

Appendix 11.1: Focus Group Questions and Selected Analyses for Undergraduate Student Groups

The following questions should create a good discussion about the kinds of issues on which our task force wants students' opinions and reflections.

PLEASE have at least 2 students take notes so that we get a good picture of the range of students' ideas.

At some point-to begin or refine the discussion, you may want students to each write a paragraph on a few of the questions you feel will give us the most useful information.

Please do not just have students write short answers to these questions and hand them in without discussion.

The discussion could last from 20 minutes to a whole period depending on you.

QUESTIONS

1. How would you define Fordham University's mission? Do you believe that it has shaped your educational experience here? How?
2. What is your attitude toward the Core Curriculum? What advantages and disadvantages do you think it presents?
3. Do you think your major has too many or about the right number of required courses? Do you think your major courses gave you both real depth as well as a range of knowledge in your chosen field? Explain.
4. How has your educational experience at Fordham helped you:
 - a. Become computer literate or computer-sophisticated?
 - b. Become a critical and reflective reader?
 - c. Become a clear, analytic, and/or creative writer?
5. How well do you think the global studies, American pluralism, and senior values courses did (or will do) in educating you about issues of cultural, ethnic, and racial diversity, tolerance, prejudice, discrimination, etc? Do you have suggestions for changes, fewer or more courses, integration of these issues into most courses?
6. Describe how important the actual and virtual libraries and librarians of Fordham have been for you?
7. Do you believe that education should include both academic work and co- and extra-curricular activities? Why or why not?
8. What Co-curricular or Extra-curricular activities have you participated in? Have they enriched your educational experience here? How?
9. What do you think is valuable about service learning courses or service learning credits attached to courses? Or do you feel they may be a waste of effort and time? Have you participated in service learning?

SELECTIVE ANALYSES

Mission

The view of Fordham's mission elicited by focus groups questions and shared by many students includes the creation of well-rounded individuals through educating the whole person, in some cases by specifically addressing the student's spiritual concerns, arousing in him or her a sense of compassion, promoting critical and higher level thinking and widening perspectives through reading and open discussion, encouraging fuller and more intelligent participation in the world, and cultivating leadership, both for good citizenship, and to serve others. Several students emphasized the idea that Fordham's mission is to make sure that each student reaches his or her fullest potential. In addition, most thought they applied the mission in their current daily lives or reported that they felt the mission to be

moderately related to their lived experiences. The vast majority (93 of 101) thought the Core Curriculum promotes the mission's goals. In addition, they reported that Dormitory life emphasizes Fordham's mission. The centrality of the mission is evident in one student's statement that the mission should be the central theme of students' first semester at Fordham.

Core Curriculum

The Core Curriculum is shared by all colleges, and the focus group students, regardless of college, shared most views of its advantages and disadvantages. All students appreciated that it provides a foundational educational experience, that what is learned often relates to the content of major courses, and that it offers breadth, requiring them to take courses they would not have chosen and, thus, opening them to new interests and ideas. Moreover, all students said it challenged them to become critical, reflective, and creative readers, thinkers, and writers. Seniors appreciated that it gave them common educational experiences that helped build intellectual community among students. Additionally, many found it useful in helping them choose a major.

A large majority of students identified size as the major disadvantage of the Core Curriculum; many students advocated making it more flexible by allowing students to take one instead of two courses in at least two areas, or by eliminating the language requirement. Some thought the size of the Core interferes with in-depth study of their majors, which they said should offer more courses. As most Core courses are taught by faculty rather than graduate students or adjuncts, very few students reported poor teaching in their courses. Liberal Studies students noted that the Mathematics course is a problem and requested a refresher math course. Lastly, for some students and particularly for transfer students, they reported difficulty in completing the Core on time or in completing a substantial number of Core courses before beginning their Major courses.

In conclusion, students appreciate having the Core Curriculum and see it as means of broadening their perspectives and knowledge base and as foundational to a liberal arts education. Moreover, many said they are grateful for having been required to take courses they otherwise would not have taken and from which they learned and developed new interests. The students' shared concern is the size of the Core, and they recommended fewer courses, but not fewer areas of study.

Requirements for Majors

The vast majority thought that the number of courses was about right, although some wanted more. Many comments lauded the majors as effective vehicles for further developing and consolidating students' critical reading and writing skills. There were some critical comments. Students' assessment of their majors varied some by major, but the most often heard views are that there is some repetition across courses within a major (e.g., Communications major), the breadth of the field is not represented in available courses (often due to too few faculty in a major-e.g., Anthropology), and there is a lack of advanced courses (e.g., advanced statistics courses in the Psychology major). Seniors seemed informed about the extent to which their major gave them a strong basis for employment or graduate school upon graduation. More specific issues mentioned by a few students include the limited number of faculty in a major, the fact that the required prerequisites are offered too rarely taught or taught as single sections creating schedule conflicts, and gaps in knowledge as students move from one course to next in a sequence.

