



Middle States Periodic Review Report

Presented by Fordham University

June 1, 2011

Reverend Joseph M. McShane, S.J., President

Last decennial Evaluation Team visit: June 2-4, 2006

The information in this Periodic Review Report is current and accurate as of the date of submission.

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Executive Summary

Fordham University is an independent university in the Jesuit tradition. It was established in 1841 as St. John's College by the Right Rev. John Hughes, Coadjutor-Bishop (later Archbishop) of New York. In 1846, the year the New York State Legislature granted the College its charter, Bishop Hughes recruited five French Jesuits from St. Mary's College in Kentucky and other communities, and with them the Society of Jesus assumed the administration of the College. The name was officially changed to Fordham University in 1907. In 1969, the Board of Trustees was reorganized to include a majority of non-clergy members. True to its Jesuit tradition, Fordham is dedicated to providing an education to individuals of all and of no religious persuasion, encourages cultivation of the whole person, and fosters academic experiences that promote justice in accordance with the traditional precepts of Catholic social thought.

Currently, the University comprises four undergraduate colleges and six graduate and professional schools on three campuses. The original campus at Rose Hill, adjacent to Little Italy, the Bronx Zoo, and the New York Botanical Garden, is situated on 85 acres in the north Bronx. A total of 6,921 undergraduate and graduate students study there, with 3,288 living in University housing. The Lincoln Center campus was established in 1961 on eight acres in Manhattan adjacent to Lincoln Center for the Performing Arts. Approximately 8,060 professional and undergraduate students study there, with 972 living in University-operated housing. The Westchester campus was established in Tarrytown in 1976 and relocated to West Harrison in 2008. It enrolls 177 students from Fordham College of Liberal Studies and houses branches of Fordham's Graduate Schools of Business Administration, Education and Social Service. There is no University housing on this campus. The Louis Calder Center – Biological Field Station at Armonk, New York, is a 114-acre field station with a ten-acre lake, laboratories, and a recently built student residence. Its enrollment varies because it supports graduate students and faculty researchers pursuing advanced study and research projects in botany, biology and environmental studies.

The four undergraduate colleges with the dates of their founding in square brackets are: Fordham College at Rose Hill (FCRH) [1841], Gabelli School of Business (GSB) [1920], Fordham College at Lincoln Center (FCLC) [1968], and Fordham College of Liberal Studies (FCLS) [1944]. The six graduate and professional schools include: the School of Law (Law) [1905], the Graduate School of Arts and Sciences (GSAS) [1916], the Graduate School of Social Service (GSSS) [1916], the Graduate School of Education (GSE) [1916], the Graduate School of Religion and Religious Education (GSRRE) [1968], and the Graduate School of Business Administration (GBA) [1969]. The University libraries, including the William D. Walsh Family Library, its branches, and the Law School Library, house more than 2.28 million volumes, 40,476 serials and electronic journals, and more than 3.4 million microfilm units. According to its Carnegie classification, Fordham is a Research University with High Research Activity. This classification, based on the number of doctoral degrees awarded, research expenditures made, and number of research staff, is shared by only 283 universities in the United States.

Ninety-five percent of the faculty hold the PhD or other terminal degree, with 703 full-time instructors and 391 tenured faculty. Undergraduate student/faculty ratio is 13:1;

average class size is 22. Twenty-five Jesuits are active faculty members and twelve work in University administration.

Fordham sponsors 23 men's and women's varsity sports teams. The Fordham Rams are members of the NCAA Division I and compete in the Atlantic 10 Conference in baseball, basketball, cross country, golf, indoor and outdoor track, rowing, soccer, softball, squash, swimming and diving, tennis, volleyball, and water polo, and in the Patriot League (Division I-AA) for football.

The Mission of the University: "Fordham University, the Jesuit University of New York, is committed to the discovery of Wisdom and the transmission of Learning, through research and through undergraduate, graduate and professional education of the highest quality. Guided by its Catholic and Jesuit traditions, Fordham fosters the intellectual, moral and religious development of its students and prepares them for leadership in a global society." This mission statement is further elaborated with a description of the characteristics of Fordham as a University, as a Catholic University, as a Jesuit University, and as a University in New York City. The entire text is hyperlinked on page 2 of the Periodic Review Report.

The Middle States Self-Study Evaluation Team Report of April 2006 made three recommendations requiring detailed documentation in Fordham's 2011 Periodic Review Report. These recommendations focus on "further progress in (1) integrating the mission into institutional planning processes, (2) ensuring student information literacy, and (3) implementing the plan and processes for the assessment of student learning." The PRR deals in depth with these three specific recommendations as well as provides information requested by the CHE concerning Fordham's compliance with the stipulations in the 2008 HEOA regarding institutional policies and practices in the areas of distance education and transfer of credit.

A Middle States Periodic Review Report Committee was established in March of 2010, consisting of nine members of the Fordham faculty and administration. The group was divided into sub-committees responsible for gathering information on the Evaluation Team's three recommendations and the recommendations made in Fordham's 2006 Self-Study. In April 2011 the draft report was presented for review by the whole community.

While some recent major institutional changes and developments are described below, other changes that were implemented or that occurred since the last decennial visit deserve note: the creation of the Office of the Provost and the reorganization of the President's Cabinet with concomitant changes in upper administrative reporting lines (discussed in the section on Standard 7); a university-wide comprehensive review of the University's Strategic Plan *Toward 2016* with recommendations for its continued implementation (discussed in the section on Standards 2, 3 and 7); the switch to Banner, a University-wide single software platform for all operational activities; the construction of two new residence halls on the Rose Hill campus as well as the transformation of a former dormitory building there into the new Gabelli School of Business; beginning construction of the new combined use Law School facilities at the Lincoln Center campus; the creation of the Office of International Initiatives, and the emergence of Fordham as a third party provider of study abroad programs (see section on Standard 13).

The PRR, focusing on the Evaluation Team recommendations,

- describes a concentrated effort to enhance the integration of the University Mission into all aspects of the University's operations (see section on Standard 1), including a

thorough review, revision and implementation of the undergraduate core curriculum. The new core curriculum places substantial focus on the Ignatian tradition in order to better serve Fordham's Jesuit identity and mission (see section on Standards 11 and 12);

- demonstrates the University's treatment of information literacy for undergraduate students (see section on Standards 11 and 12), including the widespread inclusion of advanced information literacy instruction throughout the core curriculum and undergraduate majors;
- documents the graduated implementation of the University Assessment Plan for institutional assessment as well as for student learning outcomes (see sections on Standards 7, 9, 12, and 14)

The remainder of this summary will highlight the efforts and accomplishments Fordham has made in these areas since the 2006 decennial visit. Three points deserve particular emphasis: first, Fordham's professional schools have all met the assessment expectations of their disciplinary accrediting agencies and are therefore in compliance with the Commission's assessment standards. Secondly, Fordham has made significant progress in developing and executing assessment plans/processes on the institutional level as well as on the departmental level (see below for details), and finally, Fordham's revision of its undergraduate core curriculum focused on the very questions of assessment that are expected of a liberal arts-based institution (see below under Core Curriculum).

Institutional Assessment

The University's strategic plan, *Toward 2016*, establishes long-term goals and suggests numerous measurable objectives for many initiatives. These objectives are a key focus of three processes for institutional assessment. The first is a formal system of annual reporting across all units and divisions of the University and decennial program reviews of all arts and sciences undergraduate and graduate departments; secondly, at least once a year the President and vice presidents conduct a formal review of the strategic plan; and thirdly, as Fordham entered the fifth year following the adoption of the plan, the President appointed a Strategic Plan Review Committee, which conducted a complete review of *Toward 2016*. The Review Committee found that the University was making good progress on all of the transforming initiatives. However, it did suggest that greater emphasis be placed on faculty development, that the University begin planning for a new science building, and that a more systematic approach linking the strategic plan to operational planning and assessment be developed. The final report was issued in January 2011 and is currently under review by the Board of Trustees.

Assessment of Student Learning

The Provost and the deans are committed to and have communicated broad appeals for an assessment of student learning, and they have supported those appeals with appropriate resources. The direction and organization of assessment at the school level is the purview of school-wide decision-making bodies. This decentralization has given rise to a diversity of assessment models ranging, for example, from a flexible, program-development-oriented approach in the arts and sciences to a uniform, standards-oriented approach in the School of Education.

At the institutional level, Fordham organizes the assessment of undergraduate student learning based upon a model of student outcomes assessment developed at SUNY Albany and adapted to incorporate specific components of Fordham's mission. This model organizes data to reflect students' development over time and provides a framework for conceptualizing relationships between characteristics of incoming students, their experiences in college both inside and outside the classroom, learning up to degree completion, and post-graduation outcomes. Consistent with Fordham's Jesuit mission, this model includes academic, social, personal, and ethical dimensions of the students' development during their college years. Some aspects of the model have been examined using information available from institutional records and many standardized surveys.

Currently student learning outcomes are being assessed at the program- and course-level. These assessment projects are directed by the faculty, grounded on their individual expertise in their disciplines or professions and in keeping with the needs and resources of their specific programs. A brief summary of these projects and their findings is provided below:

Core Curriculum. Fordham recently undertook a thorough, two-year review of its undergraduate core curriculum that centered on student outcomes and other assessments of the effectiveness of Fordham's undergraduate programs. Assessment of the resulting new core is being carried out concurrently with its implementation, now in the second year, under the purview of the Core Curriculum Committee (CCC), although some elements of the core (e.g. foreign language proficiency) are assessed within the departments primarily responsible for teaching those courses. To date, three areas have been assessed:

- *Written and Oral Expression.* A faculty panel has used rubrics to assess students' abilities to develop a thesis, organize written expression, and use language correctly and effectively in a random sample of student papers from a cross-section of *Eloquentia Perfecta* 1 (EP1) courses. The EP1 courses are the first in a series of core courses that focus on the development of written and oral expression and span all four years of undergraduate education. The assessment provides information about the effectiveness of the EP1 courses across departments and campuses as well as a baseline against which more advanced EP courses can be compared in later semesters. A report of the results has been provided to the CCC, which will meet in fall 2011 to interpret the findings and develop recommendations.
- *Cultural Competence and Global Awareness.* Both the old and the new core require students to take at least one course from each of two categories, global studies and American pluralism, which are designed to expand students' appreciation for people different from themselves. The Office of Institutional Research used senior surveys from NSSE and HERI to assess whether students are developing in accordance with this goal.
- *Foreign Language Proficiency.* The faculty of the Department of Modern Languages and Literatures (MLL) have adopted the European Union framework for describing gradations of reading, writing, listening, and speaking skills in their assessment of students' foreign language proficiency. Arts and sciences students are expected to attain the B1 level of proficiency in reading, demonstrating the ability to read a variety of topics at both the factual and interpretive levels. In academic year 2010-

2011, MLL faculty applied rubrics reflecting B1-level expectations to samples of student work. Their evidence suggests that students completing the courses required by the core curriculum showed a good grasp of reading at the B1 level. The other skills will be assessed in turn.

- *Arts and Sciences Programs.* Over the last 18 months, the schools of arts and sciences have developed an approach to assessment which integrates student learning into the faculty's program-level strategic planning and development. This approach centers on what faculty members determine to be the critical issues. The Dean of Faculty reframed program-level annual reporting into a planning process and incorporated assessment into the programs' annual planning requirements.

Under the leadership of the Provost and the deans, in academic year 2010-2011, of the 42 undergraduate and 40 graduate arts and sciences programs, more than 90% have developed useful assessment plans and feasible measures of student learning. Most have carried out their plans, collected evidence (88%), and communicated the findings to program faculty (61%). Many (50%) programs have made decisions in response to their findings. Of those that have not yet collected evidence, most have well-developed plans and measures and will conduct assessments as more students complete their programs.

A sampling from the 72 programs that collected and analyzed evidence during this year shows a breadth of approaches to assessment. While many programs (ca. 50%) have chosen to document program effectiveness at the advanced or capstone level, others have sought to insure students receive a firm grounding in the foundational and gateway courses (10%). About 10% of the projects focus their assessment efforts on program elements pertinent to program development, such as examining whether and how students satisfy degree requirements in interdisciplinary programs or how their study abroad plans influence their curricular choices. A few programs (5%) have tapped alumni for information about outcomes after graduation. Among those programs using assessment to address perceived problems in their programs, 5% have collected information and evidence to evaluate recent changes to their programs and 5% have done so to inform decisions they have not yet made.

Because many of these initial assessment projects were carried out during the academic year 2010-2011, most programs have not had time to make decisions, and thus implement them, in response to their findings. However, since many undertook assessment activities in the interest of program development, the faculty appreciate assessment as a process of continuous improvement and anticipate making changes in their programs and courses in the coming years. Within the course of the next two years, then, the complete assessment cycle will be fully operational on a continuing and continuous basis, and clear records will be kept to help the departments and programs improve their assessment procedures as well as implement the suggestions for program improvement that grow out of them.



Middle States Commission on Higher Education

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An institution seeking **initial accreditation** or **reaffirmation of accreditation** must affirm by completing this certification statement that it meets or continues to meet established MSCHE requirements of affiliation and federal requirements relating to Title IV program participation, including relevant requirements under the Higher Education Opportunity Act of 2008 such as those on distance education and transfer of credit. This includes all HEOA-related regulations that became effective between August 2008 and December 31, 2010.

The signed statement must be attached to the executive summary of the institution's self-study report.


If it is not possible to certify compliance with all such requirements, the institution must attach specific details in a separate memorandum.

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The undersigned hereby certify that the institution meets all established requirements of affiliation of the Middle States Commission on Higher Education and federal requirements relating to Title IV program participation, including relevant requirements under the Higher Education Opportunity Act of 2008 such as those on distance education and transfer of credit, and that it has complied with the MSCHE policy, "Related Entities."

Exceptions are noted in the attached memorandum (*Check if applicable*)



(Chief/Executive Officer)

(Date) 5/27/11



(Chair, Board of Trustees or Directors)

(Date) 5/27/11

Introduction

The Middle States Self-Study Evaluation Team Report of April 2006 made three recommendations requiring detailed documentation in Fordham's 2011 Periodic Review Report. These recommendations focus on "further progress in (1) integrating the mission into institutional planning processes, (2) ensuring student information literacy, and (3) implementing the plan and processes for the assessment of student learning." The following report deals in depth with these three specific recommendations as well as provides information requested by the CHE concerning Fordham's compliance with the stipulations in the 2008 HEOA that came into effect on July 1st regarding institutional policies and practices in the areas of distance education and transfer of credit.

A Middle States Periodic Review Report (MSPRR) committee was established early in 2010, consisting of nine members of the Fordham faculty and administration: Michele Burris (Associate Vice President for Student Affairs), Brian Byrne (Vice President for Lincoln Center), Greta Gilbertson (Associate Professor of Sociology), Donald Gillespie (Associate Vice President for Institutional Research), John Harrington (Dean, Arts and Sciences Faculty), James MacDonall (Professor of Psychology), Robert Moniot (Associate Professor of Computer and Information Sciences), Jeannine Pinto (Assessment Officer), Susan Ray (Professor of German and Coordinator of International Initiatives, Office of the Provost) who served as chairperson, and David Stuhr (Associate Vice President for Academic Affairs). They were ably assisted by David Heston, assistant to Susan Ray. The group was divided into sub-committees responsible for gathering information on the four recommendations as well as into sub-groups focusing on the fourteen Standards of Excellence, on all of which Fordham's 2006 Self-Study had made recommendations (see [Status of 2006 Recommendations](#)).

The data sources that inform this report include questionnaires sent to the deans and vice presidents as well as the annual reports submitted by the program and department chairs, the deans of the various schools of the University, and the vice presidents representing their individual operational units. These documents, as well as the various surveys and questionnaires that inform the sections on student learning, program and institutional assessment, quality of student life, enrollment, etc. are cited in the text. Finally, the most recent self-studies of the professional schools were consulted on specific questions, and an extensive use of focus groups and individual interviews rounds out the data collection procedures. The draft report was submitted to community comment via an open faculty, student and administrators' forum in mid-April, and the comments and suggestions made at that meeting were incorporated into the final report.

The PRR itself consists of two parts. The first deals with the four recommendations made by the evaluation team (outlined above). Recommendations made by the Self-Study are discussed in this first part in tandem with the Evaluation Team's recommendation where appropriate. The second half of the report (appendix) is devoted to a chronological update of the remaining Fourteen Standards. In this way the PRR distinguishes clearly between the Evaluation Team's recommendations and those made by the 2006 Self-Study. The documentary evidence informing the entire text is referenced via hyperlink and/or URL addresses in the electronic file provided to Middle States. Their accessibility, as well as the information in the PRR, is current and accurate as of the date of submission (June 1, 2011).

Standard 1: Mission and Goals

Evaluation Team Recommendation: “The University should work to further integrate its mission into planning across schools and departments, as well as enhance mission education programs for faculty and staff, and should incorporate this goal into the University’s Strategic Plan *Toward 2016*.”

In his response to the Middle States Evaluation Team report, Fr. McShane, President of Fordham University, noted that the fundamental characteristics of Fordham’s [Mission Statement](#) (i.e. its Catholic roots, its Jesuit identity, and its ties to New York City) must and do “inform all the strategic plan’s initiatives and testify to the University family’s commitment to Fordham’s core values.” This section focuses mainly on describing the influence of the Catholic and Jesuit aspects of the mission on non-academic programs as well as on programs that take advantage of Fordham’s relation to New York City. The mission’s role in Fordham’s academic programs is reflected throughout this document.

Fordham’s adherence to its core values permeates its community presence. As a Catholic and Jesuit University in New York City, Fordham has reached out to community programs and services focused on alleviating social injustice and cultural intolerance and has also established its own programs. The University turns its particular expertise toward the benefit of local communities through the Graduate School of Education’s two BETACs (Bilingual Education Technical Assistance Centers) serving the Bronx and the Lower Hudson Valley; the numerous clinics sponsored by the School of Law, as well as the Interdisciplinary Center for Family and Child Advocacy, which brings together the strengths of the Law School with the Graduate Schools of Social Service and Arts and Sciences; and the new Center for Nonprofit Leaders, a joint initiative of the Graduate Schools of Business and Social Service, which offers executive education programs as well as ongoing support for leaders of nonprofit groups. Planning for the Fordham University-Bronx Center for Community Engaged Research, Public Scholarship, and Service, a mission-centered initiative, has great potential to create a truly comprehensive and integrated presence in the local community. .

Fordham also demonstrates its commitment to developing educational resources in New York City through numerous partnerships, for example: research affiliations with Mt. Sinai and Albert Einstein College of Medicine of Yeshiva University; educational and research programs with the American Museum of Natural History, the Metropolitan Museum of Art, the Wildlife Conservation Society (Bronx Zoo), and the New York Botanical Garden; NGO activities with the United Nations; the Juilliard School; Alvin Ailey American Dance Theater; the New York City Economic Development Corporation; and the Regional Educational Technology Center (RETC) with its outreach programs to local school teachers and students.

The recent creation of the Office of the Provost (see section on Standard 7) emphasizes the importance Fordham places on fostering excellence in research and teaching. The Provost works with the deans to make intellectual excellence the foremost priority of the University. The office supports faculty growth by developing comprehensive and integrated plans for hiring faculty, by creating programs in faculty development and mentoring, by clarifying the charge of the Center for Teaching Excellence and providing resources for it, by overseeing the work of the Office of Research in its support of faculty research, scholarship and grant-writing, by coordinating internal and external curricular reviews and redesign, and by crafting academic

budgets that align spending with strategic priorities and strengths and enable innovation reflecting new forms of knowledge and practice.

Increased emphasis has been placed on consciously integrating mission into planning at every level (see p. 6 of the [Strategic Plan Review Committee Report on the Progress of Toward 2016](#)). Signs of that progress can be seen in the annual reports of the deans and vice presidents, the online mission statements for Fordham's [Centers and Institutes](#), the Faculty Senate Position Paper evaluating Fordham's present administrative structure regarding the centrality and primacy of the academic mission ([Summary Report on the Senate Survey of Faculty Satisfaction with Administration](#)), as well as in the separate sections of this report on Standards 7, 8, 9, 11, 6 and 13. These sources show that

- Each vice president and dean further integrated the University's mission statement into their divisional, departmental and college mission statements (see [Table on Mission Integration](#)).
- All dimensions of the mission continue to be explicitly addressed at every administrative level by incorporating elements of each of the three distinct characteristics of the University's Mission Statement into their long-term planning, localized mission statements, and curricula.
- The University Mission Statement is widely distributed and discussed at programs, events, and within Board of Trustees', College Council and Faculty Senate meetings.
- Community-wide postings draw attention to the mission throughout University offices and buildings.
- Ignatian and Catholic images are present throughout the University in more visible and improved mission-centered buildings, including the University Church, chapels, the placement of the University Seal in classrooms, new statues of St. Ignatius of Loyola.
- Ignatian pedagogy seminars are available for graduate teaching assistants and faculty, with an emphasis on those teaching undergraduate *Eloquentia Perfecta* courses.
- The Board of Trustees has its own standing committee on Mission and Identity and encourages board participation in an annual trustee retreat.
- Fordham's website highlights the prominence of the University Mission with the following web pages: [Fordham University's Mission Statement](#); [Fordham's Jesuit Tradition](#); [Fordham's Jesuit Community](#); [Office of University Mission and Ministry](#); [Fordham's Center of Religion and Culture](#); [Curran Center for American Catholic Studies](#); [Consortium on Social Justice](#); [Catholic Leadership & Faith-Based Education](#).
- Professionally printed materials highlighting the University's mission and identity are disseminated to the community annually. Specific brochures of note include: *The Heritage of Jesuit Education*; *Faces of Faith at Fordham*; *University Mission and Ministry* (UMM); *Fordham University Church*.

A number of mission education programs for faculty, staff, and students have been developed and/or improved upon since 2005. These include:

Orientation Programs for Faculty and Staff

- An "Introduction to Mission" offered through Human Resources is an integral component of the hiring process and the University's new employee orientation programs.
- The VP for UMM and the Office of the Provost work closely to support new faculty by presenting an annual "New Faculty Orientation Program" that grounds Fordham's

mission and identity within the history of the Society of Jesus and Catholic higher education; by reviving a year-long series of faculty-facilitated seminars under the rubric “Orientation for Mission”; and by strengthening mission education through the “Faculty Mentoring Program,” an ongoing peer-mentoring group established through a Lilly Foundation grant.

- A mission-centered staff orientation program created in 2010 is frequently offered for new administrators in Student Affairs, Athletics, and Hospitality Services. Recurring staff training programs on mission are also offered throughout the academic year.
- The Office of UMM schedules “in service” seminars with other VP area administrative staff members focused on Fordham’s educational mission and Jesuit identity.
- Campus Ministry offers spiritual direction to faculty and staff on an ongoing basis.

Ongoing Community-wide Educational Programs

- Campus liturgies and events such as the Mass of the Holy Spirit, Dagger John Day, the Feast of St. Ignatius of Loyola, holy days, Advent and Lenten liturgies, and Ignatian Awareness Week underscore the centrality of Fordham’s mission and Jesuit identity.
- The VP for UMM sponsors faculty, staff, and student lunchtime discussions during Advent and Lent-Easter on readings of religious interest and spirituality..
- Every semester sees varied programming celebrating the heritage of St. Ignatius of Loyola, including many opportunities for faculty, staff, and students to participate in retreats inspired by the Spiritual Exercises of St. Ignatius.
- Through the program offerings of [Campus Ministry](#), the [Dorothy Day Center for Service and Justice](#) (DDCSJ) and [Global Outreach](#), Fordham students participate in a wide range of local, domestic and international service and justice opportunities. (In spring 2010, 64% of Fordham seniors responding to the HERI CSS survey indicated that they had participated in community service in the previous year.) There has also been a steady increase in student-run Global Outreach projects to other states and countries over the past five years with 29 such projects scheduled for 2010-2011.
- Chaplains respond to alumni interests and needs at functions, funeral liturgies, and other events throughout the year to support graduates in sustaining the values they learned and embraced while at Fordham.
- Specific programming offered by the [Center on Religion and Culture](#), the McGinley Lecture series, the [Curran Center for American Catholic Studies](#), and the [Archbishop Hughes Institute](#) continue to attract large numbers of the community.
- The Interdisciplinary Seminar of the Dorothy Day Center has been expanded since its inception in 2005 and is now a five-session curriculum-based seminar focusing on Jesuit justice education in the context of the students’ academic coursework and community experiences. In spring 2007 the DDC introduced the New Course Initiative, which provided institutional support via the deans of FCLC and FCRH for the development of service-integrated courses. With more than 25 such courses created thus far in addition to the Interdisciplinary Seminar, over 240 students engage in service learning annually. This expansion has led to significant increases (app. 340%) in opportunities for student participation since 2005. (See the [college bulletin](#) webpage and section on Standard 11.)

Mission Education Programming for Students

- Since 2005, Student Affairs, the Office of the Provost, and UMM have been developing Integrated Learning Communities (ILCs) within residence halls. These ILCs feature specific programming on the Jesuit and Catholic mission. (See the [college bulletin](#) webpage for information on ILCs and sections on Standards 11, 12, and 9.)
- In September 2010, Fordham University opened Campbell Salice-Conley, a new apartment-style residence hall accommodating more than 400 juniors and seniors. Residential programming emphasizes vocational discernment and life after college.
- As part of the Transition Year Experience, the First Year Formation Symposium features modules on Fordham's Jesuit mission and history, ethical decision making, social justice, community service, diversity, the *Ratio Studiorum*, and excursions to New York.
- Curriculum review processes in the schools increasingly emphasize the Jesuit mission. (See section on Standards 11 and 12, Changes to the Undergraduate Core Curriculum).
- The Gabelli School of Business (formerly CBA – the College of Business Administration) has launched the “Ignite Program,” a four-year personal and professional development program for undergraduate business students.
- Mission-related information is available to prospective students and their families during the admissions cycle. (See Fordham's [Mission Statement](#), as well as pp. 4-5 of the *Fordham Viewbook for Prospective Students*.)

