Western Association of Schools and Colleges (WASC)

Educational Effectiveness Review Report

WASC Accreditation Steering Committee

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* These materials are available on the flash drive that accompanies this report.
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This report was developed by the WASC Accreditation Steering Committee. The committee of administrators, faculty, staff, a postdoctoral scholar and a student leader made significant intellectual contributions to the report. The group’s continued strong commitment to strengthening UCSF’s educational mission is evident throughout the report.

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INTRODUCTION

Institutional Context and History
The University of California, San Francisco (UCSF), is composed of four professional schools (dentistry, medicine, nursing, and pharmacy) and a graduate division, the oldest of which (medicine) can trace its origin to the Toland Medical College, founded in 1864. For a full history of UCSF, visit A History of UCSF. UCSF is the only campus in the University of California system dedicated exclusively to graduate-level education in the life sciences and health professions. Professional training occurs in the Schools of Dentistry, Medicine, Nursing and Pharmacy. The Graduate Division grants academic degrees in biological, biomedical, pharmaceutical, nursing, social and behavioral sciences as well as a small humanities program. In addition to these schools and the graduate division, UCSF operates a medical center with two locations: Parnassus Heights and Mount Zion. On June 22, 2010, UCSF announced a $100 million philanthropic gift to help fund the construction of the new UCSF Benioff Children’s Hospital at Mission Bay, part of a 289-bed integrated hospital complex for children, women, and cancer patients scheduled to break ground this year.

UCSF’s students, faculty, and staff work to accomplish UCSF’s mission “advancing health worldwide” (CFR 1.1). The University’s goals underpinning this mission are to:
- Develop the world’s future leaders in health care delivery, research, and education.
- Educate, train, and employ a diverse faculty, staff, and student body.
- Be a world leader in scientific discovery and its translation into exemplary health.
- Provide high-quality, patient-centered care leading to optimal outcomes and patient satisfaction.
- Provide a supportive and effective work environment to attract and retain the best people and position UCSF for the future.
- Serve our local, regional, and global communities and eliminate health disparities.

In 2009 UCSF enrolled 2,900 students in its professional schools and graduate programs all of which have well defined entering and graduation requirements posted on the schools and graduate division websites (CFR 2.2). The university employs 19,000 full-time equivalent positions and 21,900 people. UCSF is the second largest employer in San Francisco and the fifth largest employer in the nine-county Bay Area.

Teaching and Learning  UCSF’s primary operations are its educational programs, clinical enterprises (UCSF Medical Center and Dental Center), and UCSF research institutes, centers, and foundations. Its professional and graduate programs and the UCSF medical center and UCSF Children’s hospital are ranked among the best in the country by U.S. News and World Report. Admissions to all of its programs are very competitive and attract some of the most talented students in the country (Revised CFR 2.2b).

The School of Dentistry admits 88 students per year into a four-year curriculum that leads to the DDS degree; the school received 1,672 applications in 2009. The School
offers postgraduate programs in several dental specialty areas: dental public health, endodontics, oral and craniofacial sciences, oral and maxillofacial surgery, oral medicine, orthodontics, pediatric dentistry, periodontology, prosthodontics and general practice residency. The school has been ranked number one in National Institutes of Health (NIH) funding the past 17 years, and is ranked second this year.

In 2009, the School of Medicine received almost 6,000 applications for 150 spaces. The school ranks among the top 10 programs in the U.S. in seven of eight medical school specialty programs, including first in AIDS medicine, second in women’s health, and third in internal medicine according to the U.S. News and World Report. The school received $418 million in NIH funding in 2009, second in the nation for medical schools behind The Johns Hopkins University.

The School of Nursing ranked first in the nation in terms of NIH research funding every year from 2003 to 2008. The school offers more than 14 master’s degree specialties in nursing and an outstanding PhD program. Four departments of instruction and research are within the main School: Family Health Care Nursing, Community Health Systems, Physiological Nursing, and Social and Behavioral Sciences. In 2009, the school received 372 applications for the MS programs and admitted 164 students, and the masters entry program in nursing (MPEN) received 559 applicants and admitted 83 students.

The School of Pharmacy has ranked first in the nation in NIH research funding for 30 consecutive years and is ranked the number one PharmD program by US News and World Report. It is the first in the nation to offer students pathways in Pharmaceutical Care, Pharmaceutical Health Policy and Management, and Pharmaceutical Sciences. Out of a pool of more than 1,500 applicants in 2009, the school admitted 122 students.

The Graduate Division offers graduate degrees in the Biological, Biomedical, Pharmaceutical, Nursing, Social and Behavior Sciences. The division offers 22 degree programs, a high proportion of which are ranked in the top ten, nationally. Degrees offered include PhD, Master of Science, Master of Arts, Master of Clinical Research, and Doctor of Physical Therapy. In Fall 2009, The Graduate Division received 1,408 applications and enrolled 146 students into PhD programs.

Medical Center UCSF operates the UCSF Medical center, a 722-licensed bed tertiary care referral center with two major sites (Parnassus Heights and Mount Zion). The UCSF Medical Center and UCSF Children’s Hospital are world leaders in health care, known for innovative medicine and advanced technology. UCSF’s expertise covers virtually all specialties, including cancer, heart disease, infertility, neurological disorders, organ transplantation, and orthopedics as well as specialized services for women and children.

Research Enterprise UCSF is one of the top biomedical research enterprises in the world. Scientists in basic research laboratories study the genetic, molecular, and
cellular basis of diseases, while others carry out epidemiological, behavior, and clinical-research studies, all working to develop improved treatments and cures. The quality and breadth of this research has led to UCSF scientists being among the most prolific publishers of scientific discoveries worldwide.

UCSF research focuses on treatment for such diseases as cancer, diabetes, HIV/AIDS, and infectious diseases, cardiological and immunological diseases, and such neurological conditions as Alzheimer’s disease and Parkinson’s disease. The University is a leader in such innovative areas as stem cell science, bioengineering, and pharmaceutical chemistry and is home to the co-discovery of the techniques of recombinant DNA-splicing genes from one organism into another, a discovery that spawned a revolution in biology and the birth of biotechnology.

**Review of WASC Reaffirmation and Accreditation Process**
The reaffirmation and accreditation process began for UCSF in May 2007 when the Institutional Proposal was submitted to the Western Association of Schools and Colleges (WASC). The WASC Proposal Review Committee approved the Institutional Proposal in July 2007. The second step of the process, the Capacity and Preparatory Review (CPR) Report was presented to WASC in December 2008. The CPR site visit took place in February 2009 and the Site Team’s Report was approved by the WASC Commission in June 2009.

As was set forth in the Institutional Proposal and the CPR Report, along with guidance from the Visiting Team’s Report and the Commission’s Action Letter provided subsequent to the CPR visit, UCSF now presents the Educational Effectiveness Review (EER) Report. The UCSF WASC website is open to the UCSF community and includes this report and appendices as well as all previous WASC related reports, appendices, and relevant communication from the Commission and the UCSF campus. The report was completed by the WASC Accreditation Steering Committee (Appendix 1) and has been reviewed and is endorsed by appropriate faculty, staff, and student groups across the campus (CFR 4.1).

The Educational Review Report will demonstrate that UCSF:
(1) has continued to make visible and significant progress relative to the themes of learning environment, learning outcomes, and diversity;
(2) has been responsive to the WASC CPR review team and Commission recommendations in the areas of learning outcomes, diversity, technology, and institutional research; and
(3) has implemented numerous enhancements and improvements both responsive to and beyond the scope of the WASC review process.

The appendix includes substantial supporting evidence for the narrative included in the three thematic essays. In addition, an updated glossary of abbreviations and a timeline for the successful completion of the EER report is attached (Appendix 2 and 3).
LEARNING ENVIRONMENT

"UCSF’s educational technology mission is to create exceptional learning environments through the innovative use of educational technology and information systems and services. The vision includes harnessing the power of educational innovation and information technology to advance UCSF’s role as a global leader in health sciences education. Guiding values include service, collaboration, innovation, and scholarship. (Revised 3.4, Revised CFR 3.6, CFR 2.9, 3.7, 4.1, 4.3)"

-- UCSF Education System Advisory Committee Strategic Plan, June 2008

**WASC Commission’s Guiding Recommendation 1:** Mature the Center for Teaching and Learning by clarifying governance and operational support for the Center including technical support; engage all stakeholders in achieving the interprofessional goals of the center; realize research potential on learning outcomes; and identify student learning projects and outcomes. In order to ensure sustainability, leadership of the Center must develop a business plan and identify how to fund operations.

A. *Mature the Teaching and Learning Center by clarifying the governance and operational support including technical support; leadership of the Center must develop a business plan and identify how to fund operations (Revised CFR 2.2b Revised 3.4, CFR 2.13).*

The Teaching and Learning Center (TLC) is a campuswide initiative to create a technology enhanced education environment (Revised CFR 3.6, CFR 3.7). Funded by California State Proposition 1D, construction began in September 2008 but was halted due to the state fiscal crisis in December 2008. After a nine month delay work was restarted in 2010; the expected opening date is January 2011. The School of Medicine, the Library, and Student Academic Affairs are the lead campus units in organizing the TLC. Representatives from these units and from the Schools of Dentistry, Nursing and Pharmacy have been meeting for more than a year to develop operating principles, identify synergies, and develop budgets and funding models (or sources or proposals) to support the TLC. A Business Plan for the TLC can be found in Appendix 4.

The TLC requires ongoing operational funding. A budget was submitted to the campus in March 2010 as part of a priority request by the Chancellor for educational technology and infrastructure. The Education Systems Advisory Committee supported this effort as well by including these items in their annual budget request. The requested funds will add information technology staff for the new classrooms, expand the Kanbar Center’s simulation and interprofessional training services to all UCSF professional schools, and add student customer support for the Technology Commons (Revised CFR 3.4). In June 2010, the Chancellor approved $438,000 for the first year and $542,000 in ongoing support for TLC operations (CFR 1.3). In addition to campus funding, TLC staff have worked with the UCSF Development Office on a plan for external support.
The Library Education Space Program Coordinating Committee has been charged with oversight for the Teaching and Learning Center from its inception (CFR 4.1, 4.2, 4.3). As part of the planning process a cross-school working group is constructing a five-year plan for simulation program development for the TLC. To date, the working group has developed cost models for clinical simulation activities, produced models to determine the capacity of the center and traffic flow, created a sustainable business plan and fostered learning activities across schools and programs (Revised CFR 3.7).

B. Engage all stakeholders in achieving the interprofessional goals of the Center (Revised CFR 2.2b, Revised CFR 2.3, Revised CFR 2.7, CFR 4.8).

Interprofessional Education (IPE) is considered an important component of health professions’ curriculum and the TLC initiative (Revised CFR 2.3). IPE is defined as formal, planned “occasions when two or more professions learn with, from, and about each other to improve collaboration and the quality of care.” IPE is intended to teach students the skills needed to fully collaborate and communicate proficiently in a way that prepares them for the teamwork required to succeed in today’s health delivery environment and to improve health outcomes. A 2008 report outlines UCSF’s progress toward achieving its goal of innovative and interdisciplinary education and discusses current interprofessional activities and opportunities for future expansion of IPE (Appendix 5).

Building on the simulation program development working group’s successful model, a cross-school Curriculum Working Group was launched in spring 2010 to plan short and longer-term education programming for the TLC.

An Instructional Grants Program that funds innovative projects to improve teaching and learning at UCSF is focusing on new learning strategies that will utilize the TLC. Over the past two years the grants program was refocused requiring that proposals involve collaborators from two or more schools. The awards address one of the goals of the campus strategic plan: “to ensure that students and trainees are immersed in a culture that embraces interdisciplinary, interprofessional and transdisciplinary educational programs” (CFR 4.1). Funds can be used to cover faculty release time and other project costs. The following proposals supporting the IPE initiative were funded in the past two years:

Fiscal Year 2010-2011

- Chronic Illness Management by Interprofessional Learners using the Chronic Care Model: Medical residents, Nurse Practitioner Students, and Pharmacy Students in Teams to Improve Care of Adults with Chronic Disease in Weekly General Medicine Clinics (Nursing, Medicine and Pharmacy)

- Development and Implementation of High Fidelity Simulation Cases for Acutely Poisoned Patients (Medicine and Pharmacy)
Fiscal Year 2009-2010

- Patient Simulation to Promote Interprofessional Teamwork and Collaboration among Clinical Practice Level Students (Dentistry, Medicine, Nursing and Pharmacy)

- Designing an Interactive Curriculum for Third-Year Medical, Pharmacy and Nursing Students on Inpatient Geriatric Issues and Safe Transitions in Care (Medical, Nursing and Pharmacy schools)

In addition to the above projects the Student Learning section of this report has a detailed discussion of campus activities designed to create a culture of interprofessional education.

C. **Realize research potential on learning outcomes and identify student learning projects and outcomes (Revised CFR 1.2, Revised CFR 2.3, Revised CFR 2.7, CFR 2.9).**

The TLC will play a key role in accomplishing this goal, as it will support both implementation and innovation in health professions learning, assessment, and scholarship (Revised CFR 2.8, Revised CFR 4.4). Program development that nurtures inquiry and discovery is well underway across schools. The TLC will expand capacity for student learning projects and outcomes research and the opportunity for sharing across the campus. The initiatives listed below document selected examples of learning outcomes projects already occurring on campus.

**The Pathways to Discovery Program,** open to all UCSF learners, is designed to facilitate motivated learners in developing the knowledge, skills, and experience to contribute to health beyond the care of individual patients. The five pathways are: a) clinical and translational research; b) global health; c) health and society; d) health professions education; and e) molecular medicine. These pathways represent areas of specialization including health research, curriculum and education theory development, policy and advocacy, and other interventions to improve health on a global scale.

The **School of Dentistry** has embarked on a portfolio project for dental students who are learning dental surgical skills. The project will support elaboration and investigation of student learning and outcomes. Each student creates a portfolio of specific procedures, documenting the steps from diagnosis to completion, and providing evidence-based rationale for each activity. They also collaborate online to discuss the projects and understand differences in treatment philosophy (Revised CFR 1.2).

Research Poster Sessions allow students in the **School of Medicine** who have received research funding to present their work. Other students who have completed research projects while in medical school are also encouraged to participate. Additionally a Dean’s prize for Research is awarded to students "who have the creativity
and curiosity that is an essential characteristic of the great physicians and great scientists of the future”

Faculty in the School of Nursing have been involved on several planning committees for the Teaching and Learning Center, as well as the Kanbar Simulation Center. Simultaneously, the School has been undergoing a complete revision of the Master’s core and specialty curricula. In revising the curriculum to meet the needs of and to engage diverse learners with varying learning styles, faculty have explored innovative teaching-learning strategies and have begun to re-format classes to enhance learning. The TLC will be a focus of the ability to meet learning needs in the new curricula, as it is envisioned.