In summary, the most striking conclusion that we have drawn from the student comments is that courses in a few majors are repetitive and that courses in another few majors do not offer enough depth; that is, that certain majors do not sufficiently challenge Fordham students. Overall, however, Fordham students are enthusiastic about their majors and seniors feel well prepared for graduate school or careers as a result of their course of study.

Curricular Content on Diversity, Ethics and Moral Values, and Religious and Humanistic Concerns

All students reported that they liked and valued these courses; however, they also said that there were too few of them. The most frequent suggestion was that issues of diversity, pluralism, global perspectives, and values should be integrated into many other courses. Students in different majors made immediate connections between the content of their fields and issues of diversity and of values. History majors also noted that undesignated history courses often deal with questions of race, ethnicity, and immigration as much as those designated as American Pluralism courses. Liberal Studies students especially lauded professors for teaching these courses without bias and with sensitivity. Global Studies were especially appreciated in light of students' view of the provincial thinking of many Americans.

Critical Reading, Writing and Thinking

Several said they have become more enthusiastic readers of more challenging material as well as of material encompassing a broader range of topics, in both fiction and nonfiction genres.

All the nineteen students in the one focus group of seniors, and many others besides, reported that the Writing Center had helped them become better thinkers and researchers as well as better writers. There were no complaints about the Writing Center.

Students, seniors more than freshmen, criticized Fordham for not doing enough to promote their analytic and critical skills in reading and writing. They were critical of those professors who do not evaluate the quality of their writing and the mechanics and issues of style as well as the substance of their papers.

Appendix 11.2: Major Requirements and Articulation with Core Curriculum

Table 1: Department Major Requirements for Fordham Colleges at Rose Hill, Lincoln Center, and Liberal Studies from the 2004-2006 University Undergraduate Bulletin

<i>Major</i>	<i>Courses in Major</i>	<i>Major courses above Core</i>	<i>Free Electives</i>
Chemistry – pre-med	20	17	-1
Chemistry – ACS	19	16	0
Business (Business Administration only) 40 total courses to graduate	18	18	2
Theatre	13	12	1
Computer and Information Sciences - BS	15	14	2
Natural Sciences	17	14	2
Physics – BS	17	14	2
Physics – Engineering Physics	17	14	2
Biology – BS	16	13	3
Social Work (<i>only available as a double major</i>)	11	11	?
Communication and Media Studies (<i>must do minor</i>)	11	9	-2
Computer and Information Sciences - BA	13	12	4
Economics	11	8	5
English	10	9	4
Music	10	9	4
Visual Arts	10	9	4
Art History	9	8	5
Biology – BA	14	11	5
History	10	7	6
Political Science	10	7	6
Sociology (<i>Rose Hill</i>)	10	7	6
African and African American Studies	8	5	8
General Science – BS	13	10	6
Mathematics – BS	13	10	6
Mathematics – BA	11	10	6
Modern Languages	10	7	6
Philosophy	10	7	6
Theology	10	7	6
Anthropology	8	4	9
Classics – Civilization	9	6	8
Psychology BS	12	9	6
Classics - Language 12/04 council approve 7 courses for major	7	6	8

NOTES:

1. Majors that are exempt from the new language requirement are shown in bold.
2. This is a worst case analysis of free electives assuming 5 semesters of language for all non-exempt departments (4 semesters for Classics majors) and 2 semesters of language for all exempt departments. It was obtained from an analysis of the current bulletin.
3. Whether the Senior Values core is fulfilled by a majority of students within their majors was not assessed when making this table. Mathematics and Computer Science include 1 core in major (Mathematical Reasoning)

Table 2: The Articulation and Overlap between Courses in the Core, Pluralism, Globalism, and Values Courses with Major Course Offerings for Fordham Colleges at Rose Hill, Lincoln Center, and Liberal Studies from the 2004-2006 Undergraduate Bulletin

<i>MAJOR</i>	<i>CORE</i>	<i>PLURALISM/ GLOBALISM</i>	<i>SENIOR VALUES</i>
Theater	2 nd Literature		
Computer and Information Sciences	Mathematical Reasoning		
Communication/Media Studies	2 nd Social Science	1 Pluralism	
Mathematics	Mathematical Reasoning		
English	2 nd Literature		
Art History, Music, and Visual Arts	Fine Arts		
African and African American Studies	2 nd History	1 Pluralism, 1 Globalism	
Anthropology; Economics	1 st and 2 nd Social Science, 1 Life Science	1 Globalism	
Political Science	1 st and 2 nd Social Science	1 Globalism	
Sociology	1 st and 2 nd Social Science	1 Pluralism	
History	1 st and 2 nd History	1 Globalism	
B. S. Degrees in Chemistry; Natural Sciences; Physics; Engineering Physics; Biology; General Science; Mathematics	2 Sciences, 1 Math		
Psychology	2 Sciences, 2 nd Social Science		
Classic Civilization	1 Classic Literature, 2 nd History	1 Globalism	
Classic Languages	1 Language or General Classics		
Modern Languages	3 Language		
Philosophy	2 Philosophy		1 Values
Theology	2 Theology		1 Values