Ecumenical and Interfaith Programming

- Campus Ministry provides support programs for Jewish, Muslim, and Protestant students and chaplains, while Fordham's Laurence J. McGinley Chair in Religion and Society hosts annual public “dialogues” featuring Catholic, Muslim and Jewish scholars.
- Fordham University conferred an honorary degree upon His All Holiness Bartholomew I, Archbishop of Constantinople, New Rome and Ecumenical Patriarch, in October 2010. Over 1,000 distinguished guests from across the country and around the world attended.
- In November 2010, Fordham hosted the annual Opus Foundation Awards Ceremony to confer the Opus Prize, the largest faith-based, humanitarian award for social innovation.

Areas for Greater Emphasis

A number of areas for continued renewal and growth emerged through the data review process. Although the University has made much progress, Fordham needs to continue to advance its efforts in the following programmatic areas to fully realize the recommendations offered in the 2006 Self-Study (see [Status of 2006 Recommendations](#)):

- Expand mission education for faculty (tenured and non-tenured) and staff through continuing study groups and University events with more faculty and staff formation programs relating specifically to mission.
- Continue emphasis on more explicit inclusion of the University Mission in area mission statements (see [Table on Mission Integration](#)).
- Expand efforts to assess the University's progress in integrating its Mission Statement and goals into Fordham's community life and all decision-making procedures via the Office of UMM with regular recommendations to the University administration regarding their implementation.

The remainder of this PRR includes discussion of the mission as it informs the overall educational functioning of Fordham University.

Standards 11 (Educational Offerings) and 12 (General Education)

This section discusses significant changes to Fordham's undergraduate curriculum since the 2006 Self-Study. These changes were intended to secure the role of Ignatian pedagogy at the center of every undergraduate student's education at Fordham. This section also addresses the Evaluation Team's recommendation regarding student information literacy: "College and university libraries are now in head-to-head competition with Google as a source for fulfilling student information needs. It would be valuable to consider how Fordham views that competition and what faculty and librarians are doing to ensure that students find and use quality information. The Team suggests that the steps already taken be consolidated into a plan to ensure that students are information-literate in their disciplines." For related information, please see the section on Standard 9: Student Support Services and the [Status of 2006 Recommendations](#).

Changes to the Undergraduate Core Curriculum

Fordham renewed its commitment to high quality undergraduate education in the first initiative of its 2006 strategic plan, *Toward 2016*. The initiative pledges resources for "infusing undergraduate education with new energy, focus, rigor and quality." As part of this mandate, the University undertook the review and revision of its undergraduate core curriculum, defined as a "central part of its larger mission and identity as a university in the Catholic and Jesuit tradition."

Review and Revision Process. In fall 2005, the Core Curriculum committee, a standing committee of the A&S Council, initiated a review of the core curriculum with a survey of the faculty. The CORE Questionnaire, completed by department chairs, asked "questions focused on whether the CORE is doing the best thing for our students and whether it is fulfilling Fordham's mission." Student fora were also held to obtain feedback. Students and faculty regarded a broad core curriculum as the cornerstone of a Fordham education; however, the size of the core and its concentration in the first two years was an obstacle to early exploration of individual interests.

Parallel to assessment activities, the Core Curriculum Planning Committee (CCPC), an ad hoc committee of the A&S Council, worked to translate the University Mission Statement into broad statements of purpose driving a Fordham education and the core curriculum. With the guidance provided by the CCPC, the Core Curriculum Development Committee (CCDC) drafted an initial proposal that incorporated the responses of faculty and students, and finally produced a new core curriculum. The CCDC's initial charge to reduce the size of the core to permit students earlier entry into majors and electives was accomplished by distributing the core requirements over four years. In spring 2008, the A&S faculty and the Board of Trustees adopted the new core, described in the document [Toward 2016: Fordham's Liberal Arts Core Curriculum \(FLACC\)](#). The "new" core curriculum took full effect with the Class of 2013. The previous core (called the "old" core curriculum) remains in effect for all earlier classes.

University Mission and the New Core Curriculum. The new core places substantial focus on the Ignatian tradition in order to better serve Fordham's Jesuit identity and mission. The CCDC identified five broad goals underpinning a Fordham education: intellectual excellence; freedom; respect for others and of difference; leadership; and wisdom (FLACC, p. 1-3). The resulting core curriculum, comprising 14-17 courses (42-51 semester hours), unfolds in three phases across a four-year course of study. The foundation course in composition and rhetoric emphasizes analytic and critical thinking and "help[s] students learn sound practices with respect to conventions of citation, quotation, paraphrase, and documentation" (FLACC, p. 6). Ten additional courses introduce students to disciplinary ways of knowing and provide a solid

grounding in the liberal arts and sciences. Four upper level courses build on the initial core courses and provide a continued dialogue between disciplinary perspectives, ethics, and philosophy (FLACC, p. 18). Finally, the core culminates in a capstone interdisciplinary seminar and a senior seminar in values and ethics. In addition to disciplinary breadth, students must take at least two courses that develop their understanding of themselves and others in the context of a pluralistic country (American Pluralism) and global society (Global Studies).

Underscoring its foundation in Fordham's mission and Ignatian tradition, the centerpiece of the new core is the *Eloquentia Perfecta* (EP) seminars, supported through the efforts of the newly-created Center for Teaching Excellence (CTE). EP courses realize Fordham's commitment to intellectual excellence: "Excellence in the expressive skills of writing and speaking with logical clarity, that is, *eloquentia perfecta*, is founded on the arts of reading, listening, observing, thinking, and mastery and thorough understanding of the topic under consideration" (FLACC, p. 1). In EP seminars, students spend at least 20% of their time on writing and speaking assignments. Students are expected to take four EP seminars between their freshman and senior year. The distribution of EP courses permits students to hone essential skills in rhetoric and analysis within the context of their increasing disciplinary knowledge.

Both the old and new core curricula are described in the Undergraduate Bulletin, available in paper and on the University website ([Arts & Sciences Core Curriculum](#)). Fordham's core curriculum addresses all of the general education competencies described in the Middle States' *Characteristics of Excellence in Higher Education* (p. 48 of the March 2009 online version) and enumerated in the [General Education Competency Grid](#) available on the MSCHE website. All but one are addressed in one or more core courses (see Table 1: Liberal Arts Core Curriculum Coverage of General Education Goals): technological competence requirements are distributed *throughout* the Fordham curriculum. Students learn appropriate technical skills in each course, including word processing, Boolean and combinatorial logic for effective computer searches, use of spreadsheets and graphing, and interaction with computer systems generally.

Undergraduate students enrolled in any of Fordham's colleges and schools (FCLC, FCRH, FCLS, GSB) complete the University core curriculum, although some variants exist for particular degrees and schools.

Implementation and Assessment of the New Core Curriculum. EP1 and EP2 seminars were first offered in 2009 for the Class of 2013. The first EP3 courses will be offered in fall 2011 and faculty are now developing EP4 courses. Assessment of the new core, as described in the section on Standard 14, is being carried out in tandem with its implementation .

Enhanced Educational Offerings

Experiential Education. In fall 2008, the Office of Experiential Education was created to support one of the key transformative initiatives of the strategic plan *Toward 2016*: "...to expand, accommodate and sponsor new mentoring and placement opportunities for Fordham undergraduates." This initiative, in close collaboration with the Office of Career Services, is designed to assist students individually in developing qualitative and quantitative skills needed to make informed decisions in achieving their career goals. The Provost, Development and University Relations, Student Affairs, Athletics, and Enrollment Services support the Office of Experiential Education in providing Fordham students with career education and comprehensive life planning skills that concentrate on their values, interests, needs, aptitudes, and abilities in keeping with Fordham's care and concern for the whole person.

TABLE 1. LIBERAL ARTS CORE CURRICULUM COVERAGE OF GENERAL EDUCATION GOALS

	FOUNDATIONAL	INTRODUCTION TO WAYS OF KNOWING									ADVANCED DISCIPLINARY STUDY			CAPSTONE COURSES		DISTRIBUTION REQUIREMENTS			
	Composition & Rhetoric (EP1)	Mathematical & Computational Reasoning	Natural Sciences	Philosophy of Human Nature	Faith & Critical Reason	Fine & Performing Arts	Foreign Language & Literature	Texts & Contexts (EP 2)	Understanding Historical Change	Social Science	Philosophical Ethics	Sacred Texts & Traditions	Literature, History & Social Science	Interdisciplinary Seminar in Literature, History and/or Social Science	Values Seminar (EP4)	Eloquentia Perfecta Seminars	Global Studies	American Pluralism	Service Learning
Number of courses required for A&S students	1	1	2	1	1	1	1-4	1	1	1	1	1	2	1	1	4	1	1	Optional
Number of courses required for GSB students	1	1		1	1	1		1	1	2	1								
MSCHE's General Education Competencies and Fordham's Education for Intellectual Excellence and Freedom																			
Written communication	x		x	x		x	x	x			x			x	x	x			x
Oral communication	x		x			x	x	x						x	x	x			
Scientific reasoning			x																
Quantitative reasoning		x	x																
Technological competence																			
Critical analysis & reasoning	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x			
Information literacy	x		x					x	x	x			x	x	x	x			
Fordham's Additional Learning Goals																			
Education for others & respect for difference							x	x	x	x		x	x	x	x		x	x	x
Education for Leadership											x				x				x
Education for Wisdom			x	x	x				x		x	x	x	x	x				

With New York City as its campus, students have access to more than 2,600 internships with local and city-based international firms and organizations registered with the Office of Experiential Education. These provide students with exceptional opportunities to gain professional experience, make contacts, and understand their choice of field. In spring 2010, 64% of graduating seniors indicated that they had participated in internships (source: HERI College Student Survey). Through the academic component of the experience students typically participate in either general internship seminars or discipline-specific seminars, as well as in academic tutorials arranged by their academic dean.

Service Learning. Service learning at Fordham is grounded in the Jesuit philosophy of *homines pro aliis*, men and women for and with others. Developed and administered by the Dorothy Day Center, service learning opportunities encourage students to engage in an ongoing process of action and reflection and to expand their academic experience by combining service in the community with the learning resources of a course. Service learning at Fordham takes two forms, interdisciplinary seminars and integrated service learning courses. The former is a course designed specifically to support students volunteering in community service agencies. The latter enables individual students to pursue service learning within a traditional academic course. (See the section on Standard 1.)

Learning Communities. Since 2005, the offices of the Provost, Student Affairs and UMM have collaborated to establish a number of new residential communities, each with different emphases. (See the section on Standard 11). Enrollment in Integrated Learning Communities has risen from 148 in fall 2005 to 847 in fall 2009. (For fall 2005 data, see [the April 28, 2008 issue of Inside Fordham](#), for fall 2010 data see page 62 of the [Strategic Plan Review Committee Report on the Progress of Toward 2016](#), January 2011.) Assessment of the impact of ILCs is ongoing. (See the section on Standard 14).

Information Literacy

MSCHE's publication on *Developing Research and Communication Skills* discusses information literacy and underscores the fact that "in any learning endeavor, the student invokes some aspect(s) of the information literacy process." Given the prevalence of complex cognitive activities entailed in its undergraduate curriculum, Fordham's students have ample opportunity in their courses to practice and develop skills for defining and discerning what information is needed to accomplish a task, for incorporating information into their knowledge base and value system, and for using information to accomplish a specific purpose. In addition, Fordham promotes information literacy in its undergraduates through resources and requirements. General resources and requirements are summarized as follows:

- All students are expected to conduct themselves in accordance with Fordham's code of academic integrity. Fordham University maintains a strict policy on Academic Integrity and requires that both it and the actions that follow a violation of it are referenced in every course syllabus. The Policy on Academic Integrity, last reviewed and revised for 2010-2011, is contained in the [Undergraduate Faculty Handbook](#) and in a dedicated section on the University's webpage.
- Every incoming student is required to complete an [online tutorial on academic integrity](#) and research strategies. The tutorial illustrates academic dishonesty in a series of vignettes resembling situations common to undergraduates. Actors involved discuss honest and dishonest behavior and the means for obtaining, using, and documenting information correctly. The tutorial includes assessment questions.

- During their first semester, students are required to complete the tutorial with a passing score. Registration for second-semester courses requires passing the tutorial.
- Bibliographic instruction is provided to each freshman English composition course.
 - Fordham’s libraries provide additional opportunities for students to advance information literacy by learning about library resources, effective and efficient search strategies, the characteristics of different kinds of sources (e.g., primary vs. secondary, scholarly vs. popular), and the reasons and methods for evaluating information sources. From its [homepage](#), the library website provides a thorough [research tutorial](#), a collection of subject-related research guides, and instructions for contacting reference librarians for assistance (via cell phone texting, 24/7 online chat, or by phone). Upon faculty request, librarians meet with classes, in the classroom or in the library, to provide library research instruction tailored to the needs of that specific course or discipline. In 2008-2009, over 2400 students in over 150 courses received library instruction, and over 26,000 reference questions were fielded.

Students use the resources available as their course work requires. To survey students’ opportunities to practice skills for finding and evaluating the quality of information, the undergraduate faculties were asked to identify courses in which “students must find and evaluate information on a topic” and those in which “students must evaluate the quality or reliability of information they receive or find.” As evident in Table 1 (Liberal Arts Core Curriculum Coverage of General Education Goals), at least half of the core courses include the development of information literacy skills, especially the evaluation of information and its sources. Within their majors, as summarized in Table 2 (Courses with Required Research Components, by Major), arts and sciences students also have substantial opportunity to develop these skills. Over 80% of the major programs *require* students to complete research projects involving the discovery (column (3)) and evaluation (column (4)) of new information, either by virtue of including such practices in required courses or by including such practices in all or nearly all of the program’s courses. GSB students practice discovery and evaluation in an innovative project aimed at helping students integrate content across courses. The project, designed as a 1-unit “course,” requires that students research and analyze a company using the tools taught in their courses, including finding and evaluating pertinent information. Beginning with the Class of 2012, GSB graduates will have completed one integrative project each year throughout their 4-year career at Fordham. Consistent with faculty report and documentation, in 2010 on HERI surveys 96% of Fordham undergraduate seniors report that they occasionally or frequently “evaluate the quality or reliability of information” and 88% report that they occasionally or frequently “look up scientific research articles and resources.” Student responses on the NSSE survey provide a picture consistent with the HERI results and suggest that Fordham students’ experiences are comparable to those of students at other Jesuit Colleges as well as those at institutions in the top 120 of *US News and World Report* rankings for 2010. In sum, Fordham’s core curriculum and its majors provide students ample opportunities to exercise their abilities to find information independently and to evaluate its quality.

TABLE 2. COURSES WITH REQUIRED RESEARCH COMPONENTS, BY MAJOR

(1) Major Program:	(2) Information literacy secured in:	(3) Course requires student to locate information on topic:	(4) Course requires student to evaluate quality of information:
African and African American Studies	Specific required courses	AFAM 4890	AFAM 4890
American Studies	Specific required courses	AMST 3010, 3500	AMST 3010, 3500
Anthropology	Specific required courses	ANTH 1100 (RH&LC), 1200 (RH), 1300 (RH), 3725 (LC)	ANTH 1100 (RH&LC), 1200 (RH), 1300 (RH), 3725 (LC)
Art History	Specific required courses	ARHI 4600	ARHI 4600
Biological Sciences	Specific required courses	BISC 2561	BISC 2561
Chemistry	Specific required courses	CHEM 1331, 1332, 2541, 2542, 3631, 3632, 3031, 3032, 4031, 4032	CHEM 1331, 1332, 2541, 2542, 3631, 3632, 3031, 3032, 4031, 4032
Classics	Specific required courses	GREK 2001, LATN 2001	GREK 2001, LATN 2001
Classical Civilizations	Specific required courses	HIST 1210, 1220; CLAS 4001	HIST 1210, 1220; CLAS 4001
Communication & Media Studies	Specific required courses	COMM 1010, 1011	COMM 1010, 1011
Computer & Information Sciences	Some electives	Majors advised to satisfy Values sem. req. with CISC 4650, 4660	Majors advised to satisfy Values sem. req. with CISC 4650, 4660
Dance	Specific required courses	DANC 4001	
Economics			
Engineering Physics	Specific required courses	PHYS 1601, 1602, 2001, 2002, 2101, 2102, 2305, 3100, 3101, 3211, 3601	PHYS 1511, 1512, 3012, 3401
English	Required electives	All literature electives above 3000; majors required to take at least 7	All literature electives above 3000; majors required to take at least 7
Environmental Policy	Specific required courses	ENVP 2000, 4000; CISC 2500	ENVP 2000, 4000; CISC 2500; statistics
Environmental Science	Specific required courses	ENVS 1000 and 4501/02 or 4401/02; LC NSCI 2010, 2011	ENVS 1000 and 4501/02 or 4401/02; LC NSCI 2010, 2011
General Science	Specific required courses	CHEM 1331-1332	CHEM 1331-1332, PHYS 1511-1512
History	Required electives	All 1000-level courses & AFAM 1600; all 4000-level courses; majors must take at least 1 of each	All 1000-level courses & AFAM 1600; all 4000-level courses; majors must take at least 1 of each
International Political Economy			
International Studies	Specific required courses	INST 2500, 4000	INST 2500, 4000
Latin American & Latino Studies	Specific required courses	HIST 1400	HIST 1400

TABLE 2. COURSES WITH REQUIRED RESEARCH COMPONENTS, BY MAJOR

(1) Major Program:	(2) Information literacy secured in:	(3) Course requires student to locate information on topic:	(4) Course requires student to evaluate quality of information:
Literary Studies	Specific required courses	COLI 3000 or ENGL 3045; Senior seminar, Senior thesis tutorial	COLI 3000 or ENGL 3045; Senior seminar, Senior thesis tutorial
Mathematics	Some electives	Math 3010	Math 3010
Mathematics/ Economics	Some electives	Math 3010	Math 3010
Medieval Studies	Specific required courses	HIST 1300	HIST 1300
Middle East Studies	Specific required courses	MEST 2000, 4001	THEO 2811; MEST 4001
Modern Languages & Literatures	Specific required courses and required electives	SPAN 2500, ITAL 2500, GERM 2500, FREN 2600; all courses numbered 3000 & above; majors must take 1-4	SPAN 2500, ITAL 2500, GERM 2500, FREN 2600; all courses numbered 3000 & above; majors must take 1-4
Music	Required electives	All courses numbered 2000 and above except performance and theory courses; majors must take at least 3.	All courses numbered 2000 and above except performance and theory courses; majors must take at least 3.
Natural Science	Specific required courses	NSCI 1403, 1413, 1404, 1414, 2040, 4222	NSCI 1403, 1413, 1404, 1414, 2040, 4222
Organizational Leadership	Specific required courses	ORGL 2000, 4000	ORGL 2000, 4000
Philosophy	Required electives	All courses above 3000; majors must take several	All courses above 3000; majors must take several
Physics	Specific required courses	PHYS 1601, 1602, 2001, 2002, 2305, 3100, 3101, 3102, 3211, 3401, 4005	PHYS 1511, 1512, 2011, 3011, 3401
Political Science	Required electives	All POSC courses > 4000; Majors required to take 1.	All POSC courses > 4000; Majors required to take 1.
Psychology	Specific required courses and required electives	PSYC 1200, 2000, 2010 and all lab courses; majors are required to take at least one lab course beyond 2010	PSYC 1200, 2000, 2010 and all lab courses; majors are required to take at least one lab course beyond 2010
Religious Studies	Specific required courses		THEO 2811
Sociology	Specific required courses	SOCI 2850/2851	SOCI 2850/2851
Theatre	Specific required courses	THEA 2000, 2100, 2200	THEA 2000, 2100, 2200
Theology	Specific required courses and required	THEO 4000; THEO 3832-3834, majors are required to take 2.	THEO 4000; THEO 3832-3834, majors are required to take 2.
Urban Studies	Specific required courses	SOCI 2850, 2851; URST 4890 Senior Thesis	SOCI 2850, 2851; URST 4890 Senior Thesis
Visual Arts	Specific required courses	VART 4600, 4700	VART 4600, 4700
Women's Studies	Specific required courses	WS3010, Thesis or internship paper	WS3010, Thesis or internship paper

Standards 2 (Planning, Resource Allocation and Institutional Renewal),
3 (Institutional Resources), and 7 (Institutional Assessment)

Since they are so closely related and so integral to the establishment of a campus climate of assessment, Standards 2 and 3 will be treated together as introduction to a discussion of Standard 7, which addresses the Evaluation Team's third recommendation and in turn provides an organic segue into the next section, which discusses in depth Standard 14, the main focus of the Team's recommendation. "The Team recommends that Fordham implement its plan to create a University-wide program for assessing student learning at the course level, the program level, and the institutional level. This plan should be incorporated by summary into the Strategic Plan [Towards 2016](#), in the learning section. Fordham's existing familiarity with *Student Learning Assessment: Options and Resources* will be useful in the implementation of the plan. After it has been fully vetted and adopted by the University community, the draft plan distributed will satisfy this need." What is now required is full implementation of the assessment plan with demonstrated data collection and actions taken on the basis of the evaluation of that data. Fordham is making steady progress in this regard.

Strategic Planning

The University adopted its first strategic plan in December 2005. This plan contained transformative initiatives that were to be funded through a strategic initiatives budget and supporting initiatives that were to be supported through the operating budget when funds became available. Following the adoption of the strategic plan, the University inaugurated a new \$500 million capital campaign keyed to the plan. As detailed below in the section on Institutional Assessment, the President, Provost, and vice presidents review progress reports on the Strategic Plan as well as quarterly and annual reports from administrative units. The findings of these reviews inform annual and five-year budget planning processes and provide an important linkage between assessment and planning.

Financial, Budget, and Facilities Planning

The strategic plan referred to and provided long-term direction to planning existing financial, budgeting, and physical plant initiatives at Fordham. In fact, the Evaluation Team singled out these processes for praise in its 2006 report (p. 11). Many of these processes continue, including the use of a Facilities Maintenance Plan and a database of deferred maintenance and capital improvement items, the incorporation of capital requests in the annual budget process, and the annual updating of a five-year financial plan. Nevertheless, the University has continued to review, revise, and update its budgeting process in light of strategic and mission priorities. The restructuring of the administration and the creation of the Office of the Provost has decentralized academic budgeting to give deans more authority (in consultation with faculty representatives) while also positioning the Provost to review school budgets and their priorities for maximum alignment with strategic planning.

Changes to the Planning Process

Fordham's planning process has evolved and grown over the last five years, and the Strategic Plan Review Committee has recently made recommendations regarding strategic objectives and the planning process. (See the [Strategic Plan Review Committee Report on the Progress of Toward 2016](#), as well as the section below on institutional assessment.)

As a result of its 2006 Self-Study, Fordham has made a number of major changes or enhancements to its planning process. In September 2010, the President announced a major reorganization of the higher administration of the University. The most significant change was the naming of a University Provost, who, in addition to retaining the responsibilities of the former office of Senior Vice President and Chief Academic Officer, now directs all strategic and curricular planning for all University academic units and has taken on enhanced and expanded responsibility for the planning and disbursement of all academic budgets. In another significant change, the President's Cabinet has been streamlined to include the six key University administrators: the Provost, the Senior VP and Chief Financial Officer/Treasurer, and the VPs for Administration, Enrollment, Student Affairs, and Development/University Relations. The other vice presidents will report to one of the members of the Cabinet.

These changes are expected to provide a more efficient university organization leading to a closer collaborative relationship between the different divisions. The Office of the Provost is able to better coordinate the University's strategic plans in areas of faculty development and retention, research and scholarship, teaching, curricular development, entrepreneurial initiatives, partnerships, and global outreach. The Provost is delegating increased authority and responsibility to the deans of all the schools in areas of strategic planning and budgetary control and is directing them to include chairs and other key faculty and administrators in the planning process. Through this process, departments, programs, schools, and colleges are encouraged to develop innovative plans for new initiatives in academic programs and collaborative research projects. The Provost's new Deans' Budget Review Planning Councils share strategic plans and budget narratives across all colleges and schools, thus providing an additional new planning tool for the University.

Enrollment management, too, has become increasingly sophisticated in the use of data and analytical tools to shape recruitment activities and achieve enrollment objectives. Survey research conducted locally and by external evaluators informs annual planning of recruitment initiatives, messaging, and University services. Econometric modeling conducted in partnership with external consultants guides entering class selection and the allocation of grant aid. Predictors of enrollment and academic performance are analyzed systematically each year. Recruitment events are evaluated by participants and adjusted as necessary in light of feedback.

Accomplishments

Fordham has demonstrated progress in meeting the goals of the strategic plan while maintaining a firm financial footing. Unless otherwise noted, all changes reported below reflect the progress made between 2005-2006 and 2009-2010 toward specific objectives in the strategic plan.

Academic Programs. During this period, Fordham has: begun phasing in its new undergraduate core curriculum; increased freshman enrollment by eight percent; improved the quality of the freshman class (average combined Verbal and Math SAT's up 39 points; see [excerpt of Fordham University Fact Book](#)). The [Strategic Plan Review Committee Report on the Progress of Toward 2016](#) found that the University raised its six-year graduation rate for undergraduates by one percentage point to 79% (pps. 34, 36, 38); increased the number of prestigious fellowships received by students and graduates from 28 to 131 (p. 66); improved student quality and the student/faculty ratio in the Law School (pps. 67, 71); reduced the teaching load of most faculty members from 3/3 to 3/2 (p. 80); increased the number of endowed chairs (p. 83); and increased externally funded R&D expenditures by 26% (pps. 34, 36, 38).