Large core curriculum and clinical specialty core courses will use multiple rooms – large lecture rooms with electronic media to present or explore new information or concepts, and then students will move to multiple break out rooms to make learning more personal in small groups. Small group work will be focused on application, using simulation, educational technology, role play, etc., with a focus on the specific role and specialty practice areas associated with the student’s program of study. The School will be monitoring expected learning outcomes and other evaluative benchmarks (such as certification exam pass rates) from the new curricula, to compare with the student’s achievement of learning outcomes and evaluative benchmarks from the out-going curricula. Additionally, faculty will be monitoring the quality of student presentations, group work outcomes, projects and other class activities in achieving expected learning outcomes.

Faculty have begun discussing ways in which to document the achievement of learning outcomes using various learning activities, including those which will be available in the TLC. Currently, approximately 75 nurse practitioner students per year participate in an interprofessional learning activity in the School of Medicine simulation lab, which will continue in the TLC when it opens in January 2011. Faculty are beginning now to look at the differences in how students who have been through the interprofessional learning activity in the current Kanbar Sim Center interact with patients and the other professionals on multidisciplinary teams in the clinical setting. This may be a first attempt to document through research the impact simulation and interprofessional learning activities have on learning outcomes and patient care.

In 2010, the School of Pharmacy adopted revised educational outcomes for the Doctor of Pharmacy degree program. A new educational software management system will be used to map revised educational outcomes to identify curricular gaps for an ongoing curriculum review and revision process. Student electronic portfolios and assessment instruments and processes for learner, teaching, course and curriculum evaluation are undergoing review and revision as they are migrated into the new system. These changes, in turn, are fueling studies related to examining curriculum innovation and assessment.
All students in the Doctor of Pharmacy program enroll in one of three specialty pathways (Pharmaceutical Care, Health Services and Policy Research, and Pharmaceutical Sciences) and complete a pathway-specific senior research project. Results of projects are typically disseminated. For example, of the projects conducted by Pharmaceutical Care pathway students between 2002 and 2007, 47.3% were presented at an institutional forum (e.g. Pharmacy and Therapeutics committee meeting in a hospital or health system), 27.7% were presented as a poster or platform presentation at a local, state, national, or international meeting, and 5.3% were published. Over 90% of faculty serving as a Pharmaceutical Care pathway project advisor report that the results of the student projects are valuable to their institutions or organizations.

The first annual campuswide **Inter-School Research Festival** took place May 18-21, 2010. Sponsored by the Clinical and Translational Science Institute and the Pediatric Fellowship Program, the festival participants included students from the Schools of Nursing, Pharmacy, Dentistry, and Medicine as well as from the Pathways to Discovery Program, the Doris Duke Fellowship Program, the Office of Student Research, and the Pediatrics Subspecialty Fellowship Program. The event included symposia, a poster session (Posterpalooza), an inter-school Journal Club, and selected oral presentations (CFR 2.9).

**WASC Commission’s Guiding Recommendation 2:** Continue development of and communicate plans for a viable integrated information technology infrastructure, such that the academic, healthcare and administrative enterprises can be better served by stable, secure and coordinated information resources and state-of-the-art learning tools.

Since the last WASC visit the campus has made significant progress in updating the campus education infrastructure (Revised CFR 2.2b).

**A. Instructional technology initiatives for fiscal year 2009-2010.**

Two educational initiatives received campus funding in fiscal year 2009-2010 following recommendations from the Education Systems Advisory Committee (ESAC) (CFR 3.7, 4.2). First, the Collaborative Learning Environment (CLE) received funding for one year. The CLE is used by all schools and graduate programs to provide a platform for learner-centered environments and collaborative activities. The CLE allows the schools and programs to customize learning modules using a combination of classroom and virtual teaching and learning methods. Working with the schools, ESAC developed a Five Year Roadmap (Appendix 6) that outlines new functions critical to UCSF education programs including ePortfolios, Virtual Microscopy, Elluminate and a Curriculum Management System (Revised CFR 3.4, Revised CFR 3.6, CFR 3.7, 4.1, 4.2).

The second educational priority was content capture. In January 2010, the Chancellor approved funding to establish and support a new, robust content capture system for 11 classrooms including portable units to extend coverage beyond the 11 classrooms (CFR
1.3). The same system will be installed in the TLC classrooms. An analysis is underway to select the optimal system to meet the needs of the educational programs.

Also of note, the Office of Information Technology Services (formerly called the Office of Academic and Administrative Information Systems), the central campus information technology organization, added wireless connections for all classrooms on Parnassus in late 2009 (CFR 3.7).

B. Priorities for educational technology improvements 2010-2015.
In January 2010 Chancellor Desmond-Hellmann requested a report identifying short- and long-term priorities for the campus educational infrastructure Appendix 7(Revised CFR 3.4, Revised CFR 3.6, CFR 3.7, 4.1). The report builds upon the Education Systems Advisory Committee Strategic Plan that was completed in 2008 Appendix 8 and the two initiatives that received one-time funding in fiscal year 2009-10 (CFR 4.1, 4.2). In addition to funds to support the Teaching and Learning Center, ESAC presented four educational technology improvements to the Chancellor as high priority items. Of the four campuswide initiatives listed below, the campus approved ongoing funding beginning in 2010-2011 for Content Capture, CLE Operations and Upgrades, and TLC Operations. The fourth, a central IT help desk for students and trainees will be considered as part of a larger help desk for the entire campus community.

The newly funded Content Capture and delivery system will provide state-of-the-art functionality to capture audio, VGA output from computer to projector, and, in some classrooms, video. The system will allow students to review the captured content on the Web and, likely, to download the content to their computer or mobile device.

The Collaborative Learning Environment (CLE) provides core functionality for UCSF professional school and graduate programs to meet current and future curriculum needs. It is designed to support a learner-centered environment. The five-year roadmap outlining plans for adding new functions critical to UCSF education programs such as portfolios, curriculum management and content capture will require additional support and training for faculty and students (Revised CFR 3.4). Funding for this initiative enables ongoing support for a centralized, integrated learning platform.

The Teaching and Learning Center (TLC) is the realization of the UCSF strategic goal to develop exceptional educational facilities and infrastructures to keep UCSF at the forefront of health sciences education. As described above, The TLC will provide a technology-rich environment in support of interprofessional and transdisciplinary learning programs at UCSF. The programs will focus on training future health professionals and scientists to become leaders in delivering high quality care to underserved communities.

In addition to these campuswide innovations, the School of Dentistry has now opened the Fleming Predoctoral Simulation Lab. The lab is designed to provide a simulation environment for dental students to practice skills before working on patients. Students
watch demonstrations and then work on models under the close guidance of faculty. The high tech lab highlights the innovative research in the Dental School. The Lab was featured in an article in *Wired* magazine – “Dentistry Goes Digital”.

C. Campus IT Initiatives that support Education
A high priority in the UCSF Strategic Plan (CFR 4.1) is to “develop educational facilities and infrastructures to keep UCSF at the forefront of health sciences education and meet the growing demand for health care professionals.”

The new Chief Information Officer, Elzar C. Harel, PhD, recently presented the campus with the priorities for the unity formerly know as the Office of Academic and Administrative Information Systems (OAAIS), now known as Information Technology Services (ITS). A full list of priorities can be found in Appendix 9.

The UCSF CIO is assembling a task force to consider a campuswide IT Help desk. This would expand the ESAC proposal for a Student Help Desk to include the entire UCSF community. If approved the Help Desk could be operational in fiscal year 2012 (Revised CFR 3.4).

During their training UCSF students encounter multiple electronic medical record (EMR) systems and receive uneven training in EMR use. As part of the TLC clinical experience students will be required to use an electronic medical record. Plans are underway to charge a working group to look at educational uses of an EMR, which is essential to consider given UCSFs Medical Center plans to implement use of electronic medical records in 2011.

D. Changes to Library in an Educational Technology Environment
Along with the construction of the TLC, the Library is working on a project to open a portion of the Parnassus Library for 24-hour, 7-days-per-week use by students (Revised CFR 3.6, CFR 2.13). A place to study, consult digital materials, and prepare for exams and papers after the library closes has been a long-standing need for UCSF students. This redesigned space is a response to reductions in library hours. Modifications to the Library’s Hearst Reading Room, a 3,500 square foot area off the entrance of the Parnassus Library, will permit unstaffed 24-hour use. The room will be open to UCSF students in phases as funds are raised (CFR 2.13).

The Hearst Room opened for Saturday use in February 2010 and 24-hour access is expected by late 2010. On the opening day in February one student commented, “One hour studying in the library is worth three hours at home.” Both the Library and Student Academic Affairs contributed initial funds to begin the project followed by a generous gift from the Hearst Foundation. In June, the Chancellor approved the use of some Registration Fee funds to help cover the cost of this important project (CFR 1.3). Additional funds are expected from alumni.
WASC Commission's Guiding Recommendation 3: Contribute to the generalizable knowledge through the development of rigorous design and assessment of its many initiatives, thereby learning from our own best practices and contributing to the literature in health professions education.

UCSF schools and academic programs add to the health professional education knowledge base in numerous ways. A compendium of UCSF scholarship and publications, Contributions of UCSF Faculty, Staff and Students to the Scholarship of Teaching, is included in Appendix 10 documenting recent contributions made during the past three to five years by UCSF faculty, students and staff (Revised CFR 2.8, Revised CFR 4.4, CFR 2.9, 3.1).

Initiatives in each school offer opportunity for faculty in all series to promote curriculum innovation and scholarship in education (Revised CFR 2.8, Revised CFR 3.2, Revised CFR 3.4). Additionally, programmatic support for developing future faculty is robust (CFR 3.1).

The School of Dentistry provides faculty development during noontime sessions for improving instruction using technology. Timing is critical to permit maximum faculty attendance without interfering with clinic operations. Faculty have been trained this past year on the use of the Collaborative Learning Environment, Articulate Presenter for narrating PowerPoint lectures, and lecture casting in the classrooms (Revised CFR 3.4). In addition, the Library provides online training to enhance the use of the CLE by faculty (Revised CFR 3.4). Many dental faculty are also active members of the American Dental Education Association (ADEA) and participate in programs that contribute to curriculum development. The School has pioneered an integrated dental curriculum that has become a model for many and hosts visitors from various institutions who come to experience the developments. One such visit included the dean and five senior faculty and administrators from the Medical College of Georgia. Over a two-day time period the visitors interviewed course directors and began to develop a curriculum based on the UCSF model. Relevant, specific papers and presentations are detailed in Appendix 11a-c.

The School of Medicine has an extensive approach to help faculty improve their skills as educators and to develop educational scholarship that can be disseminated (Revised CFR 2.8, CFR 2.9). Faculty development efforts are supported by two main programs: the Office of Medical Education and the Academy of Medical Educators. Both programs deploy a variety of approaches to engage faculty in education and often partner in their work, such as an annually sponsored Faculty Development Day to focus on topics critical to the faculty. The 3rd annual Faculty Development Day was held February 23, 2010. The focus was on implementation of electronic portfolios, demonstration of the UCSF portfolio platform and presentation of portfolio pilot projects.

The Office of Medical Education (OME) initiates and oversees numerous initiatives and programs that support faculty development as educators. One example is the
Teaching Scholars Program, in which faculty selected in a competitive process can participate in a longitudinal experience to learn about education. Each scholar works on a project in that program and is mentored by one of the five UCSF School of Medicine educational researchers. Participants from other UCSF schools have successfully competed for slots in this program and its impact has been felt on programs across the UCSF campus.

OME faculty provide individual consultation for faculty undertaking educational scholarship. Additionally, OME sponsors a weekly seminar, the Educational Scholarship Conference (EScape), to mentor faculty in the development of their educational scholarship. Individuals request a consultation and materials are distributed to a large list of interested faculty. Participants can attend the physical meeting or join by conference call. Consultations include a review of ideas, abstracts, manuscripts and posters as well as practice opportunities for oral presentations. The website is updated weekly. Interested individuals can read a description of the program and view the consultations schedule at (CFR Revised CFR 2.8, CFR 2.9).

Grant programs are also available to encourage research into medical education. The Office of Medical Education funds two Medical Education Research Fellows every other year. These individuals spend one day a week for two years developing their educational scholarship. The program description can be found at the Medical Education Research Fellows link. The OME also provides seed funding via a competitive peer review process for faculty proposals to do educational research (a description of this program can be at the link) (Revised CFR 2.8, CFR 2.9).

The Office of Medical Education produces an Annual Report describing academic programs that contribute to the scholarship of teaching and learning (Revised CFR 1.2). In 2008-09, School of Medicine faculty members, students, residents, fellows and staff gave 270 scholarly presentations or workshops on medical education locally, nationally and internationally, and published 62 peer reviewed journal articles. Additional faculty members received 88 honors and awards for leadership and scholarship in medical education (see Office of Medical Education Annual Report in Appendix 12).

The UCSF School of Medicine’s Haile T. Debas Academy of Medical Educators honors and rewards excellent teachers and provides service to the school and fellow educators. The Academy offers intramural grants, endowed chairs for physicians whose passion is teaching, mentorship and professional development and visiting scholar lectures, and sponsors an annual Education Day to disseminate ongoing innovation and scholarship on education (Revised CFR 2.8, CFR 2.9).

The School of Nursing’s commitment to assessment, teaching-learning initiatives, innovation, and sharing best practices is best demonstrated through scholarship (CFR Revised CFR 1.2, Revised CFR 2.8, CFR 2.9). The School of Nursing faculty has generated over 75 journal articles and book chapters within the past three years and
these are referenced in the *Contributions of UCSF Faculty, Staff and Students to the Scholarship of Teaching* (Appendix 10).

The topics range from innovative methods in teaching advanced practice nursing students to care for underserved populations to recruiting diverse students into graduate (MS and PhD) programs of study. School of Nursing faculty are also well represented at local, regional, and national conferences of specialty organizations as well as faculty specific conferences, where faculty present podium and/or poster presentations on various topics related to the education of pre-licensure and graduate students in nursing. Conferences such as those sponsored by the Western Institute of Nursing, the National Organization of Nurse Practitioner Faculty, and the American Association of Colleges of Nursing are well attended by School of Nursing faculty, where podium or poster presentations are made. The School of Nursing also produces a publication entitled *The Science of Caring* four times per annum. Two of the issues are devoted to highlighting exciting and innovative teaching, education, and practice strategies. The other two issues are focused on research discoveries.

