <p>Discrimination, Retaliation, and Harassment</p> <p>Sexual Harassment and Sexual Violence</p> <p>Disability</p> <p>SYSTEMWIDE https://studentaffairs.ucsf.edu/student-complaint</p> <p>Comments:</p>

Material Reviewed	Questions/Comments (Please enter findings and recommendations in the comment section of this column as appropriate.)
Process(es)/ procedure	Does the institution have a procedure for addressing student complaints? X <input type="checkbox"/> YES <input type="checkbox"/> NO If so, please describe briefly:
	If so, does the institution adhere to this procedure? X <input type="checkbox"/> YES <input type="checkbox"/> NO
	Comments: Please see the section above.
Records	Does the institution maintain records of student complaints? X <input type="checkbox"/> YES <input type="checkbox"/> NO If so, where? Each unit that manages a complaint process maintains records.
	Does the institution have an effective way of tracking and monitoring student complaints over time? X <input type="checkbox"/> YES <input type="checkbox"/> NO If so, please describe briefly: Each unit that manages a complaint process tracks and monitors complaints. Due to the varied and often decentralized nature of the complaint process, the university does not maintain a central repository of complaints.
	Comments:

*§602-16(1)(1)(ix)

See also WASC Senior College and University Commission's Complaints and Third Party Comment Policy.

Review Completed By:

Date:

4 – TRANSFER CREDIT POLICY REVIEW FORM

Under federal regulations*, WSCUC is required to demonstrate that it monitors the institution’s recruiting and admissions practices accordingly.

Material Reviewed	Questions/Comments (Please enter findings and recommendations in the comment section of this column as appropriate.)
Transfer Credit Policy(s)	Does the institution have a policy or formal procedure for receiving transfer credit? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO
	If so, is the policy publically available? <input type="checkbox"/> YES <input type="checkbox"/> NO If so, where?
	Does the policy(s) include a statement of the criteria established by the institution regarding the transfer of credit earned at another institution of higher education? <input type="checkbox"/> YES <input type="checkbox"/> NO
	Comments: UCSF admits only graduate and professional students and does not accept transfer credit.

*§602.24(e): Transfer of credit policies. The accrediting agency must confirm, as part of its review for renewal of accreditation, that the institution has transfer of credit policies that--

(1) Are publicly disclosed in accordance with 668.43(a)(11); and

(2) Include a statement of the criteria established by the institution regarding the transfer of credit earned at another institution of higher education.

See also WASC Senior College and University Commission’s Transfer of Credit Policy.

Review Completed By:

Date:

WORKSHEET APPENDIX 2.1

UCSF Faculty Headcount by Gender and Ethnicity, October 2018:

School	Academic Department	Gender			Ethnicity						
		Female	Male	Total	African American	Asian	Hispanic	Native American	Unknown	White	Total
School of Dentistry		78	97	175	7	68	8		9	83	175
	Cell & Tissue Biology	7	9	16		3			1	12	16
	Oral & Maxillofacial Surgery	3	5	8	1	1				6	8
	Orofacial Sciences	20	26	46	1	21	3		1	20	46
	Preventive & Restorative Dentistry	48	57	105	5	43	5		7	45	105
School of Medicine		1,411	1,529	2,940	79	818	153	8	137	1,745	2,940
	Anatomy	8	14	22		5	2			15	22
	Anesthesia & Perioperative Care	63	92	155	8	59	1	2	3	82	155
	Anthropology, History & Social	7	3	10					1	9	10
	Biochemistry & Biophysics	11	31	42	1	9	1		1	30	42
	Cardiovascular Research Institute	1		1						1	1
	Cellular & Molecular Pharmacology	7	13	20		4				16	20
	Dermatology	33	22	55	1	16	5		1	32	55
	Emergency Medicine	38	48	86	3	19	5		7	52	86
	Epidemiology & Biostatistics	33	31	64	2	12	1		2	47	64
	Family & Community Medicine	52	22	74	1	20	9		1	43	74
	Fresno Medical Education Program	4	18	22	1	6	4		2	9	22
	Laboratory Medicine	20	25	45		14			3	28	45
	Medicine	441	427	868	24	288	44	2	34	476	868
	Microbiology & Immunology	6	12	18		3	1		1	13	18
	Neurological Surgery	12	44	56	1	16	2		3	34	56
	Neurology	89	119	208		34	14		24	136	208
	Obstetrics, Gynecology & Reproductive	84	21	105	6	15	8	1	5	70	105
	Ophthalmology	17	29	46	3	17	4		2	20	46
	Orthopaedic Surgery	21	55	76	1	21	1		3	50	76
	Otolaryngology - Head and Neck	13	28	41		11	1		5	24	41
	Pathology	24	38	62		17	2		1	42	62
	Pediatrics	168	109	277	6	83	22	2	15	149	277
	Physical Therapy & Rehabilitation	10	8	18		4	2		2	10	18
	Physiology	1	18	19		7			1	11	19
	Psychiatry	120	103	223	6	39	15		6	157	223
	Radiation Oncology	14	18	32	2	12	1		3	14	32
	Radiology	46	78	124	5	32	5	1	4	77	124
	Surgery	58	82	140	8	41	3		7	81	140
	Urology	10	21	31		14				17	31
School of Nursing		137	12	149	6	28	11	1	2	101	149
	Community Health Systems	57	7	64	2	9	1		2	50	64
	Family Health Care Nursing	40		40	2	8	4			26	40
	Institute for Health & Aging	1		1						1	1
	Physiological Nursing	25	2	27		3	3	1		20	27
	Social & Behavioral Sciences	34	3	37	2	8	3			24	37
School of Pharmacy		39	49	88	2	24	3		3	56	88
	Bioengineering & Therapeutics	7	13	20		6	1		1	12	20
	Clinical Pharmacy	27	15	42	2	11	2		1	26	42
	Pharmaceutical Chemistry	5	21	26		7			1	18	26
	Totals	1,665	1,687	3,352	94	938	175	9	151	1,985	3,352

List of Professional Accreditation Agencies:

[Physical Therapy: Commission on Accreditation in Physical Therapy Education](#)

[School of Dentistry: Commission on Dental Accreditation](#)

[School of Medicine: Liaison Committee on Medical Education](#)

[School of Nursing: Commission on Collegiate Nursing Education](#)

[School of Nursing: Accreditation Commission for Midwifery Education](#)

[School of Pharmacy: Accreditation Council for Pharmacy Education](#)

WORKSHEET APPENDIX 2.2

2.2 *All degrees—undergraduate and graduate—awarded by the institution are clearly defined in terms of entry-level requirements and levels of student achievement necessary for graduation that represent more than simply an accumulation of courses or credits. The institution has both a coherent philosophy, expressive of its mission, which guides the meaning of its degrees and processes that ensure the quality and integrity of its degrees. X 3.1 – 3.3, 4.3, 4.4*

Graduate Division: Awarded as the mark of highest achievement in preparation for active scholarship and research in an academic discipline, the PhD consists of three components: (1) coursework; (2) qualifying exam, which determines that the student is able to undertake the work of the dissertation and assesses the student's mastery of the factual information, the theoretical concepts, and the methodological approaches in their field; and (3) the dissertation, a work of independent research that makes an original contribution to knowledge in the student's academic discipline of sufficient depth and quality to be published. The master's degree is awarded to students who complete a unified program of study and research in an academic or professional discipline that enables them to master the subject and develop faculties for critical thinking and independent research. Students earn a master's degree by completing (1) 30 units and a thesis or (2) 36 units and a comprehensive exam.

Physical Therapy: The DPT is a program of 36 continuous months designed to develop collaborative professionals in physical therapy practice, education, social responsibility, and discovery and translation of science to improve health. Student learning outcomes are organized into five categories: Patient Care, Community, Professionalism; Education, Courage, Integrity; Research, Life of Mind, Excellence; Diversity, Equity, Respect; and Public Service and Resilience. Outcomes are measured by course grades, participation in extracurricular activities, performance on qualifying assessment exams, surveys administered to current students and alumni, and assessments by employers.

School of Dentistry: The DDS has two parallel admissions tracks: a domestic four-year pathway and an Advanced Standing two-year (eight-quarter) pathway, the international dentist pathway. The curriculum is divided into five streams that flow throughout the curriculum, allowing for continuity, spiraling of knowledge, and reinforcement at higher cognitive domains: Biomedical Sciences, Dental Sciences, Patient-Centered Care, Preventive and Restorative Dental Sciences, and Scientific Methods. Throughout the degree process, the balance of teaching shifts from theoretical and academic science to practical and clinical experience. The final two years of the curriculum are designed to give students extensive clinical exposure with structured rotations for practice, including the community setting.

School of Medicine: The MD objectives are defined by seven core competencies: patient care, medical knowledge, practice-based learning and improvement, interpersonal and communication skills, professionalism, systems-based practice, and interprofessional collaboration. For each competency, a set of milestones defines the expected progress throughout medical school and upon graduation. All students achieve core competencies, with Bridges Curriculum Milestones elaborating topics such as inquiry and systems improvement.

School of Nursing: The curricula for the Nursing degree programs incorporate the American Association of Colleges of Nursing Essentials that provide the necessary elements and framework and expected outcomes of graduates of MS and DNP degree programs. Students meet the expected outcomes of their specific program that reflect the attainment of competencies are required to be a safe, knowledgeable, and skilled nursing professional. Licensure and national certification organizations require validation of students' completion of required didactic and clinical coursework in order to take the exams necessary to practice as registered and advanced practice nurses.

School of Pharmacy: The PharmD program prepares students to think creatively from fresh perspectives and to identify and solve pharmacy problems into the future. The curriculum is built on a foundation of scientific thinking, which supports the scientific mindset of the School across its missions of research, education, and patient care. Students build core knowledge, experience pharmacy practice firsthand, and explore new ideas and innovations in science and practice while developing their own inquiry skills. Progress is competency-based as evaluated against specific standards and as measured by summative assessments that follow formative assessments to aid learning. The level of competence is

reported as pass/no pass. This approach to evaluation emphasizes attainment of critical knowledge and skills needed for pharmacy practice and patient care.

WORKSHEET APPENDIX 2.8

2.8 *The institution clearly defines expectations for research, scholarship, and creative activity for its students and all categories of faculty. The institution actively values and promotes scholarship, creative activity, and curricular and instructional innovation, and their dissemination appropriate to the institution's purposes and character. X 3.2*

Research is at the very heart of UCSF's mission and identity. The institution receives more annual funding from the National Institutes of Health than any other public university; total revenue from federal, state, local government, and private contracts and grants in FY2018 was \$1.463 billion. This figure has increased every year, from \$1.383 billion in FY17 and \$1.306 billion in FY16. [UCSF Profiles](#), the university's on-line research networking and expertise mining resource, lists more than 100,000 publications authored by faculty, postdocs, clinical fellows, and residents.

Two thousand **faculty** [CHECK THIS WITH DAN] are conducting research under the auspices of competitively awarded external grant funding; the faculty have created more than 1800 inventions and generated more than 185 startup companies.

More than 1000 **postdocs** participate in the research ecosystem at UCSF; the institution has [numerous services and resources to support these scholars](#).

PhD students engage in research that produces original contributions to knowledge. According to the [Regulations and Procedure of the Graduate Division](#):

1. The dissertation is a work of independent research or scholarship that makes an original contribution to knowledge in an academic discipline. It demonstrates the candidate's mastery of research methods and ability to pursue an independent investigation, and should be of sufficient depth and quantity to be published.
2. A committee of at least three members of the faculty is nominated by the student and approved by the student's advisor and the Dean of the Graduate Division.
3. The committee oversees the student's research and approves the dissertation.
4. The committee may conduct a final oral examination that deals with the validity of the dissertation research.

All dissertations are submitted to ProQuest. Beginning in June 2019, all are subsequently transferred to [eScholarship](#), the University of California's open access publishing platform. All historical UCSF theses and dissertations in Proquest have also been transferred to eScholarship.

Students in the health professions degree programs have ample opportunities to engage in research, scholarship, and creative activities. Two examples follow. 1) In the School of Medicine, all students in the MD program are required to complete a four-week course in Designing Clinical Research and 12-20 weeks devoted to completion of the Inquiry Deep Explore requirement. The "Deep Explore" component of the Bridges curriculum supports students in a project that speaks to their own passions and advances the frontiers of knowledge, gives students a mentored experience that offers them a bond with a faculty member, and helps students attain competencies in proposal-writing, critical thinking, scholarship and communication. Further, an independent piece of scholarship during medical school is required. Students may satisfy this requirement by a) completion of another degree that includes a thesis (e.g. PhD, MPH, MAS) while a medical student at UCSF; b) completion during Career Launch of an independent, mentored, project, ordinarily of at least 12 weeks' duration; or c) more rarely, completion of a project prior to Career Launch that is judged as fulfilling the requirement. 2) In the School of Pharmacy, every student undertakes a Discovery Project, in which they perform team-based research on a question in pharmacy. Students begin considering a Discovery Project area of interest in year one, identify a project topic in year two, and carry it out during year three, under the guidance and mentorship of an expert in the area of the project area. Results are shared through posters and published papers.