Information Technology and Physical Plant. Fordham replaced its University-wide, but fragmented, information system with Banner, a product that integrates all major operations of the University into a single software platform. It has also erected two new residence halls on the Rose Hill campus, moved from Tarrytown to a new campus in Westchester, and leased and renovated facilities at Heythrop College in London, which has enabled the expansion of Fordham's programs at its London Centre and established its role as a third party provider of study abroad programs. In addition, a former dormitory is being transformed into what will become the new home for the Gabelli School of Business on the Rose Hill campus. Finally, the City of New York has approved Fordham's Lincoln Center Master Plan, and work has begun on a combined-use building that will contain the Law School, additional academic space and a dormitory for undergraduates. Designed by I. M. Pei, this will be a signature building for the Lincoln Center neighborhood and Fordham's campus. When completed, the building will allow reallocation of the existing space for the other schools that operate at Lincoln Center.

Capital Campaign. Fordham raised over \$400 million of the \$500 million capital campaign goal as of March 3, 2011. Undergraduate alumni participation in annual giving has grown from 16% in 2005 to 27% in 2010.

Finances. The flexibility of Fordham's financial planning and management was demonstrated by its response to the most recent recession. In keeping with its mission, the University increased its financial aid budget to achieve the desired size and quality in the new freshman classes and to enable returning students whose families faced hardship to complete their Fordham education. The University also imposed a general hiring freeze and restrained annual budget increases. Nevertheless, owing to careful planning and execution, it continued to invest in strategic initiatives, to avoid recession-related lay-offs, to provide salary increases in excess of inflation to faculty and staff, and to maintain an operating surplus every year. Moody's recently renewed Fordham's A-2 rating.

Furthermore, increases in externally funded research and annual giving rates, along with the success of the capital campaign, demonstrate progress on the second of the two suggestions made by the Evaluation Team regarding planning and resources: "The Team notes the need for increased diversification of revenue sources in order for Fordham to meet its ambitious strategic plans. It encourages increased investment in the Office of Development and University Relations...."

Additional Information. Additional information on trends since 2006 can be found in:

- the annual Institutional Profiles submitted to Middle States ([2006-2007](#), [2007-2008](#), [2008-2009](#), [2009-2010](#)) [The current Institutional Profile is attached to the Executive Summary of this report.];
- the Financial Statements with Report of Independent Auditors for [2007](#), [2008](#), [2009](#) and [2010](#) [a hard copy of the corresponding management letters is appended to the hard copies of this report];
- a hard copy of Fordham's Financial Plan for Fiscal 2012 – 2016 as submitted to the Board of Trustees on May 3, 2011; and
- financial information submitted to IPEDS for the past three years IPEDS Finance Report [2008-2009](#), [2009-2010](#), [2010-2011](#)); and
- the only substantive change request submitted since 2006 (for an Executive Master in Business Administration Program with [Kadir Has University](#) in Istanbul, Turkey).

Standard 7: Institutional Assessment

The University has designed its assessment program to meet the characteristics that the Middle States Commission on Higher Education expects for institutional assessment and appraisal of student learning (*Handbook for Periodic Review Reports, 11th ed.*, 2008, p.22). As detailed in the discussion below, the [Draft University Assessment Plan](#), adopted in 2006, provides for a *comprehensive and systematic* assessment program. In practice, all units conduct institutional assessment through an annual reporting process. These annual reports roll up to successively higher supervisory levels. More global assessments of strategic objectives are conducted at least annually. Assessment of student learning is well under way in the arts and sciences, business, education, and religion and religious education programs. Consistent with evolving professional accreditation standards, Fordham's School of Law and Graduate School of Social Service are developing programs to assess student learning. *Accuracy and truthfulness* are encouraged by making incentives dependent upon completion of the process rather than upon findings of success, by use of multiple methods and measures, and by public dissemination of results. Evaluations are intended to be *useful* because institutional goals stated in the strategic plan are measured and because faculty members select program and learning objectives to assess based on salient questions or concerns they have about their program. One must appraise the *cost effectiveness* of assessment by comparison with the benefits, and these benefits are yet to be realized. At this time, the assessment program appears to be cost effective.

The remainder of this section focuses on:

1. action on the [Draft University Assessment Plan](#) presented to the Middle States Evaluation Team in 2006;
2. processes established for institutional assessment;
3. information technology initiatives supporting assessment;
4. assessment across the divisions and within the schools of the University; and
5. using the results of institutional assessment - "closing the loop."

Although this discussion of institutional assessment makes some reference to the appraisal of student learning, this topic will be discussed primarily in the next section of this report, Standard 14.

Action on the Draft University Assessment Plan

The 2006 Self-Study found that there were widespread assessment activities in all of the major divisions of the University, but that the different units undertook assessment independently and often did not share results. The [Draft University Assessment Plan](#) proposed integrating the institution-wide planning, assessment, and institutional research functions at the University while supporting the decentralized administration of these activities in the schools and vice presidential areas. Such integration would facilitate the collection and dissemination of data across administrative and academic units.

The Evaluation Team observed that the Office of Institutional Research (IR) seemed to be the ideal hub for collecting and sharing assessment data. It made four suggestions regarding institutional assessment as described in the plan (Evaluation Team Report, 2006, p. 18):

1. Fordham should systematically expand "assessment across administrative and especially academic departments... In addition, ...Fordham should increase the depth of assessment through more sophisticated analysis and explicit links to action plans."

2. The University should enhance “staffing, among other things, in order to meet the assessment, planning, and IR needs, ... intentionally consistent with the final paragraph of *Toward 2016*;”
3. ”The Office of Institutional Research, or preferably the expanded Office of Planning, Institutional Assessment, and Institutional Research ...[should] report directly to the Vice President for Academic Affairs” to give the Office more visibility and to offer the highest levels of Fordham’s administration more direct access to[it];” and
4. Fordham should participate in the Higher Education Data Sharing Consortium to obtain benchmark information.

During 2006 and 2007, the Associate VP for Institutional Research presented the [Draft University Assessment Plan](#) to the deans of the schools and colleges, the President and vice presidents of the University, the Academic Affairs Committee of the Board of Trustees, the Faculty Senate, and the Core Curriculum Committee. After the University completes its 2010-2011 cycle of assessments, the IR Office, in consultation with the Provost, plans to evaluate the assessment program and revise the assessment plan to reflect the University’s experience with assessment since 2006. The Board of Trustees is expected to follow the Evaluation Team’s recommendation to incorporate an updated assessment plan by reference in the strategic plan once it reviews the recommendations of the Strategic Plan Review Committee in its January 2011 final report ([Strategic Plan Review Committee Report on the Progress of Toward 2016](#)).

A University Assessment Committee was convened in September 2007. It consisted of volunteers from the faculties of Arts and Sciences and the professional schools, the associate deans of the undergraduate colleges, the University’s Middle States administrative liaison officer, and representatives of the Divisions of Student Affairs, UMM, and Academic Affairs. Over the following year it reviewed the draft assessment plan, developed policy documents, formulated a strategy for conducting assessment according to the sequence described in the first part of the plan, and approved and monitored the strategy for assessing learning in the majors.

About half the members of the Committee attended workshops on institutional assessment or appraisal of student learning offered by Middle States or the National Association of College or University Business Officers. The Committee itself sponsored two days of workshops in fall 2009 by an outside consultant, Dr. Douglas Eder, formerly of Southern Illinois University at Edwardsville. About sixty members from all of the faculties of the University attended.

The University implemented the [Draft University Assessment Plan](#) in steps, evaluated the results, and made changes as needed. The University closed the existing Office of Academic Effectiveness and assigned responsibility for coordination of assessment to the IR Office. It then added two new positions to this office, one to coordinate assessment and another to enable the office to support specific planning and assessment activities of the President. In 2008, following another suggestion of the Evaluation Team, the University placed the IR Office under the direction of the Office of Academic Affairs.

What follows are particular actions taken to carry out the [Draft University Assessment Plan](#) and to implement the suggestions made by the Evaluation Team.

Assess Student Learning. Following the emphasis of the Assessment Plan, the IR Office has worked with arts and sciences departments in developing direct measures of learning in the majors. Now that the undergraduate colleges are phasing in the new core curriculum, the

Assessment Officer is working with faculty members to assess the components of the new core. The IR Office also administered and analyzed the 2007 and 2010 rounds of the National Survey of Student Engagement, made recommendations for action, and, in the second round, cross-validated the results of both administrations with the surveys of the Higher Education Research Institute.

The deans have coordinated assessment programs at the professional schools. Three of the professional schools have completed full cycles of assessment. Two are in different stages of development that generally reflect the emphases of their professional accrediting bodies.

Details of the assessment of student learning are provided in the section on Standard 14.

Make IR an Information Hub and Deepen Analysis. The IR Office combined centrally available data with information developed in the vice presidential divisions to create indicators for each initiative in the strategic plan. It has also worked with University offices to develop systems and routines for consistently measuring strategic objectives across time and, in some instances, across administrative units. In particular, it has worked on critical undergraduate outcomes, such as medical and law school acceptance rates, receipt of prestigious fellowships, and student participation in volunteer service after graduation.

At the request of the Dean of Arts and Sciences Faculty, the IR Office has begun to supply arts and sciences departments with standard data sets that they may use for short- and long-term planning, budget requests, and program review. (See [Framework for Data](#); [Sample Data for All Arts and Sciences Programs Combined](#).)

In the area of faculty development, IR has worked with other offices to improve tracking of research expenditures and to evaluate data from a private vendor on scholarly productivity. It also helped compile data for the National Research Council's Survey of Doctoral Programs, analyzed and disseminated the results, and currently serves on a Task Force formed in response to the report.

Consulting with University Offices. Cognizant of the Evaluation Team's observation that it could not find information on undergraduate outcomes and also aware of similar concerns on the part of the Enrollment Group and the Trustees, the IR Office has served for four years as a consultant to the Career Services Office on its Placement Survey. (For the 2008 and 2009 reports, see [Alumni Placement Reports](#).)

Join the HEDS Consortium. The University has not participated in the Higher Education Data Sharing (HEDS) Consortium as recommended by the Evaluation Team because the Consortium now has relatively few research universities as members. However, in all of its assessment efforts, the University has used external benchmarks when appropriate and available.

Processes Established for Institutional Assessment

Toward 2016 establishes long-term goals and suggests numerous measurable objectives for many initiatives. These objectives are a key focus of three processes for institutional assessment. The first is a formal system of annual reporting; secondly, at least once a year the President and the vice presidents conduct a formal review of the strategic plan; and thirdly, as Fordham entered the fifth year following the adoption of the plan, the President constituted a Strategic Plan Review Committee, which conducted a complete review of *Toward 2016*.

Annual Report Process. The University tested several formats for the annual reports ([Annual Report template](#)). Currently, respondents report on all major goals for the previous year, including those that support initiatives in the strategic plan. Reporting units must indicate assessment results and the actions they have taken or plan to take in response to assessment

findings. Supervisors at each organizational level review the annual reports submitted by their subordinates. This process culminates in a detailed review by the President followed by individual meetings with vice presidents and discussion of all the reports in a meeting of the President, Provost, and vice presidents.

A review of the 2009-2010 annual reports indicates that the VPs and deans completed the reports as requested, identified strategic initiatives, specified qualitative and quantitative assessment measures, summarized results, and described follow-up actions. However, the identification of suitable assessment measures and follow-up actions for activities is a work in progress.

Annual and Semi-Annual Reviews of the Strategic Plan by the President and Vice Presidents. The President and vice presidents conduct a formal review of the Strategic Plan at least once a year. This appraisal consists of updates of the University's Environmental Scan, SWOT analysis, and Progress Report on the Strategic Plan. The President shares the results of this appraisal with the Board of Trustees, again at least once a year. In 2007, the progress report was distributed to faculty and staff in a special edition of *Inside Fordham*, the twice monthly newsletter of Fordham's Office of News and Media Relations.

Appraisal by the Strategic Plan Review Committee. In January 2010 the President appointed a Strategic Plan Review Committee (SPRC) to review and update the strategic plan in light of the University's experience with it as well as in the context of the changes in the national economy. Membership on the committee was broadly representative of the faculty and administration. The committee held two open fora for the University community to review preliminary drafts of its progress report. The [Strategic Plan Review Committee Report on the Progress of Toward 2016](#) was issued in January 2011, was widely distributed, and is currently under consideration by the Board of Trustees.

Linkage of Planning and Assessment to the Budget. The assessment findings in the annual reports and the progress reports on the strategic plan continue to inform the budget preparation process. The SPRC found that the University had devoted substantial sums from either the strategic initiatives budget or the capital budget toward the transformative initiatives in the report. However, it also noted that the University had deployed substantial funds to other areas because of unanticipated needs or perceived opportunities.

Planning and assessment have also been linked more effectively to the budget in other ways. For example, the Arts and Sciences deans and the Office of the Provost are working to implement multi-year hiring plans and to link improved data reporting to budget decisions and resource allocation. A similar process is also underway in the Faculty of Business. The new academic budget process aims to more effectively link planning to budget decision-making, both within schools and units and across them. The Provost's appointment of an Executive Director for Financial Planning and Analysis will further strengthen this critical integration.

Information Technology Initiatives Supporting Assessment

The University has undertaken four initiatives that meet daily operating needs related to information technology as well as support the collection of information for measuring progress on strategic goals. First, the University completed the introduction of an Enterprise Resource Planning system, which is providing an integrated source of information for most university activities. This program was particularly helpful in enabling the Office of Development and University Relations to track its achievements. Second, the Office of the Provost contracted with Digital Measures to supply software to facilitate annual reporting of faculty activities. This has

provided improved measures of scholarly productivity. Third, the Division of Student Affairs contracted with StudentVoice to provide a system for electronically surveying students and analyzing results (see section on Standard 9). This system enables SA to quickly gather student feedback or to administer professionally designed surveys in conjunction with other universities that participate in the service. Finally, in fall 2010 Fordham's IT division established an Office of Business Intelligence whose mission is to set up a data warehouse and develop reporting tools for University offices.

Assessment across the Divisions and within the Schools of the University

The 2006 Self-Study detailed assessment efforts in each of the schools and vice presidential areas. Since the focus of the University's efforts since then has been to compile university-wide indicators of progress on the strategic plan (summarized above), listed here are only two noteworthy cross-divisional initiatives since 2006, as well as brief summaries of the accreditation status and institutional assessment programs of the schools of the University. (See the section on Standard 14 for progress on measuring student learning.)

Collaborative Research on Catholic Identity and Culture. Fordham's departments of Psychology and Theology, the Graduate School of Education, and the offices of the Provost, the Vice President for Mission and Ministry, and Institutional Research have worked together to develop a survey instrument that will provide a comprehensive evaluation of Fordham's Catholic identity and culture. The survey instrument contains statements on essential characteristics of a Catholic institution that were identified through reviews of the philosophical, theological, and educational literature as well as through analyses of twenty-five interviews of Fordham faculty and administrators. The researchers are about to administer the survey, refine it, and establish norms. Once they do so, they will make the survey available to other universities.

University Task Force on Research Competitiveness. After receiving disappointing results in the National Research Council's report on doctoral programs in fall 2010, the Provost established a University Task Force on Research Competitiveness and charged it with setting goals for University research programs and developing strategies for attaining them. Faculty members comprise a majority of the Task Force, but its membership also includes a broad representation of administrative units.

Schools of Arts and Sciences. In 1999, the arts and sciences departments and interdisciplinary programs began what were to be decennial program reviews involving self-studies and appraisals by visitors from other universities. Virtually all of the departments have completed program reviews or currently have reviews in process. Two are in a second round. About half of the interdisciplinary programs have initiated or completed reviews. (See [Arts and Sciences Program Review as of May 2011](#).)

During his first year in office (2009-2010), the Dean of Faculty streamlined the reporting of the departments by combining assessment reports, requests for position authorizations, and annual reports. (See [Annual Planning Template](#) as well as the [Annual Assessment Report Guidelines and Optional Template](#).) Departmental reporting flows logically from mission to goals to needs, and it culminates in a resource planning meeting. As noted above, the Dean provides a core of data ([Framework for Data](#); [Sample Data for All Arts and Sciences Programs Combined](#)) to departments for their reporting process and for any self-studies for program review.

Schools of Business. In 2009, Fordham's business programs were reaccredited by the Association to Advance Collegiate Schools of Business (AACSB). In addition, all the programs

in the Graduate School of Business Administration were charged with undertaking program review this academic year.

Graduate School of Education. The Graduate School of Education (GSE) was reaccredited by the National Council for the Accreditation of Teacher Education (NCATE) in 2009, with the expectation that GSE would develop a more comprehensive assessment program. GSE designed and implemented such a program, which is available on its website ([GSE Unit-wide Assessment System](#)). In spring 2011, NCATE reviewed the GSE assessment system anew and found it satisfactory. In addition, specific GSE programs were reaccredited by disciplinary accrediting bodies: the University Council of Educational Administration (1998), the American Psychological Association (2008), and the National Association of School Psychologists (2008).

School of Law. The Law School had its reaccreditation review by the American Bar Association in 2008 and was found to be in complete compliance with ABA requirements.

Graduate School of Religion and Religious Education (GSRRE). Currently, there are no accrediting bodies for the programs in religious education and pastoral counseling. In lieu of such accreditation, GSRRE has undertaken program reviews (self-study plus reviews by external experts) in 2005-2006 and again in 2010-2011. In response to these reviews, as well as to a major shift nationally in enrollment away from religious education programs, GSRRE developed a strategic plan for 2009-2012. Guided by the plan, GSRRE has offset dwindling enrollment in religious education programs with increased registration in pastoral care and counseling. The 2010-2011 review of the religious education programs acknowledged the enrollment trends and commented that GSRRE had implemented the recommendation of the previous report.

Graduate School of Social Service. The degree programs of the Graduate School of Social Service were last accredited by the Commission on Accreditation of the Council on Social Work in 2006 and were found to be in complete compliance with their standards.

Using the Results of Institutional Assessment – “Closing the Loop”

The annual report process and the annual reviews of the strategic plan have generally shown that the University is making good progress toward the goals it has established for itself. In general, the decisions resulting from assessment have been either to recognize that a goal has been achieved or to proceed with further elaborations or development of a strategic initiative. Listed below are three examples of follow-up actions based upon assessment results gleaned from the 2009-2010 annual reports of the vice presidents and deans. Other examples of “closing the loop” can be found in the section on Standard 9: Student Support Services.

- The Office of Mission and Ministry set a goal of expanding its retreat program to involve more students and to be more inclusive. It created new web pages and added interfaith as well as faith and justice retreats. Using participation counts, student surveys, and staff feedback to assess the program, the Office found that enthusiasm for the retreats, as well as participation overall and by non-Catholic students in particular, increased. Encouraged by these results, the staff decided to continue the current efforts and to work with the Dorothy Day Center for Service and Justice and Fordham’s Global Outreach Program to reach greater numbers of those students who identify themselves as “spiritual but not religious.”
- Partly in response to findings of the 2007 NSSE survey, Fordham College at Lincoln Center developed an online tutorial, “From Here to Your Future,” for second-semester freshmen. The tutorial introduces them to the various services of the University and to issues of discerning one’s role in life. It culminates in the

preparation of a student's own "proto-resumé," which is taken to their next academic advising session and used as a springboard for conversation about the student's hopes, goals, and strategies to accomplish them. Eighty percent of first-year students participated and completed the tutorial. Many advisors reported that the proto-resume facilitated good conversations with their student advisees. In light of feedback, FCLC determined that it would continue to develop the content of the tutorial and to feature it during an August training session for advisors. After submitting its annual report, FCLC decided to further structure its method of assessing the program by selecting a group of freshmen to critique the tutorial and to suggest revisions.

- Whereas much of the content of annual reports focuses on strategic initiatives to expand University programs, the Graduate School of Education redeployed some of its resources from existing programs to a new one. During a period of 18 months, GSE held a series of meetings focusing on the ways in which the school might make better use of its faculty's expertise and strengthen its programs. After reviewing enrollment data over a five-year period and carefully analyzing applications, GSE decided to suspend four programs. Subsequently, a group of faculty began to design a new doctoral program to replace two that were suspended. The new program will be interdisciplinary, involving faculty from the three divisions in the school.

Standard 14: Assessment of Student Learning

Since its 2006 reaccreditation, Fordham has worked to carry out the recommendation of the Evaluation Team "...that Fordham implement its plan to create a University-wide program for assessing student learning at the course level, the program level, and the institutional level." Fordham has used multiple methods and instruments, including direct and indirect measures, to measure student learning and the effectiveness of its academic programs. This section describes the assessment processes in place at Fordham and the status of undergraduate and graduate program assessment.

University-Wide Initiatives and Supports

The Provost and the deans have communicated broad appeals for an assessment of student learning that is largely academic in focus, and they have supported those appeals with resources (as described in Standard 7 and in the discussion below). Through the Office of Institutional Research, the central administration facilitates assessment activities that cross academic and vice presidential units. The IR Office collects, organizes, summarizes, analyzes, and disseminates student information from central institutional records, student surveys, and other datasets for administrators and academic programs and departments. The University Assessment Officer, a member of the IR staff, provides support and guidance to faculty for assessment activities.

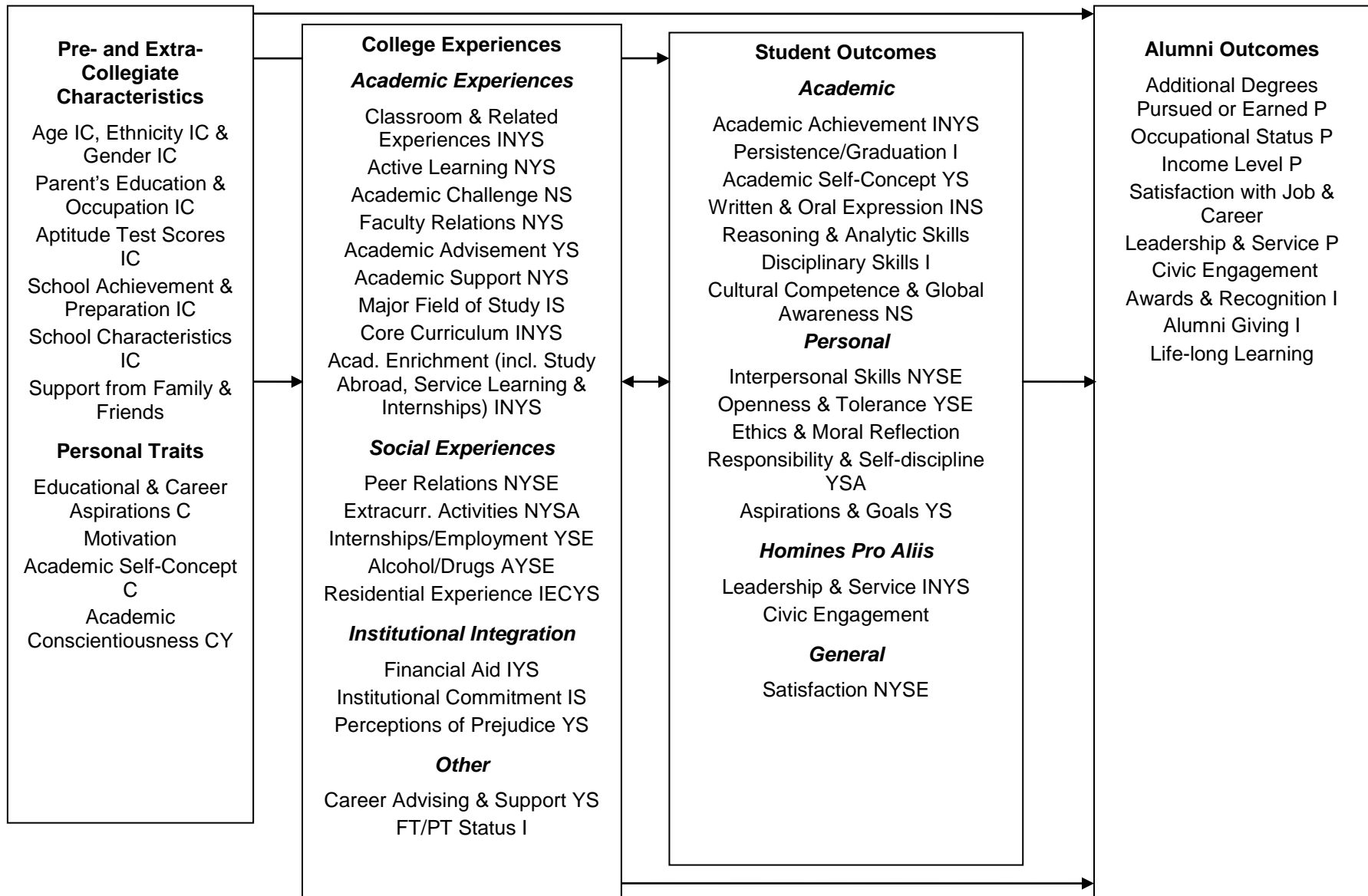
Authority for directing the assessment efforts, however, resides in the faculty of each of Fordham's programs and schools, grounded on the expertise of faculty members in their disciplines or professions and in keeping with the needs and resources of their specific schools and programs. The direction and organization of assessment at the school level is the purview of school-wide decision-making bodies. This decentralization has given rise to a diversity of assessment models and assessment projects that follow the curriculum, where appropriate, across schools. Below, assessment processes and findings are described in two general parts: (1) undergraduate education generally and through the core curriculum, and (2) education in the disciplines through undergraduate majors and graduate and professional programs. Each section includes a description of processes, measures and outcomes.