The School of Nursing’s Diversity in Action (DIVA) Committee provides one example of how the School has contributed to generalizeable knowledge (CFR 1.5). The DIVA initiative has focused on increasing diversity-related content in the curriculum and in the learning environments of classroom and clinical settings. A series of six courses was developed by the DIVA Committee to assist faculty in incorporating diversity-related content into their courses, and to provide strategies for faculty to address potentially uncomfortable classroom and clinical-related situations related to diversity issues. These courses have subsequently become modules and all core course faculty are required to complete all six modules. The modules were developed on the basis of student input on the diversity content in the School’s Master’s curriculum and faculty requests to learn more about handling difficult student-faculty and student-student diversity issues when they arise. This work has been published in an issue of the *Journal of Transcultural Nursing* (2008). The modules have been extremely well-received by faculty. Assessment of the effectiveness of the modules is ongoing and a standard question related to incorporation of diversity-related content was added to the Master’s Student Exit Survey that is an ongoing monitoring of course evaluations.

*Contributions of UCSF Faculty, Staff and Students to the Scholarship of Teaching* (Appendix 10) includes 46 entries from School of Pharmacy faculty or pharmacy students over the last six years (Revised CFR 2.8). Included are textbooks, book chapters, and individual articles, as well as posters and presentations at various professional or educational association meetings. Although all students in the School are trained in the design and presentation of posters, a handful will choose a pedagogical project (experiences with an experimental coursework, methodologies, etc.) and will present at professional or educational association meetings. Faculty members in the School have been leaders in shaping pharmacy education for the nation. They do so through their work on committees and commissions of the American Association of Colleges of Pharmacy, as well as serving as elected officers.
One recent example of the School’s international recognition as a leader in innovative curriculum design is the development and dissemination of the *Rx for Change: Clinician-Assisted Tobacco Cessation curriculum*. This comprehensive, turn-key, tobacco cessation training program, based on principles from the U.S. Public Health Service Clinical Practice Guideline for Treating Tobacco Use and Dependence, is used to train health professions students, educators, and licensed practitioners. A NIH grant helped fund five national train-the-trainer programs in the first systematic attempt within any health discipline for broad-scaled dissemination and evaluation of a shared curricular resource among all accredited programs in the U.S. Eighty-nine of 91 accredited schools at the time participated in one of the five live training programs. In addition, over 4000 individuals from all over the world have downloaded over 92,000 curricular files for use since 2004.

In 2004 UCSF introduced the *Preparing Future Faculty*, modeled after the *Preparing Future Faculty national initiative*. UCSF’s program was founded by a group of UCSF graduate students and postdoctoral scholars who recognized a need to balance UCSF’s excellent training in research with better training in teaching. The program is designed to increase the value for and visibility of teaching training at UCSF, to broaden the opportunities for students and postdoctoral scholars to gain teaching experience, and to prepare them for the academic job search. The program includes a series of campuswide events, courses, a teaching apprentice program, and activities to prepare for an academic job search.

Emphasizing interprofessional education and harnessing technological advances, UCSF continues to implement improvements to its learning environment. The Teaching and Learning Center is at the forefront of UCSF’s advancement of these goals and represents a strong collaboration and clear commitment to student learning. In addition to the technological advancements represented by the TLC, the campus has implemented a multitude of other technology-based initiatives including the Collaborative Learning Environment, Content Capture, and the School of Dentistry’s simulation lab. The examples of student learning projects and faculty teaching contributions also serve as excellent indicators of the productivity and broad impact of the learning environment at UCSF.
STUDENT LEARNING OUTCOMES

“ Whereas the Flexner¹ model (two years of basic science instruction followed by two years of clinical experience) has been rigorously maintained through the system of accreditation, medical education should now instead standardize learning outcomes and general competencies and then provide options for individualizing the learning experience for students and residents, such as offering the possibility of fast tracking within and across levels.”

-- Educating Physicians—A Call for Reform of Medical School and Residency, Cooke², Irby³, O'Brien⁴, 2010

¹ In 1910, Abraham Flexner articulated the current blueprint for medical education in North America.
² Molly Cooke is a faculty member at the UCSF School of Medicine and leader of the Academy for Medical Education.
³ David M. Irby is Vice Dean for education and professor of medicine at UCSF School of Medicine where he directs undergraduate, graduate, and continuing medical education programs and heads the Office of Medical Education.
⁴ Bridget C. O’Brien is an assistant professor of medicine at UCSF School of Medicine and researcher in the Office of Medical Education

WASC Commission’s Guiding Recommendation 4: Employ indirect methods (such as student surveys) as well as direct measures of student learning outcomes. Data from these assessments need to be collected, used in planning and resource allocation, and used to effect change. Continue to define global learning outcomes that distinguish a UCSF graduate irrespective of discipline.

A. Direct and indirect methods of measuring student learning outcomes, and evidence that they are used in planning and resource allocation, and used to effect change (Revised CFR 2.2b, Revised CFR 2.3, Revised CFR 2.7, Revised CFR 4.4, CFR 4.3).

The WASC review committee requested that UCSF better specify the connections between objectives and learning outcomes through published educational objectives and demonstrate the extent to which these data are used to effect change (see Appendix 13, previously Appendix 2c of the CPR, pages 4 and 10). Each School and the Graduate Division has addressed this recommendation. A brief description of the connections follows (Revised CFR 1.2, CFR 2.1, 4.7).

The School of Dentistry has a set of seventeen learning outcomes for graduates, termed competency statements, in accordance with national accreditation standards. The competency measures are linked to the specific competencies expected of graduates of the courses in the curriculum. This document has identified where the material supporting each competency statement is introduced, in what courses it is developed, and where in the curriculum it is measured. This has also given faculty the opportunity to view how the competencies fit into overall instruction. Faculty have initiated a process to review and refine the competency statements in preparation of an upcoming Commission on Dental Accreditation review in 2012. The competency grid can be viewed in Appendix 14a-c (Revised CFR 1.2).
The School of Medicine has its competencies benchmarked across the four years of the curriculum; these competency domains are the same as those delineated for Graduate Medical Education. The benchmarks are developed for each of the six competency domains. Students are evaluated on meeting these benchmarks using school-generated evaluations and their own selected evaluations assembled in a portfolio and reviewed with an advisor and peers. Program evaluation is structured around these competencies, which in turn drive change as needed (Revised CFR 1.2). The process is described at the link and the results are detailed in each student’s individualized learning plans.

For indirect measures, there are a variety of approaches. Evaluations are completed for all courses including a focus group for each course with randomly selected students as participants. The United States Medical Licensure Examination Step 1, Step 2 Clinical Knowledge and Step 2 Clinical Skills performance is reviewed by subject areas for indications of areas requiring improvement in the curriculum (Revised CFR 2.7). Students voluntarily complete the Association of American Medical Colleges Graduation Questionnaire which allows the School to follow longitudinally changes made in the curriculum and enables comparison to all medical schools nationally. Data is also collected through an Alumni Survey and the residency program directors are surveyed for all students during their internship year to determine if the students are demonstrating the necessary competencies (Revised CFR 2.10, Revised CFR 4.4).

The School of Nursing regularly collects course evaluation data from current students and satisfaction data from students, alumni, and employers (Revised CFR 2.10, CFR 4.8). Methods include surveys of graduating students and alumni, group forums with employers, and analysis of administrative data such as graduation or comprehensive examination pass rates. Surveys focus on how well the didactic courses and clinical experiences helped students achieve individual student learning outcomes in courses and expected student learning outcomes of their program of study. Aggregate survey data and student outcome data are used to foster ongoing program improvement (Revised CFR 1.2).

One example of how student feedback and survey data was used to improve a specialty program of study is demonstrated in the Acute Care Nurse Practitioner (ACNP) program. To ensure that the graduates of the program are successful in passing their national certification exam, the curriculum is regularly revised to assure it remains current by including topics included on the ACNP national certification exam. Initially, ACNP faculty integrated the blueprint published for the exam as part of the curriculum. Unfortunately, pass rates for our graduates were not as high as expected (greater than or equal to 90%).

The program faculty coordinator began surveying graduates to provide feedback on the program curriculum and their experiences with the exam. Overall, student response showed that the ACNP curriculum adequately prepares the student for the exam, but some students reported that several topics tested on the exam were not covered.
adequately as part of the curriculum. As a result, the areas of deficiency were examined and additional depth to the content provided in the Diagnosis and Treatment of Ill and Injured courses students take in fall and winter quarters. Subsequent to these changes the program graduate pass rate was reported as 100% on the ACNP national certification exam in 2008 and 2009.

The **School of Pharmacy** has a comprehensive assessment plan that is well documented in its recent self-study for accreditation by the Accreditation Council for Pharmacy Education (ACPE) (January 2008). Continuous quality improvement based on data garnered from multiple forms of assessment is an expectation of ACPE and a core value in the School. Included in the plan is an analysis of admissions-related data, matriculation rates, and NAPLEX and CJPE examination passage rates (Revised CFR 2.7). Graduating students are surveyed annually to determine outcomes related to securing employment and post-graduate training opportunities such as residencies and fellowships (Revised CFR 1.2). Data related to teaching and course evaluation and satisfaction of students, faculty, and alumni is collected, analyzed and reported annually to faculty and leadership for continuous quality improvement purposes. Student feedback obtained from the Graduating Senior Survey over the past five years led to several significant curricular changes, including streamlining of physical chemistry content in 2009 and microbiology content effective spring 2011 and the addition of a quarter of therapeutics in the second year curriculum effective winter quarter 2011. Changes to the curriculum are tracked utilizing student assessment and student and faculty feedback mechanisms. Annual alumni surveys allow the School to track employment as well and teaching and professional activities of its graduates (Revised CFR 4.4).

In April 2010 the **School of Pharmacy** faculty adopted revised educational outcomes that are evidenced–based and consistent with the School’s educational mission and accreditation standards (Revised CFR 2.3). The revised educational outcomes are grouped by domain areas derived from the Institute of Medicine’s 2003 report *Health Professions Education: A Bridge to Quality* that was written by experts across the health professions (Appendix 15). Revised assessment instruments are used to evaluate student self-assessment of achievement of competencies during the first three years and observed student performance during rotations in the experiential portion of the curriculum are mapped to the new outcomes (Revised CFR 1.2). Oral examinations, a comprehensive exam, and a student survey are used to assess student preparedness for entering the last year of the curriculum. Objective Structured Clinical Exams (OSCEs) have been developed, piloted, and are being implemented to measure student achievement of the educational outcomes in the first, second and third year immediately prior to starting advanced pharmacy practice experiences.

The **Graduate Division**, of which the **School of Nursing** graduate students are also a part, has developed a common set of student learning outcomes for the qualifying examination and the doctoral dissertation and these are now published on the Graduate Division website (see ‘[Qualifying Exams and Dissertation Student Learning Outcomes](#)’).
The Graduate Division has also adopted three more specific sets of evaluation rubrics developed in conjunction with educational consultant Barbara E. Lovitts, author of *Making the Implicit Explicit: Creating Performance Expectations for the Dissertation* (Stylus, 2007). The evaluations are developed for the basic sciences, social sciences, and humanities. Evaluations are shared between the primary advisor, committee members and the student. Each graduate program is encouraged to tailor the rubrics specifically to the standards and requirements of their particular discipline and program. The rubrics are used to communicate more clearly the student learning outcomes required for each program. A pilot study has been initiated by representative programs from each of the three main areas (basic sciences, social sciences, humanities) in which rubrics will be completed by every student-advisor pair in the program. Data will be assessed by program and used for improvement. Upon successful completion of the pilot study, the collection and dissemination of rubric data will be extended to all of the UCSF graduate programs (Revised CFR 1.2, Revised CFR 2.3, Revised CFR 2.7).

In addition, data are gathered through a variety of graduate exit surveys and alumni surveys in order to evaluate perceptions of learning outcomes. Each School and the Graduate Division have provided examples of surveys used to gather information from students and graduates regarding their perceptions of learning outcomes (Revised CFR 2.7, Revised CFR 2.10, CFR 2.4). Data gathered from students and graduates is reflected back to Faculty Councils and curriculum committees so that changes and improvements can be incorporated in the curricula.

**B. Define global learning outcomes that distinguish a UCSF graduate irrespective of discipline (Revised CFR 2.3).**

The UCSF WASC steering committee, in association with the deans, associate deans, and the Academic Senate has agreed upon two global learning outcomes to be measured and 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 the following entities: 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.

These outcomes are measured very specifically in each of the professional Schools and the Graduate Division and characterize a general expectation of every graduate. The global outcomes were proposed to the Academic Senate through its Faculty Councils and committees. The approval process has resulted in broad agreement of these concepts and permitted each school and division to articulate appropriate measures. Although it is early in this process, faculty have agreed to this change and are implementing measurement strategies. Included in Appendix 16a-c are minutes of Senate meetings discussing and approving these global outcomes. Also included in
Appendix 17 are preliminary plans and measures of the outcomes for the School of Pharmacy (Revised CFR 1.2, Revised CFR 2.3, Revised CFR 4.4, CFR 2.2, 2.4, 2.6).

In addition to the WASC Commission’s Guiding Recommendations addressed above, the WASC Visiting Team asked that UCSF consider the need for alternative teaching strategies, demonstrate direct assessment of student performance, continue to foster a culture of interprofessional education, and continue to find ways to encourage graduates to pursue academic careers. These recommendations are addressed below.

C. Identify the extent to which there is a need for alternative teaching strategies beyond the dominant mode of delivering material through classroom lectures.

In general, teaching methods employed across campus include small group learning, case-based analyses, large group activities, seminars, journal clubs and clinical and laboratory learning. These activities are facilitated by lecture casting capacity, development of breakout locations for small groups and extensive use of the CLE (collaborative learning environment) to provide a breadth of educational materials for students to facilitate alternative learning strategies (CFR 4.8). A catalogue of teaching methods employed in the schools is included in Appendix 18. The teaching and Learning Center will enhance the capacity for all these.

D. Develop a demonstration of direct assessments of student performance through examination of students' work products and documented assessment of students’ performance of a relevant task (Revised CFR 1.2, CFR 2.4, 2.6).