Appendix 11.3: Curriculum Review Survey for Departmental Chairs or Undergraduate Associate Chairs

November 15, 2004

Middle States Self Study: Task Force 11: Educational Offerings

TO: Chairs or Associate Chairs for Undergraduate Studies

FROM: Ann Higgins-D'Alessandro,

This questionnaire asks about procedures in your department regarding your major curriculum. Please mail this survey with your responses to me: Ann Higgins-D'Alessandro, Department of Psychology, Dealy Hall 345, Rose Hill Campus, by November 30. Thank you very much for taking the time to answer these 9 questions.

1. Does your department conduct exit interviews with undergraduate seniors in your major,
 - a. to assess their view of the major?
1. Yes, yearly 2. We did this once in the last 5 years 3. I don't know 4. No
 - b. to assess their satisfaction with it?
1. Yes, yearly 2. We did this once in the last 5 years 3. I don't know 4. No
2. Does your department incorporate the SEEQ evaluations into,
 - a. decisions about course offerings?
1. Yes, yearly 2. We did this occasionally in the last 5 years 3. I don't know 4. No
 - b. decisions about pedagogy?
1. Yes, yearly 2. We did this occasionally in the last 5 years 3. I don't know 4. No
 - c. feedback to faculty?
1. Yes, yearly 2. We did this occasionally in the last 5 years 3. I don't know 4. No
3. Does your department compare its major requirements to those at peer and aspirant institutions?
1. Yes, yearly 2. We did this occasionally in the last 5 years 3. I don't know 4. No
4. Does your department administer a knowledge or subject test to your majors at any point in,
 - a. their junior year? 1. Yes, yearly 2. Yes, occasionally 3. No
 - b. their senior year? 1. Yes, yearly 2. Yes, occasionally 3. No

5. **Does your department as a faculty or a committee within it discuss the composition of your major in light of the range of offerings and schedule of courses in order to meet student needs?**
 1. Yes, yearly
 2. Yes, occasionally
 3. No

6. **Does your department discuss how well your prerequisites prepare students to major in your field?**
 1. Yes, twice a year
 2. Yes, once a year
 3. Occasionally in the last 5 years
 4. I don't know
 5. No

7. **Does your department discuss how well your capstone courses fulfill their role as integrating students prior knowledge in their major?**
 1. Yes, twice a year
 2. Yes, once a year
 3. Occasionally in the last 5 years
 4. I don't know
 5. No

8. **Overall, our department carefully looks at how our major addresses the needs and interests of the students.**
 1. Yes, we do this systematically
 2. Yes, we do this informally
 3. I do this as Chair or Associate Chair
 4. No, the major meets the standards in the field.

9. **Overall, our department carefully looks at how our major prepares students for graduate study and for work/careers.**
 1. Yes, we do this systematically
 2. Yes, we do this informally
 3. I do this as Chair or Associate Chair
 4. No, the major meets the standards in the field.

Thank you very much for taking the time to answer these questions. Ann Higgins-D'Alessandro,
Chair, Middle States Task Force on Educational Offerings

SELECTIVE ANALYSES

Curriculum Evaluation Procedures

Results show that fifty percent of departments have yearly or occasional discussion (meaning, within the last five years) of the composition of their majors and the range of course offerings. Few hold yearly discussions on the effectiveness of the major's organization regarding prerequisites or capstone courses; however, the majority (forty to sixty percent) have held these discussions occasionally in the last five years. In eight to ten departments, faculty assess how well the major addresses student needs and interests and how well it prepares students for graduate study or work/careers; two to four of the departments rely on the chair or undergraduate associate chair for these assessments. All departments have compared their major requirements to those of aspirant programs and universities at least once in the last five years.