[More information on the research enterprise at UCSF](#)

WORKSHEET APPENDIX 2.11

2.11 Consistent with its purposes, the institution offers co-curricular programs that are aligned with its academic goals, integrated with academic programs, and designed to support all students' personal and professional development. The institution assesses the effectiveness of its co-curricular programs and uses the results for improvement. (same as 2.7) X 4.3 – 4.5

Personal and professional development is essential to the success of students while they are at UCSF and in entering their desired careers. Co-curricular programming is both integrated into the academic degree programs and offered as stand-alone opportunities to ensure maximal flexibility to meet the needs and wishes of our students in the context of their demanding schedules.

The [Counseling and Psychological Services](#) unit within Student Health and Counseling Services (SHCS) provides a safe and confidential place to discuss concerns related to a student's personal life, academic experience, and professional development. Individual, group, and couples therapeutic counseling as well as psychoeducational programs and workshops are provided on topics such as managing the stress of being a graduate/professional student; thriving as a first-generation college student; taking on a new professional identity; coping with depression and anxiety; and dealing with relationships. There are also programs on alcohol and other drugs, nutrition, sleep hygiene, and exercise. The Counseling Services model allows students a variety of way to access mental health resources including online tools, video-conferences with clinical providers, phone consultation, walk-in consultation, psychoeducational workshops, and in-person brief therapy as well as psychiatry visits. To provide immediate access, Counseling Services has a 24/7 Mental Health Consultation Line.

UCSF's mental health clinicians are also assigned as liaisons to the professional schools and the Graduate Division. Liaisons provide consultation to staff and faculty and meet with students and student organizations to help develop programming and to address crisis or emergent needs. Mental health clinicians attend each program's new student orientation to offer an introduction to SHCS. Satisfaction surveys and program evaluations are administered after all SHCS services and program events. The results of the surveys are used to inform which topics were helpful (and therefore should be offered again) as well as which new topics should be addressed. Post-workshop satisfaction surveys have shown high levels of satisfaction and learning. Students, faculty, and program administrators may request programming as the result of needs assessments or from noted developing trends.

The [Office of Career and Professional Development \(OCPD\)](#) collaborates closely with the professional schools and the Graduate Division to offer 1:1 counseling, tailored workshops, in-class presentations, online resources, and courses focused on professional skills for career success. The office addresses a full scope of competencies in career education and professional skills development. Career education competencies include: self-assessment and values identification; career exploration; job/residency/postdoc search strategies; application materials preparation; and interviewing and compensation negotiation. Professional success skills include: introduction to teaching; presentation skills; grantsmanship; developing your professional identity; building your professional network; managing up in professional relationships; finding your mentors; and becoming an effective mentor and supervisor.

OCPD also collaborates with UCSF's Office of Alumni Affairs to develop and nurture a growing network of UCSF alumni who provide real-time evidence of trends in careers in the life sciences and health professions and to implement programs such as workshops on networking at conferences and the "Building your Professional Network" series. Many alumni return to campus to speak with current students about their career pathways; others provide students with informational interviews, shadowing opportunities, and internship experiences. To facilitate this work, OCPD helped to launch UCSF's alumni database, [UCSFConnect](#).

OCPD conducts ongoing assessment of and research on its efforts to determine utilization, satisfaction, and learning outcomes. These assessments include participant surveys as well as needs analysis in coordinate with the faculty and leadership of the degree programs.

WORKSHEET APPENDIX 2.12

2.12 *The institution ensures that all students understand the requirements of their academic programs and receive timely, useful, and complete information and advising about relevant academic requirements. X 1.6*

Graduate Division

[The Doctor of Philosophy Degree](#)

[The Master's Degree](#)

[Policy on Student Progress](#)

Each program publishes information about its curriculum and requirements on its website, e.g.:

- [Chemistry and Chemical Biology PhD](#)
- [Sociology PhD](#)
- [Global Health Sciences MS](#)

Physical Therapy

[DPT Curriculum Overview](#)

[Clinical Education](#)

[Plans of Study for DPT Class of 2022](#)

School of Dentistry

[Predoctoral Dental Curriculum](#)

[SOD Education Home: Student Handbook, Policies and Procedures](#)

The School of Dentistry has numerous touch points for advising students throughout the DDS curriculum: orientation program/welcome back event each year; Year 1 and 2 – Faculty Mentorship Program (small group basis); Year 3 and 4 - Quarterly Student Performance Reviews; Formal Guidance Plans (and 1:1 meetings with Associate Dean Education); open door support and guidance from Director of Student Affairs.

School of Medicine

[Bridges Curriculum](#)

[Student Experience Team](#)

Longitudinal coaching for students and robust faculty development for coaches creates successful learning communities. MD degree Academic Advisors provide advising on [tutoring, orientation to medical school, leaves of absence, referrals to resources, clinical clerkship scheduling and the residency application process](#). [Students have access to career advisors who guide career exploration and the application to residency training](#).

School of Nursing

[MEPN \(section 4, pages 18, 24\)](#)

[MS \(section 4, pages 19-25, 27\)](#)

[DNP](#)

School of Nursing students are assigned advisors who serve as mentors for the students and monitor their progression during their program of study. The Office of Student and Curricular Affairs (OSA) provides advising about requirements and processes for course registration.

School of Pharmacy

[Curriculum](#)

In July 2018, the school implemented a new advising initiative for PharmD students. The [advisors](#) work closely with students and faculty to support student progression through the curriculum, provide assistance for students experiencing academic difficulty, promote student well-being, build community, and enhance career and professional development.

WORKSHEET APPENDIX 3.1

3.1 The institution employs faculty and staff with substantial and continuing commitment to the institution. The faculty and staff are sufficient in number, professional qualification, and diversity to achieve the institution's educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic and co-curricular programs wherever and however delivered. X 2.1, 2.2b

UCSF Faculty Headcount by Gender and Ethnicity, October 2018:

School	Academic Department	Gender			Ethnicity						
		Female	Male	Total	African American	Asian	Hispanic	Native American	Unknown	White	Total
School of Dentistry		78	97	175	7	68	8		9	83	175
	Cell & Tissue Biology	7	9	16		3			1	12	16
	Oral & Maxillofacial Surgery	3	5	8	1	1				6	8
	Orofacial Sciences	20	26	46	1	21	3		1	20	46
	Preventive & RestorativeDenta	48	57	105	5	43	5		7	45	105
School of Medicine		1,411	1,529	2,940	79	818	153	8	137	1,745	2,940
	Anatomy	8	14	22		5	2			15	22
	Anesthesia & Perioperative Car	63	92	155	8	59	1	2	3	82	155
	Anthropology, History & Social	7	3	10					1	9	10
	Biochemistry & Biophysics	11	31	42	1	9	1		1	30	42
	Cardiovascular Research Institu	1		1						1	1
	Cellular & Molecular Pharmaco	7	13	20		4				16	20
	Dermatology	33	22	55	1	16	5		1	32	55
	Emergency Medicine	38	48	86	3	19	5		7	52	86
	Epidemiology & Biostatistics	33	31	64	2	12	1		2	47	64
	Family & Community Medicine	52	22	74	1	20	9		1	43	74
	Fresno Medical EducationProgr	4	18	22	1	6	4		2	9	22
	Laboratory Medicine	20	25	45		14			3	28	45
	Medicine	441	427	868	24	288	44	2	34	476	868
	Microbiology & Immunology	6	12	18		3	1		1	13	18
	Neurological Surgery	12	44	56	1	16	2		3	34	56
	Neurology	89	119	208		34	14		24	136	208
	Obstetrics, Gynecology & Repro	84	21	105	6	15	8	1	5	70	105
	Ophthalmology	17	29	46	3	17	4		2	20	46
	Orthopaedic Surgery	21	55	76	1	21	1		3	50	76
	Otolaryngology - HeadandNeck	13	28	41		11	1		5	24	41
	Pathology	24	38	62		17	2		1	42	62
	Pediatrics	168	109	277	6	83	22	2	15	149	277
	Physical Therapy & Rehabilitati	10	8	18		4	2		2	10	18
	Physiology	1	18	19		7			1	11	19
	Psychiatry	120	103	223	6	39	15		6	157	223
	Radiation Oncology	14	18	32	2	12	1		3	14	32
	Radiology	46	78	124	5	32	5	1	4	77	124
	Surgery	58	82	140	8	41	3		7	81	140
	Urology	10	21	31		14				17	31
School of Nursing		137	12	149	6	28	11	1	2	101	149
	Community Health Systems	37	7	44	2	9	1		2	30	44
	Family Health Care Nursing	40		40	2	8	4			26	40
	Institute for Health & Aging	1		1						1	1
	Physiological Nursing	25	2	27		3	3	1		20	27
	Social & Behavioral Sciences	34	3	37	2	8	3			24	37
School of Pharmacy		39	49	88	2	24	3		3	56	88
	Bioengineering & TherapeuticS	7	13	20		6	1		1	12	20
	Clinical Pharmacy	27	15	42	2	11	2		1	26	42
	Pharmaceutical Chemistry	5	21	26		7			1	18	26
	Totals	1,665	1,687	3,352	94	938	175	9	151	1,985	3,352

[The definition of faculty and the methodology for enumeration](#)

[UCSF employs 20,615 staff \(as of fall 2018\)](#): 69% Female, 31% Male, 8% African American, 38% Asian, 12% Hispanic, <1% Native American, 3% Unknown, 2% Two or More, 37% White.

WORKSHEET APPENDIX 3.4

- 1.4 *The institution is financially stable and has unqualified independent financial audits and resources sufficient to ensure long-term viability. Resource planning and development include realistic budgeting, enrollment management, and diversification of revenue sources. Resource planning is integrated with all other institutional planning. Resources are aligned with educational purposes and objectives. X 1.1, 1.2, 2.10, 4.6, 4.7*

Campus Budget and Planning Process

The annual campus budget process launches each January and concludes in the fall. The Chancellor sends a planning call letter to leaders of Control Points (schools and administrative divisions) establishing the planning timeline, providing planning assumptions, and setting requirements for materials to be submitted. Control Points may request recurring budget augmentations. Requests are due in May and submissions are expected to include a description of the intended use of funds, the number of employees to be supported, and a review of Control Point fund balances. The Chancellor approves or denies the funding requests and in September the Chancellor sends official allocation letters containing all commitments to Control Points. Control Points may also request one-time or ongoing non-recurring Strategic Initiative Funds from the Executive Vice Chancellor and Provost.

Control Points are delegated the authority to manage their own internal resource allocation and planning models. Control Points are required to submit five-year business plan narratives and resource plans during June. These materials are reviewed by the Chancellor's Cabinet and discussed at their annual retreat. The Chancellor approves each control point plan for the upcoming fiscal year.

Core Financial Plan

Budget & Resource Management is responsible for planning and management of the Core Financial Plan (CFP), a collection of centrally-managed resources and allocations available to the Chancellor to support the University. The plan looks forward ten years and tracks all approved or likely financial commitments. While the CFP represents just 10% of total campus revenue, it includes all State funds, all facilities & administration cost recovery, certain investment income, clinical support, and various other sources that provide the core support for the instructional program as well as the academic and administrative support for the campus, programmatic investments, and both debt service and operation and maintenance of non-UCSF Health facilities.

Capital Planning

The campus maintains a Comprehensive Capital Plan (CCP), representing a ten-year plan of capital spending on facilities and infrastructure. Items in the plan include new construction, seismic/life safety renovation, scheduled renewal, facilities investment needs, and remediation, reflecting campus programmatic, facilities condition, quality of life, and lease consolidation goals. The CCP is updated annually through a collaborative effort by Budget & Resource Management, Real Estate, and Campus Life Services. It is informed by the Long-Range Development Plan and campus initiatives. The plan is reviewed by the Capital Projects Steering Committee, endorsed by the Budget & Investment Committee, and approved by the Chancellor.

Long-term Planning

Each year, both the campus and UCSF Health develop a ten-year financial plan for presentation to the Chancellor's Cabinet. These plans include an income statement, a balance sheet, and a statement of cash flows. Plans are based on prior year financial results and assumptions about future year revenues and expenditure at a granular level based on the best available information from within and outside the University.