UNDERGRADUATE LEARNING AND GENERAL EDUCATION

Assessment Framework for Undergraduate Education (FCRH, FCLC, FCLS and GSB)

Fordham's [Draft University Assessment Plan](#) organizes the assessment of undergraduate student learning based upon a model of student outcomes assessment developed at SUNY Albany and adapted to incorporate specific components of Fordham's mission. This model, illustrated in Table 3, organizes data to reflect students' development over time and provides a framework for conceptualizing relationships between characteristics of incoming students, their experiences in college both inside and outside the classroom, learning up to degree completion, and post-graduation outcomes. Consistent with Fordham's Jesuit mission, this model includes academic, social, personal, and ethical dimensions of students' development during their college years. Fordham has implemented many but not all aspects of the model, choosing those that are of particular interest to University constituents and for which data could be obtained or developed within pragmatic constraints.

TABLE 3. FORDHAM UNIVERSITY STUDENT LEARNING OUTCOMES ASSESSMENT MODEL (Adapted from SUNY Albany Model, 1999)



Note: I = Institutional Records. N = National Survey of Student Engagement. C = CIRP. Y = YFCY. S = CSS. E = EBI. A = Core Alcohol and Drug Survey. P = Placement Survey. The Placement Survey covers alumni outcomes up to six months after graduation.

Source: Volkwein, J. Fredericks "Responding to Accreditation and Assessment on Your Campus: Why, What, Who, How." Workshop presented at the North East Association for Institutional Research conference. Boston, MA, November, 2001.

The assessments described below employ a variety of measures. Some aspects of the model have been examined using information available from institutional records and many standardized surveys. Student learning outcomes, typically based on direct measures of student learning, have been obtained using student work within foundation, gateway, or capstone courses, reflecting to varying degrees the effectiveness of specific courses and of program curricula. However, measuring some elements of the model is challenging, e.g., the Surveys of Mission and Culture, and others are still under development, e.g., the Placement Survey). (See the section on Institutional Assessment, Standard 7, for discussions of both examples.) In addition, developing an alumni survey is a high priority. However, because it will require a large investment of resources, it has been deferred until Fordham completes other aspects of its assessment program.

Further discussion in this section is organized according to the four major categories of assessment identified in the model (i.e., pre-college characteristics, etc.).

Pre-College Characteristics

Pre-college characteristics provide information about students' readiness for college-level learning, prospects for success, and their particular learning needs. Fordham's work on pre-college characteristics has focused on assuring that the selection standards used in its admission process are valid and appropriate and on identifying factors that may determine whether students achieve the goal of completing a degree.

SAT Scores, Retention, and Completion. The IR Office has conducted two studies on the validity of selection criteria used in admission and participated in a College Board-sponsored, multi-institution study of the validity of the SAT. This study, still under way, has found the expected relationships between selection variables and college GPAs at Fordham. Taking fall 2009 freshmen as an example, the study found that every student who enrolled as a first-time freshman had a predicted freshman GPA of 2.0 or greater. It also showed that more than 95% of enrolled students actually achieved a GPA of 2.0 or better. In addition, Fordham's recent NCAA Recertification Study included the results of a multivariate analysis of the relationship between selection variables and graduation rates for both student athletes and the larger undergraduate population. This study found that SAT scores, high school GPAs, student rank in the high school class, and ratings by admissions counselors were all positively related to degree completion. (For an overview of the study, see pp. 37-38 in the [NCAA Self-Study](#) dated May 4, 2010.)

Characteristics and Personal Traits Influencing Degree Completion. The study of degree completion also showed that, all other things being equal, financial resources (either parent contribution or financial aid) increased a student's probability of completing a degree. With all other things being equal, high academic qualifications and distance from home decreased a student's likelihood of completing a degree because the student would be likely to transfer out. A further investigation of Fordham's Strategic Plan Review Committee demonstrated that when all effects are combined fewer students with high academic achievement transfer out than those with lower achievement.

College Experiences

The Offices of Institutional Research and Student Affairs have conducted assessment of undergraduate student learning at the institution level using standardized and locally developed survey instruments to measure student experiences and learning.

Fordham's Division of Student Affairs has administered the surveys of the Higher Education Research Institute (HERI) for many years. Although these instruments have some items that refer to learning in the classroom, they tend to measure out-of-class activities. The National Survey of Student Engagement (NSSE) complements the HERI survey with more academically-related items. At the request of the undergraduate deans, the IR Office began administering NSSE on a three-year cycle in academic year 2006-2007. These survey data permit the comparison of students' college experiences during the year in which the strategic plan was adopted (2006-2007) and last year (2009-2010), as well as before and after the development of the strategic plan and the introduction of the new core curriculum for freshmen. In what follows, changes between the two years are categorized as slight, small, moderate, or large.

Classroom and Related Experiences and Active Learning. NSSE provides a group of items that are collectively referred to as Active and Collaborative Learning (ACL). Although appropriate factor analyses have not yet been conducted to confirm that NSSE's ACL dimension is applicable to Fordham, that measure has been used as a preliminary indicator of students' class-related experiences because the questions that are included in the dimension appear to have face value. Fordham's 2007 NSSE results showed that the University lagged relative to comparison institutions on the ACL dimension. Fordham's first-year students' experience of ACL increased slightly between 2007 and 2010. On average, seniors reported small increases in ACL.

In addition, specific survey items corresponding to recent University initiatives were examined. Since developing speaking skills is a particular goal of the *Eloquentia Perfecta* courses in the new core curriculum, changes in the frequency with which students reported making class presentations were examined. Freshmen reported a moderate increase in class presentations between 2007 and 2010, leaving only 15% of first-year students reporting they had not done so by early in their second semester. Integrated Learning Communities are expected to increase students' collaborative learning. In 2007, Fordham students reported working on projects with other students, both within classes and outside of classes, less often than students at comparison institutions. In 2010, Fordham students reported slight increases in such activity since 2007. In 2007, freshmen and seniors reported discussing ideas and concepts both with faculty outside of class and with students, friends, family or others at levels equal to students in comparison groups or at lower levels than such students. Discussion among peers increased in 2010.

Academic Challenge. NSSE also provides a composite measure of levels of academic challenge (LAC). In 2007, Fordham freshmen reported levels of academic challenge on a par with or slightly higher than freshmen at comparison institutions. Fordham freshmen reported greater academic challenge in 2010 than in 2007. In 2007, seniors reported levels of academic challenge that were below or equal to the ratings of their counterparts at comparison institutions. Fordham seniors' ratings of academic challenge increased slightly to moderately relative to the comparison group since 2007.

Supportive Campus Environment, Student-Faculty Interaction, and Advising. NSSE provides three measures of environment for learning: one, called Supportive Campus Environment, encompasses questions that rate relationships with faculty members and students, support for academic success, coping with non-academic responsibilities, and social relationships. The student-faculty interaction measure includes

questions on how often students discussed grades or assignments with instructors or engaged with faculty members in other activities outside of class.

Fordham's results on these measures in 2007 were generally equal to or slightly below those of comparison groups. These findings reinforced the University's determination to proceed with the expansion of integrated learning communities. Subsequent to the survey, the undergraduate colleges took steps to improve advising. Although it is difficult to detect cause and effect when multiple changes have been made to a program, virtually all of Fordham's scores on these measures rose from 2007 to 2010, with freshman scores increasing slightly and senior scores rising moderately.

NSSE also contains a single question on academic advising. Fordham focused on this question because students in 2007 raised many complaints about academic advising in their open-ended questions in the NSSE survey. Since the 2007 NSSE survey, and based upon the results of NSSE and faculty feedback, the undergraduate deans have revised their advising programs. GSB created the Ignite Program for Student Advising and Personal and Professional Development, which provides a sequence of advising experiences from freshman through senior year incorporating Fordham's Jesuit heritage of personal formation and actualization. FCLC added staff to support advising and introduced the "From Here to Your Future" online tutorial to prepare students for advising. (See the discussion at the end of the Institutional Assessment section of Standard 7 for details on the FCLC initiative and its results.) This year, FCRH expanded its advising program so that freshman advisors would continue to work with sophomores who had not declared a major. Fordham's NSSE scores on advising rose from 2007 to 2010.

Because Fordham intended the expansion of Integrated Learning Communities to improve academic and social engagement, the Division of Student Affairs and the IR Office have monitored a variety of measures of the effectiveness of these communities. In general all measures have been positive. However, since pre-college academic qualifications can affect students' engagement and experience of advising, the IR Office examined student ratings according to their predicted grade point averages, a composite measure of academic qualifications at admission. ILCs were associated with higher ratings of student-faculty interaction, supportive campus environment, and advising for students whose predicted GPAs were in the top half of the class. However, ILCs were unrelated to measures of engagement for students in the bottom half of the class.

Student Outcomes

The core curriculum facilitates student development of several of the outcomes Fordham seeks, as reflected in the model. The Core Curriculum Committee (CCC) and its subcommittees bear responsibility for planning and oversight of core assessment, although some elements of the core (e.g., foreign language proficiency) are assessed within the departments primarily responsible for teaching those courses. The results of assessment are provided to the CCC in order to monitor whether the core is meeting its goals. Results are also communicated to the Council and the deans of the undergraduate schools. As mentioned in the section on Standard 12, assessment of the new core is being carried out concurrently with its implementation when a sufficient number of students have completed the coursework. To date, three areas have been assessed:

Oral and Written Expression. To better serve its academic mission, Fordham's new core curriculum requires that students develop increasingly sophisticated skills in oral and written expression through the four required *Eloquentia Perfecta* (EP) courses. Two faculty who have been involved in the development of the core curriculum in general and of the EP seminars in particular have developed [rubrics](#) to assess EP-specific learning outcomes. These rubrics, as well as plans for their use, have been approved by the CCC.

The first in the series of EP courses was assessed to ascertain whether the common curricular goals, as reflected in the EP1 rubric, are being attained across schools and departments. A separate panel of three faculty used the rubrics to assess students' abilities to develop a thesis, organize written expression, and use language correctly and effectively in a random sample of anonymous student papers from a cross-section of EP1 courses. A report of the results has been submitted to the CCC and included with the set of assessment reports provided with this PRR. The CCC will meet in fall 2011 to interpret the findings and develop recommendations.

The EP1 assessment also provides a baseline against which more advanced EP courses can be compared. Student performance met the faculty panelists' expectations for first year students and did not differ between the colleges. A sample of EP2 papers will be reviewed during the summer 2011. Those results as well as recommendations for refinements of the rubrics will be provided to the Core Curriculum Committee during fall 2011.

The explicit inclusion of oral expression in the EP requirement is expected to increase the number of students who make formal presentations in their courses. Survey information from NSSE was used to ascertain whether this expectation is being fulfilled as the EP courses are implemented. These data reveal a notable increase in the number of first-year students who made class presentations at least "sometimes," with only 15% reporting that they did not make any presentations during the 2009-2010 academic year, which is down from 23% in the 2006-2007 academic year. The percentage of first-year students who reported making presentations "often" increased from 12% to 20% during the same time period. NSSE surveys suggest a slight increase in the number of lengthier papers that first-year students are required to write: more students (13%) reported completing papers longer than 19 pages in length than had done so in 2007 (6%).

Since EP courses emphasize the improvement of written expression, students might be expected to revise papers before submitting them. In this regard the results are mixed. NSSE surveys suggest a slight increase in the frequency with which first-year students write two or more drafts of their papers before submitting them (mean response in 2007 was slightly more than "sometimes" (2.22); in 2010 the average (2.4) inched closer to "often"). HERI data from 2008-2010 (means of 2.46, 2.43, and 2.45, respectively) suggest that that number remains largely unchanged during that period, which seems to indicate that any improvement shown in the NSSE data may not be attributable to recent initiatives like the implementation of the new core.

Cultural Competence and Global Awareness. In both the old and new core, students are required to take at least one course from each of two categories, global studies and American pluralism, which involve courses designed to expand students' appreciation for people different from themselves. To assess whether students develop in

accordance with this goal, the IR Office examined indicators available in senior surveys. The results show:

In 2010, 58% of seniors reported on the NSSE survey that they perceived Fordham as an institution that encourages “contact among students from different economic, social, and racial or ethnic backgrounds,” a slight increase over 50% in 2007. This increase can be attributed to a change in the perception of students who live on campus, especially at Rose Hill.

Also in 2010, 60% of seniors reported that Fordham contributed “quite a bit” or “very much” to their understanding of people of other racial or ethnic backgrounds, an increase of 11% over 2007. In 2007, 15% reported that Fordham contributed “very little” to their understanding of people different from themselves. In 2010, that number fell to 10%. (NSSE)

From 2007-2010, Fordham seniors consistently reported that their understanding of global issues was “stronger” (a mean of 4.12 out of 5) than when they began college (HERI CSS). HERI’s 2010 survey revealed that students regard their ability to cooperate with diverse people to be “above average.” While these results cannot be directly attributed to students’ experiences in global studies and American pluralism courses, they are indicators that Fordham’s curriculum, extracurricular programs, and campus environment encourage students to appreciate the perspective of people who are different from themselves and to interact with them.

Foreign Language Proficiency is a distinctive component of Fordham’s core. The discussions leading to the adoption of the new core demonstrated broad support across disciplines for foreign language proficiency. Students’ proficiency in a foreign language has been assessed by the Department of Modern Languages and Literatures (MLL). MLL faculty adopted the European Union framework for describing gradations of reading, writing, listening and speaking skills. Arts and sciences students are expected to attain the B1 level of proficiency in reading, demonstrating the ability to read a variety of topics at both the factual and interpretive levels. In AY 2010-2011, students completing the courses required by the core curriculum in every language offered in the department showed a good grasp of reading at the B1 level. They performed reliably and fairly well when asked to respond personally to a text. The data suggests that they are just beginning to build skills in textual and intertextual interpretation, a reasonable expectation at this level. MLL faculty will continue to implement their plan to assess all four categories of foreign language skills.

Disciplinary Skills. Since the assessment of disciplinary skills has undergone significant development at Fordham, a separate section has been devoted to the description of the assessment processes, measures, and findings within the disciplinary programs. See the next section of this standard.

Service. Service is integral to Fordham’s mission. Analysis of HERI surveys shows that students who have performed service in the past frequently continue to do so in the future. In 2008-2010, more than 60% of each senior class reported providing volunteer work at least “occasionally” during the past year.

Degree Completion. As noted above, Fordham admits students whose records indicate that they have a high probability of success. An examination of retention and graduation rates reported to *US News* indicates that Fordham’s rates are roughly in the top quarter of doctoral universities. Furthermore, comparisons with institutions in New

York State indicate that the graduation rates of minority and opportunity program students are especially strong. (See [Strategic Plan Review Committee Report on the Progress of Toward 2016](#), p. 55.) Furthermore, *US News* calculates a performance measure in which a school's actual graduation rate is compared with an expected graduation rate based on the qualifications of entering students, educational and general expenditures per student, and the proportion of students on Pell grants. Fordham's score on this measure usually places it in the top seven percent of doctoral institutions.

Overall Student Satisfaction. NSSE asks two questions relating to student satisfaction. In their answers to these questions, Fordham students generally indicated slightly higher satisfaction in 2010 than in 2007. The first question is "How would you evaluate your entire educational experience at this institution?" In 2010, 87% of freshmen and 91% of seniors rated their Fordham education as "good" or "excellent." The average responses of freshmen were equivalent to those of freshmen at other institutions in Fordham's Carnegie class, while senior scores were slightly higher.

NSSE also asks, "If you could start over again, would you go to the same institution you are now attending?" In 2010, 82% of freshmen and 85% of seniors said that they "probably" or "definitely" would attend Fordham again. Average freshman scores were slightly lower than those of students at other institutions in Fordham's Carnegie class, while those of seniors were slightly higher.

Alumni Outcomes

The focus of alumni assessment in recent years has been on enhancing the Placement Report administered by the Offices of Institutional Research and Career Services. The University's current assessment of alumni outcomes focuses on the first six months after graduation. Recent reports ([2008](#); [2009](#)) are publicly available on the University website and contain many of the items included in Fordham's version of the SUNY Albany model of student outcomes. Although it is difficult to judge some items because benchmark information for other institutions is not available, the reports generally indicate that Fordham alumni outcomes for the first six months after graduation are very favorable.

The reports contain information on the standard results of placement surveys, e.g. primary activities after graduation, occupations entered, leading employers, and salaries. The redesign of Fordham's report has focused on three alumni outcomes related to the University's particular mission, namely: prestigious awards, further education, and service. Because the IR Office and Career Services are still developing measures for these activities and because benchmarks for other institutions are not always available, the University cannot always judge whether the levels of these activities reflect specifically on the effectiveness of the Fordham mission.

Prestigious Awards. Fordham's strategic plan identifies prestigious awards as an outcome measure indicating the success of programs for gifted and talented students. Twenty-five members of the Class of 2009 earned 32 prestigious fellowships. Placement Reports ([2008](#); [2009](#)) detail specific awards earned.

Further Education. Graduates pursue education beyond the bachelor's degree, either in pursuit of an advanced degree or simply as an activity secondary to employment. In the class of 2009, about 19% of students pursued further education as a primary activity. Another four percent reported further education as a secondary activity.

Fordham students' acceptance rates to medical schools are well above the national average and indicate the success of its pre-health advising initiatives. Law School acceptance rates are close to the national average. (See [Strategic Plan Review Committee Report on the Progress of Toward 2016](#), pp. 58-59.)

Volunteer Service. Seven percent of graduates of the class of 2009 enrolled in a volunteer or paid service program such as the Jesuit Volunteer Corps, the military, or Americorps as their primary activity, while six percent of graduates who elected employment or education as their primary post-baccalaureate focus also decided to participate in a service program.

LEARNING IN THE SCHOOLS AND MAJORS

As noted at the start of Standard 14, each of Fordham's schools designs its own assessment requirements and processes. The professional schools' approaches are, to varying extents, shaped and guided by their specialized accreditors while the arts and science schools have approached assessment with considerable latitude and adapted it to their missions. Descriptions of program assessment in each of the University's schools are provided below.

Schools of Arts and Sciences

Processes, Initiatives, and Supports. Initially and within arts and sciences, the University Assessment Committee and the Office of Assessment led efforts to establish a systematic assessment of student learning, especially at the undergraduate level. Assessment was separate from other departmental activities and centered on a standard but flexible template intended for all programs. In the last 18 months, that approach has been replaced by one in which student learning assessment is integrated into the faculty's program-level strategic planning and development and centered on what faculty members determine to be the critical issues. The Dean of Faculty reframed program-level annual reporting into a planning process and incorporated assessment into the programs' annual planning requirements (as described in Standard 7).

During 2010-2011, the Office of the Provost and the Dean of the Arts and Sciences faculty established several initiatives to support and encourage faculty assessment efforts:

- The IR Office provided stipends to faculty for assessment work undertaken during the summer and winter breaks. Six small groups of faculty worked intensively on projects they themselves proposed. The University Assessment Officer typically worked with these faculty as they developed and devised implementation plans for these projects.
- At the behest of the Provost and Dean, each degree- and certificate-granting program appointed an assessment coordinator to initiate and organize assessment activities and to serve as liaisons to school-wide assessment coordinators. The Office of the Provost established stipends for these coordinators.
- In recognition that program and course assessment is central to pedagogy, the arts and sciences now consider faculty contributions to assessment efforts (not the outcomes of the assessments themselves) as part of their teaching portfolio for purposes of contract renewal, tenure, and promotion.

- In the graduate school, the newly-created position of associate dean for strategic initiatives, partnerships and assessment organized and supported assessment efforts in the graduate programs and established the GSAS assessment committee.

Within the broad rubric established by the dean, student learning assessments are conducted for and by the faculty of each department and inter-disciplinary program in the arts and sciences colleges. As experts in their field, program faculty design their curriculum and assessment programs and determine their response to results. As noted in Standard 7, IR supplies departments and programs data specifically extracted and organized for their programs for purposes of program review and annual planning. Guidance and, where needed, tailored individual instruction in assessment is now provided at the program or department level. A sampling of assessment projects shows a breadth of approaches to assessment. While many programs (about 50%) have chosen to document program effectiveness at the advanced or capstone level, others have sought to insure students receive a firm grounding in the foundational and gateway courses (10%). About 10% of the projects focus their assessment efforts on program elements pertinent to problem solving and program development, such as examining whether and how students satisfy degree requirements in interdisciplinary programs or how their study abroad plans influence their curricular choices. A few programs (5%) have tapped alumni for information about outcomes after graduation. Among those programs using assessment to address perceived problems in their programs, 5% have collected information and evidence to evaluate recent changes to their programs and 5% have done so to inform decisions they have not yet made. Representative examples of assessment projects recently conducted include

- *Effectiveness of Program: Foundational Courses.* The Master's program in Urban Studies, begun in 2008, offers an interdisciplinary approach to understanding cities. This emphasis distinguishes it from more traditional urban planning programs. Students write a literature review as the foundation of their field research and thesis. Faculty examined these reviews for evidence of interdisciplinarity. They expect students to integrate perspectives, frameworks, literature, and methods from multiple disciplines in their understanding of urban conditions and to use these components to fashion responses to such conditions. Reviews of recent student work suggest that a significant minority of students could benefit from additional opportunities to read and integrate ideas across a wider spectrum of urban-related disciplines. Since the students' research projects are highly individual, the program plans to increase attention to these issues in their supervision of student research and may introduce a new writing project to help prepare students for the literature review.
- *Effectiveness of Program: Gateway Courses.* The Department of Computer and Information Sciences used direct measures of student learning to assess the effectiveness of their gateway courses in an effort to determine whether students have a strong foundation in problem solving as they move into advanced courses. They assessed students' performance on a modest programming exercise in the last course of the foundational sequence. Though student performance was adequate, the results led faculty to identify a weakness in their program: as a result of variability in the material covered in the first foundational course, some students may not have been as well prepared for the gateway course as others. In

- response, the faculty propose a more standardized curriculum in foundational courses and increased communication of expectations between course instructors.
- *Effectiveness of Program: Capstone Courses.* The Political Science major culminates in a capstone research seminar addressing one of several topics in the field. Several different capstone seminars are available to seniors each year. To determine whether students participating in these seminars demonstrate advanced levels of research, critical thinking, and scholarly writing, the department has developed a common rubric to assess student work across seminar papers that cover a diversity of topics. Their analysis of a random selection of papers revealed strong written communication skills and weaker critical thinking skills. Faculty suggest that instructors provide students more opportunities to think critically about evidence and to consider multiple perspectives. The faculty are still considering how best to accomplish these aims.
 - *Effectiveness of Program: Alumni Outcomes.* The African and African American Studies Department aims to develop a strong sense of civic engagement among its students. AAAS recently surveyed many of their graduates in order to assess whether alumni behavior demonstrates this value. They asked alumni to report volunteer activities, leadership in community organizations, and campaign contributions of money or time. They found that 92% of the alumni respondents contributed to the larger community in at least one of these ways in the past year.
 - *Effectiveness of Recent Change.* The doctoral program in English recently observed that its students had little understanding of the academic marketplace and did not begin to publish their research prior to entering the academic job market. The program has begun to provide training on professional issues and will begin measuring students' progress by monitoring the number of articles they submit for publication each year, the number accepted, and the quality of the journal in which the articles are published. The Department will collect their data by requiring all students to submit an up-to-date CV each year and by providing practice in constructing a CV when needed.

Assessment reports from each program are available on My.Fordham by following this [link](#).

As captured in the tables that follow, of the 42 undergraduate (Table 4) and 40 graduate (Table 5) arts and sciences programs, more than 90% have developed useful assessment plans and feasible measures of student learning. Most have carried out their plans, collected evidence (88%), and communicated the findings to program faculty (61%). Many (50%) programs have made decisions in response to their findings. Of those that have not yet collected evidence, most have well developed plans and measures and will conduct assessment as more students complete their programs.

TABLE 4. ASSESSMENT ACTIVITIES BY PROGRAMS IN THE UNDERGRADUATE COLLEGES OF ARTS AND SCIENCES, ACADEMIC YEAR 2010-2011

DEPARTMENT	PLANNING		IMPLEMENTATION		ACTION			Number of cycles previously completed
	Program level objective(s) drafted & vetted	Plan developed & vetted	Scoring/ measurement strategies developed	Data/ evidence collected & analyzed	Results communicated to faculty	Faculty reviewed data/ decisions made	Decisions implemented	
African and African American Studies	✓	✓	✓	✓	✓			
Anthropology	✓	✓	✓	✓	✓			
Art History	✓	✓	✓	✓	✓	✓		
Biological Sciences	✓	✓	✓	✓	✓			
Chemistry	✓	✓	✓	✓				
Classical Civilization	✓	✓	✓	✓				
Classics	✓	✓	✓	✓				
Communication and Media Studies	✓	✓	✓	✓	✓	✓		1
Computer Science	✓	✓	✓	✓	✓	✓		
Dance	✓	✓	✓	✓				
Economics								
English	✓	✓	✓	✓	✓	✓		
History	✓	✓	✓	✓	✓	✓		
Information Science	✓	✓	✓	✓	✓	✓	N/R	
Mathematics	✓	✓	✓	✓	✓	✓		
Modern Languages & Literatures	✓	✓	✓	✓	✓	✓		
Music	✓	✓	✓	†				
Natural Science	✓	✓	✓					
Philosophy	✓	✓	✓	✓	✓	✓	N/R	1
Physics/Engineering Physics	✓	✓	✓	✓				1
Political Science	✓	✓	✓	✓	✓	✓		1
Psychology	✓	✓	✓	✓	✓	✓		
Sociology	✓	✓	✓	✓				
Theatre	✓	✓	✓	✓	✓	✓	N/R	
Theology	✓	✓	✓	✓	✓	✓		
Visual Arts	✓	✓	✓	✓	✓	✓		
INTERDISCIPLINARY PROGRAMS								
American Studies	✓	✓	✓	✓	✓	✓	N/R	
Environmental Policy	✓	✓	✓	†				
Environmental Science	✓	✓	✓	✓	✓	✓	N/R	
General Science	✓	✓	✓	✓	✓	✓		
International Political Economy								
International Studies	✓	✓	✓	✓				
Latin American and Latino Studies	✓	✓	✓	✓	✓	✓		
Literary Studies	✓	✓	✓	✓	✓	✓		

TABLE 4. ASSESSMENT ACTIVITIES BY PROGRAMS IN THE UNDERGRADUATE COLLEGES OF ARTS AND SCIENCES, ACADEMIC YEAR 2010-2011

	<u>PLANNING</u>		<u>IMPLEMENTATION</u>		<u>ACTION</u>			<u>Number of cycles previously completed</u>
	<u>Program level objective(s) drafted & vetted</u>	<u>Plan developed & vetted</u>	<u>Scoring/ measurement strategies developed</u>	<u>Data/ evidence collected & analyzed</u>	<u>Results communicated to faculty</u>	<u>Faculty reviewed data/ decisions made</u>	<u>Decisions implemented</u>	
Mathematics/ Economics								
Medieval Studies	✓	✓	✓	✓	✓	✓	N/R	
Middle East Studies	✓	✓	✓	✓				
Organizational Leadership	✓	✓						
Religious Studies	✓	✓	✓	✓	✓	✓		
Urban Studies	✓	✓	✓	✓	✓	✓	✓	
Women's Studies	✓	✓	✓	✓	✓	✓		

† New program; has too few students to assess this year

N/R No further action required.