Students evaluate the curriculum through course evaluations (the Student Evaluation of Educational Quality {SEEQ}-see Standard 14 for detailed results) and through exit interviews. While all departments use SEEQ course evaluations to provide feedback to faculty about their teaching, only two of twelve use it regularly in their decisions about course offerings or pedagogy. Five reported they have used it in making these decisions occasionally in the last five years. Only four departments use senior exit interviews with students to assess the major and students' satisfaction with it. Finally, only one department has administered a knowledge or subject test to seniors in its major and plans to do so once every three to five years for the purpose of assessing the major and the breadth of its course offerings

Appendix 11.4: Publicity about Accelerated MA/MS Programs

Appearance of accelerated MA/MS programs by departments in University materials for undergraduates

<i>Field</i>	<i>FCRH Bulletin</i>	<i>FCLC Bulletin</i>	<i>FCLS Bulletin</i>	<i>Dept. Web Page</i>	<i>University Webpage Search Link</i>
Biology	Y	N/A	N	N	N
Communications	N	N	N	Y	Y
Computer Science	Y	Y	N	N	N
Economics	N	N	N	Y	Y
English	Y	Y	N	N	N
History	Y	Y	N	Y	Y
Political Science	Y	Y	Y	N	N
Sociology	N	N	Y	N	N

Appendix 11.5: Number of Smart Classrooms and Computerized Laboratories

Undergraduate Courses	Percent of Total Courses Taught in Smart Podium Classrooms	Courses Taught in Smart Podium Classrooms	Courses Taught in Smart Classrooms with LCD Screens
Rose Hill FC	77	152/198	107/198
Rose Hill College of Business Administration	43	398/901	208/901
Rose Hill Liberal Studies	63	60/95	44/95
Lincoln Center FC	88	351/399	131/399
LC College of Business Administration	100	10/10	7/10
LC Liberal Studies	97	121/125	55/125
Tarrytown Liberal Studies	87	46/54	12/54
Marymount College	56	153/274	33/274
Graduate School of Arts and Sciences	36	48/133	31/133
Graduate School of Religion and Religious Education	76	19/25	10/25
Graduate School of Business	86	196/226	98/226
Graduate School of Education	88	172/195	57/195
Graduate School of Social Services	95	125/131	64/131
Law School	96	255/266	63/266

Appendix 11.6: Monitoring Procedures for Evaluation of Graduate Student Progress

In GSAS, an associate dean monitors both academic performance and academic progress, which involves progress towards fulfilling degree requirements within the time limits for the individual degree program whether MA/MS or Ph.D. each semester. Deficiencies are noted in Current Student Access records, and academic departments and programs are consulted and students are sent warning or probation letters, giving them one semester to correct any deficiencies. The *GSAS Policies and Procedures Guidebook* (available on the website) gives full details in Sections 6.5 and 6.6. In addition, GSAS monitors and records all graduate stipends, awards, fellowships from without and outside the university, and internships each semester.

Analysis of the monitoring processes of five of the university's professional schools (Law, Graduate School of Business Administration (GBA), the School of Education (GSE), the Graduate School of Social Service (GSS), and the Graduate School of Religion and Religious Education (GSRRE)) illustrates similarities and nuanced differences. Each school, with the exception of GSRRE, is also assessed by a national accreditation process that is also concerned with student records, graduate rates and academic surveillance procedures.

The Law School monitors the progress of students by checking each term to ensure that all students are enrolled in courses that satisfy the School's residency requirements. In addition, it checks GPAs yearly, and students who fail to maintain a 1.9 grade point average for a given academic year are dismissed. Each fall, the registrar's office performs a "graduation audit" for students scheduled to graduate at the end of academic year to ensure that they have completed all required courses.

The Graduate School of Business Administration monitors the academic progress of all students seeking the MBA or MS degrees during the advising process, once each trimester as well as by mentors in-between registration periods. The school does a graduation clearance check on all graduating students' files once each trimester, since students graduate three times a year. Those who are not cleared will graduate with the succeeding graduating class. Similarly, the school conducts probation reports to see if any student has dropped below the required 3.0 GPA required for graduation. If this occurs, the student is placed on probation and given three terms to achieve the required average. Failing that, he or she must withdraw from the program.

In the Graduate School of Education, each program area monitors students' progress through advising at registration time (twice yearly) with more formal reviews provided in writing to students in the APA accredited doctoral program on a yearly basis. For teacher education programs, students maintain portfolios that are reviewed each semester. These provide the basis for summative evaluations as they approach graduation. The School is in the early stages of developing a more efficient evaluation system, driven in part by recommendations made by accrediting agencies. The School also tracks students for an unspecified period of not less than one year after graduation as part of their assessment process.

The Graduate School of Social Service completed a self-study for re-accreditation in May 2005. Its webpage contains substantive highlights and a fact sheet from the self-study. Each graduate program monitors the progress of its students, and the bulletin and webpage lay out clear expectations for admittance, progress, and time to graduation. Each fall, the school checks that all students expected to graduate in the spring will have completed all their requirements, coursework with minimal GPA satisfied and practicum experiences, by the end of the spring semester.

The Graduate School of Religion and Religious Education offers four advanced degrees, the MA, MS, PhD, and Professional Diploma (PD). Students' progress is monitored by directors of each program and by the Dean's office yearly. The bulletin and the webpage provide clear expectations for admittance, progress, and time to graduation.