<u>UCSF Income Statement (in thousands of dollars)</u>	2016-17 Actual	2017-18 Actual	2018-19 Plan
Revenues Supporting Core Activities			
Student Tuition and Fees	58,693	57,603	66,220
State Educational Appropriations	198,151	149,964	169,618

Grants and Contracts, Net			
Federal	719,833	735,832	755,030
State	72,004	98,457	84,850
Private	407,661	434,598	444,397
Local	184,092	194,411	199,834
Sales and Services:			
Medical Center, Net	3,905,559	4,326,640	4,567,919
Other Clinical and Educational Activities	280,023	316,413	332,234
Auxiliary Enterprises	66,984	68,845	73,954
PSA Transfer and Other Transfers - Campus	-	1	0
Private Gifts	231,729	304,465	274,159
Investment Income	115,957	94,993	93,715
Endowment Income - Realized	61,164	50,563	67,863
Endowment Income - Unrealized	-	99,054	21,092
Endowment - Additional FFE Earnings	-	-	-
State Financing Appropriations	3,516	3,774	3,430
Federal Financing Appropriations	22,880	22,692	8,418
Patent Income	16,724	6,762	12,100
Unrestricted Contributions	-	0	0
Other Non-Operating Revenue	15,800	79,813	31,847
Other Operating Revenue	<u>42,132</u>	<u>29,478</u>	<u>33,474</u>
Total Revenues Supporting Core Activities	6,402,901	7,074,359	7,240,153

Expenses Associated with Core Activities

Salaries and Wages	3,077,959	3,291,488	3,476,339
Employee Benefits	885,148	944,364	1,030,032
Scholarships and Fellowships	30,361	33,156	34,217
Utilities	38,559	40,508	42,948
PSA Transfer and Other Transfers - Med Center	-	-	(2,505)
Depreciation & Amortization	342,717	349,095	356,290
Interest Expense	110,623	103,268	131,135
Supplies and Materials	729,576	813,520	851,582
Loss on Disposal of Capital Assets	3,470	(9,596)	-
UC Path	1,134	(2,886)	4,228
UCOP General Assessment	22,254	(97)	24,386
Subaward Expenses	160,836	173,870	178,217

UCSF Income Statement (in thousands of dollars)

	2016-17 Actual	2017-18 Actual	2018-19 Plan
Professional, Consulting and Purchased Services	443,306	520,673	239,024
Other Operating Expenses	<u>336,903</u>	<u>337,196</u>	<u>708,560</u>
Total Expenses Associated with Core Activities	6,182,846	6,594,559	7,074,453
Income (Loss) from Core Activities	220,056	479,801	165,700

Extraordinary Items

GASB 68 Pension (Expense)/Gain	(61,260)	56,988	(119,741)
GASB 75 OPEB (Expense)/Gain	<u>(241,518)</u>	<u>(196,062)</u>	<u>(206,741)</u>
Total Extraordinary Items Income/(Loss)	(302,778)	(139,074)	(326,482)
Income (Loss) Before Other Changes in Net Position	(82,722)	340,727	(160,782)
Other Changes in Net Position			
Capital Gifts and Grants	32,858	164,869	79,968
Changes in Payable Due to University	35,742	35,241	-
Transfers to Regents' Endowment	(173,206)	103,260	(25,000)
Other Changes in Net Position	<u>(3,398,760)</u>	<u>1,422,282</u>	<u>7,351</u>
Total Other Changes in Net Position	(3,503,366)	1,725,652	62,320
Increase (Decrease in Net Position)	(3,586,088)	2,066,378	(98,462)

Note: During 2016-17, the University added the unfunded retiree health benefit liability to its balance sheet (change in net position).

Note: During 2017-18, UCSF added the value of endowments held by the Regents to its balance sheet (change in net position).

WORKSHEET APPENDIX 3.5

1.5 *The institution provides access to information and technology resources sufficient in scope, quality, currency, and kind at physical sites and online, as appropriate, to support its academic offerings and the research and scholarship of its faculty, staff, and students. These information resources, services, and facilities are consistent with the institution's educational objectives and are aligned with student learning outcomes. X 1.2, 2.1, 2.2*

As part of a collaboration of the 10 University of California (UC) campuses, UCSF faculty, students, and staff have access to more than 18,000 electronic journals and more than 223 databases in all disciplines. All UC campuses use the California Digital Library (CDL) system, which provides access to 800 million items from around the world. All digital resources are available through the campus network or off-campus through a virtual private network (VPN). Materials not available via library subscriptions and collections may be ordered through interlibrary loan.

UCSF Information Technology (IT) supports the central campus information technology infrastructure, email, and a 24/7 help desk: [Services](#). The Library provides technology support for teaching and learning, including a learning management system, curriculum management system, video delivery platform, multimedia services, and instructional design: [Library Tech Commons](#). Individual schools also provide instructional design and instructional technology support to their faculty and students. The Library provides outstanding research and instructional support services to graduate students and faculty, including regularly scheduled classes and consultation services in searching and managing the literature, e-learning, 3D printing and virtual reality, and data science and programming.

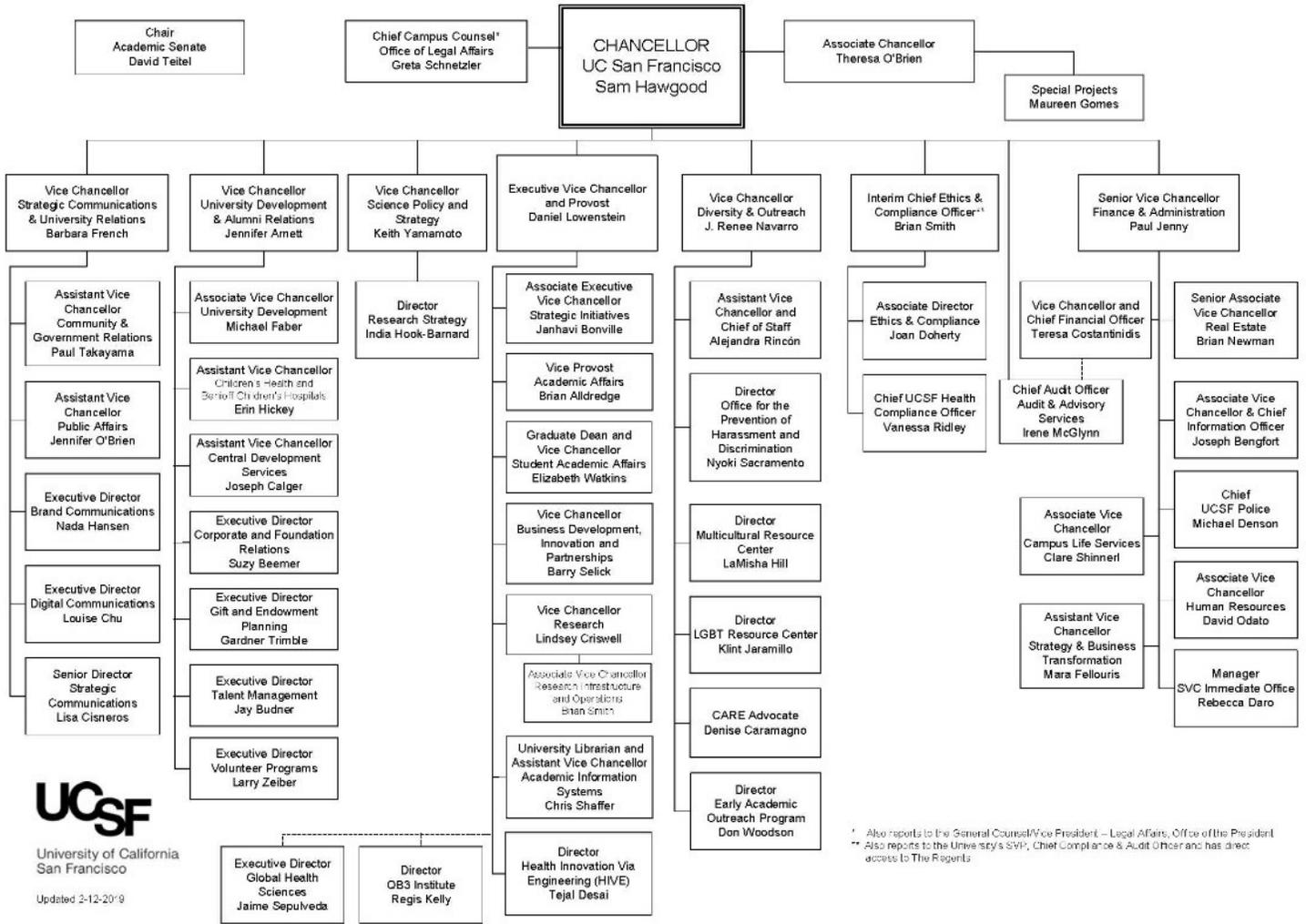
- [Technology Enhanced Education](#)
- [Office of Education and Instructional Services](#)
- [School of Dentistry Learner Success Center](#)
- [Ed Tech and Curricular Innovation HUB](#)

Instructional classrooms are managed by Student Academic Affairs (SAA) [Educational Technology Services \(ETS\)](#), which also provides lecture capture services. The Library manages multiple computer labs/classrooms (~150 workstations) and a dedicated student computing help desk; the School of Nursing supports an additional computer lab/classroom. Library-managed study spaces and computers are available to students 24/7 at Mission Bay and Parnassus campuses. The [Kanbar Center for Simulation and Clinical Skills](#) provides opportunities for teaching, learning, and assessment using simulation as an educational strategy. Additional simulation facilities are managed by the schools on the Parnassus, Mt. Zion, and Fresno campuses.

Faculty and staff from the professional schools and Graduate Division are well represented on the campus IT Governance committees, [Committee on Educational Technology \(CET\)](#), including Educational Technology and Research Technology, [Committee on Research Technology \(CRT\)](#), where priorities and funding decisions are vetted.

**UNIVERSITY OF CALIFORNIA, SAN FRANCISCO
CENTRAL CAMPUS ADMINISTRATION**

February 2019



* Also reports to the General Counsel/Vice President – Legal Affairs, Office of the President
 ** Also reports to the University's SVP, Chief Compliance & Audit Officer and has direct access to The Regents

[UCSF Administrative Organizational Charts \(PDF\)](#)

WORKSHEET APPENDIX 3.8

3.8 The institution has a full-time chief executive officer and a chief financial officer whose primary or full-time responsibilities are to the institution. In addition, the institution has a sufficient number of other qualified administrators to provide effective educational leadership and management.

[The Chancellor](#), to whom broad powers are delegated, is the executive head of all campus activities. The Chancellor is responsible for the organization and operation of the campus, including academic, student, staff, and business affairs; and for discipline within it. Decisions made by the Chancellor within the provisions of budget allocations for the campuses and the provisions of policies established by The Regents or the President are final.

The Chancellor is assisted by a leadership team, composed of the Executive Vice Chancellor and Provost; the Deans of the four schools and the Graduate Division; the Senior Vice Chancellor, Finance & Administration Paul Jenny; the Vice Chancellor, Diversity and Outreach; the Vice Chancellor, Research; the Vice Chancellor, Science Policy and Strategy; the Vice Chancellor, Communications; the Vice Chancellor, Community and Government Relations; the Vice Chancellor, University Development and Alumni Relations; the Associate Chancellor; the Executive Director, Institute for Global Health Sciences; the Chief Campus Counsel; the Associate Vice Chancellor, Human Resources; the University Librarian and Assistant Vice Chancellor; the Chief Ethics and Compliance Officer; and the Chief Financial Officer.

For more information, please see [Bylaw 31. Chancellors](#).

The Chief Financial Officer oversees [UCSF Finance](#), which is dedicated to ensuring that UCSF financial resources are carefully stewarded and effectively managed so that UCSF can achieve its mission of advancing health worldwide through innovative health sciences education, discovery, and patient care. The organization of UCSF Finance comprise of key services including Audit and Advisory Services, Budget and Resource Management, Controller's Office, FAS Finance Service Center, Risk Management and Insurances Services, and Supply Chain Management. The CFO serves as the principal university finance and resource planning and administrative steward, directing and leading an array of UCSF's fiduciary management activities, including:

- Campus-wide Strategic and Operational Planning
- Business Services Development and Operational Problem-solving
- Compliance Programs and Financial Management
- Campus Supply Chain Management
- Campus Risk Management and Insurance Services
- Capital Project Plan Steering
- Federal Costing Management.

For more information, please see [Executive Team Finance](#).

WORKSHEET APPENDIX 4.1

4.1 *The institution employs a deliberate set of quality-assurance processes in both academic and non-academic areas, including new curriculum and program approval processes, periodic program review, assessment of student learning, and other forms of ongoing evaluation. These processes include: collecting, analyzing, and interpreting data; tracking learning results over time; using comparative data from external sources; and improving structures, services, processes, curricula, pedagogy, and learning results. X 2.7, 2.10*

Graduate Division: New [curriculum proposals](#) are considered and approved by, in order, the Graduate Division, the Office of Budget and Resource Management, Graduate Council, the full UCSF Academic Senate, the UCSF Chancellor, the University of California Coordinated Committee on Graduate Affairs, and the President of the University of California. Regular external review of the academic programs is overseen by UCSF's Graduate Council and managed by the Graduate Division; full details are [here](#).

Physical Therapy: As part of the Graduate Division, the Program undergoes a formal external review, as described above. The program undergoes a strategic planning process every five years, led by the Program Chairs, with input from all core faculty. Annually, the Strategic Planning Committee reviews the goals included in the plan and evolves them as necessary via input from core and clinical faculty; proposed changes are presented to the full core faculty for review and approval. The program also submits an [Annual Accreditation Report to The Commission on Accreditation in Physical Therapy Education \(CAPTE\)](#); formal CAPTE accreditation occurs every 5 to 10 years.

School of Dentistry: The Predoctoral Education Curriculum Committee is the nucleus for curricular review, chaired by the Associate Dean for Education and Student Affairs with membership drawn from staff, students, UCSF's other professional schools, and other dental schools. In 2017, as part of the School's continuous quality improvement process, all 65 predoctoral DDS courses were audited by the Associate Dean and faculty. The Student Status Committee (SSC) is the entity charged with globally assessing each learner's progress on a continuing basis throughout all four years of the curriculum. During their quarterly meetings, SSC members review data from multiple sources to assess each student's overall competence and progression towards graduation over time.

School of Medicine: The Program Evaluation Policy guides oversight of curricular/program evaluation for undergraduate medical education. Educational Evaluation oversees all curricular/program evaluation for undergraduate medical education and is responsible for ensuring that all evaluation is conducted in a systematic and rigorous manner. This includes 1) design and oversight of evaluation plans including methodology and content which draw on ongoing evaluations of curricula, programs, and learner outcomes, 2) design and distribution of evaluation instruments, and 3) data collection, reporting, and archiving.