All schools and the graduate division utilize direct assessments. The School of Dentistry provides extensive learning activities in clinical simulation environments and under supervision in the patient care clinics. These activities include both learner-directed practice and supervised clinical practice. Faculty use a variety of formative and summative evaluations to assist students in mastering these skills. Common assessments are a) evaluation of technical performance in the simulation environment, b) assessment of patient care activities on the clinic floor, and c) overall assessment of student performance by assigned faculty members done quarterly. In addition, mastery of knowledge covered in each course is a requirement for successful completion of courses, and professionalism is a component of the academic evaluation of each student (Revised CFR 1.2). Knowledge is transmitted through classroom and study activities and is measured using written tests and performance evaluations if appropriate. Professionalism has been defined by the faculty as “the level of ethical, legal and moral conduct in one’s field that an individual must adhere to in order to gain and maintain the trust of others.” Specific objectives are defined in the courses and student behavior is monitored. Students who do not adhere to the learning objectives receive professional evaluation reports and are subject to academic sanction, remediation, and possible disciplinary action.

The School of Medicine has an ongoing assessment of the six competencies both within and independent of courses. Independent of the courses there are annual benchmarks. In the first year, all students complete a performance assessment in a
three station mini objective structured clinical examination (OSCE). The student receives professionalism, history, physical examination, and communication scores. Students also complete a portfolio assessing and reflecting on evidence related to actual performance in four of the six competency domains. At the end of year two all students complete another performance assessment in a six station OSCE and receive scores as described above. They also submit a portfolio detailing the remaining two competencies and reviewing the previous ones. At this same stage, all students sit for the first of the examinations for licensure, USMLE Step 1; passing this exam is required for progression through clinical training (Revised CFR 2.7).

Early in third year, students participate in a formative clinical skills performance examination of three cases, and receive feedback in history taking, physical examination, and physician-patient communication from faculty observers as well as standardized patients. Midway through the third year, students participate in a formative practice exam for the required Clinical Performance Examination (CPX) which is administered at the end of the third year. This eight-station standardized patient performance assessment is developed and administered by UCSF as one of the consortium of eight California medical schools to undertake this standardized clinical skills assessment. UCSF students must demonstrate mastery at this level in order to graduate. Students in their fourth year must complete USMLE Step 2 Clinical Knowledge and Step 2 Clinical Skills.

This system provides a longitudinal assessment of student performance. Faculty members have created direct observation of skills that reflect other than medical knowledge within each course and clinical rotation. Examples of these range from peer assessment of anatomy presentation to brief structured clinical observation. Course-content requirements are not specified except to ensure that across the curriculum the range of competencies are covered so as to address the previously described milestones.

The School of Nursing provides over 540 hours of clinical direct patient care with clinical faculty or clinical preceptor faculty on a one-on-one or two-on-one basis for 90% of students (all in clinical graduate programs) (Revised CFR 3.2). Additionally, clinical simulation is used for students who are in clinical programs. Students in non-clinical programs of study, such as Health Policy and Leadership, also have residency hours performed with a clinical faculty mentor. Clearly identified individual student learning outcomes developed by the student and faculty, prior to setting up the residency, are developed and monitored (Revised CFR 2.3). Student projects such as quality assurance projects and drafting of a policy brief are evaluated by the clinical faculty and faculty mentor. Doctoral students not only develop scholarly papers related to their modal doctoral curriculum, but they are expected to write three papers for a qualifying exam, a research proposal, and a dissertation. The qualifying exam, proposal and dissertation are all completed working closely with faculty committees.

The School of Pharmacy’s introductory pharmacy practice experiences (IPPEs) introduce students to various practice settings and provide them with opportunities to
learn, apply and demonstrate knowledge and skills related to pharmacy practice, patient care, critical thinking, problem solving, and communication. The School is in the process of implementing objective structured clinical exams (OSCEs) during the first three years of the curriculum. For core advanced pharmacy practice experiences (APPEs), students are assigned patients in actual patient-care settings and, under the supervision of preceptors, manage their drug therapy (Revised CFR 3.2). Students are required to evaluate and assess patient therapy regimens for appropriateness and accuracy. Students provide therapy recommendations based on efficacy and toxicity on a "patient-monitoring form " (see Appendix 19 Patient Monitoring Form --General Medicine). Beginning in 2010-2011, evaluation and assessment of student performance for IPPEs and APPEs will be documented by preceptors on new evaluation forms that include competencies that are mapped back to the educational outcomes of the PharmD curriculum (Revised CFR 3.2). As part of the evaluation process, students and preceptors meet to discuss the performance evaluations. Student senior research projects are evaluated by faculty mentors and serve as examples of student work demonstrating learning and achievement of competencies related to conducting hypothesis-driven scholarship (Revised CFR 3.2).

The Graduate Division defines the acquisition of the global learning outcome of “knowledge" at two stages of the student's development. The qualifying examination provides measurable evidence that the student is able to: a) critically read, understand, and evaluate current literature in the discipline; b) integrate and synthesize ideas within the field; c) demonstrate comprehensive knowledge of the literature in the field; d) critically evaluate empirical evidence; and e) demonstrate a comprehensive understanding of techniques critical to scholarship in the field.

The dissertation provides measurable evidence the student is able to: a) identify/define problems; b) generate questions and/or hypotheses; c) review and summarize the literature; d) apply appropriate research methods; e) collect data systematically; f) evaluate, interpret, and analyze a body of empirical data and evidence; g) discuss findings in the broader context of the field; and h) develop and sustain an evidence-based argument (Revised CFR 2.3).

In terms of the global learning outcome of “professionalism,” Graduate Division students demonstrate that they are able to: a) conduct research responsibly and ethically; b) communicate clearly and effectively to specialist and non-specialist audiences; and c) produce publishable results (Revised CFR 1.2, Revised CFR 2.3).

Every graduate academic student is evaluated for his/her demonstration of achieving the global learning outcomes (knowledge and professionalism) at several stages of the academic career. First, in addition to completing a sequence of courses to fulfill the curricular requirements for the acquisition of knowledge relevant to the field, all academic graduate students take courses in research methods and ethical research practices to learn the standards of professionalism. Doctoral students take qualifying exams mid-way through their program (in the second, third, or fourth year). A
committee of at least four faculty members review these written and/or oral exams (see Appendix 20a-b for examples of evaluation reports).

As discussed above, the dissertation provides the direct evidence that the student has mastered the learning outcomes that collectively indicate his/her understanding and incorporation of the global learning outcomes of knowledge and professionalism (see Appendix 21 for examples of UCSF PhD dissertations). And, finally, many students get a head start on their professional careers by getting their scholarly work published in academic journals (see Appendix 22 for examples of students' journal publications).

E. Continue to foster a culture of interprofessional education (Revised CFR 2.2b).
From the moment of its inception as a campus solely devoted to health care and research in the late 1800’s, UCSF has nurtured the concept of interprofessional education. As the campus grew from two to four health profession schools, cross and interdisciplinary teaching as well as jointly taught classes became commonplace across the many decades. Indeed many of the major changes that took place within professional education, particularly pharmacy, medicine, and nursing, came about as a result of joint efforts of interdisciplinary teams and took place in multidisciplinary settings.

UCSF has continued to expand its interprofessional activities and has now completed the fourth introductory interprofessional day, held on September 30, 2009. In addition, groups participate in a continuing exercise where students blog online about discussion questions. The September interprofessional day was attended by 465 students, 97% of the first year students enrolled in dentistry, medicine, nursing, pharmacy and physical therapy. Students evaluated the experience and 84% of the 352 attendees who evaluated the program agreed or strongly agreed that the program was effective (Revised CFR 1.2, Revised CFR 2.3, Revised CFR 2.7, CFR 2.4, 2.5).

First year interprofessional activities were expanded in 2009-2010 to include a second interprofessional experience, held on January 25, 2010 to review and discuss patient communication issues in small groups in reaction to a UCSF produced video. In preparation for this gathering, first year students were assigned questions monthly on the IPE and developed lively blogs among mixed groups of professional students. 445 students attended the second IPE day in January. Of the students who submitted evaluations, 88% agreed or strongly agreed with the statement, "Overall I feel this was an effective session." Samples of student evaluations and the script for the event can be found in Appendix 23 and 24a-b. A pre-survey on attitudes regarding working together in interprofessional teams was completed and will be followed up with a post survey at the end of the students’ first year of study. These data will provide information regarding longer-term attitude development following these interventions.

The UCSF Library recast its instructional improvement grants to incorporate interprofessional education activities (full description on page 5). In 2009 three grants were awarded for meritorious proposals that reached across disciplinary lines. Proposals were evaluated based on their interprofessional focus, innovation,
sustainability, implementation, high impact, evaluation and cost efficiency. The titles of the successful proposals are listed in the report on page 5-6.

One IPE curriculum development project that 101 students completed utilized an interprofessional standardized patient. The students were pre and post tested on a previously validated attitude survey. Results indicated that the experience was associated with a significant improvement of attitudes toward team value and team efficiency. Another such project focused on geriatrics education during patient care, GeriWard, which is being piloted 2009-10. Selected third-year medical students, pharmacy students, and nursing students were enrolled in the curriculum over the course of the academic year. The general course objectives include: 1) identify, learn and teach key geriatric competencies pertaining to the hospital setting; 2) implement clinical assessment tools in evaluating the elderly hospitalized patient on the wards; 3) work as a team consisting of interprofessional students to complete a clinical exercise; and 4) work as a team consisting of interprofessional students and demonstrate the ability to communicate effectively and collaborate with other healthcare professionals.

In addition to these continued efforts, several other notable advances have been made. This summer, six students, representing all four schools and Physical Therapy, are working with a staff and faculty leadership in the Curriculum Ambassador Program to advance the interprofessional learning experience and activities. Finally, the IPE team is in the early stages of working with a group of faculty to develop an interprofessional course on health policy to further engage students on this set of issues that is common to all the professions.

As part of the ongoing efforts to emphasize interprofessional education, the deans met with the IPE team on February 27, 2009. They charged the Interprofessional Task Force to identify metrics to measure success (Revised CFR 2.7), further communicate the advantages of the common academic calendar, connect with the Academic Senate and Academic Affairs regarding the scholarship of teaching for academic advancement (Revised CFR 2.8), and explore how IPE efficiencies could save resources for the schools (Revised CFR 2.2b, Revised CFR 2.8, Revised CFR 3.5). Continued efforts described above have begun to address this charge. Also of note, Chancellor Susan Desmond-Hellmann has created a Chancellor’s Task Force on Interprofessional Education chaired by the Vice Provost of Student Academic Affairs (CFR 1.3). The task force has developed a report that formulates a vision for interprofessional education for the next five years. The report was submitted to the Chancellor in July 2010. The final report and Context Map are included in Appendix 5.

In addition, the Vice Provost for Academic Affairs and the academic affairs associate deans have discussed the inclusion of faculty interprofessional education efforts as elements for promotion (Revised CFR 2.8). With the concurrence of the Academic Senate Committee on Academic Personnel, a statement was added to the 2009 Annual Call, the document that highlights the changes to the academic review and advancement processes. It now states that “substantial teaching contributions that
enhance interprofessional education (in particular, the development/enhancement of interprofessional curriculum) are encouraged and given recognition in the evaluation of a candidate’s qualifications for advancement” (CFR 1.3).

Students have responded well to the interprofessional elements of their education and understand and value the benefits to them as professionals and to their patients:

“...We feel it was much more a reward than a burden. The fact that we had members of our team with at least a year’s worth of experience in nursing, medicine, pharmacy and public health allowed us to approach our tasks with a greater confidence than one or more of us had experience with the task at hand…because we are new to the field we probably approached our team with a greater willingness to learn from one another.”
—Team Kenya

“We deepened our insight into a totally different culture and learned to become more culturally competent. Living and working together as an inter-disciplinary team provided an opportunity to learn about the various aspects of health care, which would help us collaborate with other health professionals in our future practices.”
—Team Tanzania

In sum, interprofessional education is enjoying a great deal of momentum at UCSF. Adopting the common academic calendar in 2009 has cleared a number of hurdles for planning programs. Faculty and the IPE team are working to identify and expand curricular offerings that meet the needs of professional students, and evaluation efforts are ongoing. This momentum has set the stage for defining and measuring endpoints that highlight the benefits for learners, faculty, patients, and the institution (Revised CFR 1.2, Revised CFR 2.3, Revised CFR 2.7, CFR 2.5, 4.6, 4.8).

F. Continue to identify ways to encourage graduates to pursue academic careers. UCSF recognizes the critical role of preparing future faculty members. Each schools’ plans have been enacted and have identified ways of recruiting young faculty and encouraging students to consider academic careers. The faculty mentoring program has flourished and now provides a variety of regular programming along with individual mentoring experiences for both tenure and non-tenure track faculty (Revised CFR 3.2, CFR 3.1). In addition, efforts continue in each school to offer opportunities to students that prepare them for academic careers. These efforts include teaching electives, the curriculum ambassador program, and particular mentoring programs (CFR 2.9).

The School of Dentistry has developed a number of elective activities to prepare students for academic careers. Faculty provide both elective teaching and tutoring opportunities and faculty-sponsored dental student organizations create activities that stimulate interactions between interested students and research-intensive and teaching-intensive faculty. In 2008, the School of Dentistry was awarded a T32 training grant by the NIDCR/NIH (National Institute for Dental and Craniofacial Research and the National Institutes for Health) to develop a combined DDS-Masters in Clinical Research degree track. This program is analogous to the Pathways program offered through the School of Medicine. In addition, the American Dental Education Association (ADEA) sponsors a national program to train and mentor future faculty members. The
fellowship’s components include a day and a half summer fellow/mentor training session, biweekly collaborative meetings between fellows and mentors, faculty/administrator interviews, teaching practicum in four settings, career reflection essays, research practicum, and a poster presentation at the 2011 ADEA Annual Session. In 2010, two of the seven dental students from around the country selected for the year-long fellowship are at UCSF. Each of these opportunities serves to assist students in understanding the responsibilities of an academic career and to gain experience in the aspects of academic life that distinguish it from a practice career.

Within the School of Medicine the fundamental motivation for developing and implementing the Pathways to Discovery Program was specifically to deepen inquiry and scholarship on the part of learners, and thus foster academic careers. The Health Professions Education Pathway provides one good example. It has become a well-developed course of study in medicine and students from other disciplines are now participating. Much of the learning activity is done independently and online which enhances opportunities for students from the other schools to participate. Currently the curriculum covers learning theory, teaching strategies, curriculum development, assessment, and leadership. Participants also complete a mentored legacy project. UCSF has established an extremely advanced academic and professional environment and as a result, serves as a model for those potentially interested in academics. The most recent SOM data, tabulated for the 2008-2009 year, indicates that 22% of graduates pursue academic careers.