In summary, GSAS and the professional schools of Law, Business and Social Service have formal monitoring processes in place and running efficiently. The School of Education has a monitoring process that is being improved to enhance its efficiency. In addition, GSAS monitors and records all graduate stipends, fellowships, and awards each semester. The monitoring of graduate students seems sufficient; thus, as this Task Force sees no problems in this area, we will make no recommendations.

Appendix 11.7: Growth of Service Learning Program

Although Service Learning courses that incorporate community service in some way have been taking place at Fordham University for at least a decade, especially in the areas of Environmental Science, Psychology, and Business Communications, the One-credit Program was initiated at Rose Hill in Spring 2001 with three students enrolled, and at Lincoln Center in Fall 2001 with almost a dozen students. During 2001-2 and 2002-3, enrollment increased to about 25 students per semester across the two campuses. By Fall 2003, twenty Rose Hill and twelve Lincoln Center students enrolled, for a total of 32. In Spring 2004, twelve Rose Hill and 21 Lincoln Center students enrolled, for a total of 33. This past Fall 2004, 29 Rose Hill and 21 Lincoln Center students were in the One-credit Service Learning Program, a total of fifty.

Appendix 12.1: The Core Curricula of the Undergraduate Colleges Freshman Class 2006

Core	FCRH	FCLC	CBA ¹	FCLS	Marymount
Philosophy	2	2	2	2	2
Theology	2	2	2	2	2
English Composition/Rhetoric	1	1	1	1	1
Literature	2	2	2	2	2
History	2	2	2	2	2
Mathematics/Computer Science ²	1	1	2	1	2
Natural Science ³	2	2	1	2	2
Social Science ^{4,5}	2	2	2	2	2
Fine Arts	1	1	1	1	1
Foreign Language ⁶	1-5	1-5	2	2	2
Senior Values Seminar ⁷	1	1	1	1	0
Physical Education ⁸	0	0	0	0	2
Totals	17-21	17-21	18	18	18
Distributive					
Freshman Seminar ⁹	1	1	0	0	1
American Pluralism	1	1	1	1	1
Global Studies ¹⁰	1	1	1	1	1
Totals with distributive	17-23	17-23	18-20	18-20	19-21

¹ Students in the College of Business Administration take in addition to common undergraduate core curriculum a business core comprising twelve courses.

² Marymount students may take any course above College Algebra to satisfy their mathematics requirement; they must also take a second mathematical reasoning course in computer science. CBA students are required to take Math Methods in Business I and Math Methods in Business II; the first course satisfies the requirement for a course in mathematical reasoning and the second course replaces the requirement for a second course in the natural sciences.

³ Because FCLC has only a Natural Science department (rather than separate departments in the biology, physics, and chemistry), the number of courses from which students can select in order to complete this requirement is significantly smaller than the number available to FCRH students.

⁴ There are insignificant differences in the specification of the courses that can be taken to satisfy this requirement in FCRH, FCLC, and Marymount.

⁵ CBA students are required to take Basic Macroeconomics and Basic Microeconomics.

⁶ The FCRH and FCLC language requirement is proficiency-based, and can take one to five courses to fulfill, depending on initial placement. The student must reach an "exit level" course numbered 2001. Because of heavy requirements in their major fields, students intending to graduate with a B.S. degree in one of the natural sciences (Psychology, Biological Sciences, Physics, Chemistry, General Science, and Natural Science), in Mathematics, or in Computer and Information Sciences do not have to take more than two language courses, even if they do not reach the "exit" level. CBA students are also required to take a two-semester language sequence.

⁷ Ethics in Business, normally taken during the junior year, replaces for CBA students the Senior Values Seminar.

⁸ The Physical Education courses are non-credit courses and are not counted in the course total.

⁹ While first-year students in FCRH and FCLC take their Freshman Seminar courses as special sections of other core courses, all first-year students at Marymount enroll in a section of Freshman Seminar: Women's Voices, Women's Choices.

¹⁰ The CBA global studies courses do not necessarily involve the study of non-western cultures.

Appendix 12.2: Core Curricular Courses in Catholic, Aspirant Universities

Core	Fordham	Georgetown	Boston College	Notre Dame
Philosophy	2	2	2	2
Theology	2	2	2	2
Writing	1	-	1	1
Literature	2	-	1	1
Writing/Literature	-	2	-	-
History	2	2	2	1
Fine Arts	1	0	1	1
Social Science	2	2	2	1
History/Social Science	-	-	-	1
Mathematics/Computer Science	1	1	1	2
Natural Science ¹	2	1	2	2
Foreign Language ²	1-5	1-4	1-4	1-3
Physical Education ³	0	0	0	2
Senior Values ⁴	1	0	0	0
Totals	17-21	13-16	15-18	15-17
Distributive	Fordham	Georgetown	Boston College	Notre Dame
Freshmen/University Seminar ⁵	1	0	0	1
Pluralism ⁶	1	0	0	0
Globalism ⁶	1	0	0	0
Cultural Diversity	0	0	1	0
Totals with distributive	19-23	13-16	16-19	15-17
% of Total Courses for Graduation	47.2%-63.9%	32.5%-40.0%	42.1%-50.0%	37.5%-42.5%
Total Courses for Graduation	36	40	38	40

¹ Fordham includes Psychology in Natural Science rather than Social Science.