School of Nursing: Each level of the advanced nursing education must demonstrate achievement of the American Association of Colleges of Nursing essentials. The School's curricula also incorporate ANA's Nursing: Scope and Standards for Practice, ANA Code of Ethics for Nurses with Interpretive Statements (2012), and, for MEPN, pre-licensure required nursing content defined by the California Board of Registered Nursing. In order to demonstrate achievement of meeting these standards, data are collected and analyzed to assess the quality of students' learning experiences in didactic and clinical courses, student progression and successful matriculation, end of program evaluations, certification and licensure rates, and, after graduation, employment data. Data from multiple sources both from within existing UCSF data systems and those developed by the School are compiled and analyzed to determine the School's achievement of academic and program benchmarks.

School of Pharmacy: The assessment infrastructure for the School of Pharmacy includes the Curriculum and Educational Policy Committee (CEPC) and the Assessment and Evaluation Team (AET). The CEPC is faculty-led with the charge of providing direct oversight and accountability for the PharmD degree program. CEPC establishes educational policy, plans future directions for educational programs as they relate to the profession of pharmacy, evaluates educational programs, and promotes educational innovations and scholarship. The CEPC approves all proposed significant changes to the PharmD curriculum. The AET is charged by the Dean's Office to provide management of the assessment and evaluation plan for the professional degree program; identify critical assessment needs, processes, tools and data

sources; and ensure assessment and evaluation data of student, teaching, and program performance informs quality assurance and continuous quality improvement of the program.

WORKSHEET APPENDIX 4.4

4.4 *The institution, with significant faculty involvement, engages in ongoing inquiry into the processes of teaching and learning, and the conditions and practices that ensure that the standards of performance established by the institution are being achieved. The faculty and other educators take responsibility for evaluating the effectiveness of teaching and learning processes and uses the results for improvement of student learning and success. The findings from such inquiries are applied to the design and improvement of curricula, pedagogy, and assessment methodology.*
X 2.2 – 2.6

Graduate Division: Faculty executive committees for each individual program meet annually to revise courses and curricula based on student evaluations, learner progression and success, and changes in disciplinary knowledge and research approaches. Program directors meet as a group with the graduate dean to discuss and approve division-wide policies and to share best practices in curriculum design and innovation. Each program engages in annual student review and evaluation of learning outcomes, student progression, and curriculum improvement. Students evaluate courses using an on-line software system; this feedback is shared with instructors and program directors. Student progression is monitored and evaluated by the student's qualifying exam committee (for PhDs), student's dissertation committee (for PhDs), and the student's thesis or capstone committee (for master's).

Physical Therapy: Course and instructor evaluations are collected from students at the end of each quarter. These evaluations are reviewed by course directors and program directors. Course directors complete course reports that are reviewed by the Curriculum Committee, which compiles recommendations for changes to the curriculum and presents recommendations to the Core Faculty. At the annual Faculty Retreat, the core faculty considers these recommendations, along with evidence from graduate, post-graduation, and employer surveys. Formative and summative examinations facilitate student progression through the program in domains of knowledge, skills, and abilities. Evaluation methods include homework assignments, quizzes, research papers, written exams, practical exams, oral presentations, and assessments for clinical clerkships.

School of Dentistry: Students evaluate courses at the end of each quarter using the electronic Evaluate system. The Education Policy Committee reviews course evaluation data as part of its charge to assess the DDS education program as related to changes in the dental profession. This includes a quality improvement process for evaluation of individual core courses and the faculty who direct them. EPC makes recommendations regarding the curriculum and the initiation or discontinuation of courses. Student/Staff-Faculty Liaison meetings take place monthly. Meetings are chaired by the student body president; this forum provides a mechanism for listening and responding to the learner voice.

School of Medicine: The Committee on Curriculum and Educational Policy is charged by the SOM Faculty Council, according to [UCSF Academic Bylaws Appendix IV](#), to provide oversight for the continuum of medical education. This includes direct oversight and accountability for undergraduate medical education, including establishment of educational policy, planning of future directions for educational programs and environments, evaluation of educational programs, and promotion of educational innovations and scholarship. Subcommittees perform specific functions within the curriculum or oversee phases of the curriculum. Student representatives are members of subcommittees.

School of Nursing: Standing Committees of the Faculty, which include the MEPN Program Council, the Master's Program Council, the DNP Program Council, and the PhD Program Council, are charged with ensuring that current national standards are integrated into the curricula. Each Council meets monthly to review and approve courses to be submitted to the Full Faculty for their approval; plan, implement, and evaluate the programs and courses in Nursing leading to graduate degrees; consider implications of policies and program development on recruitment and retention of students; develop guidelines for reviewing, implementing, and/or discontinuing specialty track areas; and review curricular issues and concerns across the programs, department, School, and institutional lines.

School of Pharmacy: The faculty are involved in two committees that oversee student academic performance. First, the Committee on Academic Standards is charged with conducting in-depth reviews of student performance for students who do not meet the standards for promotion to the next phase in the curriculum. Second, the Sub-Committee on Student Progression reviews the performance of students on a quarterly basis to determine progression to the next

phase of the curriculum, the academic status of the student, and make recommendations and referrals for remediation. The committee works within the framework of the current policies on [grading](#), [student progression](#), and

[Reassessment and Remediation Policy](#)

WORKSHEET APPENDIX 4.5

4.5 *Appropriate stakeholders, including alumni, employers, practitioners, students, and others designated by the institution, are regularly involved in the assessment and alignment of educational programs. X 2.6, 2.7*

Graduate Division: The [program review process](#) incorporates feedback from current students, alumni, and teaching and mentoring faculty, and is considered by three external faculty reviewers (who also provide the perspective of potential academic employers). Both the program self-study and the external review report are provided to the Academic Senate Graduate Council, which returns recommendations to the program for improvement.

Physical Therapy: Students provide feedback through end-of-quarter/semester course evaluations, faculty teaching evaluations, and brown bag lunch sessions with the directors and core faculty. Graduating students provide curriculum input through the graduation exit survey. Alumni and employers provide curriculum feedback on the degree to which the program prepares graduates for achieving the stated student outcomes through Graduate and Employer surveys. Alumni and employer responses are important both for our continued accreditation for continuous enhancement of the curriculum and student experience. Faculty maintain active relationships with area clinicians, participate in practice opportunities and continuing education offerings, and attend APTA/special interest group sessions. Additionally, many core faculty participate in Section for Education meetings to keep current in the trends within physical therapy education.

School of Dentistry: SOD currently works in partnership with twenty-one community partners/future employers who collectively support, develop and influence the curriculum (via boards, meetings, surveys, calibration events). Most of these sites are Federally Qualified Health Centers that provide primary care medicine, behavioral health, and dental medicine in an integrated delivery system. Their community boards and governance require that they be culturally aware and engaged in the development and success of the communities they serve. Student inclusion provides for a contextualization of School/University decision-making processes regarding the curriculum and student experience. Elected student representatives give voice to student interests on all SOD education committees, including Faculty Council, Admissions Committee, CODA Accreditation Committee, Education Policy Committee, and Curriculum Committee.

School of Medicine: Evaluation design for all curriculum and programs is a joint effort between the Director of Program Evaluation, course directors, course faculty, and medical students. Data collection includes the experiences and outcomes of a range of stakeholders as well such as learners, faculty, inter-professional colleagues, and residency program directors. The curriculum governance Committee on Curriculum and Educational Policy (CCEP) has the following standing seats for membership: 8 At-Large Faculty Members, 5 Faculty Curriculum Leaders, 2 Residents, 7 Education Deans, and Students.

School of Nursing: Internal stakeholders include campus leadership; the Medical Center; SON faculty, current students, and staff; and faculty and leadership of the other schools at UCSF. External stakeholders include alumni, employers, clinical preceptors, potential students, affiliating agencies, chief nursing officers of the region's major health systems, the School's local and regional communities, the state of California, School of Nursing Board of Overseers, the California Board of Registered Nursing, funding agencies and private donors, and accrediting agencies. Through formal and informal contact with external stakeholders, the School's administrators and faculty receive input about how best to facilitate and improve alignment of the School's programs with their needs.

School of Pharmacy: The School of Pharmacy convenes a Student and Stakeholder Advisory Council that provides feedback and advice on the direction and design of the curriculum. The stakeholders provide a prospective on the changing dynamics of the profession and the landscape of post-graduate training and employment opportunities. Regular updates related to the didactic, experiential, co-curricular and extra-curricular components of the curriculum are presented to the Council for feedback. The council meets five to six times per year and is comprised of current students, alumni, and our internal and external partners, who serve as preceptors for our students and pharmacy practice residents representing

acute and community pharmacy practice settings and industry settings.

WORKSHEET APPENDIX 4.6

4.6 *The institution periodically engages its multiple constituencies, including the governing board, faculty, staff, and others, in institutional reflection and planning processes that are based on the examination of data and evidence. These processes assess the institution's strategic position, articulate priorities, examine the alignment of its purposes, core functions, and resources, and define the future direction of the institution. X 1.1, 1.3*

The University of California, San Francisco (UCSF), regularly engages constituents including committees, leadership, and boards in strategic planning activities. The [Chancellor's Cabinet](#), [Chancellor's Executive Team](#), and [key campus leadership and advisory committees](#) (including space; budget and investment; campus climate, culture, and inclusion; ethics, compliance, and audit; investigations; and global disaster assistance) influence and help manage campus planning and university funds.

The [Academic Senate](#) acts as the voice of the faculty and represents the faculty in the "shared governance" of the university. This responsibility is delegated by the UC Board of Regents and shared with the University administration, both at the campus level and system-wide. The UCSF Chair of the Senate holds a two-year term and participates in meetings of the Chancellor, Vice Chancellors, and Deans including as a member of the Chancellor's Cabinet. The Chair also represents UCSF at all statewide meetings of the Academic Assembly and the Academic Council, chairs all Division and Executive Council Meeting, and appoints special Ad Hoc Committees and Task Forces of the Senate.

The [UCSF Foundation and its volunteer UCSF Board of Overseers](#) support UCSF's core mission of advancing health worldwide by raising money for the University. The UCSF Foundation was established in 1982, to promote the interests and welfare of the University of California, San Francisco and the UCSF Medical Center and to solicit, receive, allocate, and administer funds on behalf of the campus, its schools, departments, and programs. A 40-member board of trustees now governs the board. The board has always focused on philanthropy, but over the last two decades, it also has taken on more of an advisory role to campus leadership, adapting its structure and culture, and adding new committees as campus needs have evolved. The Board often acts as a partner group that works together with the university's leadership team to establish and implement strategies and plans for advancing UCSF's mission. The UCSF Foundation Investment Company works with the university and manages and invests the endowed gifts and financial assets entrusted to the UCSF Foundation in support of the university's excellence and innovation in the health sciences.

The [UC Board of Regents](#) is guided by the California state constitution which sets for the board's duties and requirements. The regents hold fiduciary authority for the UC system and serve as the board of directors for all 10 campuses.

In collaboration with all of these groups, over each of the last seven years, UCSF has developed a 10- year financial plan informed by robust analysis and ongoing monitoring. In addition to the campus, school, and administrative long-term plans, UCSF Health and its affiliates provide a coordinated 10-year plan. UCSF also develops and integrates long-term capital, investment, philanthropy, technology, external financing, and core financial plans. The combined enterprise 10-year plan provides a comprehensive view of UCSF's financial future, serving as a strategic road map and helping drive optimal resource allocation and scenario planning. The plan informs decision-making in strategic, programmatic investments; cash management and investment optimization; securitization of reserves; and preservation of long-term debt capacity. The plan also allows UCSF to model impacts of potential changes in federal and state support, tax policy adjustments, and changing appropriation models.

WORKSHEET APPENDIX 4.7

4.7 Within the context of its mission and structural and financial realities, the institution considers changes that are currently taking place and are anticipated to take place within the institution and higher education environment as part of its planning, new program development, and resource allocation

In 2014, UCSF leadership and the UCSF Foundation Board began to determine the feasibility, structure, and goals of a possible third-ever campaign for UCSF. Over the period of a year, working with campus leaders, faculty, staff, students, and volunteers, UCSF established three main themes for the campaign around programs, people, and facilities: Grand Challenges (programs), Brilliant Minds (faculty & students), and UCSF Core (facilities). An ambitious target was set for [UCSF: The Campaign](#) of \$5 billion, notwithstanding the university's modest alumni base and its singular focus on the health sciences. At the time of the public launch in 2017, it was the largest campaign ever for a public university. Just 18 months into the public phase, UCSF raised almost \$4.9 billion in cash and pledges towards the \$5 billion target. In 2018, UCSF ranked fifth in the nation for philanthropic dollars raised behind only Harvard, Stanford, Columbia, and UCLA – all comprehensive universities with large international alumni bases.