TABLE 5. ASSESSMENT ACTIVITIES BY PROGRAM IN THE GRADUATE SCHOOL OF ARTS & SCIENCES, ACADEMIC YEAR 2010-2011

	<u>PLANNING</u>		<u>IMPLEMENTATION</u>		<u>ACTION</u>			<u>Number of cycles previously completed</u>
	<u>Program level objective(s) drafted & vetted</u>	<u>Plan developed & vetted</u>	<u>Scoring/ measurement strategies developed</u>	<u>Data/ evidence collected & analyzed</u>	<u>Results communicated to faculty</u>	<u>Faculty reviewed data/ decisions made</u>	<u>Decisions implemented</u>	
MS Cell & Molecular Biology	✓	✓	✓	✓				
MS Ecology	✓	✓	✓	✓				
PhD Cell & Molecular Biology	✓	✓	✓					
PhD Ecology	✓	✓	✓					
Cert. Conservation Biology	✓	✓	✓	†				
MA Classical Languages	✓	✓	✓	✓	✓	✓		
PhD Classical Languages	✓	✓	✓	✓	✓	✓		
MA Public Communications	✓	✓	✓	✓	✓	✓		
MS Computer Science	✓	✓	✓	✓	✓	✓		
Cert. Financial Econometrics and Data Analysis	✓	✓	✓	✓	✓	✓		
Cert. Biomedical Informatics	✓	✓	✓	✓	✓	✓		
Cert. Financial computing	✓	✓	✓	†				
MA Economics	✓	✓	✓	✓				
PhD Economics	✓	✓	✓	✓				
MA Elections & Campaign Management	✓	✓	✓	✓	✓			
MA English	✓	✓	✓	✓	✓	✓		
PhD English	✓	✓	✓	✓	✓	✓		1
MA in Ethics & Society	✓	✓	✓	†				
Cert. in Health Care Ethics	✓	✓	✓	†				

TABLE 5. ASSESSMENT ACTIVITIES BY PROGRAM IN THE GRADUATE SCHOOL OF ARTS & SCIENCES, ACADEMIC YEAR 2010-2011

	PLANNING		IMPLEMENTATION		ACTION			Number of cycles previously completed
	Program level objective(s) drafted & vetted	Plan developed & vetted	Scoring/ measurement strategies developed	Data/ evidence collected & analyzed	Results communicated to faculty	Faculty reviewed data/ decisions made	Decisions implemented	
MA History	✓	✓	✓	✓	✓	✓		
PhD History	✓	✓	✓	✓	✓	✓		
MA International Humanitarian Action	✓	✓	✓	✓				
MA International Political Economy & Development								
Cert. Emerging Markets & Country Risk Analysis								
MA Latin American & Latino Studies	✓	✓	✓	†				
Cert. Latin American & Latino Studies	✓	✓	✓	†				
MA Medieval Studies	✓	✓	✓	✓	✓	✓		
Doctoral Cert. Medieval Studies	✓	✓	✓	✓	✓	✓	N/R	
MA Philosophy	✓	✓	✓	✓	✓	✓		
PhD Philosophy	✓	✓	✓	✓	✓	✓		
MA Philosophical Resources	✓	✓	✓	✓	✓	✓		
MA Political Science	✓	✓	✓	✓	✓	✓		
PhD Applied Developmental Psychology	✓	✓	✓	✓	✓			1
PhD Clinical Psychology	✓	✓	✓	✓	✓			1
PhD Psychometrics	✓	✓	✓	✓	✓			1
MS Applied Psychological Methods	✓	✓	✓	†				
MA Sociology	✓	✓	✓	✓	✓			
MA Theology	✓	✓	✓	✓	✓	✓		
PhD Theology	✓	✓	✓	✓	✓	✓		
MA Urban Studies	✓	✓	✓	✓	✓	✓		

† New program; has too few students to assess this year N/R No further action required.

Schools of Business

Processes, Initiatives and Supports. In spring 2005, the undergraduate and graduate business schools began developing a comprehensive plan for assessing their programs in accord with AACSB requirements. The members of the business faculty previously assessed student satisfaction at the school and program levels. However, following AACSB requirements, GBA is now conducting assessments embedded within or administered in individual courses. Learning goals for both undergraduate and graduate degree programs were drafted and approved by the area chairs, deans, curriculum committees and by the faculty as a whole in joint councils. The Schools support assessment activities by providing:

- Area assessment coordinators receive an annual stipend for their service.

- The director of assessment and accreditation provides guidance and administrative support for assessment in the business schools.

As in the arts and sciences, the business schools exercise considerable latitude over their assessment activities. Over the last five years, their initial organization and plan has evolved into “one unified faculty-driven system which would function in all the degree programs in the Schools of Business. This refined system of assessment would focus upon instruments developed by the faculty themselves and administered across the curriculum beginning with the [business] core, before being extended to include courses required for completion of major concentrations and major elective courses” ([Assessment Plan - Schools of Business](#), February 9, 2011).

The faculty Curriculum Committee of the business schools oversees student learning assessment. Program assessment, for both the BS and MBA degrees, is organized within each of seven curricular areas. To assist in this assessment task, two faculty core coordinators were appointed within each area. In consultation with faculty, the core coordinators develop appropriate tests and test items aligned with the goals and objectives of the area curriculum, summarize results and disseminate them to area faculty. Area faculty are responsible for making recommendations in response to findings, where appropriate, to the Curriculum Committee.

As of spring 2011, more than 60% of the 14 graduate and undergraduate areas serving the Graduate School of Business Administration and the undergraduate Gabelli School of Business have carried out assessment plans, all using direct measures, most embedded within courses. These faculties have analyzed their findings and decided upon responses that will improve their programs and their assessments. Table 6 summarizes the accomplishments of each area. Some examples of assessment projects conducted recently in the business schools include:

- *Development of Legal Knowledge and Reasoning.* The graduate Law and Ethics area developed specific assignments to be used as assessment instruments in all sections of the core course on the Legal Framework of Business. The assignments require students to apply their understanding of four essential areas -- fraud, material breach, interpretation of contracts, and international business -- to a case study. A committee of faculty evaluates a sample of the completed assignments. The four legal issues are evaluated separately on a five point scale. Each issue is assessed in each student’s factual and legal analysis of the case study. Results suggest that, in general, at least 90% of the students’ factual analysis were fair or better, though their performance was weaker for complex factual settings. Legal analysis lagged behind somewhat, particularly with respect to international business. Based upon this data, the faculty decided to increase their students’ exposure to situations, including those involving international law, in which multiple legal issues must be considered simultaneously.
- *Development of Critical Thinking.* The Marketing Management area assessed students’ ability to apply marketing concepts to realistic cases and to attend to international considerations in doing so. Evaluation of student assignments suggested that students were not well prepared to integrate diverse concepts and materials. The area faculty immediately mandated

the use of case methods in marketing courses and organized faculty training and professional development to ensure that faculty could use the pedagogy effectively.

	<u>PLANNING</u>	<u>IMPLEMENTATION</u>		<u>ACTION</u>			
	<u>Program level objective(s) drafted & vetted</u>	<u>Plan developed & vetted</u>	<u>Scoring/ measurement strategies developed</u>	<u>Data/ evidence collected & analyzed</u>	<u>Results communicated to faculty</u>	<u>Faculty reviewed data/ decisions made</u>	<u>Decisions implemented</u>
Gabelli School of Business							
Accounting & Taxation	✓	✓	✓	✓	✓	✓	
Communication & Media Management	✓						
Finance/Business Economics	✓	✓	✓	✓	✓	✓	
Information & Communication Systems	✓						
Law & Ethics	✓	✓	✓	✓	✓		
Management Systems	✓	✓	✓	✓	✓	✓	
Marketing	✓						
Graduate School of Business Administration							
Accounting & Taxation	✓	✓	✓	✓	✓	✓	
Communication & Media Management	✓						
Finance/Business Economics	✓	✓	✓	✓	✓	✓	
Information & Communication Systems	✓						
Law & Ethics	✓	✓	✓	✓	✓	✓	
Management Systems	✓	✓	✓	✓	✓	✓	
Marketing	✓	✓	✓	✓	✓	✓	✓

Assessment reports from each program are available on My.Fordham by following this [link](#).

Graduate School of Education

GSE programs aim to cultivate six core dispositions in their students: respect for cultural diversity; integration of theory, research, and practice; commitment to community; self-reflection; technological proficiency; and commitment to social justice. Students' attainment of GSE standards, evidenced in their course work and field placements, provides the data for annual program assessments. Using TK-20 and a web-based interface software designed for assessment, the GSE faculty and administration aggregate student data to address program assessment and development needs. GSE's assessment program is documented in the [GSE Assessment Handbook](#).

Graduate School of Social Services

The Commission on Accreditation of the Council on Social Work Education (CSWE) accredits the bachelors and masters programs in social work in the Graduate School of Social Services. To date, GSSS has met CSWE assessment expectations with strategic course and program assessment conducted as needed. The Curriculum Committee has assessed new courses and curricula systematically over a number of years before those courses and curricula were incorporated into the school's programs. Thereafter, assessment at the course and program levels has been carried out by faculty responsible for course and program improvement. Additional periodic assessments of student outcomes are conducted as needed. Information from all assessments has been reviewed and used by appropriate decision-makers.

In 2008, the CSWE adopted new Educational Policy and Accreditation Standards (EPAS) which direct programs to develop competency-based education and systematic assessment plans. In line with the EPAS requirements, GSSS's new assessment plans are competency based, focusing on what students can do and demonstrate. The GSSS Assessment Committee, a sub-committee of the Curriculum Committee, has developed three avenues to support more systematic assessment at the course and program level:

- At the course level, each of the course syllabi identify the specific competencies and related practice behaviors that are addressed in the course. Assignments are specifically tied to assessing those competencies and practice behaviors, with some competencies measured through common assignments across core courses. The common assignments will have specific grading rubrics developed for assessment.
- Field work, which is the school's signature pedagogy, will be used to assess many core competencies. Evaluation forms have been retooled to assess these competencies.
- Students will have an opportunity to reflect on their level of competency through a self assessment survey.

The Assessment Committee will coordinate, collect and organize assessment data from these three sources through an online data management system. Assessment results will be reported to the Curriculum Committee for continuous quality improvement. The new assessment plan will be implemented concurrently with GSSS's new curriculum, beginning in Fall 2011. A full year of assessment of the foundational curricula and a semester of the advanced curricula will be included in GSSS's next re-accreditation self-study in March 2013. In addition to assessing explicit competencies,

GSSS will use the online system to assess other aspects of the program, as well as placement and alumni outcomes.

Law School

Fordham Law School is accredited by the Council of the American Bar Association Section on Legal Education and Admission to the Bar.

One important dimension of law student success is usefully measured through professional licensure. Fordham Law School has monitored its bar exam passage rate continuously. Over the past three years, the Law School has developed a stronger bar exam passage support system by analyzing data and shaping programs to be more responsive to students' experiences. Using predictors and measures of actual performance as students progress, the Law School assesses and reassess which students are likely to benefit from special programs. Those students tailor a program from an array of specialized classes, counseling sessions, and mentoring opportunities. The dean's office monitors the effects of those programs on subsequent exam passage and revises the student support programs accordingly.

The Law School faculty and administration have sought information to improve the school's programs beyond licensure rates. For example, based on the experiences of students as they entered the profession, the school instituted a course, Fundamental Lawyering Skills, to help students develop a set of professional skills and to understand shared norms in order to facilitate students' integration into the community of professionals.

Standard 9: Student Support Services

Student support services advance Fordham's mission by developing a seamless learning environment within the University community. Students are challenged to fully participate in the intellectual life of the University. Their ability to do so is assured by the care they receive and complemented by the mission-driven student support services departments consolidated under the division of Student Affairs: Student Affairs itself, Athletics, Sodexo Hospitality Services, and University Mission and Ministry (UMM).

The 2006 Self-Study suggested that Fordham institute

- Benchmarking for program and staffing resources
- Funding for strategic initiatives
- Stronger partnerships between Student Affairs and Mission and Ministry
- Centralization and coordination of assessment activities
- Assessment of programs and services for underrepresented groups
- Assessment of the student service needs of graduate students, and
- Improvement of recreational space at Rose Hill and Lincoln Center.

The following section provides a detailed update on each suggestion, highlighting the progress that has been made in each area.

Benchmarking for Program and Staffing Resources

In fall 2003, a new assessment program was initiated whereby each department in SA and Athletics conducts and regularly updates thorough peer and aspirant research, most recently in spring 2010. Department working groups were established to complete this research, and each departmental peer and aspirant grid was stored on Blackboard.

This peer and aspirant research was analyzed by each working group and, based on findings and gap analysis, was utilized to develop the 25 Strategic Initiative Proposals in SA and the 15 Strategic Initiative Proposals in Athletics. Each proposal includes the initiative, originating unit/department, rationale, gap analysis, connection to mission, timeline to accomplish the initiative, and resources needed to do so. These proposals were first developed in 2004 and updated and streamlined in summer 2010.

Recognizing that funding for these Strategic Initiative Proposals would likely come in phases, the working groups created an action and cost worksheet for each proposal. These worksheets contain detailed phasing information related to action steps, budget needs, and outcomes assessment and have been updated regularly since 2006.

Funding for Strategic Initiatives

The 2006 Self-Study suggested that “the Student Services’ strategic initiatives as outlined by the University in *Toward 2016* be appropriately funded to respond to the expectations and needs of the future incoming student.” Four strategic initiatives received the first phase of funding in fall 2007, including Integrated Learning Communities, Full Time Resident Directors, Transition Year Experience, and Multicultural Affairs. Due to the economic downturn, additional funding has not been allocated.

These four initiatives are well under way with an improved New Student Orientation program, a newly developed First Year Formation Course, eight ILCs at Rose

Hill, the development of a First Year Experience ILC at Lincoln Center, the transition to full time resident directors in all freshman residence halls, many new initiatives in the Office of Multicultural Affairs (OMA), and the expansion of the OMA at Lincoln Center. Divisional working groups were established to oversee the implementation of each strategic initiative. They assess currently funded initiatives and provide concrete data on their progress, while preparing for the next phase of implementation and other initiatives that may be funded. The divisional working groups report on their goals and objectives in the Quarterly Report, at the end of the year in the Annual Report, and in division-wide [Department Assessment Presentations](#) each June. These updates include specific assessment data related to goals, objectives, and action steps that will be taken based on that data. SA senior staff thoroughly review data from the Quarterly and Annual reports and Department Assessment Presentations and provide feedback to department heads.

Stronger Partnership between Student Affairs and Mission and Ministry

In keeping with the Self-Study suggestions, SA and UMM have developed a stronger partnership to refine and broaden the division's commitment to mission. As a result of administrative restructuring in fall 2010, the VP for UMM now reports directly to the VP for Student Affairs, and this new reporting relationship will continue to strengthen and further solidify the partnership between the two divisions.

In addition, the SA Staff Training Committee was formed in order to provide ongoing training in the areas of mission, Jesuit education, and other topics related specifically to student affairs and higher education. The Staff Training Committee offers a full-day training program each semester, a Striving for Professional Excellence Brown Bag Series four times each semester, and a Book Club. A staff member from Mission and Ministry was added to this committee and UMM staff are invited to all training events.

Centralization and Coordination of Assessment Activities

The Self-Study noted that greater centralization and coordination of assessment activities in the Division of Student Affairs was needed and should result in more consistent use of assessment instruments, improved sharing of assessment results, and more data-driven decisions. In response to this suggestion and based on the need for a more centralized approach, the position of Associate VP for Student Affairs was created in fall 2006. Strategic planning and assessment within the division has become a primary focus, and staff members in each department are now asked to participate in strategic planning and assessment efforts in order to improve their programs and services.

The Division of Student Affairs and Athletics created a stronger technological support system that now allows for online survey administration, online data analysis, and an online Blackboard site dedicated to assessment. This site, created in 2007-2008, contains a divisional assessment calendar open to all staff and updated on a regular basis, an assessment questions database, and a shared location for all external and internal assessment reports. The database contains every question on the major SA surveys and allows staff to easily search for redundancies and specific responses. Finally, the divisional Blackboard site contains a shared location for all external and internal assessment reports, allowing staff to share their assessment results and learn about the assessment activities that are taking place throughout the division.

In fall 2008 the Division of Student Affairs contracted with StudentVoice to assist Fordham in the development of a comprehensive assessment program. As a member campus, Fordham has constant access to a dedicated assessment consultant who assists with Fordham's unique needs, the development of online surveys, and regular consultation with staff at the department level. It also provides online access to professional development webinars, assessment templates, best practices, and shared resources from other campuses. Assessment data is available in real time and is exportable into a variety of formats for incorporation into assessment reports and presentations. Finally, StudentVoice has partnered with leading national associations to offer benchmarking opportunities allowing the SA division to compare student data and operational data to national averages and peer comparison data. In 2008-2009, 68 surveys were sent to Fordham students via StudentVoice and there were 11,706 responses. In 2009-2010, 75 surveys were conducted with 11,352 responses.

SA uses the data obtained via StudentVoice to analyze survey results and to develop an action plan based on those results. All SA administrators are required to submit a summary report thirty days after survey completion. These reports are posted to the divisional Blackboard site for staff review and are shared at monthly divisional staff meetings to encourage discussion and implementation of findings. Each SA department also utilizes the Quarterly Report and the Annual Report to present assessment data and action plans based on that data for each strategic and operational goal in their area.

SA utilizes assessment data to substantively improve programs and services. The Office of Residential Life used data from an online survey to drive the decisions regarding what type of bedroom, social space and other amenities should be part of a new residence hall. At Lincoln Center, the decision to create an online newsletter to increase communication with commuters was based on survey results. Data from multiple surveys and focus groups also led to a revamped and now highly rated diversity program in the New Student Orientation.

Assessment of Programs and Services for Underrepresented Students

Peer and aspirant research as well as department assessment initiatives indicated that Fordham could do more in providing adequate staff, programs, and services to meet students' needs in the area of multicultural affairs. The OMA originally consisted of one full time assistant dean at Rose Hill with a nominal operating budget and no staff or budget assigned to Lincoln Center. Although responsive to student issues and concerns, it had few proactive programs to offer. In 2006-2007, numerous surveys and focus groups were conducted and the results of those assessment initiatives, along with related peer and aspirant research, led to the development of the OMA Strategic Initiative.

In fall 2007, based on the assessment results mentioned above, the University identified the OMA as an area of strategic importance and committed the first phase of strategic funding to the enhancement of its office, staff, programs and services. The OMA now plays a lead role within SA and the University regarding diversity issues. A variety of programs and services were developed and are now available through the [OMA website](#), including the Sustained Dialogue Series, Diversity Peer Educator Program, LGBT and Ally Network of Support, and the Multicultural Action Council (MAC). MAC demonstrates unity and cohesion among underrepresented groups on campus and creates a direct line of communication between students and administrators. When MAC was

first created in fall 2006, it served as a focus group designed to assess students' needs related to diversity and inclusion and to determine which programs and services needed to be developed to meet those needs. This data then led to the development of the OMA Strategic Initiative Proposal. MAC continues to meet monthly on both campuses in order to build community within the cultural clubs and organizations and to assess and provide feedback on the progress of the OMA Strategic Proposal. In addition, OMA regularly analyzes data from the Higher Education Research Institute surveys (CIRP, YFCY and CSS), the Educational Benchmarking, Inc. Survey (EBI), and other targeted program surveys to determine the current effectiveness of its programs and to plan for the future. All of this data is compiled and shared with the SA staff, the President, and VPs through the annual Department Assessment Presentations and the Quarterly and Annual Reports.

OMA engages the entire Fordham community in dialogue by providing space for reflection and exploration of the self and reciprocal exchange and learning amongst the entire student population. OMA serves as a resource for all members of the community, and specifically supports the recruitment and retention of historically underrepresented students. The Office provides intentional support for these students in keeping with the vision and tenets of the University mission.

Assessment of the Student Service Needs of Graduate Students

In fall 2006, GSAS created a new full time position, director of student development, to focus on the needs of graduate students. The director attends monthly SA senior staff meetings and meets bi-weekly with the associate VP to discuss issues.

These collaborations have resulted in numerous new and improved programs. In response to surveys of graduate students living in University housing, new graduate housing options are now available at Rose Hill and Lincoln Center. Survey results also indicated that many graduate students wanted to join undergraduate organizations that do not exist within the Graduate Student Association. The director of student development worked with the Office of Student Leadership and Community Development to create a Mentor Program. Graduate students now serve as mentors in many undergraduate clubs. Graduate student survey results have also led to increased participation by key SA departments in GSAS orientation programs and stronger ties between GSAS and SA.

The needs of all graduate students are increasingly assessed through online surveys administered by many SA departments, including Career Services, Health Services, Counseling and Psychological Services, Intercampus Transportation, Disability Services, and the Office of Residential Life.

Inadequate Recreational Space at Rose Hill and Lincoln Center

The 2006 Self-Study noted that "there appears to be inadequate recreational space to help students develop physically at both the Rose Hill and Lincoln Center campuses." Detailed plans for a new recreational center at Rose Hill were presented to and approved by the Board of Trustees and are now part of the current capital campaign. Until funding is secured, temporary improvements have been made to the current space at Rose Hill.

While Lincoln Center students are welcome to travel to Rose Hill to participate in club and intramural sports, relevant assessment data indicate that they are looking for more opportunities on their own campus. This led to the development of a strategic initiative proposal to create a Club and Intramural Office at Lincoln Center staffed by a

part-time coordinator. While funding is being explored, the results of a student survey led to the purchase of some new fitness equipment installed in McMahon Hall in fall 2010.

HEOA 2008 Compliance Issues

A growing number of schools and divisions of Fordham University currently offer components of distance education and continuing education programs with online components. Section 495 of the Higher Education Opportunity Act requires that Fordham verify that “the student who registers in such courses or programs is the same student who participates in and completes the program and receives the academic credit.” Additionally, Fordham must demonstrate that it “has credit transfer policies (a) that are publicly disclosed; and (b) that include a statement of the criteria established by the institution regarding the transfer of credit earned at another institution of higher education.” (CHE letter to Fr. McShane, February 16, 2010) These new disclosure requirements went into effect on July 1, 2010. Transfer credit policies and their publication are not discussed here; see the current undergraduate bulletins as well as the bulletins and academic policies and procedures guidebooks of the various graduate and professional schools for published and online details on these procedures: [Fordham Undergraduate Bulletin](#); [Graduate School of Arts & Sciences](#) (p.4); [Graduate School of Business](#) (p. 11); [Graduate School of Social Service](#) (p. 16); [Fordham College of Liberal Studies](#); [Graduate School of Education](#) (p.22); [Graduate School of Religion and Religious Education](#) (Doctor of Ministry and PhD in Religious Education Handbooks [p. 7] & Master’s Degree Handbook [p. 2]); [Fordham School of Law](#).

Academic year 2010-2011 marks the third year of Fordham’s involvement with distance education. The Office of the Provost continues to work with JesuitNET and the University’s Distance Learning Task Force to realize the potential benefits of distance education. Begun with minimal resources, the program was pioneered by the Graduate School of Religion and Religious Education, which currently offers two online MA degrees, one in Religious Education and one in Pastoral Care, and an Advanced Certificate in Adult Faith Formation. From the summer of 2009 through the spring of 2010, 27% of total registrations were in online format; 9% were by students who registered only for courses in the online format. In order to understand the impact of online programs on the GSRRE budgets, Academic Affairs worked with IR, the Enrollment Group, and IT to develop a resource model in 2010. The information gained from the model will be used to guide decision making in GSRRE as it plans for program growth and additional online activity. The model will also serve the development of new online programs in other schools.

As part of its new program planning, the Graduate School of Social Services developed a proposal for an online MSW program that integrates its new curriculum foci on human rights and social justice.

FCRH and FCLC have developed online tutorials for freshmen, one mandatory one on academic integrity and library research, and another on defining career goals and working toward them.