² Language requirements may vary by level of placement or language.

³ Notre Dame has a Physical Education requirement but it is not included in the core or course total.

⁴ In the majority of thirty-one majors offered at FCRH students must take a non-major course to satisfy this requirement. The exceptions are Art History, Classics, Communication and Media Studies, Economics, Medieval Studies, Philosophy, and Theology.

⁵ At both Fordham and Notre Dame, these seminars are taught as special section of a core course and do not add to core totals.

⁶ At FCRH, 33% of students fulfilled the Global Studies distributive requirement with the second core history; 8% with first social science and 3% with second theology. 3% fulfilled the American Pluralism distributive requirement with the sophomore literature requirement.

Appendix 12.3: Core Curricular Courses in Catholic, Aspirant Universities

Institution	Graduation	Core	Freshman Year
Boston College	38 Courses minimum 12 core courses	12 Courses plus Language proficiency intermediate 1 each Fine Art, Literature, Writing 2 each History, Philosophy, Social Science, Theology 1 distributive requirement – Cultural Diversity (excluding 1 Math, 2 Science)	3 science/math per semester
Georgetown	40 Courses minimum 8 core courses	8 Courses plus Language proficiency intermediate 2 each History, Literature & Writing, Philosophy, Theology No distributive requirements (excluding 1 Math, 2 Science and Exempt from 2 Social Science if biological sciences, biochemistry, chemistry or BS in physics)	3 science/math per semester
Notre Dame	40 courses minimum 8 core courses	8 Courses plus Language proficiency intermediate 1 each Composition, History, Social Science, Fine Art or Literature; 2 each Philosophy, Theology No distributive requirements (excluding 2 each Math, Science)	3 science/math per semester
Fordham	36 Courses minimum 15 core courses	15 courses plus 2 Language Courses 1 each Rhetoric, Fine Art, Senior Values 2 each History, Literature, Philosophy, Social Science, Theology 2 distributive requirements – Pluralism and Globalism (excluding 1 Math, 2 Science)	2 science/math per semester

Summary

The Fordham Core, excluding language, math and science, comprises a minimum of 15 courses outside of math and science for a science major. In addition, a maximum of two non-core courses per semester may be taken in the freshman year. The Boston College core comprises a minimum of 12 courses outside of math and science for a science major and allows three science/math courses per semester in the freshman year. The Georgetown core comprises a minimum of 8 courses outside of math and science for a science major and allows three science/math courses per semester in the freshman year. Also of note, the Georgetown core exempts science majors from the normal requirement of two Social Science courses. The Notre Dame core comprises a minimum of 8 courses outside of math and science and allows three science/math courses per semester in the freshman year.

In terms of number of required courses, the Fordham core requires between three and seven more courses than our three Catholic aspirant institutions. In terms of flexibility in the freshman year, the Fordham core limits the science major to at most two science/math courses per semester while all three aspirant institutions allow three.

Appendix 14.1: Structure of Assignments and Evaluations: FCRH, FCLC and FCLS Course Syllabi Fall 2003