Following a generous \$500 million commitment from the Helen Diller Foundation for a new hospital, coupled with the decision to fast track design and construction of central research laboratories and other improvements, UCSF has embarked on developing a bold, transformative vision to revitalize the historic Parnassus Heights campus. The campus will be designed in a way that will sustain the University's excellence in research, education, and patient care and will provide an environment where faculty, staff, students and trainees can do their best work. The Chancellor has engaged a steering committee comprised of representatives from across campus and UCSF Health who are developing a Comprehensive Parnassus Heights Plan (CPHP) based on the feedback of stakeholders and with the assistance of a global architecture and planning firm. The CPHP also includes an education space working group, calling attention to the future educational needs of the campus in support of student life, learning, and well-being. And while the long-term CPHP is being developed, UCSF is continuing to invest in ongoing, visible improvements to enhance the Parnassus Heights campus and ensure the seismic safety of its facilities.

Programmatically, progress at the University will be increasingly interdisciplinary, continuing to build areas outside those traditionally found in an academic health center, such as engineering, mathematics, physics, economics, law, business, and environmental sciences. These disciplines are part of the 'new biology' and are crucial to supporting and driving the best research in looking forward.

Future planning includes the University's impact on the environment. In late 2013, the University President set the goal of carbon neutrality by 2025 for the entire UC system. An Advisory Committee on Sustainability guides UCSF's commitment to this goal, with representation from faculty, staff, and students. One of the many projects designed to reach the 2025 goal is the addition of 1.8 megawatts of solar panels at six UCSF sites to reduce our electrical use.

In an effort to address local needs, UCSF intends to leverage more of its economic power and collaborative partnerships to improve the long-term health and welfare of communities in its own hometown. The University is joining a growing national movement to establish "anchor institutions" – universities and hospitals that are doubling down on their commitment to strengthen and support under-resourced populations – by hiring, buying and investing locally. UCSF is the second largest employer in San Francisco and looks to promote health equity through targeted efforts in workforce development, procurement, and community efforts. The University plans to implement a long-term strategy to address social determinants of health and move the needle of advancing health equity in San Francisco. UCSF is committed to joining other institutions in the Bay Area to grow awareness of, and involvement in, a regional anchor institution network, and to cementing the University's priorities of forming transformative partnerships and championing equity and inclusion.

Category	(1) Have formal learning outcomes been developed? <i>Yes/No</i>	(2) Where are these learning outcomes published (e.g., catalog, syllabi, other materials)?	(3) Other than GPA, what data / evidence are used to determine that graduates have achieved stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)?	(4) Who interprets the evidence? What is the process?	(5) How are the findings used?	(6) Date of the last program review for this degree program.
School of Medicine (SOM) — MD Program	Yes	Public website Student curriculum management system emails to all teaching faculty Accreditation documentation	Comprehensive Clinical Skills Assessment U.S. Medical Licensing Examination (USMLE) Step 1, USMLE Step 2, USMLE Step 2 CS In addition to the step examinations listed, we have course and clerkship assessments of student performance across competency domains.	Associate dean for assessment and professional standards Associate dean for curriculum associate dean for students Course and clerkship directors review faculty evaluations and exam results for each learning experience and submit grades to the School The Committee on Academic Progress reviews submitted grades and makes recommendations for advancement, graduation or remediation to the associate dean for competency assessment and professional standards The Committee on Academic Standards conducts a comprehensive review of all students who fail to meet expectations The Committee on Curriculum and Educational Policy reviews aggregate performance	Committee on Curriculum and Educational Policy directs the associate dean for assessment and professional standards to make recommendations when measures fail to meet expectations. Findings are used to individualize educational programs to assist student development; to provide a structured letter of performance evaluation to support residency applications and to identify students who are eligible for dismissal.	2019 (Liaison Committee on Medical Education)

Category	(1) Have formal learning outcomes been developed? <i>Yes/No</i>	(2) Where are these learning outcomes published (e.g., catalog, syllabi, other materials)?	(3) Other than GPA, what data / evidence are used to determine that graduates have achieved stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)?	(4) Who interprets the evidence? What is the process?	(5) How are the findings used?	(6) Date of the last program review for this degree program.
				data by class, including post-graduation surveys on the performance of UCSF graduate in their residency program and recommend any necessary changes to the Associate Deans of Curriculum and Students		
School of Nursing (SON) — MS Program	Yes	Course Syllabi Student Handbook Faculty Policy Manual Public website	Masters Entry Program in Nursing (MEPN) NCLEX (i.e., RN licensure) MS Degree: Comprehensive exam or thesis Advanced Practice Registered Nurse: Certification exam in advanced practice nursing specialty	Faculty SON Academic Programs Evaluator associate dean for academic programs Masters Entry Program in Nursing (MEPN) Council reviews and interprets the data for the program Masters Program Council (MPC) reviews and interprets the data for specialty tracks Specialty track faculty review to determine recommendations to MPC about curriculum revisions associate dean for academic programs and SON academic program evaluator meet with MEPN and specialty tracks annually to review the	Masters Program Council recommends change based on the evidence to the faculty	2010 (Commission on Collegiate Nursing Education Accreditation) 2020 (Commission on Collegiate Nursing Education Accreditation; expected in March) 2020 (Accreditation Commission for Midwifery Education Review of Nurse-Midwifery

Category	(1) Have formal learning outcomes been developed? <i>Yes/No</i>	(2) Where are these learning outcomes published (e.g., catalog, syllabi, other materials)?	(3) Other than GPA, what data / evidence are used to determine that graduates have achieved stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)?	(4) Who interprets the evidence? What is the process?	(5) How are the findings used?	(6) Date of the last program review for this degree program.
				evidence and any plans for revisions or improvements		Specialty; expected in May)
School of Nursing — Doctor of Nursing Practice program (DNP)	Yes	Course Syllabi Student Handbook Faculty Policy Manual Website	Doctor of Nursing Practice Quality Improvement Project	Faculty SON academic programs evaluator associate dean for academic programs director and associate director of DNP Program DNP Program Council reviews and interprets the data for the program associate dean for academic programs and SON academic program evaluator meet with DNP program director and associate director annually to review the evidence and any plans for revisions or improvements	DNP Program Council recommends changes based on the evidence provided by the faculty	2019 (Commission on Collegiate Nursing Education Accreditation)
School of Pharmacy (SOP) — PharmD Program	Yes	Please refer to: http://pharmd.ucsf.edu/curriculum/outcomes	Didactic Course assessments of competencies Experiential Course assessments of competencies (Introductory and Advanced Pharmacy Practice Experiences)	The Subcommittee on Student Progress reviews assessment results for each student after each theme and makes recommendations for advancement and remediation to the	Findings are used to identify students who are not performing to the expected standards and may be eligible for remediation,	2014 (Accreditation Council for Pharmacy Education)

Category	(1) Have formal learning outcomes been developed? <i>Yes/No</i>	(2) Where are these learning outcomes published (e.g., catalog, syllabi, other materials)?	(3) Other than GPA, what data / evidence are used to determine that graduates have achieved stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)?	(4) Who interprets the evidence? What is the process?	(5) How are the findings used?	(6) Date of the last program review for this degree program.
			<p>Comprehensive Objective Structured Clinical Exams (OSCEs) – Clinical Assessment and Communication Skills within the Skills Lab courses and at milestone points at the end of the P1 and P2 curriculum</p> <p>Assessments of student performance and project outcomes related to the Discovery Projects</p> <p>Licensure examinations: NAPLEX (North American Pharmacist Licensure Examination) CPJE (California Pharmacist Jurisprudence Examination)</p>	<p>Committee on Academic Standards and the Vice Dean.</p> <p>The Committee on Academic Standards conducts comprehensive reviews of all students who fail to meet program expectations.</p> <p>The Curriculum and Educational Policy Committee (CEPC) reviews aggregate data on cohort performance within and across courses.</p> <p>Aggregate student performance findings are also periodically reviewed alongside other data sources (e.g., teaching and course evaluation results, student pulse reports, student quality of life surveys, findings from the annual graduating student survey and routine (every 2-3 year alumni surveys) by CEPC for curricular and</p>	<p>probation, or dismissal.</p> <p>Individual student findings are used to create individual student plans to improve their professional development and learning.</p> <p>Curriculum and Educational Policy Committee makes recommendations for any necessary curricular or program changes (based upon the results of their course and curricular review process) to the Faculty Council and the vice dean.</p>	

Category	(1) Have formal learning outcomes been developed? <i>Yes/No</i>	(2) Where are these learning outcomes published (e.g., catalog, syllabi, other materials)?	(3) Other than GPA, what data / evidence are used to determine that graduates have achieved stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)?	(4) Who interprets the evidence? What is the process?	(5) How are the findings used?	(6) Date of the last program review for this degree program.
				programmatic quality assurance and improvement.		
Graduate Division — PhD Programs	Yes	Listed by each PhD degree program in handbooks, public websites, and handouts to students. Please see: http://graduate.ucsf.edu/ist-programs General requirements are here: https://graduate.ucsf.edu/phd-degree	Annual student review and evaluation by each program Course approval is through the Academic Senate Qualifying Exam Dissertation Defense	Student’s qualifying exam committee Student’s dissertation committee Faculty executive committee in each program to oversee the committee expectations and structure In all cases, committees convene to discuss student progress, student achievement of research objectives, benchmarks for student progress.	Improvement is planned and implemented based on input from faculty and students in each program.	Reviews of programs by external committees occurs according to the following schedule, implemented by the Academic Senate Graduate Council: Basic science PhD programs every 5 years Social science PhD programs every 8 years Please see: * https://gdfs.ucsf.edu/program-review * https://gdfs.ucsf.edu/program-review-schedule * <a 491="" 506="" 917="" 938"="" data-label="Page-Footer" href="https://gdfs.ucsf.edu/sites/g/files/tkssra661/f/wysiwyg/acad-prog-</td> </tr> </tbody> </table> </div> <div data-bbox=">6

Category	(1) Have formal learning outcomes been developed? <i>Yes/No</i>	(2) Where are these learning outcomes published (e.g., catalog, syllabi, other materials)?	(3) Other than GPA, what data / evidence are used to determine that graduates have achieved stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)?	(4) Who interprets the evidence? What is the process?	(5) How are the findings used?	(6) Date of the last program review for this degree program.
						review-FINAL-05.09.2014.pdf
Graduate Division — Masters Programs	Yes	Listed by each master's degree program in handbooks, public websites, and handouts to students. Please see: http://graduate.ucsf.edu/ist-programs	Regular student review and evaluation for assessing progress towards a thesis or capstone Course approval is through the Academic Senate	Student's thesis or Capstone Committee Faculty Executive Committee in each program In all cases, committees convene to discuss student progress, student achievement of research objectives, benchmarks for student progress.	Improvement is planned and implemented based on input from faculty and students in each program.	2-3 year master's programs every 8 years 1 year master's programs every 5 years Please see: * https://gdfs.ucsf.edu/program-review * https://gdfs.ucsf.edu/program-review-schedule * https://gdfs.ucsf.edu/sites/g/files/tkssra661/f/wysiwyg/acad-prog-review-FINAL-05.09.2014.pdf
Department of Physical Therapy (PT) — DPT Program	Yes	DPT Program Website: https://ptrehab.ucsf.edu/goals-and-outcomes Student Handbook Course Syllabi Exxat Curriculum Management System Faculty Orientation Manual	Pass clinically-based, board-style qualifying examinations in three areas. Successfully complete a culminating research experience with a faculty evaluation score of 80% or better on both the written manuscript and oral presentation.	The core faculty, who are course directors, clinical faculty, clinical instructors, and program leadership (two program co-directors, director of clinical education, and department chair) interpret the evidence to determine if students have completed	The Academic Review Committee conducts a comprehensive review of all students who fail to meet expectations, making recommendations for remediation or dismissal, if	Department of Physical Therapy — DPT Program

Category	(1) Have formal learning outcomes been developed? <i>Yes/No</i>	(2) Where are these learning outcomes published (e.g., catalog, syllabi, other materials)?	(3) Other than GPA, what data / evidence are used to determine that graduates have achieved stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)?	(4) Who interprets the evidence? What is the process?	(5) How are the findings used?	(6) Date of the last program review for this degree program.
		Accreditation Documentation	<p>Achieve a passing grade in clinical experiences.</p> <p>Achieve entry level performance on a standardized Physical Therapist Clinical Performance Instrument (CPI).</p> <p>Receive a passing grade on practical examinations in all coursework, receive positive evaluations from faculty of professional behaviors.</p> <p>Successfully complete all academic coursework with a B or better.</p> <p>Pass the licensure exam: National Physical Therapy Examination (NPTE).</p> <p>Submit post-graduate surveys.</p>	<p>culminating experiences, passed clinical experiences, performed at the specified level on the CPI, passed practical exams, demonstrated professional behaviors, passed academic coursework, and passed three qualifying exams with at least 80% correct.</p> <p>The PT Department's admissions and student affairs specialist tracks and monitors grades and progression of students through the program. If a student is not achieving stated outcomes, the student affairs specialist informs the Academic Review Committee.</p> <p>The director of graduate education aggregates programmatic survey data and performance data by class, including board licensure exam results, and prepares an annual Student Learning Outcomes report that is used for the Annual</p>	<p>necessary. Findings are used to individualize educational programs to assist student development.</p> <p>faculty mentors for DPT students provide extra support for students in need.</p> <p>The Student Learning Outcomes report is reviewed and discussed by the core faculty at the department's Fall Faculty Retreat.</p> <p>Program improvement is planned based on the evidence collected through input from students and faculty.</p> <p>Relevant findings are reviewed by the PT Department's Curriculum Committee, and then DPT program improvement recommendations are</p>	

Category	(1) Have formal learning outcomes been developed? <i>Yes/No</i>	(2) Where are these learning outcomes published (e.g., catalog, syllabi, other materials)?	(3) Other than GPA, what data / evidence are used to determine that graduates have achieved stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)?	(4) Who interprets the evidence? What is the process?	(5) How are the findings used?	(6) Date of the last program review for this degree program.
				Accreditation Report (AAR).	presented to the faculty at monthly faculty meetings for approval by core faculty.	