The Dean of FCLS has begun planning to establish Fordham’s first online undergraduate degree, an online BA in Organizational Leadership. The JesuitNET-delivered Competence Assessment in Distributed Education (CADE) workshop for faculty developing online courses continues to be an excellent pedagogical tool through its focus on student learning outcomes and assessment. Four such workshops have been

convened as of September 2010. Individual faculty members often transfer the skills they acquire via this workshop to the development of their traditional courses. Summer session will offer online classes in coordination with FCLS-Westchester. Finally, work has also begun on a Global Campus initiative with JesuitNET. At present, Fordham offers a total of 65 online credit bearing courses, the bulk of which are offered by FCLS-Westchester (27), followed by GSRRE (23), GSE (11), and GSSS (4).

MSCHE makes the following recommendations with regard to student identification verification processes involved in distance education (See *ALO Newsletter*, January 2010): “[a] Institutions should have a systematic approach to verifying that the student who originally enrolled in the course is the same student submitting assignments, taking exams and receiving a final grade. At this time, institutions may use systems with secure logins and passwords or proctored exams to verify a student’s identity. [b] Any identity verification process must protect student privacy. [c] Students must be notified when they enroll or register of any additional fees associated with identity verification. [d] Institutions should monitor the evolution of identity verification technologies.”

The University is in compliance with these recommendations. In 2008 Fordham’s IT Division instituted a system with secure, verified log-ins called AccessIT ID, which is the standard for remote ID verification. This system became fully operational by spring 2009. It is used not only for distance education but for all of Fordham’s online services requiring secure access. Individuals claim their Fordham AccessIT ID by answering a set of questions that include private, personal information to verify that the individual claiming the ID is the person to whom it belongs. Thereafter users log in using this ID and a password. Fordham IT has screening measures in place to protect against password compromise, such as using secure HTTP for login and enforcing password complexity as well as firewalls, anti-virus software, and network access control campus-wide. Password aging is under development.

Of course, these technical measures can be defeated if a student chooses to share his or her ID and password with another individual, or allows that individual to complete homework or exams in his or her name. The academic units that offer distance education have proctored examination procedures in place to guard against the latter possibility, but there are no technical means to prevent every form of dishonesty. Sharing of confidential information is prohibited by the published “acceptable use policy,” acceptance of which is part of the AccessIT ID claim process. Dishonesty in online courses also falls under the code of academic integrity, enforcement of which lies with the deans, although Fordham IT will cooperate by providing needed technical support.

Fordham uses only non-public information to verify the identity of the student. This information includes only items that are already required to be provided during the application process and are kept confidential.

There are currently no fees for ID verification at Fordham and none are anticipated in the future. If any such fees should be instituted, Fordham will provide the required notification.

Fordham’s Information Security Office is fully committed to monitoring the evolution of identity verification technologies. Specifically, the office plans to:

- (a) coordinate with Educause Security (the international academic technology group that supports a security component aimed to help specifically with this particular challenge) (www.educause.edu/security);

- (b) continue Fordham's membership in Educause Security; in ASIS (American Society of Industrial Security); in New York Electronic Crimes Taskforce; and in the FBI's Infragard Program;
- (c) keep abreast of security and identity trends in higher education as a whole.

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[0313] Fordham University
Printed on 4/21/2011

A. General Information

	Data on File (as of 4/21/2011)	IP Data (2010-11)
Institution Name	Fordham University	Fordham University
Address	441 East Fordham Road Bronx, NY 10458	441 East Fordham Road Bronx, NY 10458
Telephone	718 817 1000	718 817 1000
Fax	718 579 2708	718 579 2708
Website	www.fordham.edu	www.fordham.edu
Control	Private (Non-Profit)	Private (Non-Profit)
Carnegie Classification	Research - High Research Activity	Research - High Research Activity
Calendar	Semester	Semester
Degree Granting Authority	New York	New York
Licensed to Operate in	NY	NY

Degrees/Certificates Offered

	Data on File		IP Data	
	Offered	Programs	Offered	Programs
Postsecondary Certificate (< 1 year)			no	0
Postsecondary Certificate (>=1 year, < 2 years)			no	0
Associate's	no	0	no	0
Postsecondary Certificate (>= 2 years, < 4 years)			no	0
Bachelor's	yes	0	yes	54
Postbaccalaureate Certificate			yes	4
Master's	yes	0	yes	44
Post-Master's Certificate			yes	1
Doctor's - Professional Practice	yes	0	yes	1
Doctor's - Research/Scholarship	yes	0	yes	20
Doctor's - Other	no	0	no	0

Related Entities

Name, State, Country	none	none
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Initial Accreditation	1921	1921
Last Reaffirmed	2006	2006
Next Self-Study Visit	2015-16	2015-16
Next Periodic Review Report (PRR)	June 2011	June 2011
CHE Staff Liaison	Dr. Mary Ellen Petrisko	Dr. Mary Ellen Petrisko

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[0313] Fordham University

B. Key Contacts

Key Contact	Data on File (as of 4/21/2011)	IP Data (2010-11)
Chief Executive Officer	Rev. Joseph M. McShane S.J. <i>President</i> 441 East Fordham Road Bronx, NY 10458 Phone: 212 636 6265 Fax: 212 636 7863 Email: jmcshane@fordham.edu	Rev. Joseph M. McShane S.J. <i>President</i> 441 East Fordham Road Bronx, NY 10458 Phone: 212 636 6265 Fax: 212 636 7863 Email: jmcshane@fordham.edu
Chief Academic Officer	Dr. Stephen Freedman <i>Senior Vice President and Chief Academic Officer</i> ADN 112 441 East Fordham Road Bronx, NY 10458 Phone: 718 817 3040 Fax: 718 817 3050 Email: sfreedman@fordham.edu	Dr. Stephen Freedman <i>Senior Vice President and Chief Academic Officer</i> ADN 112 441 East Fordham Road Bronx, NY 10458 Phone: 718 817 3040 Fax: 718 817 3050 Email: sfreedman@fordham.edu
Chief Financial Officer	Mr. John J. Lordan <i>Senior Vice President & CFO</i> 441 East Fordham Road Bronx, NY 10458 Phone: 718 817 3501 Fax: 718 817 3502 Email: lordan@fordham.edu	Mr. John J. Lordan <i>Senior Vice President & CFO</i> 441 East Fordham Road Bronx, NY 10458 Phone: 718 817 3501 Fax: 718 817 3502 Email: lordan@fordham.edu
Accreditation Liaison Officer	Dr. Susan Ray <i>Coordinator of International Initiatives</i> ADN 216 441 East Fordham Road Bronx, NY 10458 Phone: 718 817 2658 Fax: 718 817 0699 Email: SRAY@FORDHAM.EDU	Dr. Susan Ray <i>Coordinator of International Initiatives</i> ADN 216 441 East Fordham Road Bronx, NY 10458 Phone: 718 817 2658 Fax: 718 817 0699 Email: SRAY@FORDHAM.EDU
Coordinator of Distance Education	none	Ms. Catherine F. Buescher <i>Coordinator for Academic Projects and Processes</i> 441 East Fordham Road Bronx, NY 10458 Phone: 718 817 3049 Fax: 718 817 3050 Email: buescher@fordham.edu
Coordinator of Outcomes Assessment	Dr. Jeannine Pinto <i>Assessment Officer</i>	Dr. Jeannine Pinto <i>Assessment Officer</i>

	Walsh Library 123 441 East Fordham Road Bronx, NY 10458	Walsh Library 123 441 East Fordham Road Bronx, NY 10458
	Phone: 718 817 0430 Fax: none Email: jpinto3@fordham.edu	Phone: 718 817 0430 Fax: none Email: jpinto3@fordham.edu
Coordinator of Institutional Research Functions	Dr. Donald A. Gillespie <i>Associate Vice President for Institutional Research</i> Thebaud Hall 215 441 East Fordham Road Bronx, NY 10458	Dr. Donald A. Gillespie <i>Associate Vice President for Institutional Research</i> Thebaud Hall 215 441 East Fordham Road Bronx, NY 10458
	Phone: 718 817 3191 Fax: 718 817 3203 Email: gillespie@fordham.edu	Phone: 718 817 3191 Fax: 718 817 3203 Email: gillespie@fordham.edu
Chair: Self-Study Steering Committee	none	none
Co-Chair: Self-Study Steering Committee	none	none
Person in the President's Office To Whom MSCHE Invoices Should be Sent	Rev. Joseph M. McShane S.J. <i>President</i> 441 East Fordham Road Bronx, NY 10458	Rev. Joseph M. McShane S.J. <i>President</i> 441 East Fordham Road Bronx, NY 10458
	Phone: 212 636 6265 Fax: 212 636 7863 Email: jmcshane@fordham.edu	Phone: 212 636 6265 Fax: 212 636 7863 Email: jmcshane@fordham.edu
Person Who Should Receive a Copy of MSCHE Invoices (Optional)	none	none
Person Completing IP Financials	Mr. Anthony Grono <i>Controller</i> FMH 523 441 East Fordham Road Bronx, NY 10458	Mr. Anthony Grono <i>Controller</i> FMH 523 441 East Fordham Road Bronx, NY 10458
	Phone: 718 817 4970 Fax: 718 817 4965 Email: grono@fordham.edu	Phone: 718 817 4970 Fax: 718 817 4965 Email: grono@fordham.edu
Person Completing IP (Key User)	Dr. Peter Feigenbaum <i>Associate Director of Institutional Research</i> Thebaud Hall 202 441 East Fordham Road Bronx, NY 10458	Dr. Peter Feigenbaum <i>Associate Director of Institutional Research</i> Thebaud Hall 202 441 East Fordham Road Bronx, NY 10458
	Phone: 718 817 2243 Fax: 718 817 3203 Email: pfeigenbaum@fordham.edu	Phone: 718 817 2243 Fax: 718 817 3203 Email: pfeigenbaum@fordham.edu

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C. Graduation Data

Awards Granted

Report all degrees or other formal awards conferred by your institution between July 1, 2009, and June 30, 2010. If an individual received two degrees at different levels during the specified time period, report each degree in the appropriate category.

Include earned degrees and awards conferred by branches of your institution located within or outside the Middle States region, including foreign countries.

Exclude honorary degrees and awards.

Awards	Data on File (as of 4/21/2011)	IP Data (2010- 11)
Postsecondary Certificate (less than 1 year)	0	0
Postsecondary Certificate (>= 1 year, < 2 years)	0	0
Associate's	0	0
Postsecondary Certificate (>= 2 years, < 4 years)	0	0
Bachelor's	1885	1805
Postbaccalaureate Certificate	0	50
Master's	1967	1865
Post-Master's Certificate	0	0
Doctor's - Professional Practice	473	491
Doctor's - Research/Scholarship	102	90
Doctor's - Other	0	0
Does your institution have undergraduate programs?	yes	yes
Does your institution serve only transfer students? See instructions if the answer is yes.	no	no

Completers

Provide the total number of students in the relevant cohort who received their awards no later than 2009-10 (which would be within 150 percent of the time expected for them to receive the degree/certificate for which they matriculated). Also provide the total number of students who transferred out of your institution before completing their programs.

2-year Institutions only	Data on File (as of 4/21/2011)	IP Data (2010-11)
Total Number of students in the cohort	0	0
Number completed within 150% of time to degree	0	0
Number completed within 200% of time to degree	0	0

Total transfers out	0	0
4-year Institutions w/ Baccalaureate Programs		
Total Number of students in the cohort	1687	1674
Number completed within 150% of time to degree	1336	1347
Number completed within 200% of time to degree	0	1341
Total transfers out	0	0

Notes

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D. Enrollment (Unduplicated)

Total Enrollment

	Data on File (as of 4/21/2011)		IP Data (2010-11)	
	Undergraduate	Graduate	Undergraduate	Graduate
Total credit hours of all part-time students	3779	19079	4125	17601
Minimum credit load to be considered a full time student	15	12	15	12
Full-Time Head Count	7370	3538	7601	3916
Part-Time Head Count	580	3168	619	3022

Credit Enrollment

	Data on File (as of 4/21/2011)	IP Data (2010-11)
Number of Students matriculated, enrolled in degree programs (Undergraduate + Graduate)	14100	14632
Number of Students not matriculated, enrolled in credit-bearing courses	444	526

Non-Credit Enrollment

	Data on File (as of 4/21/2011)	IP Data (2010-11)
Number of Students enrolled in non-credit, graduate level courses	27	0
Number of Students enrolled in non-credit, undergraduate level and other continuing education (excluding avocational) courses	164	151
Number of Students in non-credit avocational continuing education courses	0	0

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E. Distance and Correspondence Education

Distance education means education that uses one or more technologies to deliver instructions to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor. See the Instructions for a full explanation.

Part 1. Distance Education

	Data on File (as of 4/21/2011)	IP Data (2010- 11)
Did your institution, in the most recent prior year (Summer, Fall, Spring 2009-10), offer distance education courses?	Yes	Yes

Provide: (a) the unduplicated headcount of all students in the most recent prior year (Summer, Fall, Spring 2009-10) who took distance education courses for credit by your institution; and (b) the total number of registrations of all students. The registrations may be duplicated if a student enrolls in more than one course.

Explain in the Notes if prior year's total is expected to be 50% greater in 2010-11.

	Data on File (as of 4/21/2011)	IP Data (2010-11)
Headcount	358	398
Total Registrations	622	678

Programs

Programs. Report the number of degree or certificate programs offered during the previous year (Summer, Fall, Spring 2009-10) for which students could meet at least 50% of their requirements for any of the programs by taking distance education courses.

	Data on File (as of 4/21/2011)	IP Data (2010-11)
Programs	2	6

Part 2. Correspondence Education

	Data on File (as of 4/21/2011)	IP Data (2010- 11)
Did your institution, in the most recent prior year (Summer, Fall, Spring 2009-10), offer Correspondence education courses?	No	No

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F. Regional, National, and Specialized Accreditation

Please list the name of the regional, national, and specialized accrediting organizations that accredit your institution or its programs.

It is not necessary to report the Middle States Commission on Higher Education, and it is excluded from this list.

Data on File (as of 4/21/2011)

IP Data (2010-11)

Accreditors Recognized by U.S. Secretary of Education

- American Bar Association, Council of the Section of Legal Education and Admissions to the Bar
- American Psychological Association, Committee on Accreditation
- National Council for Accreditation of Teacher Education

Accreditors Recognized by U.S. Secretary of Education

- American Bar Association, Council of the Section of Legal Education and Admissions to the Bar
- American Psychological Association, Committee on Accreditation
- National Council for Accreditation of Teacher Education

Other Accreditors

Please list any other accrediting organizations that accredit your institution or its programs.

Please separate each accreditor by semi-colon (;).

Council on Social Work Education (CSWE); Association to Advance Collegiate Schools of Business (AACSB); University Council of Educational Administration (UCEA); National Association of School Psychologists (NASP); Commission on Accreditation of the Council on Social Work; New York State Department of Education; New York State Professional Review Boards

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G. Instructional Personnel (as of Fall 2010)

	Data on File (as of 4/21/2011)		IP Data (2010-11)	
	Full-Time Headcount	Part-Time Headcount	Full-Time Headcount	Part-Time Headcount
Total Faculty	699	681	703	734

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H. Related Educational Activities

H-1. Study Abroad

This section is only required if your institution's Self-Study Visit is scheduled for 2011-12 or 2012-13.

Note:

Your institution's next Self-Study Visit is scheduled for 2015-16.

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H-2. Branch Campuses (as of Fall 2010)

Data on File
(as of 4/21/2011)

No Branch Campuses.

IP Data
(2010-11)

No Branch Campuses.

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H-3. Additional Locations (as of Fall 2010)

	Data on File (as of 4/21/2011)	IP Data (2010-11)
Name	Beijing International MBA Program	Beijing International MBA Program
Street Address, City, State, Postal	Beijing China	Beijing China
Status	Active	Active
Number of degree programs for which 50% of the program may be completed at this location		
Postsecondary Certificate (< 1 year)	0	0
Postsecondary Certificate (>=1 year, < 2 years)	0	0
Associate's	0	0
Postsecondary Certificate (>= 2 years, < 4 years)	0	0
Bachelor's	0	0
Postbaccalaureate	0	0
Master's	1	1
Post-Master's	0	0
Doctor's - Professional Practice	0	0
Doctor's: Research/Scholarship	0	0
Doctor's: Other	0	0
Full-time Headcount at this location		
Graduate	0	0
Undergraduate	0	0
Part-time Headcount at this location		
Graduate	112	1
Undergraduate	0	0
Name	Kadir Has University	Kadir Has University
Street Address, City, State, Postal	Istanbul Turkey	Istanbul Turkey
Status	Active	Inactive
Number of degree programs for which 50% of the program may be completed at this location		
Postsecondary Certificate (< 1 year)	0	0
Postsecondary Certificate (>=1 year, < 2 years)	0	0
Associate's	0	0
Postsecondary Certificate (>= 2 years, < 4 years)	0	0
Bachelor's	0	0
Postbaccalaureate	0	0
Master's	0	0

Post-Master's	0	0
Doctor's - Professional Practice	0	0
Doctor's: Research/Scholarship	0	0
Doctor's: Other	0	0
Full-time Headcount at this location		
Graduate	0	0
Undergraduate	0	0
Part-time Headcount at this location		
Graduate	0	0
Undergraduate	0	0

Name	Lincoln Center	Lincoln Center
Street Address, City, State, Postal	113 Wesr 60th Street New York, NY 10023	113 Wesr 60th Street New York, NY 10023
Status	Active	Active
Number of degree programs for which 50% of the program may be completed at this location		
Postsecondary Certificate (< 1 year)	0	0
Postsecondary Certificate (>=1 year, < 2 years)	0	0
Associate's	0	0
Postsecondary Certificate (>= 2 years, < 4 years)	0	0
Bachelor's	0	38
Postbaccalaureate	0	2
Master's	0	26
Post-Master's	0	0
Doctor's - Professional Practice	0	1
Doctor's: Research/Scholarship	0	6
Doctor's: Other	0	0
Full-time Headcount at this location		
Graduate	0	3188
Undergraduate	0	1856
Part-time Headcount at this location		
Graduate	0	2137
Undergraduate	0	290

Name	West Harrison	West Harrison
Street Address, City, State, Postal	400 Westchester Avenue West Harrison, NY 10604	400 Westchester Avenue West Harrison, NY 10604
Status	Active	Active
Number of degree programs for which 50% of the program may be completed at this location		
Postsecondary Certificate (< 1 year)	0	0
Postsecondary Certificate (>=1 year, < 2 years)	0	0
Associate's	0	0
Postsecondary Certificate (>= 2 years, < 4 years)	0	0
Bachelor's	23	23
Postbaccalaureate	0	0
Master's	33	34
Post-Master's	0	0

Doctor's - Professional Practice	0	0
Doctor's: Research/Scholarship	1	1
Doctor's: Other	0	0
Full-time Headcount at this location		
Graduate	267	345
Undergraduate	113	72
Part-time Headcount at this location		
Graduate	201	244
Undergraduate	81	105

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H-4. Other Instructional Sites (as of Fall 2010)

	Data on File (as of 4/21/2011)	IP Data (2010-11)
Name of the site or facility at which courses are being offered		Archbishop Molloy High School
City/State/Country		Jamaica, NY
Headcount (For Credit)		6
Name of the site or facility at which courses are being offered	Bronx Zoo Partnership	Bronx Zoo Partnership
City/State/Country	Bronx, NY	Bronx, NY
Headcount (For Credit)	8	5
Name of the site or facility at which courses are being offered	Calder Center	Calder Center
City/State/Country	Armonk, NY	Armonk, NY
Headcount (For Credit)	4	12
Name of the site or facility at which courses are being offered		Camino de Santiago
City/State/Country		Leon, Spain
Headcount (For Credit)		14
Name of the site or facility at which courses are being offered	Center for Education at Bishop Kearney	Center for Education at Bishop Kearney
City/State/Country	Brooklyn, NY	Brooklyn, NY
Headcount (For Credit)	0	0
Name of the site or facility at which courses are being offered	Center for Education at St. John the Baptist	Center for Education at St. John the Baptist
City/State/Country	West Islip, NY	West Islip, NY
Headcount (For Credit)	0	0
Name of the site or facility at which courses are being offered	Center for Education at the Brooklyn Archdiocese	Center for Education at the Brooklyn Archdiocese
City/State/Country	Brooklyn, NY	Brooklyn, NY
Headcount (For Credit)	0	0
Name of the site or facility at which courses are being offered	Center for Education at the NYC Archdiocese	Center for Education at the NYC Archdiocese
City/State/Country	Manhattan, NY	Manhattan, NY
Headcount (For Credit)	0	0
Name of the site or facility at which courses are being offered		China and the US in the Era of Globalization
City/State/Country		Peking, China

Headcount (For Credit)

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Name of the site or facility at which courses are being offered	Community School District 4 at District Office	Community School District 4 at District Office
City/State/Country	Manhattan, NY	Manhattan, NY
Headcount (For Credit)	0	0

Name of the site or facility at which courses are being offered		Documentary Photography: Japan
City/State/Country		Tokyo, Japan
Headcount (For Credit)		6

Name of the site or facility at which courses are being offered	Educational Leadership at Carmel Community School District	Educational Leadership at Carmel Community School District
City/State/Country	Carmel, NY	Carmel, NY
Headcount (For Credit)	0	0

Name of the site or facility at which courses are being offered	Educational Leadership at District Office	Educational Leadership at District Office
City/State/Country	Brooklyn, NY	Brooklyn, NY
Headcount (For Credit)	0	0

Name of the site or facility at which courses are being offered	Educational Leadership at Holy Trinity High School	Educational Leadership at Holy Trinity High School
City/State/Country	Hicksville, NY	Hicksville, NY
Headcount (For Credit)	17	10

Name of the site or facility at which courses are being offered	Educational Leadership at Lincoln High School	Educational Leadership at Lincoln High School
City/State/Country	Brooklyn, NY	Brooklyn, NY
Headcount (For Credit)	0	0

Name of the site or facility at which courses are being offered	Educational Leadership at Peekskill Community School District	Educational Leadership at Peekskill Community School District
City/State/Country	Peekskill, NY	Peekskill, NY
Headcount (For Credit)	0	0

Name of the site or facility at which courses are being offered	Educational Leadership at Xaverian High School	Educational Leadership at Xaverian High School
City/State/Country	Brooklyn, NY	Brooklyn, NY
Headcount (For Credit)	25	13

Name of the site or facility at which courses are being offered	Fordham in Granada	Fordham in Granada
City/State/Country	Granada, Spain	Granada, Spain
Headcount (For Credit)	15	28

Name of the site or facility at which courses are being offered	Fordham University London Centre	Fordham University London Centre
City/State/Country	London, England	London, England
Headcount (For Credit)	50	66

Name of the site or facility at which courses are being offered	Fordham's MSW Program at Molloy	Fordham's MSW Program at Molloy
City/State/Country	New York, NY	New York, NY
Headcount (For Credit)	117	145
Name of the site or facility at which courses are being offered	Fordham's Professional Development Program at UFT	Fordham's Professional Development Program at UFT
City/State/Country	Queens, NY	Queens, NY
Headcount (For Credit)	0	0
Name of the site or facility at which courses are being offered	Greenwall Grant at the Center School	Greenwall Grant at the Center School
City/State/Country	Manhattan, NY	Manhattan, NY
Headcount (For Credit)	0	0
Name of the site or facility at which courses are being offered		IPED Project Assessment in Manila
City/State/Country		Manila, Philippines
Headcount (For Credit)		12
Name of the site or facility at which courses are being offered	Russian Theatre Workshop	Russian Theatre Workshop
City/State/Country	Moscow, Russia	Moscow, Russia
Headcount (For Credit)	19	0
Name of the site or facility at which courses are being offered		Sisters of St. Dominic
City/State/Country		Amityville, NY
Headcount (For Credit)		12
Name of the site or facility at which courses are being offered	St. Francis of Assisi Church	St. Francis of Assisi Church
City/State/Country	Manhattan, NY	Manhattan, NY
Headcount (For Credit)	10	14
Name of the site or facility at which courses are being offered		Suffolk's Edge Teacher Center
City/State/Country		Wheatley Heights, NY
Headcount (For Credit)		26
Name of the site or facility at which courses are being offered	The Frank Padavan Campus at Glen Oaks	The Frank Padavan Campus at Glen Oaks
City/State/Country	Bellrose, NY	Bellrose, NY
Headcount (For Credit)	0	0
Name of the site or facility at which courses are being offered		The Monastic Experience in Burgundy
City/State/Country		Burgundy, France
Headcount (For Credit)		10
Name of the site or facility at which courses are being offered		The Urban Assembly School for Design and Construction
City/State/Country		New York, NY
Headcount (For Credit)		0

Name of the site or facility at which courses are being offered	Title 11A Grant at St. Sebastian Parish	Title 11A Grant at St. Sebastian Parish
City/State/Country	Queens, NY	Queens, NY
Headcount (For Credit)	14	0

Name of the site or facility at which courses are being offered	Vanguard High School
City/State/Country	New York, NY
Headcount (For Credit)	0

Middle States Commission on Higher Education Institutional Profile 2010-11

[0313] Fordham University

I. Financial Information (Part 1)

REMINDER: Please make sure to use the TAB key instead of the ENTER key to navigate from field to field. The ENTER key will cause the data to be submitted (i.e., clicking on the Update button).

Report the same data for Educational and General (E&G) expenses on the Institutional Profile that your institution reports to the Integrated Postsecondary Higher Education Data Systems (IPEDS). The IPEDS Part and Line numbers are noted for each data element listed.