Core Syllabi	#Crse	#Syl	Quiz	Mid	FinalE	ShtPprs	FnlPpr	% Syl	%Quiz	%Mid	%Final	%Pprs	%FnlPpr
Total Core	731	436	167	326	390	241	118	59.64%	38.30%	74.77%	89.45%	55.28%	27.06%
Freshmen Seminar	37	19	6	16	17	14	6	51.35%	31.58%	84.21%	89.47%	73.68%	31.58%
English Composition and Rhetoric	68	27	11	13	16	27	4	39.71%	40.74%	48.15%	59.26%	100.00%	14.81%
Close Reading and Critical Writing	43	24	4	20	21	24	4	55.81%	16.67%	83.33%	87.50%	100.00%	16.67%
Mathematical Reasoning													
Finite Mathematics	20	13	6	7	13	6	0	65.00%	46.15%	53.85%	100.00%	46.15%	0.00%
Math for Business	13	9	3	9	9	9	0	69.23%	33.33%	100.00%	100.00%	100.00%	0.00%
Calculus	9	7	4	7	7	7	0	77.78%	57.14%	100.00%	100.00%	100.00%	0.00%
Computer Science	10	9	3	6	8	6	0	90.00%	33.33%	66.67%	88.89%	66.67%	0.00%
Philosophy of Human Nature	28	16	0	15	16	12	2	57.14%	0.00%	93.75%	100.00%	75.00%	12.50%
Faith and Critical Reasoning	32	24	8	24	24	15	11	75.00%	33.33%	100.00%	100.00%	62.50%	45.83%
Language Requirement													
Introductory Level	66	42	35	19	42	14	0	63.64%	83.33%	45.24%	100.00%	33.33%	0.00%
Inter/Adv. Level	42	24	8	12	19	12	7	57.14%	33.33%	50.00%	79.17%	50.00%	29.17%
Social Science I	45	34	20	33	33	8	5	75.56%	58.82%	97.06%	97.06%	23.53%	14.71%
West: Enlightenment to Present	21	18	4	18	17	10	4	85.71%	22.22%	100.00%	94.44%	55.56%	22.22%
History II	30	18	6	15	18	10	9	60.00%	33.33%	83.33%	100.00%	55.56%	50.00%
Fine Arts	27	18	11	17	18	5	9	66.67%	61.11%	94.44%	100.00%	27.78%	50.00%
Life Sciences for Non-Sci Major	30	21	6	12	18	8	4	70.00%	28.57%	57.14%	85.71%	38.10%	19.05%
Physical Sciences for Non-Sci Major	21	15	4	12	15	5	2	71.43%	26.67%	80.00%	100.00%	33.33%	13.33%
Sophomore Literature	26	16	3	12	14	11	5	61.54%	18.75%	75.00%	87.50%	68.75%	31.25%
Philosophical Ethics	31	15	5	10	15	10	6	48.39%	33.33%	66.67%	100.00%	66.67%	40.00%
Sophomore Theology	29	21	13	19	18	13	9	72.41%	61.90%	90.48%	85.71%	61.90%	42.86%
Pluralism Requirement	21	11	3	11	11	2	9	52.38%	27.27%	100.00%	100.00%	18.18%	81.82%
Globalism Requirement	23	7	2	6	4	2	4	30.43%	28.57%	85.71%	57.14%	28.57%	57.14%
Senior Values Seminar	35	20	2	11	13	9	12	57.14%	10.00%	55.00%	65.00%	45.00%	60.00%
Honors Program	24	8	0	2	4	2	6	33.33%	0.00%	25.00%	50.00%	25.00%	75.00%

Major Syllabi	#Crse	#Syl	Quiz	Mid	FinalE	ShtPprs	FnlPpr	% Syl	%Quiz	%Mid	%Final	%Pprs	%FnlPpr
Total Major	638	336	91	188	232	155	123	52.66%	27.08%	55.95%	69.05%	46.13%	36.61%
Philosophy/Theology	16	12	2	3	7	9	5	75.00%	16.67%	25.00%	58.33%	75.00%	41.67%
English	42	30	5	12	17	24	12	71.43%	16.67%	40.00%	56.67%	80.00%	40.00%
History	19	16	1	14	14	9	9	84.21%	6.25%	87.50%	87.50%	56.25%	56.25%
Art History/Music	34	8	4	4	5	3	6	23.53%	50.00%	50.00%	62.50%	37.50%	75.00%
Theatre/Visual Arts	80	42	5	6	12	20	17	52.50%	11.90%	14.29%	28.57%	47.62%	40.48%
Language	21	12	2	7	10	4	3	57.14%	16.67%	58.33%	83.33%	33.33%	25.00%
Communications	84	49	15	27	30	30	28	58.33%	30.61%	55.10%	61.22%	61.22%	57.14%
Economics	51	38	18	35	36	2	1	74.51%	47.37%	92.11%	94.74%	5.26%	2.63%
Political Science	22	17	1	13	13	6	10	77.27%	5.88%	76.47%	76.47%	35.29%	58.82%
Sociology/Anthropology	29	21	3	13	16	12	15	72.41%	14.29%	61.90%	76.19%	57.14%	71.43%
Interdisciplinary Programs	25	8	3	2	5	2	7	32.00%	37.50%	25.00%	62.50%	25.00%	87.50%
Math/Computer Science	36	23	9	15	20	12	2	63.89%	39.13%	65.22%	86.96%	52.17%	8.70%
Biology	36	16	8	12	12	1	0	44.44%	50.00%	75.00%	75.00%	6.25%	0.00%
Psychology	39	28	6	18	22	15	7	71.79%	21.43%	64.29%	78.57%	53.57%	25.00%
Chemistry	42	10	6	4	8	1	1	23.81%	60.00%	40.00%	80.00%	10.00%	10.00%
Physics	20	6	3	3	5	5	0	30.00%	50.00%	50.00%	83.33%	83.33%	0.00%
Dance	42	0	0	0	0	0	0	0.00%					

Note:

#Crse is the total number of courses offered in each area; #Syl are the total number of syllabi turned in for each area;
 Quiz are the total number of syllabi to require quizzes; Mid are the number of syllabi to require one or more midterm examinations;
 FinalE are the number of syllabi to require a comprehensive final exam; Sht Pprs are the number of syllabi to require more than one short paper;
 FnlPpr are the number of syllabi to require a large final paper; %Syl are the percentage of courses that turned in syllabi;
 All the remaining percentages are the percentages of turned in syllabi that included the various requirements.