The School of Nursing received a significant five-year grant from the Gordon and Betty Irene Moore Foundation to enroll and graduate doctorally prepared nurses, with a three-year course of doctoral study, to assume nurse faculty roles in California upon graduation. Students were provided a generous stipend of $60,000 per year of study which allowed students to reduce their outside professional work and study full-time while in the doctoral program. Specific academic teaching courses and seminars were designed to support the students’ development of academic teaching skills and expertise. Currently two classes of Moore fellows are completing their doctoral education, one in spring 2010 and the other in spring 2011. At the end of the program over 55 new nursing faculty will have graduated from this initiative. The courses and mentoring received by the Moore fellows were offered to all interested nursing doctoral students, and will remain long after the Moore fellows have graduated.

Through role modeling and coursework the School of Pharmacy encourages its students to consider roles in academe. Virtually all students teach others as part of the curriculum. They teach peers, other health professional students, the public, and children in the public school systems. Surveys of alumni indicate that over 60% are involved in teaching pharmacy students (62%), pharmacy residents (38%), pharmacists (30%), and other health professionals (35%). The School’s success in this regard can be measured in many ways, including the fact that its graduates hold a substantial number of faculty positions across the nation. In addition, 781 of the School’s volunteer clinical faculty, approximately 50% are alumni (Revised CFR 3.2). Over the last three
years, roughly 64% of the School’s graduates have sought and been placed in residencies which are not required as a part of pharmacy education but serve as major sources for replenishing and building the clinical pharmacy faculties of the nation. Typically 0-30% of graduates from other pharmacy schools pursue postgraduate training.

**WASC Commission’s Guiding Recommendation 5:** The Graduate Division must incorporate into the academic degree program review process both student learning objectives together with appropriately aligned assessments and the use of these assessments in program improvement, in much the same way that such assessments inform the accreditation process of the professional degree programs.

Each program in the Graduate Division undergoes external review every five years. Incorporated into the review is an assessment of student learning outcomes. In preparation for the review, each program is asked to identify specific learning outcomes for students at key stages of the program (e.g., qualifying exam, dissertation prospectus, research presentations, dissertation defense) and to explain the methods used to assess achievement of these student learning outcomes (e.g., aggregate annual reports of qualifying exam completions, acceptance of abstracts at national meetings, grants awarded, papers published, dissertations completed). The review team is then asked to evaluate the assessment methods and the outcomes data presented and to comment on how well the student learning outcomes align with both the discipline’s standards and the institution’s goals. Programs then incorporate this feedback into refining the curriculum, student support and advising services, and resource allocation (Revised CFR 1.2, Revised CFR 2.2b, Revised CFR 2.3, Revised CFR 2.7, Revised CFR 2.10, Revised CFR 2.13, CFR 2.1, 2.4, 2.5, 2.6, 4.6, 4.8).

**WASC Commission’s Guiding Recommendation 6:** Contribute to the generalizable knowledge through the development of rigorous design and assessment of its many initiatives, thereby learning from our own best practices and contributing to the literature in health professions education.

Faculty at UCSF are engaged in research and dissemination of knowledge related to education, curriculum, interprofessional education and many other topics specifically related to the professions. The publication and presentation of the knowledge gleaned through this process provides convincing evidence that UCSF faculty are active participants in fostering improvements in education (Revised CFR 2.2b, CFR 4.7). A listing of publications, abstracts, and presentations by UCSF faculty is included in Contributions of UCSF Faculty and Staff to the Scholarship of Teaching (Appendix 10) (Revised CFR 2.8).

As described above, the schools and Graduate Division are actively employing various methods of identifying and measuring student learning outcomes (Revised CFR 1.2, Revised CFR 2.3, Revised CFR 2.7). The data from the direct and indirect assessments is used for planning and has provided a stimulus for positive change (CFR
4.3). Supportive of these global learning outcomes of “knowledge” and “professionalism,” the schools and the Graduate Division continue to foster interprofessional education through jointly taught classes, student projects and grants, patient rounds, and special activities such as the campuswide Interprofessional Day events. Finally, the emphasis on professional competency is balanced by a strong commitment to preparing students for academic careers. Mentoring activities, elective courses, the Pathways program, and other similar efforts provide support and encouragement for students to consider academic careers. In sum, UCSF has made significant progress in standardizing learning outcomes and general competencies, while still allowing for the individualization of the learning experience.
DIVERSITY

“Diversity refers to the variety of personal experiences, values, and worldviews that arise from differences of culture and circumstance. Such differences include race, ethnicity, gender, age, religion, language, abilities/disabilities, sexual orientation, gender identity, socioeconomic status, and geographic region, and more.”
--The University of California Diversity Statement developed by the UC Academic Senate and endorsed by the UC President, June 2006

As discussed during the Capacity and Preparatory Review in 2009, the Institutional Proposal stated that "UCSF is committed to being a leader in the effort by the University of California to enhance diversity across all its campuses." UCSF's efforts are rooted in a historical commitment to diversity. UCSF's professional schools work to keep pace with, and in some cases, surpass peer institutions in enrolling a higher proportion of underrepresented students. This success is especially noteworthy since UCSF is a post-baccalaureate university and there is a tendency for diverse representation to decline with advanced education. Although the State of California’s Proposition 209 and the UC Board of Regents’ 1995 decision to discontinue affirmative action have resulted in a lower proportion of underrepresented students, UCSF continues to actively engage in a wide array of efforts to promote diversity (CFR 1.5).

WASC Commission’s Guiding Recommendation 7: Continue to pursue standard definitions of demographic data categories, as well as consistent methods for capturing them such that at students’ matriculation in the degree programs, data describing diversity categories are stored at the greatest level of detail that can provide useful data for subsequent re-tabulation of categories or disaggregation of data for various reporting and analytical purposes.

In 2009 a campuswide Office of Institutional Research was re-constituted and a Director appointed. The office has reviewed metrics used by the U.S. Census Bureau, the University of California Office of the President (UCOP), the UCSF Graduate Division, the Central Application Services used by Dentistry, Pharmacy, and Physical Therapy, and the MCAT/Central Application system. A system is now in place that has the ability to capture data from different sources.

UCOP recently expanded the student race/ethnicity information that it collects in response to changes in federal reporting requirements, including new multi-race reporting requirements using federally prescribed roll-up rules. For the next few years, UCOP will continue to report race/ethnicity using its traditional single-reporting categories through use of a hierarchy or trumping scheme developed by UCOP and campus graduate division staff. This hierarchy has been accepted by all UC campus Graduate Divisions, and will enable consistent reporting of the traditional single-race/ethnicity categories for the near future. United States and California census data
was used to determine the broad categories (bolded) of under-represented students at UC, as well as the most underrepresented Hispanic and Asian sub-groups within the population of people aged 25 and older with at least a four-year college degree. These sub-groups are ordered with respect to the degree of their under-representation. No such system-wide hierarchy has previously existed for graduate student data, where the roll-ups have been determined by local campus practice (Revised CFR 1.2, Revised CFR 2.10, Revised CFR 4.5).

Graduate Hierarchy - UCOP Categories
African-American: African American/Black; Hispanic/Latino: Mexican/Mexican American/Chicano; Other Spanish American/Latino; American Indian: American Indian/Alaskan Native; Pacific Islander: Native Hawaiian or Other Pacific Islander
Asian: Vietnamese; Filipino; Japanese; Chinese; Korean; East Indian/Pakistani; Other Asian; White: White/Caucasian

This hierarchy will be implemented with fall 2010 graduate academic and professional enrollment and admissions data, however the current single-race/ethnicity reporting structure will be gradually phased out over the next four to five years. UCOP plans to discontinue the use of all hierarchies and to begin acknowledging multiple races in order to achieve consistency with emerging national reporting practices.

UCSF’s Academic Demographic System was developed to track faculty searches, applicant demographics, national availability data and current and trend information of existing faculty (CFR 1.3). The most recent demographic data on faculty can be found at the hyperlink. The Demographics System facilitates best practices for academic searches and improves transparency by providing timely demographic information about the current faculty. The system will be expanded to generate the Search Process Report and to request GLBT/Gender Identify information of applicants. Faculty gender and ethnicity (African American, Asian American, American Indian, Hispanic and White) data are reported annually by the Office of the Vice Provost, Academic Affairs. Each year, this data is used to create UCSF academic placement goals for under-represented minorities and women by school-wide job group as well as by Affirmative Action/Diversity progress report planning unit. Departments are required to use the planning unit/department specific placement goals on their Academic Recruitment Plan and Search Waiver forms, and this requirement is reiterated on the Annual Call for Academic Personnel Actions and Academic Appraisal.

UCSF Human Resources collects demographic data on full- and part-time staff to comply with federal reporting guidelines, including the Office of Federal Contract Compliance Programs (OFCCP) EEO-1 Report of the US Department of Labor. OFCCP currently requires federal contractors to collect and maintain information about the gender, race, and ethnicity of their employees in five race and ethnic categories: Blacks, Hispanics, Asians/Pacific Islanders, and American Indians/Alaskan Natives. The EEO-1 categories are currently undergoing revision, and will add one new category (“two or more races”) as well as dividing the category “Asian/Pacific Islanders” into two
separate categories, “Asian” and “Native Hawaiian or other Pacific Islanders”. This data is used annually to create UCSF staff placement goals for under-represented minorities and women by job group.

**WASC Commission’s Guiding Recommendation 8:** Communicate shared definition, consistent framework and the metrics used to measure what is meant by diversity that would include cultural competency in graduates who demonstrate they are “advancing health worldwide.” This definition will provide the institutional research metrics to demonstrate progress toward achieving institutional goals and educational effectiveness.

In June 2007, UCSF completed a campus wide Strategic Plan which involved the entire campus community as well as external stakeholders (CFR 4.1, 4.8). Plan effectiveness is tracked and reported annually in Progress Reports, and revisions to the plan are made as needed (Revised CFR 4.4). The vision statement specifically provides that "in advancing health worldwide, UCSF will ... build upon its commitment to diversity," singling out Nurturing Diversity as one of the seven strategic directions to be undertaken over the next five years (CFR 1.5). The plan’s diversity strategies include "creating a more diverse campus community, ensuring that UCSF continues to attract the best and most diverse candidates for all educational programs, and improving diversity among senior leadership." In addition, other strategic directions in the plan include an emphasis on diversity.

In Promoting a Supportive Work Environment, the strategic plan provides that to "groom and promote the next generation of UCSF leadership ... special attention must be paid to ensuring diversity among these potential leaders." This emphasizes the use of role models in enhancing diversity in the UCSF community. Toward Educating Future Leaders, the strategic plan states that to "prepare for growth in professional school enrollment. ... (we will) ensure that innovative educational programs that focus on diverse and underserved populations are accessible to more future health care professionals."

One major initiative to enhance campuswide diversity of faculty, students, and trainees was the creation of the Chancellor’s Advisory Committee on Academic Diversity (CACAD) (CFR 1.1, 1.3, 1.5). Through this new committee, the campus set forth on an ambitious set of goals that resulted from the development of the campus Strategic Plan and the 10-point Diversity Initiative adopted in 2007. Progress from CACAD related to the goals in the Institutional Proposal is summarized below (CFR 1.5, 3.1).

The ten points are: 1) Implement comprehensive communication program and diversity webpage; 2) Establish faculty database for conducting faculty searches; 3) Implement best practices for faculty searches; 4) Develop comprehensive plan for staff recruitment and retention; 5) Develop comprehensive program promoting diversity among trainees; 6) Develop preliminary set of proposals on accountability and incentives; 7) Recruit director of academic diversity; 8) Establish coordinated outreach program; 9) Establish
school-specific plans; 10) Incorporate recommendations from the Strategic Planning Initiative.

The campus has put in place an effective communication strategy, with a robust Diversity website that includes data indicating progress on diversity among students, trainees, faculty and staff (CFR 1.5). With guidance and oversight by the Chancellor’s Academic Diversity Committee, the Chancellor’s Office put in place an accountability structure in 2007 that requires annual reporting and a public presentation of diversity plans and progress in achieving goals. The most recent public reporting of diversity took place on April 13, 2010 with Chancellor Desmond-Hellmann and other senior leaders presenting an update on progress in achieving diversity goals and answering questions from the campus community (CFR 1.3).

The Director of Academic Diversity has worked with the Office of Institutional Research to collect trainee demographics from each of the schools. In addition, first generation to graduate and professional school students are followed with this system. The Graduate Medical Education Program has also implemented a new system that more efficiently captures demographic data. This data is included on both the campus Diversity web site and the OIR web site. UCSF is also in a unique position to model cultural competency strategies across the health professions. Each of the professional schools includes formal training in cultural competency in its curriculum. Below are some examples of this important work.

Students in the School of Dentistry must meet specific competencies that address cultural competency. Graduates must be competent in the application of the fundamental principles of behavioral sciences as they pertain to patient-centered approaches for promoting, improving, and maintaining oral health. They must also present competency in managing a diverse patient population and have the interpersonal and communications skills to function successfully in a multicultural work environment. These competencies are required through coursework in behavioral science, cultural competency, and ethics that span all four years of the dental curriculum.

The School of Medicine has mapped Social and Cultural Issues in Health Care into all years of the core curriculum. The goal is to address what physicians need to know and do to provide appropriate care to patients with differing social, cultural and economic backgrounds.

Within the School of Nursing, all students are required to take a two to three unit course on socio-cultural issues. In addition, several required core courses have identified learning outcomes with respect to cultural/racial/ethnic diversity (Revised CFR 2.3). The School of Pharmacy provides cultural competence training to students through various modalities including lectures, role-plays, and interactive exercises. In the first professional year students are introduced to the concepts of cultural competence (i.e., culture and health, health beliefs, health disparities, health literacy,
low English proficiency) and discuss the effects of these factors on patient’s ability to communicate their health and medication needs to the pharmacist. In addition, students receive training on the proper techniques for using interpreters in the clinical setting. As students learn about medication therapy options the concepts of culture are integrated as important elements to consider when designing treatment regimens and recommendations. Students complete their clinical training during the final year of the program during which they apply cultural competence concepts learned while interacting with patients and other health care professionals.

The **Graduate Division** administers several [diversity programs](#) including the NIH/NIGMS-sponsored IRACDA Scholars in Science (ISIS) Fellowship Program for postdoctoral scholars and the Initiative to Maximize Student Diversity (IMSD) Fellowship for underrepresented minority graduate students; the NSF-sponsored Alliances for Graduate Education and the Professoriate (AGEP) "Postdoc Bootcamp" program; the UC Leadership Excellence through Advanced Degrees (LEADS) Program; and Summer Research Opportunities. In addition, a number of [resources](#) are made available to under-represented students or anyone interested in fostering diversity.

**WASC Commission’s Guiding Recommendation 9:** Contribute to the generalizeable knowledge through the development of rigorous design and assessment of its many initiatives, thereby learning from our own best practices and contributing to the literature in health professions education.