Verify the beginning and ending date for your institution's fiscal year. The default dates are 7/1/2009 through 6/30/2010 (the most recent year for which you would have audited financial statements). If your institution uses different dates, please change the default dates accordingly. For example, enter 1/1/2010 through 12/31/2010.

Report financial data in whole dollars. Round cents to the nearest whole dollar. For example, enter 124, not 123.65.

Do not enter data in thousands of dollars. For example, enter 1,250,000, not 1,250.

Complete every field for which you have financial data. Fields marked with an asterisk are required. You will not be able to "lock down" your data and submit the Institutional Profile if these fields are not completed.

Shaded information cannot be modified online. * denotes a required field.

	Data on File (as of 4/21/2011)	IP Data (2010- 11)
Which reporting standard is used to prepare your institution's financial statements? Your selection determines the value in the column IPEDS Part-Line below.	FASB	FASB
FASB (Financial Accounting Standards Board)		
GASB (Governmental Accounting Standards Board)		
Note: For Private Institutions the value is set automatically and the field is disabled.		
Is your institution's Auditor's report on financial statements Qualified or Unqualified?	Unqualified	Unqualified
Fiscal Year Begin	7/1/2008	7/1/2009
Fiscal Year End	6/30/2009	6/30/2010
Does your institution allocate Operation & Maintenance of Plant expense?	Yes	Yes
Does your institution allocate Depreciation Expense?	Yes	Yes
	IPEDS Part- Line	Data on File (as of 4/21/2011)
		IP Data (2010-11)
	Expenses	Expenses
	Includes O&M	Includes O&M
1. Instruction	E-01	\$164,986,784 \$11,042,071 \$167,216,513 \$11,104,202

2. Research	E-02	\$10,806,112	\$104,776	\$13,415,253	\$115,802
3. Public Services	E-03	\$17,665,837	\$80,096	\$17,576,022	\$88,373
4. Academic Support	E-04	\$60,031,615	\$4,778,547	\$59,665,504	\$4,665,698
5. Student Services	E-05	\$50,145,227	\$3,042,721	\$52,870,677	\$3,384,307
6. Institutional Support	E-06	\$60,275,236	\$3,246,059	\$60,040,903	\$2,871,876
7. Scholarships and Fellowships	E-08	\$0	\$0	\$0	\$0
8. Operation and Maintenance of Plant	E-11		\$22,294,270		\$22,230,258
Total E&G Expenses*		\$363,910,811		\$370,784,872	

Notes

Middle States Commission on Higher Education Institutional Profile 2010-11

[0313] Fordham University

I. Financial Information (Part 2)

REMINDER: Please make sure to use the TAB key instead of the ENTER key to navigate from field to field. The ENTER key will cause the data to be submitted (i.e., clicking on the Update button).

Report the same data on the Institutional Profile in Section 2A below that your institution reports to IPEDS. The IPEDS Part and Line numbers are noted for each data element listed.

Report the data on the Institutional Profile in Section 2B below which can be obtained from your institution's audited financial statements and/or supporting documents.

Report financial data in whole dollars. Round cents to the nearest whole dollar. For example, enter 124, not 123.65.

Do not enter data in thousands of dollars. For example, enter 1,250,000, not 1,250.

Complete every field for which you have financial data. Fields marked with an asterisk are required. You will not be able to "lock down" your data and submit the Institutional Profile if these fields are not completed.

Shaded information cannot be modified online. * denotes a required field.

	IPEDS Part-Line	Data on File (as of 4/21/2011)	IP Data (2010-11)
SECTION 2A -- Data from IPEDS			
Property, Plant and Equipment, net*	A-19	\$0	\$629,865,069
Total Assets*	A-02	\$0	\$1,147,448,135
Debt Related to Property, Plant and Equipment	A-03a	\$0	\$292,117,372
Unrestricted Net Assets	A-04	\$0	\$337,364,070
Temporarily Restricted Net Assets	A-05b	\$0	\$179,095,197
Permanently Restricted Net Assets	A-05a	\$0	\$188,790,998
Change in Net Assets*	B-04	(\$103,487,159)	\$52,486,680
Net Assets (Beginning of Year)*	B-05	\$756,250,744	\$652,763,585
Adjustment to Net Assets (Beginning of Year)	B-06	\$0	\$0
Net Assets (End of Year)*	B-07	\$652,763,585	\$705,250,265
Allowances/Scholarships (Applied to Tuition & Fees)	C-08	\$0	\$115,705,398
Tuition and Fees Revenue (Net of Allowances)*	D-01	\$0	\$327,611,596
Depreciation Expense	E-Col 5	\$0	\$30,819,366
SECTION 2B -- Data from Audited Financial Statements and Supporting Documents			
Total Unrestricted Operating Revenue*		\$0	\$479,832,366
Total Operating Revenue*		\$0	\$479,832,366
Total Unrestricted Operating Expense*		\$0	\$441,554,480

Total Operating Expense*	\$0	\$441,554,480
Change in Unrestricted Net Assets*	\$0	\$38,277,886
Deposits Held by Bond Trustees	\$0	\$6,756,577
Principal Payments on Long Term Debt	\$0	\$10,365,191
Interest Expense on Long Term Debt	\$0	\$9,286,000

Notes

Middle States Commission on Higher Education Institutional Profile 2010-11

[0313] Fordham University

J. Significant Developments

Please provide the Commission with early notice of any significant developments your institution is considering for academic years 2011-12 or 2012-13, limited to the topics listed below.

Include potential changes that:

- significantly alter the mission, goals, or objectives of the institution;
- alter the legal status, form of control, or ownership;
- establish instruction constituting at least 50% of a degree program in a significantly different format/method of delivery;
- establish instruction at a new degree or credential level;
- replace clock hours with credit hours;
- increase substantially the number of clock or credit hours awarded for successful completion of a program;
- establish instruction constituting at least 50% of a degree program at a new geographic location;
- relocate the primary campus or an existing branch campus (See definition in Section H, above);
- otherwise affect significantly the institution's ability to continue the support of existing and proposed programs.

In addition, please describe any other major developments taking place at the institution. The information provided should focus on important institutional issues (e.g., development of a new strategic plan, initiation of a capital campaign, establishment of a new academic unit such as a school or college, significant shifts in institutional enrollment or finances, etc.) Please DO NOT include matters related to the day-to-day operation of the institution.

The Office of University Provost was established in September 2010.**In fall 2010 Fordham received a gift of \$25m from Mario Gabelli; it is being used to establish the new state-of-the-art Gabelli School of Business, to be located in Hughes Hall, a former dormitory (thus substantially increasing the Bronx campus' classroom and office space).**The Graduate School of Social Service plans to enroll its first cohort of students in its new online MSW program that integrates human rights and social justice (September 2011).**The College of Liberal Studies will soon change its name to Fordham School of Professional and Continuing Studies.**Fordham is currently preparing a Report on Substantive Change to terminate the EMBA partnership with Kadir Has University in Istanbul, Turkey.**A new business model for Fordham in Granada has been submitted as a model for all of Fordham's per-term tuition study abroad programs.**Hybrid direct enroll options are being established with five London-based universities to expand the offerings for students participating in Fordham's London Centre fall and spring semester programs.**The London Dramatic Academy is establishing a parallel literature/history of theater track to its existing conservatory program at the London Centre.**A new mission-driven initiative will combine the resources of many Fordham schools in the creation of a Fordham University-Bronx Center for Community Engaged Research, Public Scholarship, and Service.**Fordham's Institute of American Language and Culture is working with all schools of the University to better serve a growing number of international students and their language proficiency requirements.

Middle States Commission on Higher Education Institutional Profile 2010-11

[0313] Fordham University

K. Required Attachments

Please upload the required attachments listed below **as soon as all of the items are available** but no later than **April 22, 2011**.

- A copy of the institution's fiscal year 2010 audited financial statements, including any management letter that the auditors may have attached to the statements.
- A copy of the finance section of the institution's IPEDS submission for fiscal year 2010 (if you submit annual financial data to IPEDS).
- Provide the exact web address for the home page of the institution's catalog. (If the catalog is not available on-line provide a digital copy of the catalog on a CD/DVD, or a printed version if a digital copy does not exist.)

Uploaded Files

File Name	File Type	File Size	Last Updated
Attachment_Fordham University Current Catalog_F2010.pdf	Adobe Acrobat Document	20.88 KB	4/19/2011 11:37:57 AM
Attachment_Fordham University Financial Statements_FY2010.pdf	Adobe Acrobat Document	172.96 KB	4/19/2011 11:37:14 AM
Attachment_Fordham University IPEDS Finance Section_FY2010.pdf	Adobe Acrobat Document	142.92 KB	4/19/2011 11:37:33 AM

If you are not able to upload the required attachments, please contact:

Mr. Tze Joe
Information Associate
Middle States Commission on Higher Education
tjoe@msche.org

Appendix

Standards 4 (Leadership and Governance), 5 (Administration), and 10 (Faculty)

At the beginning of the current academic year, Fordham instituted significant modifications to the administrative structure of the University. Since these modifications address the suggestions made by the Evaluation Team as well as the recommendations made in the 2006 Self-Study, this section of the PRR will deal with three Standards of Excellence in the following order: 5 (Administration), 4 (Leadership and Governance), and 10 (Faculty). The administrative enhancements are outlined below within the context of the specific suggestions and recommendations. In addition, four focus groups (administrators, deans, faculty members, and the Faculty Senate) were convened to evaluate how the University community at large views Fordham's progress in moving toward the realization of these suggestions and recommendations. (See [Status of 2006 Recommendations](#).)

Standard 5: Administration

The MS Evaluation Team made six major suggestions regarding this standard and the Self-Study made six recommendations. Five of the six recommendations will be addressed below in tandem with the Team's suggestions. The one Self-Study recommendation (5: "The Vice President for Academic Affairs should include formal reviews by faculty and/or chairs/directors in his evaluation of the academic deans") parallels the Team's fifth suggestion and remains to be addressed. (See below.)

1. The Academic VP should seek to clarify reporting lines between chairs and administrators.

With the appointment of the new Dean of Arts and Sciences Faculty in 2009 and a redefinition of the position's duties and responsibilities, significant progress has been made in clarifying reporting lines. The Dean meets monthly with the chairs, bimonthly with interdisciplinary program directors and twice per semester with the Arts and Sciences Council. He is thus able to provide updates on the progress of current proposals as well as coordinate planning for future proposals within and between departments and programs in keeping with the shared governance procedures outlined in Fordham's University Statutes. The weekly meetings of the Deans Council have been streamlined to improve response time in providing direction to the college councils, departments and programs. The dean of faculty transmits proposals directly to the Provost to ensure rapid response. Finally, many of the responsibilities formerly centered in the Academic Affairs office have been transferred to the dean of faculty's office, thus moving the decision-making and fulfillment process closer to the faculty, schools and colleges.

To support the dean of faculty, new office space was established in closer proximity to other administrative deans and additional staff assigned to manage new duties. A [website](#) has been created that focuses on faculty resources and communication, including all official forms, documents, checklists, and schedule of faculty personnel decision deadlines. Also accessible is all the paperwork required for departmental chair initiatives. The ongoing transition of responsibilities and workload concerning faculty

from the Office of the Provost to that of the dean of faculty has been facilitated with the addition of personnel and information technology resources.

2. The faculty needs more frequent updates on the progress proposals are making through the system, especially in the A&S Council, which would reduce anxiety and impatience among originators.

The initiatives instituted in response to the first suggestion have been designed to address both the time lags in decision-making and the communication gap in providing progress reports to the faculty. In addition, a dedicated website for the Council of Arts and Sciences was established in 2009 that includes archived minutes, committee membership lists, committee reports and motions for consideration, and agendas for upcoming meetings. The Council's Constitution, previously unavailable, is now accessible at the [Council website](#) and is subject for review.

Working closely with the University Faculty Senate, the faculty have developed shared folders for material concerning faculty searches and strategic planning by departments and interdisciplinary programs. Greater use of such shared electronic folders to speed communication and information exchange with the Senate remains an ongoing objective and presents the additional challenge of creating a culture of use of such communication tools.

3. The internal reviewers recorded complaints from A&S chairs about redundant requests for information and a lack of response to reports and departmental requests. Redundancy may be reduced if ad hoc administrative requests are first vetted at vice presidential or deans' meetings. ... This can be rectified by assigning a responder.

With the new structure described above, there is substantially more direction from the dean of faculty in coordinating communication and requests for information between the chairs and program directors on the one hand and the deans and other University administrators on the other. The goal of acting as coordinator of the distribution to and from the individual chairs and program directors is to avoid duplication and unnecessary additional burdens on these individuals. Moreover, the dean's office will be able to assume an increasing responsibility in coordinating the chairs' and program directors' responses to these requests. The administrative design in progress is for the dean of faculty to serve as an efficient portal to the new Office of the Provost.

Also in 2009 and with the support of the Chief Academic Officer, strategic planning in Arts and Sciences was revised to increase transparency and efficiency. Several ongoing processes involving reporting by departments and interdisciplinary programs were consolidated into a new strategic planning process supported by new data resources. These processes now include annual reports, strategic plans, faculty position authorizations, assessment, and data reports. In reviewing the department and interdisciplinary programs, the deans have begun meeting with related groups (science departments, PhD programs, social science groups, etc.) on a regular basis. The plans and proposals submitted by all departments and programs are placed in shared folders that can be viewed by all chairs and program directors. Along the same lines, the annual reports and strategic plans of all the deans, including the dean of faculty, are also available and open to review by those concerned via shared folders. Most recently, this greater degree of communication has enabled the Provost's new Deans' Budget Review

Planning Councils to share strategic plans and budget narratives from all schools and colleges, thus providing a new planning tool for all University deans at Fordham.

4. Improved compensation for department chairs was a concern raised during the internal review.

Since the 2006 Self-Study, compensation for department chairs has improved, in some cases significantly. The dean of faculty reviewed compensation for chairs and associate chairs, based on faculty numbers, enrollment figures, majors, minors, core curriculum responsibilities, and degrees conferred. This analysis of each chair's and associate chair's workload has led to increases in stipends and course reductions.

5. Formal evaluations of administrators by faculty and/or chairs is an idea proposed by the Self-Study and the MSCHE.

The survey recently conducted by the Faculty Senate has provided one means of gauging faculty sentiment regarding various administrators' offices of the University, their general responsiveness, and how freely faculty access their services. That survey suggests a generally solid level of satisfaction. The Provost has convened a working group to put in place a program for academic administrators (centrally and at the school level) to be evaluated regularly by faculty and staff. This will ensure that feedback loops function more extensively and consistently across all academic units. See section on Standard 4 for a summary of the preliminary report of the survey results.

6. The appointment of an executive vice president should be studied and an alternative considered.

The changes in the University's higher administration are expected to provide a more efficient University organization and a closer collaborative relationship among the different divisions. The focus groups conducted to evaluate this standard generally highly praised the reorganization, yet members felt it was too early to assess its impact.

Nonetheless, the focus groups did have a number of recurring observations:

1. the Provost should have final budgetary control with advisory input from the Senior VP for Finance;
2. the non-academic VPs exercise too much control, diminishing the centrality of the academic function;
3. the deans and VPs should have more contact with one another;
4. some felt the office of Academic Vice President should be retained to allow the Provost the freedom to concentrate on broader University questions;
5. it is difficult to understand the organizational structure of the University, especially with regard to Arts and Sciences;
6. some services provided by non-academic VPs could be improved (e.g. Career Services and HR);
7. there needs to be clarification of the multiple roles of several of the deans and the VP of Mission and Ministry;
8. the deans' focus group recognized the need to reexamine the Council with an eye toward reorganization;

9. the administrative focus group felt the University administrative structure is too lean, leading to too much reliance on informal structures which, in turn, rely too heavily on individuals who come and go;
10. while much has been accomplished in improving communication, the administrative focus group expressed concern over the continuing difficulty of communicating directly with the faculty and students. Some felt that while information was *disseminated*, it was often not *communicated*.

The final three suggestions of the Evaluation Team for Standard 5 followed from Suggestion 6, the appointment of an executive vice president, and have for the most part been accomplished. The streamlining of reporting lines has led to fewer people reporting directly to the President. The newly formed Office of the Provost is in the process of evaluating alternative reporting schemes to ensure the efficient operation of that office.

Reorganization of the Undergraduate Business Program and Faculty

The reorganization of the Office of the Dean of Faculty has been paralleled by a reorganization of the administration of the faculty of business. Historically, that group acted as a single faculty organized into areas. As the business faculty has grown over the past decade to encompass over 100 tenured and tenure-track faculty, this organizational structure has become increasingly unwieldy. Under the new arrangement the various business disciplines remain designated as areas, but the areas now function under the rules of departments as defined in the University Statutes. This change has led to chairs being elected rather than appointed, personnel committees meeting by area rather than at large, as well as areas assuming all other departmental responsibilities as outlined in the Statutes. The administrative structure regarding the role of the dean is unchanged: the dean of the faculty of business has primary responsibility in faculty matters and overall direction of the business programs, while the undergraduate and graduate schools have school deans responsible for the direction of their respective schools. Currently the dean of faculty is also the dean of the undergraduate business school.

Standard 4: Leadership and Governance

For this standard, the Evaluation Team report supported the two recommendations made in the 2006 Self-Study, namely:

1. Governing bodies of the University (e.g. school councils, Faculty Senate) should introduce formal procedures for periodic assessment of governance procedures and for evaluating the effectiveness of their leadership.
2. The Faculty Senate is urged to find ways to improve its communication with the general faculty. In recognition of the importance of this issue, the Senate plans in the future to allocate one meeting a year to self-assessment.

During the February 11, 2011 Faculty Senate Meeting, the chairman of the Executive Committee presented a preliminary report on the results of the Faculty Senate survey on the assessment of the administration. This questionnaire concerned faculty satisfaction with the performance of administrators with a focus on how well the

administrators' work supports and advances the academic mission of the University. See the [Summary Report on the Senate Survey of Faculty Satisfaction with Administration](#).

This on-line survey was fielded between November 17, 2010 and January 7, 2011. Out of a possible 573 respondents, 264 questionnaires were returned, giving a response rate of 46%.

The data collected reveal a general degree of overall faculty satisfaction, punctuated with some specific areas for improvement. On the whole, the numerical responses indicate satisfaction with administrators at various levels in addressing specific issues but a lesser degree of satisfaction when it comes to how effectively administrators emphasize the academic mission of the University. Responses to the question concerning interactions with administrators suggest that these interactions might be reduced by identifying routine procedures and seeking ways to decentralize them.

With respect to the central question concerning how successfully administrators are advancing the academic mission of the University, initial analysis of the data suggests some thematic "positives" and a range of reasons for the "not so positive" responses. The respondents also offered a range of suggestions for improvement, including some for chairs, some for the Dean of Faculty, and some for the Provost. Other questions, concerns, and suggestions for improvement were offered for Human Resources, IT, the Bookstore, Payroll, Legal Counsel and the Finance Office. (See the Summary Report for details on all of these points.)

The Summary Report sheds an interesting light on the concerns the faculty have regarding the effectiveness of Fordham's higher administration. The next step in this process is two-fold: the Executive Committee will draft a report for Senate consideration based on the data collected. At the same time the Committee will draft two questions concerning the administration and the academic mission. Senators in each school will then caucus and devise a process for faculty within their schools to meet and discuss the survey data as well as these additional questions in focus-group meetings or other appropriate fora. Senators and faculty in each school will also craft a third, school-specific question to be discussed. A timeline will be established for gathering and reporting the new findings back to the Senate.

In addition to conducting this survey on administrative effectiveness, the Faculty Senate has addressed the communications issue by providing emailed action minutes to the faculty as well as to the University community, including members of the Board of Trustees, within a few days of each Senate meeting. These action minutes are followed up with emailed full minutes as well as paper mailings of both the action minutes and the full minutes. Prior to each Senate meeting, the agenda, including time and place, is emailed to all faculty with an invitation to attend, with the sole caveat that visitors are not to comment during the meeting. Finally, senators are working with college and school councils to improve reporting on Senate actions to these councils while faculty participation on committees has increased and a system of committee reporting to the full Senate (included in the minutes) is under development. As a check on faculty interest, participation in elections as well as the candidate nominating process will be examined.

Standard 10: Faculty

For Standard 10 the Evaluation Team endorsed the recommendations of the Self-Study as part of their three suggestions. The first and third repeat the need for a Provost (or executive vice president) with responsibilities as outlined above under Standard 5. As their second suggestion, “the Team endorses recommendations from the Self-Study related to this standard:

- 1) institute teaching loads comparable to those at aspirant institutions and concurrently reduce the number of sections now being taught by adjunct instructional staff;
- 2) renew the University’s commitment to bring faculty compensation within the 80th percentile of Category I AAUP rankings;
- 3) establish a policy regarding faculty housing assistance and other non-salary benefits in order to attract and retain highly competent faculty; and
- 4) improve rewards for teaching and service.

“and suggests the following:

- a. Teaching load considerations need to follow a determination of acceptable and desirable scholarly activity on the part of the faculty. Compensation as well as release-time for research need to follow from a more thoughtful plan.
- b. The Fordham Self-Study recommends rewards for teaching and scholarship. In order to enact the ambition of the Strategic Plan, the University should consider improving rewards for scholarship.”

With respect to the Self-Study recommendations, the University-wide teaching load, in general, has been adjusted downward from 3/3 to 3/2 per academic year. The dependence on adjunct instructional staff will be reduced as the University develops the financial resources to hire more full time faculty. The University remains committed to continually maintaining the 80th percentile of Category I AAUP ranking as a basis for compensation. Compensation for chairs and associate chairs has been reevaluated, resulting in upward adjustments in stipends. In 2010-2011, the Office of the Provost has engaged in an ongoing project with the Faculty Senate Committee on Salary and Benefits to study faculty compensation and to identify and rectify compensation inequities.

The University recognizes the central role of research and publications in the success of the Strategic Plan. The enhanced role of the Office for Research as well as the emphasis on developing external sources of funding are providing the means for building the desired research culture within the University. FCRH is emphasizing undergraduate research. The dean is supporting undergraduate research by providing stipends ranging from \$1000 to \$1500 per semester, special small grants for minor expenses, and travel funds for undergraduates to present their scholarship at meetings, and has established a scholarly journal of student research. This emphasizes research involvement for faculty and helps it become part of their teaching duties.

Faculty use of Fordham’s Office of Research, which comprises the Office of Faculty Fellowships and Internal Grants and the Office of Sponsored Programs, has increased significantly since the National Research Council collected its data regarding research at Fordham four years ago. Since 2006, Fordham-funded support for scholarship funneled through the Office of Research has resulted in a significant increase in the

number of publications and external awards. During academic year 2009-2010, Fordham faculty achieved an historic high for new awards of external fellowships and grants. The same or an increased number of awards over the prior year were posted by every one of the University's major divisions: Arts and Sciences, Business, Education, Law, Religion, and Social Service. For additional information, see [Strategic Plan Review Committee Report on the Progress of Toward 2016](#).

Standard 6: Integrity

The Self-Study evaluation Team reported in its Overview section that Fordham had met this Standard. The following comments and recommendations were made in the 2006 Self-Study report on Standard 6. What follows is an overview and update of those comments and recommendations, and is meant as a narrative exposition of the pertinent points in the [Status of 2006 Recommendations](#).

Commitment to and Implementation of the Mission Statement

This recommendation urged the Office of UMM to monitor the University's progress in integrating its mission statement and goals into Fordham's community life and to make recommendations to further that goal. This topic has been dealt with in detail in the first section of this Periodic Review Report.

Research and Ethics

The 2006 Self-Study also recommended that the University's intellectual property policy be more effectively publicized. The intellectual property policy is currently under review by the Office of Legal Counsel and the Faculty Senate to include a statement regarding "Distance Education." Once this section is included, the policy will be reviewed by the Faculty Senate and the Administration and be publicized throughout the faculty community. Such publication will include distribution as part of the Faculty Senate minutes and additional communication via separate email. Toward this end an outside counsel expert on intellectual property issues was identified to assist the University in this area. As part of this process the University is also updating its copyright policy, which will now include other forms of intellectual property with attention to distance learning. Once the University Research Council approves the final draft, it will be presented to the Faculty Senate for adoption.

A further Self-Study recommendation focused on the responsibilities of the Office of Sponsored Programs (OSP). It urged them to devise ways to facilitate the commercialization of research findings by crafting partnerships with commercial entities and by providing assistance with patent applications. The OSP has been working with the faculty to seek business opportunities, specifically by submitting proposals to Small Business Innovation Research (SBIR) and Small Business Technology Transfer (STTR), two mechanisms within the U.S. Small Business Administration. Fordham has received notification that a Phase 2 STTR submitted to the Army Research Office in March 2010 has been approved for funding. In addition, another professor has received a favorable response to a grant application submitted to a division of the National Intelligence Agency along with another small business concern. In both cases, contract negotiations are ongoing between the sponsors and the small businesses.

Finally, the Fordham administration is consulting with a licensing consultation firm to develop strategies and procedures for expanding business opportunities that arise from faculty research projects.

Commitment to *Cura Personalis*

The expression "*cura personalis*" is used to describe the Jesuit commitment to caring for the entire person during his or her stay at Fordham. It lies at the core of the

University mission and informs all aspects of its activities and decision-making policies. This concern includes the physical, mental, and spiritual well-being of the entire community, and, although the motto is endemic and its support ubiquitous, there are specific offices and units of the University whose main focus is precisely the fostering of this goal.