Appendix C

C.1: Final Report of the Career Outcomes/Education Data Warehouse Working Group

Career Outcomes Program Objectives:

This bold and innovative effort will provide data that can be used by campus leadership in:

- assessing educational effectiveness and improving curricular and co-curricular programming;
- offering faculty better-informed mentorship;
- developing university, state, federal, and professional accreditation reporting;
- assisting prospective students and trainees in making better decisions about program fit; and
- Informing current students, trainees, and alumni about the full range of professional opportunities available to them.

Phase I: Career Outcomes Program:

A Career Outcomes Program for PhD Students

- Developed through a US Consortium of graduate programs in biomedical sciences Phase I consisted of four objectives:
 - Development of a career taxonomy to enable longitudinal and cross-sectional analysis and to enable data collection and presentation.
 - Collect the career outcomes (every job ever held) by all graduates of every entering cohort since 1996.
 - Develop the processes for updating this information and for adding new graduates to the database on an annual basis.
 - Present the results in an interactive, user-friendly format on our public website.

Phase II: Career Outcomes for Health Professions:

Task Force Charge

- Develop a set of metrics to describe career outcomes common to two or more educational programs at UCSF.
- Develop a set of common data elements required to formulate the common metrics (Career Outcomes Data Standard 1.0).
- Hand off data schema to UCSF IT for implementation within the UCSF Education Data Warehouse.

Task Force Members

- Stephen Bruer, Business Systems Analyst, School of Pharmacy
- Amar Nagaram Chengal, Director, Clinical Informatics and Technology, School of Dentistry
- Amber Fitzsimmons, DPTSc, Chair, Physical Therapy
- Kamal Ghotra, UCSF Data Governance Lead

- Polo Black Golde, Data and Analytics Lead, School of Medicine
- Sara Hughes, MBE., EdD, MA, BSc, Associate Dean for Education and Student Affairs, School of Dentistry
- Andrew Kruger, MBA, MSL, Senior Project Manager, School of Dentistry
- Alicia Mejia, Data Project Manager, Graduate Division
- Sam Pak, DPT, Assistant Professor, Physical Therapy
- Teresa Scherzer, PhD, Academic Programs Evaluator, School of Nursing
- Maureen Shannon, PhD, CNM, FAAN, Associate Dean Academic Programs, School of Nursing
- Kevin H. Souza, MS, Associate Dean Medical Education
- Ning Wang, PhD, Director, Institutional Reporting, Student Academic Affairs
- Cindy Watchmaker, MBA, MEd, Associate Dean, School of Pharmacy

Phase III: Career Outcomes Program

IT Governance Enterprise Information & Analytics Education Data Council

- Phase III of this project will fall under the campus Education Data Council, a standing committee charged with overseeing education data governance across UCSF.
 - Govern future iterations of the Career Outcomes Data Standard, including extension of the Standard for unique needs by educational programs.
 - Enable sharing of best practices for gathering and storing career outcomes data
 - Facilitate development of data input interfaces
 - Advocate for implementation of business intelligence tools to present career outcomes data for internal and external audiences
 - Govern access and use of career outcomes data in accordance with UCSF and UCOP policy

Common Career Outcomes Metrics

- % Alumni in academic sector by role, by under-represented in health care status, by gender
- % Alumni employed in patient care by specialty, education, or research by under-represented in health care status, by gender
- % Alumni in for-profit sector by role
- % Alumni working in California, other US, outside US
- % Alumni primarily in research, education
- % Alumni practicing in medically underserved areas
- % Alumni practicing in urban / rural areas
- % Alumni employed by job function
- % Alumni serving in leadership roles in public sector
- % Alumni with disseminated scholarship
- Median income by program, degree, employment/career type, job function

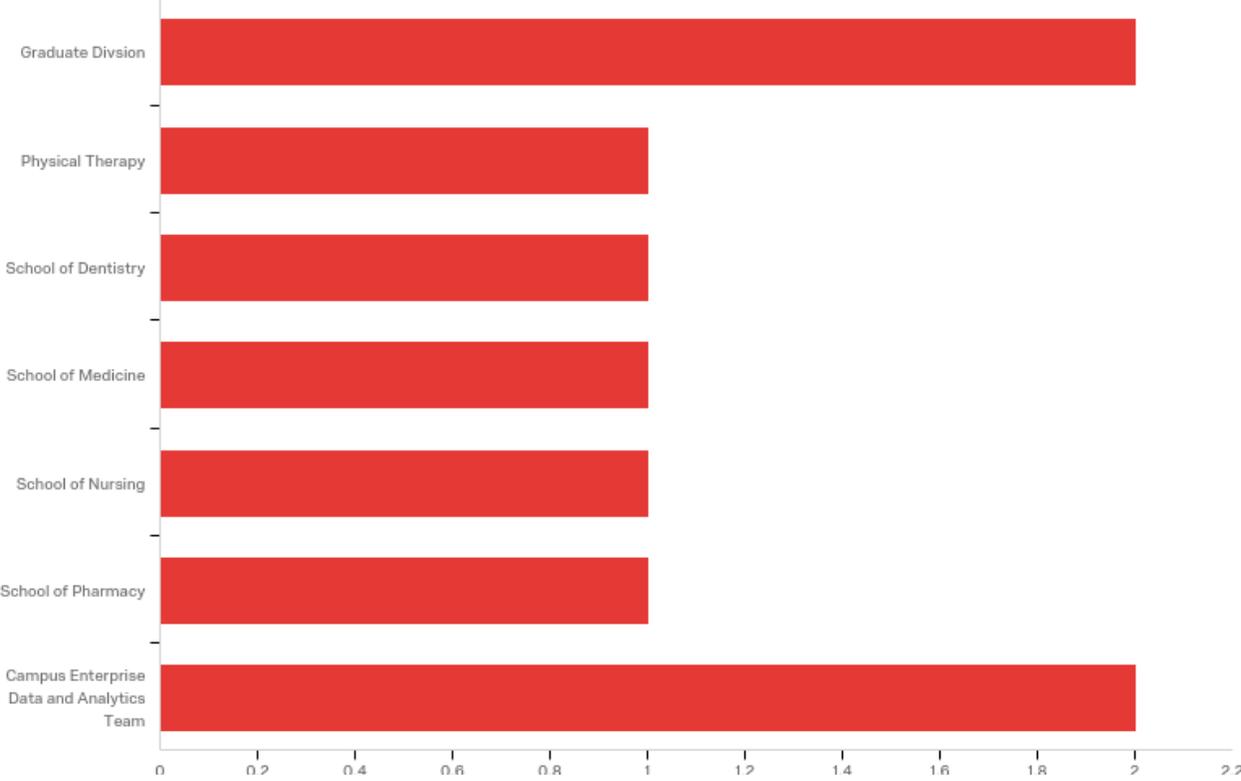
Career Outcomes Data Standard v1.0

Data Element	Description	Note on Values
SIS_ID/IDNUM	Student ID Number from SIS	Unique ID issued by UCSF
EMPNO/MASTER_ID	Employee ID Number from SIS	Unique ID issued by UCSF
SCHOOL_CODE	Identifies school	Unique ID issued by UCSF
State	State of Current Residence	2 Letter State Codes
Country	Country of Current Residence	2 character ISO standard
Collection Year	Year Career Outcomes Data Collected	Standard for All
Employer	Current Employer	
Employer City	Current Employer City	
Employer State	Current Employer State	2 Letter State Codes
Employer Zip Code	Current Employer Zip Code	(How do we document international addresses)
Data Element	Description	Note on Values
SIS_ID/IDNUM	Student ID Number from SIS	Unique ID issued by UCSF
EMPNO/MASTER_ID	Employee ID Number from SIS	Unique ID issued by UCSF
SCHOOL_CODE	Identifies school	Unique ID issued by UCSF
State	State of Current Residence	2 Letter State Codes
Gender and Gender Identity removed from the Schema as program plan to use what is on record from enrollment		
Gross Annual Income	Current annual income data	Standard for All
Academic Appointment	Current status	Y or N
Job Sector	For example, Commercial/for-Profit Community/Public /Government Non- Profit, etc.	Varies by program
Primary Career Type	For example, Research, Education, Patient Care, Policy and Advocacy, Further Training/Education	Varies by program
Specialty	Types of clinical practice	Varies by program
Job Function	Types of work including administration, faculty,	Varies by program
Job Title	Working Title	
Patient Care	Activity involved in patient care activities	Y or N
Practice Area	Urban or Rural	Standard values
Medically Underserved Area	Defined at see http://www.hrsa.gov/shortage	

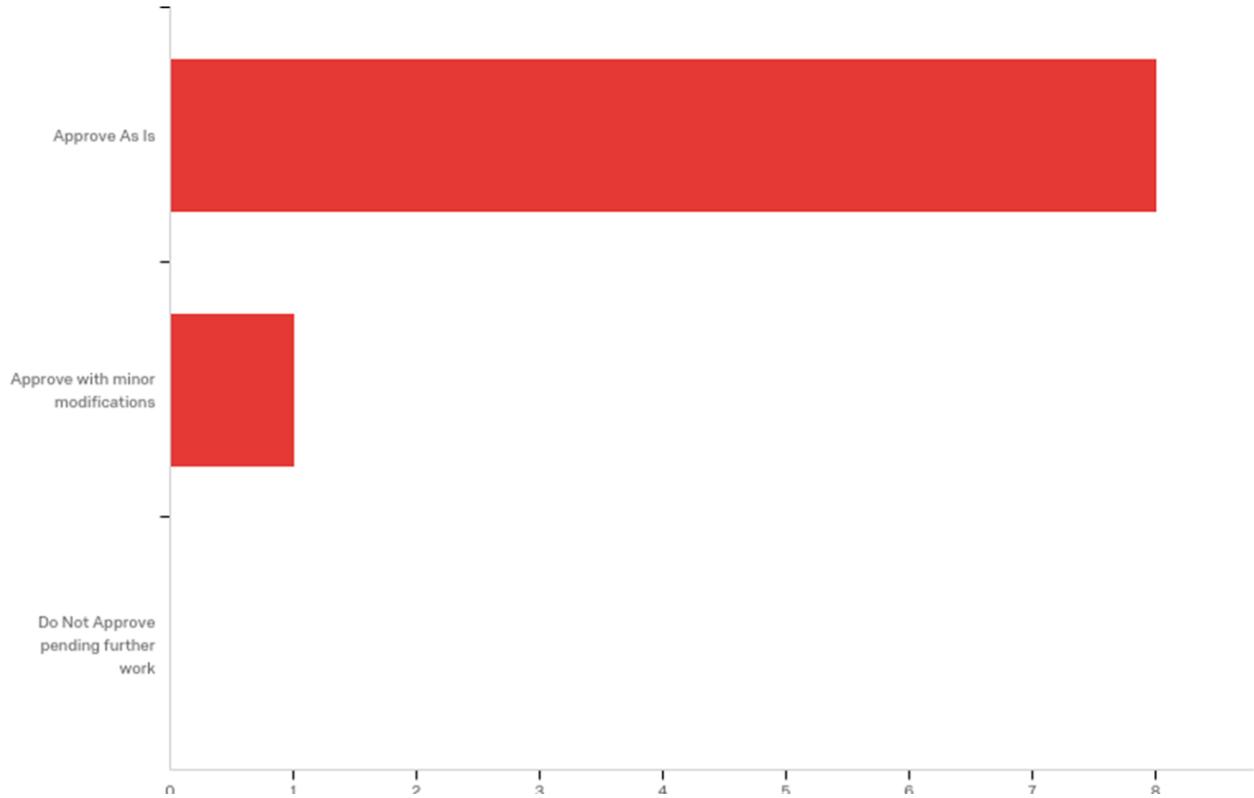
Data Element	Description	Note on Values
National Provider Number (NPI)	National Provider Identifier (NPI) as the standard unique health identifier for health care providers to use in filing and processing health care claims and other transactions.	10 digit number
ORCID	ORCID provides a persistent digital identifier for research and grant tracking. https://orcid.org	19 character ID
Disseminated Scholarly Work	Evidence scholarly work since	Y or N

Task Force Vote on Career Outcomes Data Schema version 1.0
 Career Outcomes Data Schema Version 1.0 December 9th 2019, 7:55 am PST

Q2 - I best represent:



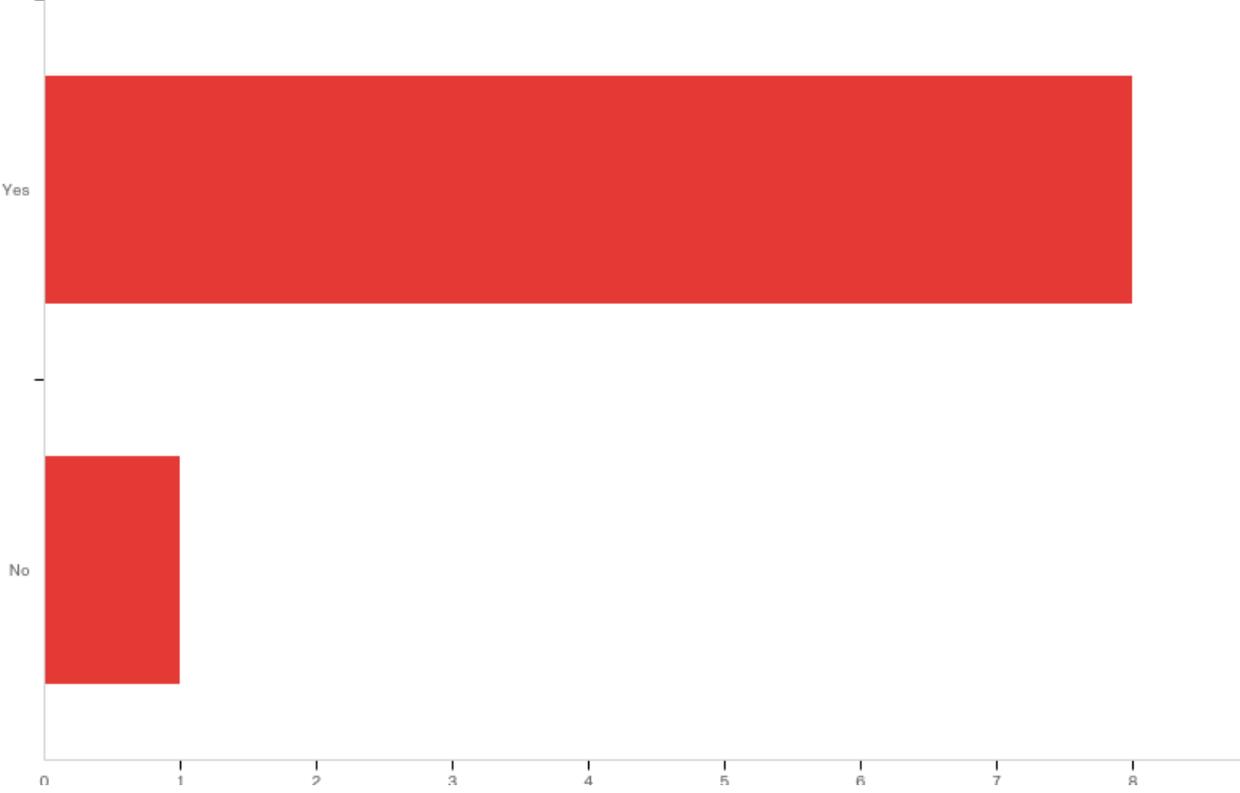
Q3 - I have reviewed the slide deck containing the Common Metrics and Data Schema V 1.0 and I:



Q3 - I have reviewed the slide deck containing the Common Metrics and Data Schema V 1.0 and I:

Answer	%	Count
Approve As Is	88.89%	8
Approve with minor modifications	11.11%	1
Do Not Approve pending further work	0.00%	0
Total	100%	9

Q6 - I feel we can finalize this work without meeting on December 16th:



C.2 Coalition for Next Generation Life Science PhD Careers Taxonomy

Career Outcomes Job Categorizations:

Sector	
Academia	Academic institutions of higher education, including colleges, universities, some medical centers, or free-standing research institutions where training occurs. This does not include VA hospitals, but does include teaching, for-profit, and other types of hospitals.
Government	Any organization operated by federal, state, local or foreign governments. Includes VA hospitals.
For-Profit	Any organization that operates to make a profit, including some industry research.
Nonprofit	Any non-governmental organization that does not operate to make a profit. Includes K-12 institutions.
Other	Individuals who are unemployed, full-time caretaker or parent, on extended medical leave or employed at an organization not included in other options.
Unknown	Unknown
N/A	Not applicable

Career Types	
Primarily Research	The primary, although not necessarily the only, focus is the conduct or oversight of scientific research. Includes academic faculty titles at R1-R3 institutions as identified through Carnegie classifications.
Primarily Teaching	The primary, although not necessarily the only, focus is education and teaching. Includes academic faculty at all other institutions.
Science-related	Career that is relevant to the conduct of scientific research, but does not directly conduct or oversee research activities.
Not Related to Science	Career that is not directly relevant to the conduct of scientific research.
Further Training or Education	Temporary training position. Examples include: postdoctoral research, completing medical residency, or pursuing an additional degree.
Unknown	Unknown
N/A	Not applicable

Job Function	
Administration	Administrative-intensive roles. Examples include: Faculty affairs, graduate program administrators, human resources, academic admissions, career development offices, grant and contracts management, research development, PhD-level program development.
Business Development, Consulting, and Strategic Alliances	Role that involves the development, execution, management, or analysis of a business. Role may include relationship management, refinement of operational efficiency, or fee-based advisory services. Examples include management consultant, business development professional, market researcher, investment analyst, venture capitalist.
Clinical Research Management	Role that is responsible for the oversight, management, or design of clinical research trials. Examples include clinical research project/trials manager or coordinator.
Clinical Services	Role that involves that administration of clinical services or research. Examples include genetics counselor, testing specialist, and clinical laboratory staff.
Data Science, Analytics, and Software Engineering	Role that may combine programming, analytics, advanced statistics, data communication, and/or software development.
Entrepreneurship	Founder, co-founder, CEO or other role that develops, manages, and provides/obtains capital to initiate a business or enterprise. This function does not include staff at a start-up business.
Faculty: Nontenure Track	Leading an academic research team and ineligible for tenure. Examples include: Research assistant professor, research associate professor, research professor.
Faculty: Tenured/Tenure Track	Leading an academic research team and eligible for or already tenured. Examples include: assistant professor, associate professor, professor.
Faculty: Tenure Track Unclear or Not Applicable	Leading an academic research team at an institution where tenure is not granted or tenure status is unknown. For those tracking down alumni and binning them into job functions, whether someone is or is not on a tenure track is often not clear and should be sorted here.
Full-time Teaching Staff (Instructor/Lecturer)	Full-time institutionalized teaching position with no research responsibilities. Examples include Instructor, Lecturer. Distinct from "Primarily teaching, faculty," these are people teaching at a single university without a faculty appointment.
Group Leader (Research)	Leading a research team in a nonacademic setting. Anyone working in industry, non-profit or government who is running a somewhat independent research group. This includes those with "Faculty" titles at VA hospitals and other government research institutions.

Job Function	
Healthcare Provider	Role where the primary responsibility is providing healthcare. Examples include doctor, nurse, medical residents, and veterinarian.
Intellectual Property and Law	Role that involves the curation, management, implementation or protection of intelligence and creation, including trademarks, copyrights, patents, or trade secrets. Examples include patent agent, patent attorney, and technology transfer specialist.
Part-time Teaching Staff (Adjunct)	Contingent teaching role that is contracted on a single-semester, short-term, or non-permanent basis with no research responsibilities. Examples include instructor, lecturer. Distinct from "Primarily teaching, faculty," these could include people teaching at multiple universities, indicating contingent status.
Postdoctoral (Research)	Temporary mentored training position in scientific research environment following completion of doctoral degree.
Regulatory Affairs	Role that involves controlling or evaluating the safety and efficacy of products in areas including pharmaceuticals, medicines, and devices. Examples include institutional regulatory affairs professional, quality control specialist, compliance officer.
Research Staff or Technical Director	Role that directly involves performing or managing research. Examples include research staff, staff scientists, lab/core managers, directors of research facilities, public health analyst, and epidemiologists.
Sales and Marketing	Non-technical role that is related to the sales or marketing of a science-related product or service. Examples include medical science liaison, technical sales representative, and marketing specialist.
Science Education and Outreach	Role that involves K-12 teaching or public outreach at a primary/secondary schools, science museum, scientific society, or similar. Examples include high school teacher, museum curriculum development, outreach program administrator.
Science Policy and Government Affairs	Role that involves policy or program development and review, including analysis, advisory, or advocacy. Examples include program officer, public affairs or government affairs staff at scientific societies, foundations, government entities, or think tanks.
Science Writing and Communication	Role that involves the communication of science-related topics. Examples include science, medical, or technical writer, journalist, science editor, science publisher.
Technical Support and Product Development	Role that requires specialized technical knowledge of a science-related product. Examples include technical

Job Function	
	support specialist, field application specialist, product development scientist or engineer.
Other	Role that does not require scientific training or involve the direct implementation or communication of science. Examples include full-time homemaker, caretaker, chef, food or hospitality services, some types of military service or mission work, or currently unemployed.
Completing Further Education	Pursuing additional education that usually results in graduation with conferment of a degree or certificate; this does <i>not</i> include postdoctoral research. Examples include: pursuing an additional degree in medicine, law, business, or other area.
Deceased/retired	Deceased or retired
Unknown	Unknown
N/A	Not applicable

Career Types – Guidance Grids:

Legend:	
Appropriate for Career Type	
Not appropriate for Career Type	
Further training or education non-Postdoctoral	

Academia	Primarily research	Primarily teaching	Science-related	Further training or education	Not related to science	Unknown
Administration						
Business Development, Consulting, and Strategic Alliances						
Clinical Research Management						
Clinical Services						
Data Science, Analytics, and Software Engineering						
Entrepreneurship						
Faculty member - Nontenure track						
Faculty member - Tenure/Tenure track						
Faculty member – Track unclear or not applicable						
Full-time teaching staff (Instructor/Lecturer)						
Healthcare Provider						
Intellectual Property and Law						
Part-time teaching staff (Adjunct)						
Postdoctoral (research)						
Regulatory Affairs						
Research Staff or Technical Director						
Sales and Marketing						

Academia	Primarily research	Primarily teaching	Science-related	Further training or education	Not related to science	Unknown
Science Education and Outreach						
Science Policy and Government Affairs						
Science Writing and Communication						
Technical Support and Product Development						
Completing further education						
Other						
Unknown						

Government	Primarily research	Primarily teaching	Science-related	Further training or education	Not related to science	Unknown
Administration						
Business Development, Consulting, and Strategic Alliances						
Clinical Research Management						
Clinical Services						
Data Science, Analytics, and Software Engineering						
Entrepreneurship						
Group Leader (research)						
Healthcare Provider						
Intellectual Property and Law						
Postdoctoral (research)						
Regulatory Affairs						
Research Staff or Technical Director						
Sales and Marketing						
Science Education and Outreach						
Science Policy and Government Affairs						
Science Writing and Communication						
Technical Support and Product Development						
Completing further education						
Other						
Unknown						

For-profit	Primarily research	Primarily teaching	Science-related	Further training or education	Not related to science	Unknown
Administration						
Business Development, Consulting, and Strategic Alliances						
Clinical Research Management						

For-profit	Primarily research	Primarily teaching	Science-related	Further training or education	Not related to science	Unknown
Clinical Services						
Data Science, Analytics, and Software Engineering						
Entrepreneurship						
Group Leader (research)						
Healthcare Provider						
Intellectual Property and Law						
Postdoctoral (research)						
Regulatory Affairs						
Research Staff or Technical Director						
Sales and Marketing						
Science Education and Outreach						
Science Policy and Government Affairs						
Science Writing and Communication						
Technical Support and Product Development						
Completing further education						
Other						
Unknown						

Nonprofit	Primarily research	Primarily teaching	Science-related	Further training or education	Not related to science	Unknown
Administration						
Business Development, Consulting, and Strategic Alliances						
Clinical Research Management						
Clinical Services						
Data Science, Analytics, and Software Engineering						
Entrepreneurship						
Group Leader (research)						
Healthcare Provider						
Intellectual Property and Law						
Postdoctoral (research)						
Regulatory Affairs						
Research Staff or Technical Director						
Sales and Marketing						
Science Education and Outreach						
Science Policy and Government Affairs						
Science Writing and Communication						

Nonprofit	Primarily research	Primarily teaching	Science-related	Further training or education	Not related to science	Unknown
Technical Support and Product Development						
Completing further education						
Other						
Unknown						

Other	Primarily research	Primarily teaching	Science-related	Further training or education	Not related to science	Unknown
Administration						
Business Development, Consulting, and Strategic Alliances						
Clinical Research Management						
Clinical Services						
Data Science, Analytics, and Software Engineering						
Entrepreneurship						
Group Leader (research)						
Healthcare Provider						
Intellectual Property and Law						
Postdoctoral (research)						
Regulatory Affairs						
Research Staff or Technical Director						
Sales and Marketing						
Science Education and Outreach						
Science Policy and Government Affairs						
Science Writing and Communication						
Technical Support and Product Development						
Completing further education						
Other						
Unknown						

C.3 School of Nursing Careers Taxonomy

Employment

- Status (includes Post-doctoral fellowship for PhD)
- Engaged in further graduate education
- Employed in position for which PhD, DNP, or MS degree is required or preferred
- Position or role
- Locale of employment (primary employment site)
 - City, state, postal code, country of primary employment site
 - Urban, rural, suburban
 - Health Professions Shortage Area
- Employment or practice setting
- Employment in primary care or other