**Moving Toward a New Campus Organization for Diversity**

In December 2009, Bobby Baron, the Chair of the Chancellor’s Advisory Committee on Academic Diversity (CACAD) appointed a Subcommittee on Outreach and Diversity to review and analyze three recent reports and develop a single consolidated proposal to enhance outreach and diversity at UCSF consistent with the Chancellor’s strategic priorities under the leadership of co-chairs Joseph Castro, Vice Provost – Student Academic Affairs and Special Assistant to the Chancellor and Renee Navarro, Associate Dean Academic Affairs and Director of Academic Diversity.

The subcommittee reached near unanimous support for recommending that UCSF: 1) Establish a campus-wide diversity office; 2) Appoint a highly visible, senior level leader to lead the campus-wide diversity office who will report directly to the Chancellor; 3) Incorporate existing UCSF diversity programs and offices within the campus-wide diversity office; 4) Allocate sufficient new resources, including adequate staffing, to the diversity office to support collaboration among existing programs, initiate pilot programs, and provide seed money to leverage new sources of financial support for diversity and outreach; 5) Charge the new diversity office with the establishment of a campus-wide multi-cultural center; and 6) Charge the new diversity office with the establishment of a coordinated campus diversity plan covering students, trainees, staff and faculty that includes a comprehensive inventory of existing programs, a strategic plan for strengthening existing programs and developing new programs, and an institutional research framework for assessing program effectiveness over time.
The report's recommendations have been endorsed by the CACAD, the Chancellor, and Executive Committee as long-term strategies to improve UCSF's outreach efforts (CFR 1.3). The report can be found in Appendix 25. Specific plans to address the recommendations included (CFR 1.5, 3.1): a) increasing the coordination of outreach activities by the Director of Academic Diversity; b) expanding, enhancing, and financially supporting existing post baccalaureate programs for disadvantaged students interested in health science careers at all four schools; and c) supporting the establishment of new programs.

Concurrently, the University of California Office of the President established in June 2010 a systemwide Council on Climate, Culture and Inclusion and has urged each UC Chancellor to establish a local Council on Climate, Culture and Inclusion. The councils were created, in part, as a response to problematic incidents targeting students of color and LGBT students at several campuses. The UCSF Council, which will take the place and continue the role of the Chancellor’s Advisory Committee on Academic Diversity, met for the first time in July 2010. The Council, which is chaired by the Chancellor, will meet monthly.

Initiatives to Enhance Diversity
UCSF sponsors an array of initiatives that nurture and increase diversity. Some examples are described below, while others are included in Appendix 26.

A successful example of a campuswide outreach initiative that identifies disadvantaged students for all our professional schools and graduate programs is the Inside UCSF Program. This program, which recruits talented and diverse students from community colleges and four-year institutions, was successfully conducted between 1999 and 2004, then again in 2008, 2009 and 2010. Concurrently, annual enrollment data is compared for underrepresented students to average enrollment rates for all students, monitored for trends, and evaluated for contributory factors. For example, 2009 data indicate 34% of enrolled graduate students and 47% of enrolled medical students are from ethnicities considered to be underrepresented in science and medicine (American Indian, Asian, Black, and Hispanic) compared to 46% and 33%, respectively, in 2008. A similar plan is in place to evaluate factors contributing to differences in matching residency programs for underrepresented students in medicine (UIM) as compared to other students. 2008 data showed a 25% match rate for UIM compared to 34% for majority students. These rates have continued to converge, with a 26% match rate for UIM compared to 28% for non-UIM students in 2009, and 28% UIM match rate compared to 27% for majority students in 2010. Data for 2009 can be found in Appendix 27.

Campuswide programs aimed at recruiting postdoctoral fellows and faculty who enhance diversity include the Travelling Ambassador Program, in which Travelling Ambassadors representing UCSF attend national professional meetings, advertise open faculty positions at UCSF, and focus on making contact with potential applicants who
would enhance the diversity of the campus. The ambassador provides information about specific UCSF faculty openings and obtains contact information from those individuals with whom they interact. A similar program for postdoctoral fellows, the University of California President's Postdoctoral Fellowship Program, was established in 1984 to encourage outstanding women and minority PhD recipients to pursue academic careers at the University of California. The current program offers postdoctoral research fellowships in all fields, along with faculty mentoring and eligibility for a hiring incentive to qualified scholars whose research, teaching, and service will contribute to diversity and equal opportunity at the University of California (CFR 2.9). Fellows have been specifically recruited from this program to become faculty members at UCSF.

The UCSF Communications Program ensures that UCSF is fully communicating the overall picture of its diversity efforts, which includes a commitment to diversity, programs underway to support these efforts, and areas where the campus can improve. The Public Affairs Office manages the campus diversity website, and in collaboration with the CACAD, has made a strong effort to ensure that campuswide diversity events are covered and appropriately featured. Efforts to communicate and disseminate approaches to enhancing diversity are described briefly below (CFR 1.1, 1.5).

Other recent accomplishments include a diversity listserv and a calendar of key annual events that UCSF representatives can attend and provide a booth and/or advertisements. Other methods to maximize diversity of our faculty is the Academic Demographic System, standardization of definitions and reporting, generic advertising, improvements to the search committee tools and the Academic Affairs website, and exit surveys for faculty who leave UCSF (CFR 1.5). More details on these activities are included below.

The last diversity action in the Institutional Proposal concerns accountability and incentives. Progress to date and plans are described below (CFR 1.1, 1.3, 1.5). The University of California Academic Personnel Manual policy governing faculty appointment and advancement (APM 210) was amended effective July 2005 so that faculty contributions to diversity would receive recognition and reward in the academic personnel process. The guidelines for evaluating contributions to diversity have been added to the Annual Call and the Academic Affairs website, distributed to department chairs, and discussed in the retreat with the Committee on Academic Personnel (CFR 1.3). Diversity is one component in the evaluation of the stewardship of a department or school. The Director of Academic Diversity is now able to provide departmental demographic data (including trend data) for the review (CFR 4.6, 4.7). Broad participation is encouraged for all Chancellor's Council on Faculty Life Activities, including leadership training, faculty development, faculty mentoring, and stress management programs (Revised CFR 3.2). Diversity of participants is monitored, and intervention has not been necessary.
UCSF's Leadership Panel on Diversity is a program highlighting challenges and plans for the future that was first presented in 2007 by then Chancellor J. Michael Bishop and the executive leadership team. This event was originally requested by the Chancellor's Committee on Diversity and has been held each academic year since (Appendix 28). A template in the Deans' Annual Reporting to the Chancellor and Executive Committee has been developed for the annual reporting process to standardize presentation of information and facilitate tracking over time to assess progress (Revised CFR 4.4, CFR 1.3).

UCSF has a long-standing commitment to hiring and retaining a diverse staff. This commitment is evidenced by analysis of staff ethnicity and gender for the past year (CFR 4.6) (Appendix 29). As part of that commitment, the Office of Affirmative Action, Equal Opportunity and Diversity (AAEOD) produces an annual Affirmative Action Plan. The Affirmative Action Plan establishes goals and good faith efforts for addressing underutilization of women and minorities in staff and academic job groups. The plan is in compliance with federal affirmative action regulations. The 2010 Affirmative Action Plan is included in Appendix 30. As part of the campus Strategic Plan, UCSF launched an initiative in 2007-08 to nurture and increase staff diversity. This initiative had three goals: a) nurturing diversity; b) improving institutional climate and; c) promoting professional development. Each goal had strategies that the campus has implemented and continues to sustain. The individual goals and strategies are discussed below.

Nurturing Diversity (CFR 1.5, 3.1) Training is provided for supervisors and managers on diversity awareness and best practices in outreach, recruitment and retention. To make trainings more accessible a new online course, “Foundations of Diversity for Supervisors,” has been created. UCSF’s University Community Partnerships Office endeavors to harness university resources in collaboration with those in San Francisco communities to bring new meaning to the definition of a public research university – one that truly serves the vibrant community of San Francisco. The Office of University Community Partnerships (UCP) promotes improvement in the quality of life throughout our communities by cultivating and sustaining strong, collaborative partnerships designed to eliminate health inequities and to model excellence in University and Community Engagement.

UCP builds collaborative relationships between UCSF and the community, promoting civic engagement, fostering community health and well-being, and enhancing the environment for education, research, employment and patient care at UCSF. To accomplish the mission, UCP focuses its activities in the following major areas: 1) Service Learning; 2) Educational Outreach; 3) Economic and Employment Development; and 4) Community Based Research and Evaluation. Additionally, UCP administers a grants program to provide pilot funding for partnership projects.

Improving Institutional Climate (Revised CFR 3.3, CFR 1.5) New Employee Orientations are held bi-monthly to welcome new staff to UCSF and help integrate them into the organization more quickly, familiarizing them with its structure, values, mission
and culture (CFR 1.1). In 2009, 756 new employees attended the orientation. The University conducts employee opinion surveys every two years to assess employee satisfaction and organizational climate. This analysis is then shared with key institution, department, and unit leadership in order to address any institutional climate concerns. When employees leave the university the campus conducts exit interviews to assess the institutional climate and attempt to identify any factors that may enhance or impede our diversity efforts (Revised CFR 4.4).

AAEOD conducts in-person diversity training workshops for employees and supervisors. Over 1,500 staff and other members of the campus community participate annually in these workshops. Topics include cultural awareness/humility, managing diverse teams, and conflict prevention and resolution. UCSF has recognized more than 850 staff, and other members of the campus community, who contribute to the positive climate for diversity through the Champions of Diversity program, the Diversity and Affirmative Action Best Practices awards, and the Chancellor’s awards, including the Martin Luther King Jr., Status of Women, LGBT Leadership, Public Service, Exceptional University Management and UCSF Medal Support Awards. Additional information about the Champions' Awards can be found at hyperlink.

Promoting Professional Development (Revised CFR 3.3, CFR 1.5) In the fall of 2008, UCSF launched a Leadership Development Program to enhance current leadership capacity and to create a diverse pipeline of future senior leaders. The Leadership Development Program consists of two academic year-long development programs for emerging and senior leaders, the Leadership Academy and the Leadership Institute. The program is designed to ensure organizational success through sustained development of current and future leaders. In 2009 and 2010 UCSF has developed approximately 20% of the leadership population, including substantial representation of people of color, women, and Lesbian, Gay, Bisexual and Transgender staff in the areas of collaboration, communication, strategic planning and decision making. In the spring of 2009, Human Resources launched a Career Development Initiative to support staff in advancing their professional careers. A website was created to provide staff access to career development pathways and resources. A series of career development workshops served over 200 UCSF staff and Human Resources is in the process of creating career paths and defining associated development activities to advance staff in their professional fields.

Diversity and inclusiveness have always been core values of the University of California. The faculty who founded UC’s professional schools more than a century ago made that clear when they decided to accept applications from women and people of color, a bold decision for the times. 2009 Data on the distribution of faculty by sex and ethnicity can be found at this link. UCSF’s Black Caucus later provided an impetus for the campus to improve its efforts to diversify its faculty, students, and staff at all levels to keep pace with an ever more diverse population in California and the nation. External political and cultural events have at times hampered campus efforts. Nevertheless, the recent report and recommendations from the Chancellor's Advisory Committee on
Academic Diversity and the new staff diversity initiative provide the campus with an action plan. The strategies, goals, and actions outlined in the report have already led to considerable progress, and UCSF has the expertise and energy to achieve even more success in the future (CFR 1.5).
INSTITUTIONAL RESEARCH

“I believe that we should be held accountable by parents, by students, by taxpayers, by employees, by the Legislature. If someone asks...about a specific research program or asks about diversity or asks about new technology – whether it’s worth the cost and what are you getting out of it – I think we ought to be able to give an honest answer, backed up by empirical data, and that is my view. My motto... ‘In God we trust – all others bring data.’”

“Proving the Value of Higher Education,” speech by UC President Mark Yudof to Commonwealth Club of California, Nov. 17, 2008

WASC Commission’s Guiding Recommendation 10: Provide resources to establish and appropriately staff the institutional research office on a permanent basis, and create a central data resource at its disposal such as a data warehouse extracted from the student information system, to enable consistent and effective support for campus data reporting and analytical needs.

Institutional research has proven to be a critical element to all areas of the WASC review and to the university’s ongoing commitment to plan, measure, and improve the educational effectiveness at UCSF. The ALO and the Director of the Office of Institutional Research are aware of their responsibility to inform WASC of any matter that could affect the accreditation status of UCSF, and have consistently done so (for example, by informing WASC when it found that an existing Masters program was not yet formally approved) (Revised CFR 1.9). At present, institutional research is distributed between several campus administrative units at UCSF, primarily the Office of Institutional Research, the Graduate Division, the Admissions Offices and the Offices of Student Affairs for the professional programs, and the program administration for the graduate academic programs. Budget and Resource Management, Campus Planning, Human Resources Information Systems, and Campus Life Services also have some institutional research functionality with respect to student data; for example, a proposed increase in enrollment requires projection of current and future classroom use, revenue sources and allocation, and staffing necessary for high quality teaching and educational innovation (CFR 4.2). All these units provide timely responses to strategic data needs, and the data and analyses that they provide are regularly used to inform decision-making and in institutional review (Revised CFR 4.4, Revised CFR 4.5, CFR 4.3, 4.6).

The WASC review team recommended that the UCSF administration create a central data resource at its disposal such as a data warehouse extracted from the student information system, to enable consistent and effective support for campus data reporting and analytical needs (Revised CFR 1.2, Revised CFR 4.4, Revised CFR 4.5, CFR 4.3). As illustrated below, UCSF has made significant progress in coordinating data sources.
The UCSF Office of Institutional Research (OIR) in Student Academic Affairs was formally re-established in fall 2009, and is staffed by a full-time Director and a half-time analyst. The OIR is the source for validated student and trainee data and both periodic and ad-hoc reports and analyses that are provided to campus leadership and Public Affairs, the UC systemwide office, and the U.S. Department of Education and to other clients (Revised CFR 1.2, CFR 4.6). Student learning assessment at UCSF takes place at the program level, however the OIR plans to institute a campus climate and student satisfaction survey modeled on the University of California Undergraduate Experience Survey (UCUES) in the near future, and is working with Student Experience in the Research University (SERU) staff to implement this initiative (Revised CFR 2.10). The Office of Institutional Research has also taken a lead role in the WASC affirmation of accreditation and was able to move UCSF to ‘Specified’ degree level approval in October 2009.