The Office of Multicultural Affairs (OMA) strives to uphold the “University’s mission to honor and revere the dignity and uniqueness of each person.” OMA has developed a series of programs and initiatives to foster and promote these values, such as the Sustained Dialogue Series, which brings together diverse community members to engage in discussion on a variety of topics that encourage intercultural exchange and understanding. The Lesbian, Gay, Bisexual, Transgender (LGBT) and Ally Network of Support is open to all members of the Fordham community who are committed to creating a campus environment that is open and welcoming to LGBT students. In addition, a Diversity Peer Educator Program was developed to provide students with leadership opportunities, thus increasing their awareness of and sensitivity to the many facets of diversity and social justice, and training them to engage the community in dialogue. The Multicultural Action Council (MAC) brings together student leaders from student clubs and organizations focused on social justice to foster collaboration (see section on Standard 9: Student Support Services).

The Athletic Department provides a range of athletic opportunities for students interested in club, intramural, intercollegiate, and physical fitness activities. In the last decade a number of renovations to the facilities have been undertaken, including the University Gym, the Lombardi Center Pool, Murphy Field (softball, football, and soccer), Murphy Field Tennis Court, Coffey Field (football, soccer, and baseball), Squash Court, Training Room and existing locker space for intercollegiate athletes. In addition, the Lombardi Center Cardio/Weight Room has been updated for use by the general population, and the Lincoln Center Fitness Center has upgraded its cardio/weight equipment. By providing these opportunities and support services, Fordham reaffirms its commitment to *cura personalis* outside the classroom as well as within. (See section on Standard 9: Student Support Services.)

Commitment to Fair and Equitable Standards

During the past four years institutional policies have been developed to maintain the integrity of the University, such as the Conflict of Interest policy requiring employees to avoid conflict between personal interests and the interests of the University; the Acceptable Use Policy providing guidelines for those who use and manage the resources offered by the IT Department; and the Integrity Hotline which provides a process for the anonymous reporting of issues affecting the integrity of the University. In addition, the Undergraduate Policy on Academic Integrity has been updated to ensure that the highest standards of academic integrity are upheld.

The University has also recently approved a proposal to provide health benefits to legally domiciled adults. This proposal became effective on January 1, 2011.

Recruitment, Appointment, and Grievance Procedures

During the Self-Study review in 2005-2006, the faculty voiced its growing concern regarding the policies and procedures noted in the University Statutes pertaining

to the recruitment and (re)appointment procedures of clinical faculty. In March 2007, the Board of Trustees voted to update that section of the University Statutes pertaining to the definition, appointment, and procedures for appointment of clinical staff.

The 2006 Self-Study also recommended the reestablishment of the Administrative Advisory Committee to ensure that concerns from administrative staff are handled efficiently and in a timely manner. However, when the Administrative Advisory Committee first existed at the University some twenty years ago, Fordham had a Personnel Office which focused on general issues of employment. In the following years the University's Personnel Office has been restructured into a "Human Resources" department that deals with all aspects of employment issues, including resolution of benefits questions and labor relations conflicts. There are also offices within the University that deal with discrimination issues, particularly complaints regarding sexual harassment. The University, therefore, does not consider the reestablishing of the Administrative Advisory Committee to be necessary or beneficial at this time.

A further Self-Study recommendation urged that an analysis of the administrative pay structure be undertaken to ensure equity among comparable positions within the University and equity with such positions in comparable institutions. In the latter part of 2007 the Sibson Consulting firm was contracted to evaluate the competitiveness of Fordham's current IT salaries within the NYC Metropolitan area and to build a performance and career framework specifically for IT. The use of IT in this initial view of management/professional exempt positions was undertaken because of the critical nature of the integration of IT functions into the academic, administrative, and student support services at the heart of the University. The results of this study were introduced into IT in the first quarter of 2008.

Fordham's long-term goal was to assess this program and determine if it should be rolled out to the remainder of the management/professional units of the University. However, the economic downturn in the last two years has created a climate that has caused the University to delay this next step. It will be reviewed again by HR in 2011.

Another outgrowth of this recommendation was the establishment of the Management Development Program. In the first quarter of 2005 HR designed and implemented a management program titled Management Development Series 1 (MDS1). The executive management of Fordham University observed a growing number of problematic employees who they felt may not have been properly managed. In response to those concerns HR designed and implemented MDS1 which focuses on eight key managerial issues. These issues are: the creation of a positive employee relations atmosphere; the basic tenets of progressive discipline; grievance procedures for both administrative and unionized staff; probationary periods and NYS employment-at-will laws; appointment letters; the Fordham appraisal system; management/union rights, and positive Labor Relations Management.

Between February 2005 and January 2006, sixty-seven (67) high level management people attended MDS1. At the conclusion of each session each participant completed a written assessment of the program and provided feed-back regarding future managerial offerings. Within a short period of time HR noted that the individuals who participated in the program were pro-active in dealing with problematic employees. The half-day MDS1 seminar has now been replaced with one-hour pocket seminars, individual counseling sessions, and a behavior-based interviewing program.

Standard 8: Student Admissions and Retention

The Middle States Evaluation Team Report affirmed that Fordham's Enrollment Team met the standard associated with "admitting students whose interests, goals and abilities are congruent with its mission." In subsequent years, the institution has continued to adhere to this standard within the context of a changing and challenging environment. The following commentary addresses some critical developments related specifically to the content of the 2006 Self-Study on Standard 8: Student Admissions and Retention.

Applicant Pool

In 2005, the Class of 2009 was selected from 15,225 candidates. For the Class of 2014, the undergraduate admission staff evaluated 27,676 applicants, an increase of 82% in the five-year period. Although some of this might be due to the common application vs. the Fordham specific application forms, this growth is a testament to Fordham's inherent strengths, the popularity of New York City as a college town, and an effective and strategic direct marketing program employed by the Enrollment Group. Additionally, the convenience of filing applications online has certainly contributed to this steady growth, with 98% of candidates now opting to submit in this fashion, compared with 71% just five years ago. While managing this exceptional growth, the admission office has remained committed to a "holistic" review of each prospective student, consistent with the University mission of academic excellence and Jesuit values. Each candidate file continues to be individually and carefully evaluated. It should be noted that Fordham's acceptance rate has not materially changed during this period of time, hovering between 47% and 50%, primarily the result of seeking to enroll students from a larger, academically stronger, and ethnically and geographically more diverse pool of students.

Progress on strategic goals is demonstrated by comparison of two freshman classes, the Class of 2009, which enrolled in the term during which the Trustees adopted *Toward 2016*, and the Class of 2014, which entered this academic year. The gains include quality (mean SAT's climbing from 1208 to 1247), minority presence (up from 23.9% to 29.3%), international representation (up from 0.7% to 2.9%) and geographic diversity (Northeast enrollees down from 83.0% to 73.2%). See [Enrollment for 2007-2010](#) for data on the actual enrollment for the current year as well as that for the previous three years. The projected enrollment for the period covered by the current institutional financial plan is provided in the Financial Plan Fiscal 2012 – 2016, a hard copy of which is appended to this report.

Assessment

The Office of Admission has maintained a strategic commitment to assessment, ranging from electronic surveys employed for all major recruiting events to a recently revised comprehensive admitted student survey administered in conjunction with Maguire Associates. The results of the latter provide critical insights for various University committees, including the Council on Undergraduate Enrollment (CUE), the Board of Trustees, and the University Strategic Planning Committee. There is also an interactive, synergistic relationship between the Office of Admission and staff in Enrollment Research, allowing for continual and productive dialogue around data analysis. Information shared by Enrollment Research is consistently applied in devising

various recruitment and applicant evaluation policies and procedures. Examples of this range from the analysis and application of high school profile information for use in the recruitment and selection processes to strategic trade-offs considered in financial aid modeling decisions. This relationship has also resulted in participation with the College Board in a multi-institution, four-year study of the validity of the SAT employing first-year GPAs and retention rates as criteria. The recent NCAA Recertification Study allowed for meaningful research on selection variables and graduation rates for both student athletes and the larger undergraduate population, thus informing Enrollment Team members and the general University community.

In addition, the Office of Institutional Research has conducted studies of the relationship of admissions selection variables to college grade point averages and degree completion. (See the section on Assessment of Student Learning.)

Communication Campaigns and Marketing Initiatives

In the past five years, the Office of Admission has dramatically altered a communication campaign that, while successful, had room for improvement. Most notably, the publication series has been completely reworked and now incorporates a primary recruiting or “travel” brochure (the Handbook), a major introductory piece (the Guide), and a set of magazines that focus on key aspects of the student experience at Fordham (academics, campus life, internships/careers). The careers publication also includes a supplement featuring testimonials on the benefits of a Fordham education. In 2010, this publication campaign was selected as a recipient of a CASE (Council for the Advancement and Support of Education) gold award for a recruitment series. Content emphasis has shifted somewhat in all print initiatives to respond to student/family demand for more academic and outcome-related information. These adjustments were made largely based on feedback received from students and their families via admitted student questionnaires and focus groups.

In tandem with the revamping of print materials, the [Office of Admission](#) also upgraded its web presence. Linked thematically with the new publication series, the website also provides vital information on criteria, class profiles, key deadlines, and events. The University Bulletin, while still available in a hard copy format, is transitioning to a resource that is more frequently accessed online.

Transfer Students

The number of students seeking transfer to Fordham has risen in the past five years. Application volume has grown from 1093 in fall 2005 to 1347 for fall 2010. Fordham’s increased selectivity at the freshman level is certainly a contributing factor to this trend. In response to this development, the Office of Admission has taken steps to provide more focused attention to this population with unique needs. Most notably, in August 2010 a staff member was designated to work exclusively with transfers. Additionally, the [website](#) now incorporates a segment dedicated to transfer student concerns. A committee comprising staff from the deans’ offices, Admission, and Enrollment Services meets routinely to engage in planning that relates specifically to various transfer student initiatives (file processing, credit assessment, orientation, etc). National trends evidence a growing volume of students attending community colleges as a first step after high school and an increasing volume of students simply opting to switch

schools, for varying reasons, after a year or two. Fordham's interest in this population of candidates is both recognition of these trends and a strategic interest in backfilling natural attrition and replacing the increasing number of study abroad students who leave campus each year.

Graduate and Adult Students

In 2008, a committee was formed to address the recruitment and processing of graduate and adult applicants. The Graduate and Adult Admission Council (GAAC) was initially charged with the implementation of recruitment software to better support the admission efforts of five schools (GSAS, GRE, GED, GSS and FCLS). The Law School operates on an independent system. While this task was largely completed by early 2010 (the schools are now supported by a product supplied by Hobson's), the Council has continued dialogue on a variety of topics both strategic and operational in nature. Subcommittees address issues of marketing, application processing, reporting, and international recruiting. Though each school has some unique interests, GAAC allows for the advancement of both joint and individual initiatives. While a few major strategic accomplishments can be claimed to date, the Council provides a forum for professional dialogue and the implementation of best practices. It has also offered the graduate school admission professionals heightened visibility within the University community. The introduction of new technology and processes has been a contributing factor in recent application growth across the schools. FCLS, the adult/part-time undergraduate school, has been an active participant in GAAC while also engaged in a variety of recruiting/marketing initiatives under the leadership of its new dean. Staff restructuring, a shift to web-based marketing, new programs, and a major rebranding effort are just a few examples of the changes occurring specifically within this college.

Fordham has maintained its commitment to providing clear information to prospective students at all levels of study. A concerted effort has been made in the past five years to advance initiatives related to specific student populations, transfer and graduate students among them. Overarching themes evidenced in the original report of mission-driven, holistic application review, and attention to student feedback through ongoing assessment remain critical in an admission environment characterized by continual improvement.

Standard 13: Related Educational Activities

Fordham's 2006 Self-Study made one recommendation concerning Standard 13: "Each program should review its procedures for assessing student learning outcomes and incorporate findings in subsequent planning." Since this recommendation is discussed in the section on Standard 14, what follows is an update of the various related educational activities mentioned in the Self-Study and those instituted since then. The Evaluation Team had no recommendations concerning this standard, so the following update corresponds to the MSCHE guidelines concerning this standard.

Basic Skills

Fordham offers a number of mission-related programs aimed at assisting underprepared students for entry into, continuation in and ultimate graduation from its undergraduate degree programs. These include the Institute of American Language and Culture (IALC), the Higher Education Opportunity Program (HEOP), the Science and Technology Entry Program (STEP), the Collegiate Science and Technology Entry Program (CSTEP), two federal TRIO programs (Upward Bound and Academic Talent Search), and the Academic Advising for Athletes program sponsored by the dean of FCRH. In addition, the various undergraduate departments work with the Office of Student Services, which provides student workers who are qualified to serve as supervised peer tutors in skills levels of foreign languages, mathematics and composition, although this program does not refer to underprepared, but rather to underachieving, students.

The IALC, established in 1986, prepares non-native English speakers for success in Fordham's undergraduate and graduate programs. Highly experienced IALC faculty, all holding an advanced degree in TESOL (Teaching English to Speakers of Other Languages) or a related field, offer ESL courses from beginning through university level in all skills areas. Courses are non-credit with the exception of *College ESL Writing* available to undergraduate Fordham students (4 credits each academic semester, and 2 credits each summer session). Acceptance to the Institute does not imply admission to any Fordham degree program, but qualified students may apply for such admission upon attaining the necessary proficiency level. The full time ESL program fulfills the United States Immigration and Naturalization Service requirements for student visas.

Approximately half of the IALC student body comprises matriculated Fordham students, prospective Fordham applicants, and visiting scholars from around the globe. The balance of the population includes international professionals, students, and immigrants who seek rigorous English study. In keeping with the Strategic Plan's emphasis on the global and cosmopolitan character of a Fordham Jesuit education, IALC works closely with the Office for International Services and with FCLS, Business, and Law to facilitate the integration of international students into the University community. In the 2008-2009 academic year, the undergraduate and graduate international student populations increased by 24% and 21% respectively, and the University's international scholar group also experienced dramatic growth. (See the Academic Affairs Annual Report, 2009-2010).

The HEOP program operates at Rose Hill and Lincoln Center. Partially funded by New York State, this program provides academic support services, including

counseling and tutorial programs, as well as supplementary financial assistance to students admitted to Fordham from academically and economically disadvantaged backgrounds. Applicants must be residents of New York State, possess a high school diploma or equivalent, and show potential for success in college. In the freshman class that entered in fall 2010, 101 or 5% of 1,895 students were members of the HEOP program. All students who enroll in HEOP are required to attend a special summer program prior to the beginning of their freshman year.

The STEP and CSTEP programs were established at Fordham in 1986 and 1987 respectively, to address minority under-representation in scientific, technical, health and the licensed professions. Both programs emphasize rigorous academic preparation and achievement and foster career awareness. CSTEP provides a broad range of services for minority and economically disadvantaged undergraduate students that include academic advising, mentoring and tutoring, preparation for internships and research opportunities, assistance with test preparation courses, pre-med review classes, financial aid for graduate applications, career seminars, workshops, and field trips. STEP aims its activities at students in grades seven through twelve by offering an array of pre-college academic enrichment programs and services after school and on Saturday mornings during the academic year, and during a four-week, full time summer program in July. STEP students enjoy access to many facilities at the University and attend classes taught by Fordham faculty and graduate students and by teachers from area high schools. In keeping with Fordham's Jesuit mission of service to the community and its historical connectedness to New York City, classroom academics for STEP and CSTEP students are augmented by field trips, including visits to museums, research facilities, theaters, and other cultural institutions.

Fordham currently supports two TRIO Programs: Upward Bound and Academic Talent Search, both of which offer services geared to helping low income, first-generation students complete secondary school and enter postsecondary education. The Upward Bound program motivates and academically prepares qualifying students to pursue a postsecondary education by providing instruction in literature, composition, mathematics and science on college campuses after school, on Saturdays, and during the summer. The Academic Talent Search identifies and serves traditionally under-represented, low-income and first-generation qualified middle and senior high school students from the immediate surroundings who demonstrate potential to succeed in post-secondary education. This program encourages them to complete their secondary education by increasing their retention and graduation rates and assisting them to apply to, gain admittance to, and enroll in postsecondary educational programs. It also provides workshops and counseling services for the parents of the students served, thus demonstrating and extending the lived mission of the University to the support systems that surround these young people.

Certificate Programs

Fordham continues to develop new, strategically-focused degree and certificate programs with a careful awareness that they must be consistent with its mission and commitment to excellence. FCLS welcomed a new dean in 2009. She was charged to develop innovative and market-responsive curricular additions that would deploy the University's strengths and resources toward meeting the desires of adult and returning

students for a Fordham education (with the broad humanistic grounding and individual care that implies) that also incorporates maximum flexibility and the need for professional development. FCLS is focused on developing programs and certificates that will utilize partnerships with local institutions and is currently exploring collaboration with the Law School on graduate certificates. The name change to Fordham School of Professional and Continuing Studies will rebrand the college as a school that offers a variety of educational programs, ranging from the bachelor's degree and undergraduate certificates to classes and programs for corporations and perhaps graduate programs in the future. Elsewhere in the University, Fordham's targeted development of certificates again builds carefully on synergies and partnerships: for instance, GSAS' department of Computer and Information Systems has paired with GBA to offer an Advanced Certificate in Financial Computing to GBA students. Another GSAS certificate supporting Fordham's mission-driven international links with the University of Pretoria (South Africa) is the certificate in Emerging Markets and Country Risk Analysis, now conducted jointly for Fordham and Pretoria students, who attend consecutive sessions in both countries.

Experiential Learning

As part of its unique mission to educate working adults and other part-time students, FCLS recognizes the experience and accomplishments that its students bring with them in their pursuit of a Fordham degree. The [FCLS website](#) describes several options open to students who wish to earn academic credit for professional or life experiences that qualify as college-level learning. Besides formally acknowledging past achievements, this program also saves the student a significant amount of time and tuition. A maximum award of 32 credits towards an undergraduate degree at FCLS may be earned through any combination of the following sources:

CLEP (College Level Examination Program) and DANTES/DSST (Defense Activity for Non-Traditional Education Support) are a series of exams covering a wide range of subjects in which many students may already be proficient. Credits are awarded for each exam in which the student receives a passing score, and a maximum of 18 credits can be earned through this testing route. There is a modest administrative fee as well as a set fee per exam, both of which are clearly explained to the student in advance of his/her taking the test.

ACE/NPONSI (National Program on Non-Collegiate Sponsored Instruction): The American Council on Education (ACE) has evaluated many non-collegiate learning experiences and training programs that are sponsored by major companies and institutions. For students to receive credit for these programs, the learning experience must have occurred during a time period and class length as determined by ACE. FCLS follows ACE recommendations in awarding credits toward the bachelor's degree.

The Life Experience Portfolio Program: Where ACE/NPONSI is not applicable and there is not a suitable CLEP or DSST exam, students can, with faculty assistance, develop a portfolio to demonstrate the college-level learning they have acquired from experiences outside a formal academic framework. In such cases, the student must demonstrate that s/he has mastered knowledge or skills equal to what would have been achieved in a specific college-level course. Typical essay topics may be work related, personal, or voluntary, as long as they are vested in the student's own experience and

appropriate to a liberal arts context. In this way, students can leverage their previous competencies and integrate them into their educational goals and overall college program. Students must have completed 15 classroom credits at Fordham to participate in the program, including the college writing requirements, but may not enroll after earning a total of 92 credits. Enrollment in the program requires the permission of the dean's office and demonstration on the part of the student of strong writing skills. All life experience credit awarded via this route counts as elective credits only and cannot be applied to core or major/minor requirements.

The dean's office at each campus provides further information regarding the advisability of participating in the program for each individual student based on his/her academic program, transfer credits, and prior experience. The dean's office also assists students with the registration process and the development of the Life Experience Portfolio. Further information is available at the school's [website](#) and is also explained in the 2010-2012 Undergraduate Bulletin ([Credit for Experiential Learning](#))

Non-Credit Offerings

Three professional schools (GSE, GSAS, and the Law School) and IALC offer non-credit courses. GSE's AP Summer Institutes are designed to update high school teachers from all over the country who teach advanced placement courses in the various academic disciplines. Their attendance is funded by their local school districts, and the goal is to keep them informed about the latest changes in advanced placement tests and procedures. The courses are designed by the advanced placement home office, which also provides instructional materials and lists of qualified instructors. Fordham's GSE then hires as many instructors as are needed to deliver the workshop. Although these courses do carry academic credit for those who request it, the majority of participants pay the non-credit course fee.

In addition to zero-credit courses for administrative registration (exams, maintaining matriculation, leave of absence), GSAS offers courses which require registration but offer no credit under the following circumstances: (1) foreign language reading courses that fulfill a requirement but do not count toward cumulative credits or the student's GPA; (2) departmental and GSAS-sponsored pedagogy courses for doctoral students who are preparing to teach, and (3) professional development courses in which students discuss relevant topics (psychology topics seminar, English issues in scholarship and academe, dissertation writing workshops, among others). All of these courses are developed and taught by qualified professionals. The language courses either prepare students to take a departmental language exam, fulfill a degree requirement, or prepare students to conduct research in their field. The pedagogy courses reflect Fordham's mission and attention to the highest quality teaching and are mandatory for all doctoral students teaching in the undergraduate colleges. Additional courses are offered through collaboration of GSAS faculty for cross-disciplinary pedagogical training. Finally, the professional development courses offer training or support specific to the students' development as scholars and professionals. In some cases, the courses show the American Psychological Association (APA) that students are trained in specific areas relevant to Clinical Psychology licensure.

The Law School also offers a limited number of non-credit courses within the parameters of the Fordham Law Summer Institute in New York City, the International

Judicial Research and Training Program, and the Dispute Resolution Program for International Lawyers and Students. In addition, there are non-credit Spanish for Lawyers and French for Lawyers courses offered to students enrolled in Fordham's JD and LLM programs. The non-credit-bearing Continuing Legal Education (CLE) courses are run out of the Law School's Office of Public Programming.

Distance or Distributed Learning

See the section on HEOA 2008 Compliance Issues for an update on this topic.

Contractual Relationships and Affiliated Providers

The Office of International Initiatives (OII) was established by the President of Fordham University in August 2007 in response to the increasing focus on globalization within the American educational system. Fr. McShane's mandate addressed the need to identify all of Fordham's existing international affiliations as well as to facilitate the establishment of new ones in line with the vision expressed in the Strategic Plan *Toward 2016*. The OII was thus charged with guiding the development of a University policy involving Fordham's outreach efforts to establish a global presence in the academic and service arena. Part of the office's responsibilities, therefore, is to serve as the central records and resource center for all of Fordham's global and international affiliations. It does so by maintaining a comprehensive and updated database of all current international affiliations and by serving as the clearing house for all new initiatives involving an international academic, research or faculty exchange component.

The inventory of international affiliations is publicly available on the University website under the title: [Fordham in the World](#). It is constantly updated when new affiliations or official collaborations are concluded and the underlying paper work is filed in the office. The establishment of new affiliations follows a specific process involving individual faculty members, their deans and designated counterparts at partner institutions, the International Initiatives Advisory Group, and Fordham's Office of Legal Counsel. Any new international initiative within the Law School has to be approved by the American Bar Association in addition to these University procedures.

Two related offices report directly to the Coordinator of International Initiatives: the Office of International and Study Abroad Programs (ISAP) and the Institute of American Language and Culture (IALC). The ISAP office maintains a Roster of Approved Programs and constantly updates its entries by regularly scheduled onsite visits, thus assuring that the third party providers and their programs continue to meet Fordham's rigorous academic standards and are compatible with its mission statement. Returning students are additionally obliged to fill out program and course evaluation forms as another means of maintaining quality control over Fordham's own as well as third party programs. The Fordham in the World website publishes the ISAP Roster of Approved Programs, and the ISAP website provides links to its published policies and procedures guidelines.

When Fordham University acquired Marymount College in Tarrytown, New York, in 2002, one of the latter's main assets was its London Dramatic Academy, a one-semester study abroad program located in the Bloomsbury section of London. It has since moved to its new location at 23 Kensington Square on the campus of Heythrop College, the Jesuit philosophy- and theology-specialized college affiliated with the University of

London. Since the move, the London Centre has taken on a new life in keeping with Transformative Initiative V in the Strategic Plan *Toward 2016*. It now serves as a full-fledged third party provider of study abroad opportunities in London, ranging from the conservatory approach of the LDA to comprehensive undergraduate business programs and a newly designed Fordham University London Centre Summer Study Abroad Program in the Liberal Arts. Plans are currently underway to establish a full fall semester liberal arts program with affiliations for hybrid study at five additional schools within the University of London system.

In addition to its London Centre, Fordham hosts a number of study abroad courses and programs open to Fordham students and qualified students from other American colleges and universities. These include summer courses in Granada, Paris, Rome, and Pretoria, with a winter intersession course in Moscow, consortium courses in Beijing, and a full spring semester program in Granada. All of these programs are subject to Fordham's assessment and student evaluation procedures to ensure the academic rigor and quality control of the overseas experience. None of them award academic degrees. While participating in the program, all students are subject to the academic and disciplinary guidelines that govern Fordham students on Fordham's home campuses in addition to the rules and regulations that govern the non-Fordham students' academic probity on their home campus. Credits earned from participation in a Fordham program are fully transferrable to the home institution and are applicable to major and minor program requirements if the student is regularly enrolled at Fordham.

A Fordham education is international in its scope and aspirations in keeping with its Jesuit mission and identity. The University will continue to advance global learning with a highly focused approach to partnership and programmatic development, while the worldwide network of Jesuit universities offers Fordham faculty and students distinctive opportunities for exchange and collaboration. Fordham's expanding partnerships with educational and research institutions in China, South Africa, and India, in particular, have resulted from an increasingly cohesive and synergistic strategy that will further strengthen and enrich the University's international presence.

As far as substantive changes since 2006 are concerned, Fordham established in April 2008 an Executive Master of Business Administration Program with [Kadir Has University](#) in Istanbul, Turkey, thus helping to round out its international presence.