Professional activity

- Leadership
- Inclusion
- Board-certification

Employment	Descriptions	Comments
Employment status (includes Post-doctoral fellowship for PhD)	Employed FT (32+ hours/week) Post-doctoral fellowship – PhD grads Employed PT (<32 hours/week) Not employed and seeking employment Not employed and not seeking employment	
Engaged in further graduate education	Post-doctoral fellowship PhD Program DNP Program Post-MS Certificate Program Other graduate program	
Employed in position for which PhD, DNP, or MS degree is required or preferred	PhD – postdoctoral fellowship PhD – position requires PhD PhD – position involves 50% or more time in research-related activities DNP – new role or position (tentative) MS and Post-MS – position requires MS	DNP degree and position – TBD after results from first DNP cohort alumni survey in Fall 2020

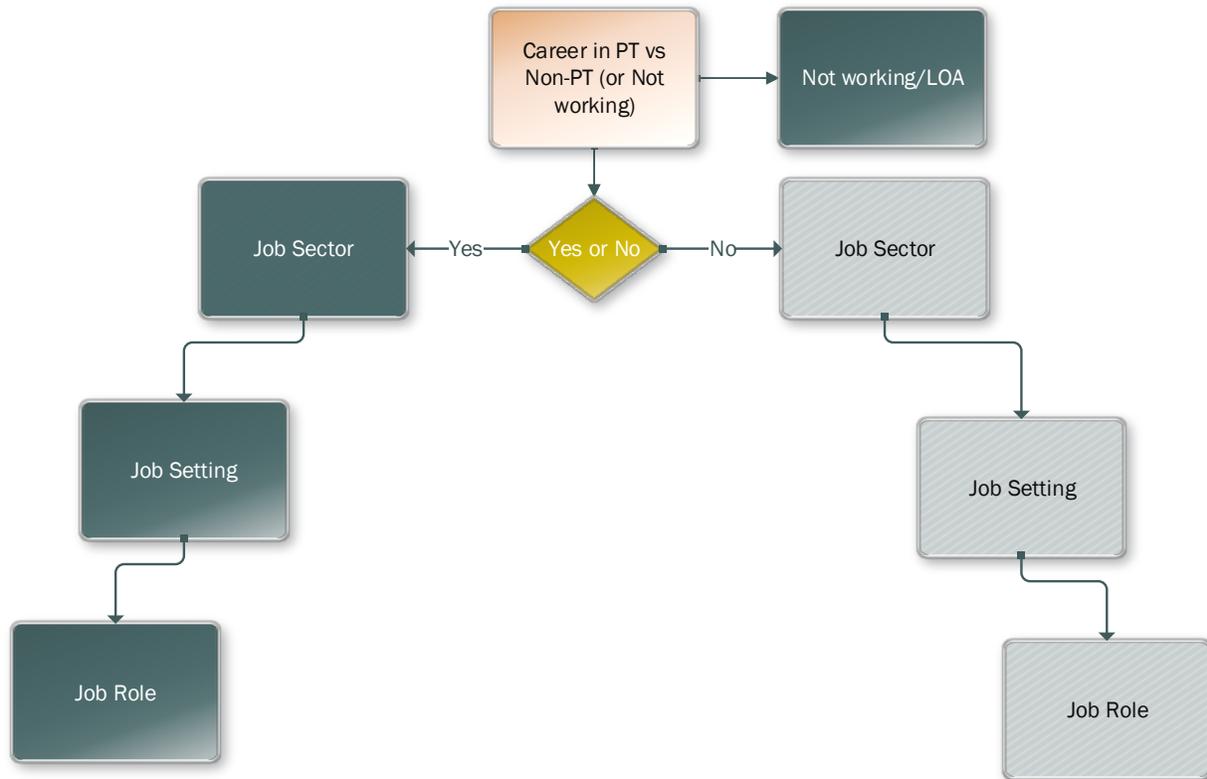
Employment	Descriptions	Comments
	MS and Post-MS – position in Advanced Practice Nursing (APN) specialty of MS or Post-MS program	
Position or role	Faculty, Researcher/Nurse Scientist, Implementation Scientist, Post-doctoral fellow, Nurse Practitioner, Nurse-Midwife, Clinical Nurse Specialist, health care administration, health policy, community/population health Other	Researcher/Nurse Scientist = doctorate prepared (e.g., PhD) nursing or sociology graduate with primary job conducting research regardless of setting Implementation Scientist = doctorate prepared (e.g., DNP) nursing graduate with primary job focused on translation of current scientific evidence to develop interventions to improve patient outcomes by improving safety and quality of health care provided Health Care Administration = focus of primary employment is administrative within a clinical unit, health organization, health system. Health Policy = primary focus of employment is working on policies impacting health at the institution level, local, state or national levels Community/Population Health = focus of employment is working with populations/communities to improve health outcomes
Locale of employment (primary employment site) 1: City, state, postal code, country	City, state, postal code, country of primary employment site	Projecting where some of the MS (includes all specialty tracks), PhD (Nursing or sociology focus), and DNP (includes post-MS and [for future data gathering) post-bac DNP to advanced nurse (all tracks), post-MEPN DNP to advanced nurse (all tracks) graduates may be working

Employment	Descriptions	Comments
		<p>outside of CA and possibly US, and/or in military service.</p> <p>Note #/% employed in California except for DNP (distance learning).</p>
<p>Locale of employment 2: urban, rural, suburban</p>	<p>urban, rural, suburban</p>	
<p>Locale of employment 3: Health Professional Shortage Area (HPSA)</p>	<p>Primary Medical Care Health Professional Shortage Area (HPSA) Mental Health HPSA Dental HPSA Registered Nurse Shortage Area</p>	
<p>Employment or practice setting</p>	<p>Education institution / School Extended care/skilled nursing facility Home health agency Hospital Physician office Non-health-related business or industry Military / Veterans' Affairs health center or clinic Nurse-managed health center (NMHC) Community Health Center Migrant Health Center Health Care for the Homeless Grantee Public Housing Primary Care Grantee Rural Health Clinic, federally designated National Health Service Corps Site Indian Health Service /Tribal Health Site Federally Qualified Health Center (FQHC) State or Local Health Departments</p>	

Employment	Descriptions	Comments
	Practice Sites Designated by State Governors as serving medically underserved communities School health center/clinic Other (please describe)	
Employment in primary care or other	MS and Post-MS graduates: primary care/outpatient, acute care/inpatient, specialty-focused care	

Professional Activity	Descriptions	Comments
Scholarship and Professional Activity	PhD and DNP: Scholarship and Professional Activity Minimum of 1 scholarly dissemination per year, on average, of any professional work they have been involved with since graduation. (e.g., publication, conference poster or presentation, grand rounds, webinars, other creative work [training manual, video, etc.]	
Leadership	One or more of any of the following: Award, other recognition or honor, Officer or Director in professional organization, health system, or government.	
Diversity, Equity, and Inclusion	Degree that the ___ Program prepared graduate for creating and fostering diverse, equitable, and inclusive environments in their professional settings	
National Advanced Practice Nursing certification (Board Certification) Other national certification (specify)	National Board Certification as an advanced practice registered nurse MS, Post-MS, DNP, PhD: National Board Certification via other agencies (non-nursing)	Current categories are nurse practitioner, nurse-midwife, clinical nurse specialist, nurse anesthetist. Other = could include certification as a specialist in HIV via the American Academy of HIV Medicine as well as others.

C.4 Physical Therapy Careers Taxonomy



Career in PT vs. Non-PT	Descriptions	Comments
Physical Therapy-Related	Career that primarily requires or involves a body of knowledge in physical therapy profession (requires licensure?).	Includes research, academics, higher education, patient care, administrative.
Not Related to Physical Therapy	Career that does not require nor relevance to the body of knowledge in physical therapy profession.	Does not require PT licensure
Currently Not Employed	Currently not employed or on a medical leave.	

Job Sector (Primary)	Descriptions	Comments
Non-Profit	Any non-government organization that does not operate to make profit.	Modified graduate divisions; examples are community hospitals, health organizations, etc.
For-Profit	Any organization that operates to make a profit, including research, or commercial industries.	Modified graduate divisions; examples are private clinics, ownerships, education, some commercialized sectors

Job Sector (Primary)	Descriptions	Comments
Government	Any organization operated by federal, state, local or foreign governments, <i>including</i> VA hospitals, K-12 institutions, and military.	Modified graduate divisions; examples are schools, VA/county/state hospitals, legislative branch/offices/etc., military
Academics	Academic institutions of higher education, including colleges, Universities, academic medical centers, or free-standing research institutions where training occurs. This does not include VA hospitals, but does include teaching, for-profit, and other types of hospitals. Does not include K-12 institutions.	Used graduate divisions; examples are primarily where teaching/research are done via. University, colleges, research institutions but not including VA.
Other	Currently unemployed or on a medical leave or employed but does not fall into any of the categories above.	Modified graduate divisions; anything that do not fall into categories above
N/A	Not Applicable	

Job Setting (Primary)	Descriptions	Comments
Academia	Academic or higher educational institutions.	
Athletic Team	Any athletic team including K-12, higher education, semi-professional or professional team setting.	
Acute Care	Hospital setting for short-term patient care for reasons such as illness, surgery, accident, etc.	
Art/Entertainment	Work environment that is related to theaters, visual arts, musical arts, and performing arts.	
Financial Services	Work environment related to financial market such as banking, brokerage, investments, accounting, etc.	
Home Health	Patient care in a place of residence or caregiver's home, residential facility, or group home.	
Hospice	Patient care in a place of residence, facility or caregiver's home, with a terminal illness.	

Job Setting (Primary)	Descriptions	Comments
Industrial/Occupational health work environment	Patient care in a place of outpatient center or in the workplace for the purpose of enhancing employee health and safety.	
Outpatient Clinic	Clinical setting in an outpatient clinic, office, or other health care facility primarily addressing musculoskeletal (orthopedic) and neuromuscular injuries or impairments.	Includes hospital outpatient center
Public Health Services (Including Commissioned Corps)	PT services provided to civilians and military personnel. PTs are employed by federal agencies, including the Veteran's Health Administration (VHA), Department of Defense, and Indian Health Service (IHS). This setting also includes serving the underserved communities or victims of public health emergencies and natural disasters. It includes the Commissioned Corps of U.S. Public Health Services.	First responders, Commissioned Corps Officers
Real Estate	Work environment that primarily involves transactions of properties, and may include contracts and leasing.	
Rehab/Subacute/Neuro Rehab	Provide care for patients who are admitted to a facility or rehabilitation unit or hospital transitional care unit with 1-3+ rehab services.	
Research Center	Research lab or institution to improve patient/client care outcomes and support the body of knowledge related to the field of physical therapy or healthcare.	Foundation for Physical Therapy Research; Shirley Ryan Abilitylab
School (K-12)	Educational environment, including preschool, elementary, or secondary education (high school and vocational) facilities.	
Skilled Nursing Facility	A special facility or a part of a hospital that provides long-term nursing care, rehabilitation, and other services.	
Information Technology	Job setting that primarily involves software or hardware or technology services or solutions.	
Wellness/Preventions	Both virtual and physical environment addressing wellness, injury preventions and promoting a healthy lifestyle, as	Includes onsite prevention

Job Setting (Primary)	Descriptions	Comments
	opposed to emphasizing treatment of diseases.	
Other	Job setting that does not meet any of the categories listed above.	
Unknown	Unknown	

Job Roles	Descriptions	Comments
Attorney	A role that primarily involves legal work.	
Consultant	A role as an external advisor to organizations in healthcare or non-healthcare environments.	
Data Scientist, Analyst, and Software Engineer	A role that may combine programming, analytics, and software development.	Used grad division
Director	A role that is responsible for the oversight and management of managers and supervisors.	Not limited to healthcare setting
Entrepreneur	Founder, co-founder, CEO or other role that develops, manages, and provides/obtains capital to initiate a business or enterprise. This function does not include staff at a start-up business.	Used grad division
Faculty Member	Holds appointment in higher learning or academic institution (i.e. assistant professor, associate professor, and professor).	
Financial Analyst	A role that primarily works with financial data or banking industry or investments.	
First Responder (including Commission Corp Officer)	Primarily works as any of the following public service positions including paramedics, emergency medical technicians, police officers, firefighters, rescuers, Commission Corp Officers, etc.	
Information Systems Analyst	A role that primarily works with information technology or systems management, including EHR.	May remove this as similar to data science, analytics and software engineering
Other (Non-PT) Healthcare Provider	Other licensed healthcare provider (i.e. MD, NP, Nurse, Chiropractor, PA, MA, Social worker, pharmacist, etc.) who does not practice physical therapy.	

Job Roles	Descriptions	Comments
PT Clinical Resident or Fellow	Currently enrolled or has been accepted and will enroll in one of the ABPTS approved Physical therapy residency or fellowship, including both IP & OP	
Realtor	A role that primarily involves transaction of property for clients/organization.	May need to merge with sales & marketing
Researcher	A role where the primary responsibility is research.	
Sales and Marketing	A role that primarily involves sales or product marketing/services (i.e. sale liaison, sales representative).	Sales consultant, sales associate
Senior Physical Therapist	Licensed physical therapists who may also have administrative or leadership roles in organizations.	
Staff Physical Therapist	Licensed physical therapist whose primarily responsibility is clinical/patient care.	
Supervisor/Manager	A role that is responsible for the oversight and management of staff and teams.	Not limited to healthcare setting
Teacher (K-12)	A role that primarily involves teaching in primary and secondary educational settings.	
Trainer	A role that is primarily involves training athletes in non-clinic setting (different than outpatient clinic setting).	
Other	Other specific job role that does not fit any categories above.	