The majority of data used by the OIR is currently obtained from the data systems of the Registrar and Student Financial Aid, with additional data provided as needed from Services for International Students and Scholars, the Office of Student Life, and Student Health and Counseling Services. An arrangement has been made with Institutional Research at the University of California Office of the President (UCOP) to create a data warehouse for the UCSF campus as part of the Decision Support System (DSS) currently under development at UCOP. The expectation is that this will eventually become the primary means of campus data reporting and analysis (Revised CFR 1.2, Revised CFR 4.4). The Payroll component of the DSS is nearly completed, and will be available Fall 2010; the Student Data component is on track for Fall 2011; and the Budget and Finance component is still in the process of preliminary development.

The Director of the OIR is a member of UCOP’s Decision Support System Student Data Business Requirements Work Group that is in the process of developing business requirements and functional specifications for DSS Phase II - Student and Instructional Data. Once these requirements and specifications are completed, the next step will be to build the data model for the first release of Phase II as well as to develop data dictionaries and a glossary of business terms. The DSS will make it possible to integrate data systemwide as well as incorporate data from external sources, and (where appropriate) will provide users in the University community with direct access to data from many of the University's major administrative systems (Revised CFR 2.10).

The Office of Institutional Research web page publishes student data (Revised CFR 2.10) and provides links to campus, faculty, staff, and UC systemwide data, including UC Accountability. Google Analytics tracks use of the web pages. There is an ongoing review of the OIR that includes a comparison of data collection methodologies, a critical examination of performance indicators for the campus, creation of partnerships with other institutional research-related units on campus as well as other graduate-only institutions in California, and active outreach to existing and potential constituencies (Revised CFR 4.4, Revised CFR 4.5). The Director of the OIR attends and presents at
the annual meetings of the California Association for Institutional Research (CAIR) and the Association for Institutional Research (AIR), and uses these opportunities to do an informal assessment of OIR functionality.

**Graduate Division Institutional Research/Information Technology (IR/IT)** provides data for program review and grant applications, is responsible for the administration of various surveys, responds to federal, State, UC systemwide, and campus information requests, and implements and oversees the graduate school application process. Staffing consists of the Director of IR/IT and one staff member. The data for program review and grant applications is obtained from Student Financial Aid and the Office of the Registrar. Graduate Division IR administers the NSF-NIH Graduate Student Survey and the Survey of Earned Doctorates (the SED), UC systemwide’s triennial Graduate Student Survey, the UCSF Survey of Doctoral Experiences, and the CGS/GRE Survey of Graduate Enrollment and Degrees. This unit supports the Graduate Division web pages.

Each graduate professional program at UCSF has its own **Admissions Office** and the Graduate Division administers admission to graduate academic programs. Data on applicants and offers made (number, gender, race and ethnicity) is transmitted to the Registrar in the late fall or early winter of each academic year, and information regarding the preparation and selectivity of applicants is maintained at the program level. Admissions Office staffing varies by program, and there is an admissions webpage for each professional program and for the Graduate Division. As noted earlier, student assessment takes place at the program level and is conducted by each **Office of Student Affairs** for the professional programs. Assessment data is used internally to track student progress and to fulfill programmatic accreditation requirements. As a rule, student assessment in the Graduate Division is done during program review (Revised CFR 4.4, Revised CFR 4.5).

Other units that work with student data include the following:

- The Institutional Analysis (IA) unit in Budget and Resource Management has three FTE, and is charged with conducting analyses relevant to decisions regarding the funds to support building projects, including instructional space. Institutional Analysis publishes an in-depth **UCSF Institutional Profile** each year that includes student data.

- Human Resources Information Systems tracks part-time student employees serving as technical, laboratory or office assistants. This data may be useful when looking at persistence and time to degree for some programs. Student data is also reported when students take staff trainings.

- Campus Life Services (CLS) has a marketing group that does research regarding the use and potential use of CLS Services (including housing, shuttle service, recreation, arts and events, childcare and retail on campus) by the campus community. They regularly use surveys and focus groups to obtain feedback on existing services and identify future needs. Since some of their survey questions
concern student satisfaction, the Office of Institutional Research will be working with CLS to avoid repetitive questions and survey fatigue on the part of students (Revised CFR 2.10).

In addition to streamlined and centralized processes to gather and report data, UCSF’s planning processes are data driven. This commitment to the utilization of data in planning is demonstrated by the processes used to propose and approve courses and program changes and additions. These processes are outlined below. The creation (or substantive modification) of a course requires the submission of a course form, which in addition to asking for such information as instructor(s), content, prerequisites, and units involved, also requires that the course educational objectives be written as learning outcomes using Bloom’s Taxonomy of Educational Objectives. After approval by the School’s Educational Policy Committee, the completed course form is submitted to the Academic Senate’s Committee on Courses of Instruction (COCOI) for review. Once approved, the course is listed in the online catalogue and is available for online enrollment. A pilot course may be given only twice without this formal approval (Revised CFR 1.2, Revised CFR 2.3, Revised CFR 4.4).

The review process for a new graduate academic program is described in detail in the Appendix, which is currently undergoing review. Briefly, the proposal for a new program is developed by members of the faculty. Once the proposal is developed, it undergoes review by the Graduate Council, which considers such issues as the need, nature, governance, and resources required to support the program. If the proposal receives the approval of the Graduate Council and has the support of the campus administration, then it undergoes a rigorous review by the Coordinating Committee on Graduate Affairs of the UC Systemwide Academic Senate. This review typically takes four to 12 months (Revised CFR 2.2b, Revised CFR 4.4, CFR 2.1).

UCSF has Specified degree approval for Masters degrees and General Approval for Doctoral degrees. The processes required to establish new schools, colleges and programs as well as research units (ORUs/MRUs), and to reconstitute academic programs and units are also outlined in the Compendium.

Extensive external reviews of each professional program are done as part of its affirmation of accreditation (usually every ten years), while all graduate academic program undergo external review every five years (CFR 2.1). Graduate program review includes an evaluation of the goals of the program, the curricular offerings, admissions criteria and diversity of students, how evaluation of student performance is done, faculty quality and support, physical resources, and so on (for reviewer guidelines, see ‘University of California, San Francisco Graduate Council and Graduate Division Academic Program Review External Report Suggested Guidelines’. Both the Graduate Division and the program evaluated receive copies of the final review, which is brought before the Graduate Council as well (Revised CFR 4.4, CFR 4.7).

The WASC review team also recommended that the Registrar’s Office and deans of admissions continue to pursue standard definitions of demographic categories, as well
as consistent methods for capturing them such that at students’ matriculation in the degree programs, data describing diversity categories, such as ethnicity, are stored at the greatest level of detail that can provide useful data for subsequent re-tabulation of categories or disaggregation of data for various reporting and analytical purposes (Revised CFR 1.2, Revised CFR 4.5, CFR 1.5, 3.7, 4.3).

Prior to the admission cycle culminating in fall 2010 admissions, the Registrar received ‘raw’ race and ethnicity data from Dentistry, Pharmacy and Physical Therapy CAS admissions applications. Since these programs all use the same CAS provider, the race and ethnicity categories were the same. However, the School of Medicine provided ethnicity values that it determined based on a hierarchy that it designed, as did the Graduate Division.

For fall 2010, the Registrar will receive and process raw data from all the Schools and the Graduate Division, and a crosswalk has been developed (in consultation with the admissions directors) by UCOP to map the race and ethnicity data collected to the categories used by UCOP. In addition, there are ongoing discussions between representatives of the UC Graduate Divisions to develop a consensual race and ethnicity hierarchy to be used by all campuses.

Institutional research is recognized as an important priority by UCSF. Additional resources and support have been dedicated to the goal of coordinating, streamlining, and institutionalizing the collection of relevant data. The Office of Institutional Research has been re-established and strong partnerships are in play with other institutional research-related units on campus and in the Office of the President. The office, in collaboration with its partners, has provided significant support to various academic planning and evaluation efforts, the capturing and reporting of important academic data such as ethnic reporting categories, and the cohesive compilation of information that has assisted in the preparation of the WASC reports and supporting documentation. The Office of Institutional Research—in collaboration with its key partners--has established itself as a critical contributor to the assessment and planning activities of the University.
NEW ENHANCEMENTS TO STUDENT SERVICES

“We make sure we have the most talented faculty possible, to train the best and brightest students and trainees and make an impact in this world. These young adults are so talented, so diverse, so smart and so dedicated to do great things for the world. They are filled with hope and optimism and tenacity.”
-- Chancellor Susan Desmond-Hellmann, MD, MPH, The Power and Promise of UCSF Economic Impact Report, June 2010

The Student Academic Affairs (SAA) Team and campus colleagues are working diligently to address two significant challenges that are priorities in the UCSF Strategic Plan (CFR 4.1).

First, SAA is identifying and implementing new ways to better serve the ever-changing needs of UCSF students inside and outside the classroom. Rapid advances in technology provide new opportunities to serve students' needs faster and more efficiently than in the past. New technologies have been implemented to streamline student systems, especially the financial aid and registration systems. The recent creation of an endowment has also enabled the campus to sustain advances made in improving student classrooms. New and more complex health needs of students, especially in the realm of mental health and counseling, have prompted an increase in access to a wider range of health services as well as to enhanced wellness and support services (CFR 2.13).

Second, the SAA team is working with faculty, staff, and students throughout the campus to better coordinate existing programs and design new initiatives that increase the diversity of our students. The establishment of a new expanded partnership with San Francisco Unified School District is a very important component of the effort to strengthen local educational pathways serving P-12 students from diverse backgrounds. By enrolling and graduating more students from underrepresented backgrounds, UCSF will help to increase the diversity of the next generation of health care leaders while expanding access to care in many of California's underserved communities (CFR 1.5).

Each of the new enhancements described below have addressed one or both of the SAA goals for improved services to students and increased diversity within the UCSF student population.

Technology Enhancements
In 2009-10 the Student Financial Aid Office introduced a 100% online application process to continuing students for the first time. The office also implemented new software allowing for automated aid awards, eliminating the need for manual and repetitive input. Offer letters are now generated online and available for student retrieval at any time, and electronic signatures were implemented on all promissory notes, allowing students to instantly complete the paperwork from home or school.
Other technological enhancements include the expansion and promotion of electronic deposits for all loan funds, leading to a virtual elimination of paper checks being issued and safer and more efficient distribution of funds to students. Finally, Student Financial Aid is working with the Controller's Office to create and implement a new robust student Accounts/Receivable system that is scheduled to go live in August 2010.

In addition to the technological enhancements, Student Financial Aid hired a new staff member to implement and manage a holistic debt-management and budget-planning program to educate students on ways to minimize debt and explore loan repayment options upon graduation (see the Student Loan Debt Management and Repayment webpage). The program also provides workshops in conjunction with both individual school intersession programs and as part of the Student Enrichment Series sponsored by SAA (CFR 2.13).

The Office of the Registrar significantly improved services in 2009-10 by launching a new web site to provide information to students in a logical, easy-to-navigate format. In the same year, online grade reporting for faculty was implemented. Currently 99 percent of grades are reported online, allowing students faster access to their grades (CFR 4.7). To enable employers to verify degrees of our alumni quickly, the Office of the Registrar implemented online degree verifications through the National Student Clearinghouse. In addition, 30 years of course catalogs were electronically archived. Finally, the Office of the Registrar's implementation of an e-check system for fee payments reached maturity, with 77 percent of students paying fees by e-check.

In addition to the Financial Aid and Registrar improvements, Student Academic Affairs, in partnership with Capital Programs and Facilities Management, upgraded 35 classrooms with new carpet, paint, or flexible furniture. These improvements significantly enhanced the learning experience for our students. Student Academic Affairs also installed modern technology in classrooms, raising every classroom to at least a baseline level of technology for instruction (CFR 3.7). The reliability of equipment and the delivery of support services to instructors were improved and SAA piloted a system to capture lectures electronically and provide these recordings to students (Revised CFR 3.4). A larger-scale deployment of a robust lecture capture system is funded and is in progress (CFR 2.13).

Student Academic Affairs Websites
In an effort to continuously enhance the effectiveness of student services, Student Academic Affairs (SAA) launched eight new websites in April 2010. The goal of the redesign initiative was to create functional, accessible, user-friendly, student-focused websites for all of Student Academic Affairs (CFR 2.13).

Highlights include user polls, multimedia content, departmental calendars, up-to-date forms and brochures, expanded search features, as well as campus-wide resource listings. Student Academic Affairs looks forward to continuing the expansion of web-based services and information as an integral feature to serving students.
Graduate Student Health Insurance Plan (GSHIP)
In October and November 2007 the Council of Vice Chancellors of Student Affairs and the Council of Graduate Deans expressed their interest in exploring a UC systemwide perspective for graduate student health insurance. In response, then Executive Vice President, Katherine N. Lapp, convened the UC Graduate Student Health Insurance Plan (GSHIP) Workgroup in August 2008. The committee’s charge was to undertake a fresh examination of the structuring of graduate student health insurance at the University of California. The University (including UC Hastings College of the Law) had 11 separate insurance plans for approximately 40,000+ insured graduate and professional students. The plans varied substantially by campus with respect to benefits, premiums, administrative oversight, and cost containment.

The Workgroup was co-chaired by Joseph I. Castro, Vice Provost for Student Academic Affairs at UC San Francisco (CFR 1.3) and Jeffery C. Gibeling, Dean of Graduate Studies at UC Davis. The workgroup’s recommendations were threefold: to contain costs, increase benefits, and stabilize GSHIP plans. Hewitt Associates, a consulting firm that has a dedicated operation to higher education, was retained to assist with the actuarial analysis. The committee met from October 2008 through June 2010 and distilled its findings into ten recommendations that resulted in a number of changes that are responsive to the stated goals.

First, a University-wide policy has been implemented that requires proof of health insurance coverage as a non-academic condition of enrollment for all University graduate students, consistent with its earlier action for undergraduates. The University has purchased “best in class” contracts for medical, dental and vision coverage from vendors with strong services and financial guarantees within each line of coverage rather than consolidating these services with one vendor. The University self-insured the medical plan, fully-insured the dental and vision benefits, and contracted for administrative and marketing support.

Augmentations to benefits include a systemwide insurance plan to cover dependents and an optional extension of health insurance benefits upon completion of the degree program or during an approved leave of absence. Lastly, students who study/conduct research at a UC campus other than their home campus will be allowed to seek care via GSHIP throughout the state of California and abroad. These structural changes to GSHIP resulted in a 10.7% reduction of the GSHIP fee for UCSF students for the upcoming 2010-2011 academic year. Annual increases in insurance premiums for UCSF students have been up to 10% more or more each year prior to this major change (CFR 2.13).

Mission Bay Student Resource Center
The student population continues to grow at Mission Bay. By fall 2010 there will be over 700 graduate students assigned to academic programs and approximately 300 UCSF graduate and professional students living in campus housing. With the addition of new
laboratory space and with the new hospital opening within the next five years, the number of students on that campus will grow exponentially in the next ten years.

The mission of the Student Resources Center at Mission Bay (SRC) is to add value to the quality of student life at Mission Bay and aid in the recruitment and retention of students (Revised CFR 1.2). The Center is projected to open in early 2011 and will house the office of Student Services at Mission Bay and the Graduate Student Association (GSA). The SRC will provide a highly visible and accessible center that promotes UCSF student services and student participation in diverse co-curricular programs and events. The Center will also deliver support and resources for student-initiated activities, provide on-site support for the GSA and other student groups, and serve as a center for organizing and delivering academic and career development programs and community building events (CFR 2.13).

**Office of Career Planning and Development/Graduate Division Internship Program**

The [Graduate Student Internships for Career Exploration (GSICE) program](#) is the first internship program in the nation geared toward placing basic science graduate students into internships in both traditional and non-traditional scientific fields, including biotech/pharmaceutical industry research, business relating to science, patent law, science policy, and science education (CFR 2.13). The internships offer full-time placement for a three-month period and occur year round (fall, winter, spring, and summer academic quarters). The student interns are senior-level doctoral students from UCSF all trained rigorously in the basic sciences. Internships are project-oriented designed for the advanced capabilities of a PhD-level student.

**UCSF/San Francisco Unified School District Partnership**

The San Francisco Unified School District's (SFUSD) new strategic plan has articulated the charge of the UCSF/SFUSD Partnership: “To close the achievement gap by eliminating the predictive power of demographics. For far too long demographics, specifically the socio-economic, linguistic, and racial backgrounds of children have often been closely correlated to their success in school.” UCSF also recently approved its own strategic plan, which calls for a greater and deeper engagement with the K-12 community. The UCSF/SFUSD Partnership is an opportunity to operationalize the goals expressed in each of our respective strategic plans. The Partnership has a two-fold purpose: 1) to support SFUSD students and educators by harnessing the clinical, educational and research resources of UCSF; and 2) to prepare the citizens of tomorrow and expose them to health sciences careers.

The Partnership will focus on science education, college readiness and clinical services via intensive work with five schools within the southeast sector of San Francisco. The program serves a pre-school program, two elementary schools, two middle schools and one high school. Proceeding in this way will enable UCSF to create a deep, meaningful partnership with children and families who live within the same “neighborhood” of the city.
The SFUSD strategic plan calls for serving “students and their families more effectively.” This will mean developing a more engaging science curriculum; it will require addressing the physical and mental health needs of students; and notably, strategies will be implemented to engage the families of students in helping students meet their educational goals. This process of learning will inevitably transform both organizations for the better and lead to a deeper and more meaningful partnership.

**Student Aid Initiative**

UCSF is a recognized world leader in health sciences education. This excellence depends on sustained quality in clinical, research, and educational programs. Without the ability to retain top students, the ability to retain faculty is also jeopardized. Unfortunately, the cost of the exemplary education provided by UCSF is rising. Student fees continue to increase dramatically and private and public peer institutions offer more generous financial aid than UCSF has been able to offer. As a result, growing numbers of top candidates decline UC in favor of competitors with better aid packages. The rising costs are also affecting the university’s service mission. Increased debt levels require students to pursue high salary jobs, fewer graduates can afford to work with underserved populations, and finally, fewer graduates will pursue academic career paths.

It is important to note that these rising costs may hamper efforts to recruit and retain underrepresented minority students. Fee increases adversely affect low-income, out-of-state, and international students. Top candidates of diverse backgrounds are courted by peer institutions offering better aid packages. In order to sustain excellent health science education—of which diversity is a vital part—the University is launching the Student Aid Initiative (CFR 1.5, 2.13).

Professional and PhD/Master’s students are the top priority for support. The next priority are trainees (postdoctoral fellows, residents, clinical fellows) and certificate programs. Scholarships and fellowships are the highest priority. The secondary priority are awards that do not fit in the scholarship and fellowship categories, including funds awarded to students and fellows to recognize specific academic achievements, and to support academic endeavors such as summer research opportunities.

The University is placing an emphasis on building an endowment, however some donors will restrict gifts to current operational use. The majority of gifts will go to specific schools, departments, and programs, with some institution-wide funds as well. While these funds are being raised, a concurrent lobbying effort is underway to reduce or maintain current fees and secure governmental support for education.

The initiatives described above are examples of the concerted and ongoing effort in recent years to enhance the student experience at UCSF through improved student services and support. Technological advances in Student Financial Aid and the Office of the Registrar, coupled with information-rich and user-friendly websites, have made the transactional and business functions of student life less burdensome. At the same
time, improved and more affordable health insurance and health services have been realized and direct student services and activities will soon be implemented at the Mission Bay site. These enhancements support and improve the learning environment, contribute to achieving the stated learning outcomes, and lead to improved retention and well-being of UCSF’s diverse and talented student population (Revised CFR 1.2, Revised CFR 2.3, Revised CFR 3.4).
CONCLUDING REMARKS

UCSF has maintained its position at the forefront of health sciences education and has demonstrated an ability to respond to the growing demand for health care professionals and life scientists. The mission of “advancing health worldwide” is actualized within each of the Schools, the Graduate Division, and the Medical Center. While selectivity of admissions, national rankings, and NIH funding are just a few recognized measures of excellence, the University will always continue to strive to surpass its achievements in the areas of education, research, service, and health care delivery. To plan for and measure the University’s continued quest for excellence, the campus has endorsed and implemented multiple planning, assessment and review measures—many of which have been enhanced by the WASC re-accreditation process. The benefit of these augmented processes and measures is already being realized in advancements to the quality of teaching, learning, research, service, and patient care at UCSF.

The Teaching and Learning Center, UCSF’s flagship education initiative, is on track to open in January 2011 and represents the manifestation of the campus commitment to interprofessional education and innovative learning strategies. Instructional technology initiatives and improvements to library, classroom learning, and student services spaces also reflect the University’s commitment to a continuously enhanced learning environment. As this report has highlighted, numerous measures are in place and utilized throughout the campus to assess student learning outcomes at the program and school level, as well as within the context of global learning outcomes. The WASC review process has inspired improvement and growth in the use of assessment in all areas of the university. As demonstrated in the preceding narrative, students, faculty, staff and patients have benefitted from these assessments and subsequent changes.

As a critical element for the enhancements described above, and a measure of continued excellence, UCSF continues to place diversity as foundational to all campus goals and initiatives. Recent efforts have strengthened the campus’ effectiveness in recruiting and retaining a diverse community of students, trainees, faculty and staff. At the same time, the campus acknowledges that more work must be done and a new organizational structure is being implemented that will further strengthen these efforts. The success and commitment to ongoing excellence at UCSF will be more readily studied, understood, and reported via the improved capacity for institutional research. Likewise, students have experienced more accessibility to information and ease in transactional activities, as well as increased access to programs and services, as a result of numerous new enhancements to student services.

Finally, the schools and academic programs have made repeated and significant contributions to the generalizable knowledge—contributions that have enhanced UCSF’s best practices while also contributing the literature and practice of health care education well beyond the limits of the campus. The compendium of UCSF scholarship and publications, Contributions of UCSF Faculty, Staff and Students to the Scholarship...
of Teaching (Appendix 10) provides an overview of the many and diverse contributions of the University (Revised CFR 2.8).

UCSF’s ability to continuously strive toward its mission and goals has been affirmed and supported by the WASC reaccreditation process. Through the process of this thorough and intensive self- and peer-review, we have come to better understand our strengths and identify specific and meaningful ways to enhance our educational effectiveness. During this review, we have strengthened our educational infrastructure in ways that will have a long-term positive impact on the students, faculty, staff, patients, and community members affiliated with UC San Francisco.
APPENDICES

1. WASC Accreditation Steering Committee
2. Glossary of Abbreviations
3. Educational Effectiveness Review Report Timeline
4. Business Plan for the Teaching and Learning Center
5. Interprofessional Education Advisory Taskforce Report
6. Collaborative Learning Environment 5 Year Road Map for Education Systems Advisory Committee
7. Educational Technology Infrastructure Report
8. Education Systems Advisory Committee Strategic Plan, 2008
9. Office of Instruction Technology Services Priorities for 2010-2011
10. Contributions of UCSF Faculty, Staff and Students to the Scholarship of Teaching
11a. School of Dentistry Curriculum presented to Medical College of Georgia
11b. School of Dentistry Agenda for visit with Medical College of Georgia
11c. School of Dentistry One-Minute Evaluation
12. Office of Medical Education Annual Report
13. Updates to Appendix 2C of CPR Report
14a. Masters in Health Sciences Curriculum Map of Competencies
14b. School of Dentistry Map of Competencies and Curriculum
14c. School of Pharmacy Curricular Map of Competencies
15. School of Pharmacy- A Bridge to Quality
16a. School of Dentistry Faculty Council Minutes December 17, 2009
16b. Academic Senate Educational Policy Minutes February 10, 2010
16c. School of Medicine Faculty Council Agenda June 17, 2010
17. School of Pharmacy Educational Outcomes April 6, 2010
18. Teaching Methods
19. Patient Monitoring Sheet- General Medicine
20a. Graduate Division BMS Qualifying Exam forms
20b. Graduate Division TETRAD Qualifying Exam forms
21. Graduate Division Dissertation titles 2005 through June 2010
22. Graduate Division Sample of Graduate Student Publications
23. Interprofessional Day Script 2 Jan 10, 2010
24a. Interprofessional Day Evaluations 2009
24b. Interprofessional Day Evaluations January 2010
25. Report of the Chancellor’s Advisory Committee on Academic Diversity
   Subcommittee on Diversity and Outreach
26. Initiatives to Enhance Diversity
27. School of Medicine Underrepresented Students Match Data Outcomes Table
   Class of 2005-2010
28. Leadership Panel on Diversity
29. Demographic Data of Staff, March 2010
Additional Appendices of Interest

31. UCSF Senior Leadership Organizational Chart
32. Addressing the 2008 Revisions to WASC CFRs
33. Program Graduation Rates 2006-2009
34. Chancellor’s Advisory Committee on Academic Diversity Annual Report 2008-2009
35. Maintaining and Sustaining Student Services During Challenging Financial Times
36. Graduate Division Program Review Process
37. Graduate Division Program Review Tracking
38. Graduate Division Final Program Guidelines
39. Graduate Division Final Guidelines External Review Committee
40. Graduate Division Program Schedule for Review
41. UCSF Economic Impact Report, June 2010
INTERNET CITATIONS

1. History of UCSF: http://history.library.ucsf.edu/story.html
2. UCSF WASC website: http://wasc.ucsf.edu/accreditation.php
3. The Teaching and Learning Center: http://tlc.library.ucsf.edu/
4. The Teaching and Learning Center Team: Telemedicine and PRIME-US Education Facilities Oversight Committee and the Library - Education Space Coordinating Committee: http://tlc.library.ucsf.edu/background.html
5. Pathways to Discovery Program: http://medschool.ucsf.edu/pathways/
10. Medical Education Office ESCape program: http://www.medschool.ucsf.edu/edresearch/escape/
11. Medical Education Research Fellows: http://www.medschool.ucsf.edu/edresearch/fellowships/
12. Grant Program through the Office of Medical Education: http://www.medschool.ucsf.edu/edresearch/grants/
15. The Academy of Medical Educators: http://medschool.ucsf.edu/academy/
17. Career Preparation resources: http://career.ucsf.edu/pff/
18. School of Medicine competency benchmarks: http://medschool.ucsf.edu/curriculum/competencies/
19. Graduate Division and School of Nursing student learning outcomes: http://graduate.ucsf.edu/content/doctoral-degree
21. UCSF unveils Strategic Plan: http://strategy.ucsf.edu/about/plan-study/
22. Campus Strategic Plan: http://strategy.ucsf.edu/contents/ucsf-strategic-plan
24. UCSF Diversity website: http://diversity.ucsf.edu
25. Update on staff diversity: http://today.ucsf.edu/stories/ucsf-leaders-to-provide-status-report-on-academic-staff-diversity/
26. Graduate Division diversity programs: http://graduate.ucsf.edu/content/outreach-amp-diversity
27. Graduate Division diversity resources: http://graduate.ucsf.edu/content/other-diversity-resources
29. Academic Affairs website: http://acpers.ucsf.edu/diversity/
30. Faculty Orientation Program: http://academicaffairs.ucsf.edu/general/newfaculty.php
31. University Community Partnerships Office: https://partnerships.ucsf.edu
32. Champions of Diversity program: http://diversity.ucsf.edu/champions/
33. Chancellors’ Committees and Awards: http://www.ucsf.edu/chancellor/committees-and-awards
34. Leadership Development Program: http://leader.ucsf.edu/
35. Career Development website: http://careerdev.ucsf.edu/
36. Faculty Demographics by sex and by ethnicity: http://academicaffairs.ucsf.edu/acapers/downloads/facdemooct2009.pdf
37. Campus Planning: http://campusplanning.ucsf.edu/
38. Office of Institutional Research: http://oir.ucsf.edu/
42. Description of graduate program review process: http://senate.ucsf.edu/2005-2006/i-gradc-06-2006-programpreparation.pdf
43. Student Academic Affairs: http://saa.ucsf.edu
44. Student Loan Debt Management and Repayment webpage: http://finaid.ucsf.edu/student-loan-debt-management-and-repayment
45. Graduate Division internship program: http://gsice.ucsf.edu

Additional Internet Citations of Interest

46. Operational Excellence Coordinating Committee: http://www.ucsf.edu/chancellor/operational-excellence-coordinating-committee
47. UCSF launches Chancellor’s website: http://www.ucsf.edu/chancellor/
DATA EXHIBITS

1. Data Exhibit 7a.
2. Data Exhibit 7b.
3. Data Exhibit 8.
4. WASC Data Summary Form
Institutional Stipulations

UCSF is using the WASC review process to demonstrate our fulfillment of the two Core Commitments (Institutional Capacity and Educational Effectiveness); it will engage in the process with seriousness, and it will present data that are both accurate and representative of the institution.

UCSF has published and made public available policies, as identified by the Commission in Appendix 1 of the WASC Handbook. Such policies will be available for review on request through the period of accreditation.

UCSF will abide by procedures adopted by the Commission to meet U.S. Department of Education procedural requirements as outlined in Section VI of the WASC Handbook.

UCSF will submit all regularly required data and any data specifically requested by the Commission during the period of accreditation.

For the University of California San Francisco:

Susan Desmond-Hellmann, MD MPH
Chancellor