Appendix 14.2: Means of SEEQ Statements for FCRH, FCLC and FCLS Fall 2003

	Course Content and Fit				Liberal Art Values			
	Q11(ClearObj)	Q29(AsignHlp)	Q27(TestCont)	Q25(Feedback)	Q2(LrnValue)	Q3(IntIncr)	Q23(OtherPOV)	Q24(CurrDev)
All Undergrad(CORE&MAJOR)	7.3	7.2	7.2	7.0	7.2	6.8	7.3	7.1
CORE								
All Undergrad(CORE)	7.2	7.1	7.2	6.9	7.1	6.6	7.2	7.0
Freshmen Seminar	7.2	7.1	7.2	6.8	7.1	6.6	7.3	7.1
English Composition and Rhetoric	7.2	7.1	7.2	7.4	7.2	6.6	7.2	6.8
Close Reading and Critical Writing	7.2	7.4	7.4	7.3	7.1	6.7	7.2	6.7
Mathematical Reasoning: Finite Math	6.2	6.3	6.6	6.0	5.7	4.9	5.8	5.5
Math for Business	6.9	7.2	7.3	6.7	6.8	6.1	6.5	6.1
Calculus	6.7	6.8	6.8	6.7	6.7	5.5	6.6	6.4
Computer Science	6.8	7.0	7.6	6.8	6.4	6.0	6.1	5.9
Philosophy of Human Nature	7.3	7.4	7.5	7.1	7.2	6.7	7.7	6.6
Faith and Critical Reasoning	7.3	7.2	7.3	7.0	7.3	6.7	7.6	7.3
Language Requirement: Intro Level	7.2	7.4	7.5	7.2	7.3	6.8	6.7	6.6
Intermediate/Advanced Level	6.8	6.9	6.9	6.6	6.9	6.2	6.6	6.4
Social Science I	7.2	6.8	7.1	6.8	7.2	6.7	7.3	7.4
The West: Enlightenment to Present	7.1	6.8	7.1	6.7	6.9	6.3	7.2	6.8
History II	7.2	7.0	7.1	6.8	7.1	6.7	7.2	7.0
Fine Arts	7.2	6.7	7.0	6.7	7.0	6.9	7.3	7.2
Life Sciences for Non-Sci Majors	7.1	7.0	7.1	6.7	7.0	6.6	7.3	7.4
Physical Sciences for Non-Sci Majors	6.7	6.6	6.6	6.4	6.5	5.9	6.9	7.3
Sophomore Literature	7.6	7.7	7.4	7.3	7.3	7.0	7.5	7.2
Philosophical Ethics	7.0	7.0	7.1	6.7	6.8	6.3	7.3	6.9
Sophomore Theology	7.2	7.1	7.1	6.8	7.1	6.6	7.3	7.1
Pluralism Requirement	7.6	7.7	7.5	7.3	7.8	7.6	7.7	7.7
Globalism Requirement	7.5	7.4	7.5	7.2	7.7	7.5	7.6	7.6
Senior Values Seminar	8.0	7.9	7.8	7.7	8.0	7.8	8.2	8.2
Honors Program	7.3	7.3	7.4	7.3	7.4	7.1	7.6	7.4
MAJOR								
All Undergrad(MAJOR)	7.4	7.3	7.3	7.1	7.5	7.1	7.4	7.4
Philosophy/Theology	7.7	7.9	7.8	7.5	8.0	7.8	8.0	7.9
English	7.5	7.7	7.4	7.5	7.5	7.3	7.5	7.2
History	7.5	7.5	7.4	7.3	7.7	7.4	7.8	7.6
Art History/Music	7.7	7.6	7.5	7.3	8.0	7.9	7.8	7.7
Theatre/Visual Arts	7.8	7.5	7.3	7.2	8.1	7.9	7.6	7.7
Language	7.9	8.0	7.9	7.8	8.2	8.0	8.1	7.9
Communications	7.3	7.1	7.2	7.0	7.5	7.3	7.4	7.6
Economics	7.4	7.2	7.4	7.1	7.0	6.6	7.1	7.0
Political Science	7.6	7.6	7.4	7.0	7.9	7.6	7.7	7.7
Sociology/Anthropology	7.6	7.5	7.4	7.3	7.5	7.3	7.8	7.8
Interdisciplinary Programs	7.8	7.8	7.8	7.6	7.8	7.6	7.9	8.0
Math/Computer Science	7.3	7.2	7.2	7.1	7.5	7.1	7.1	7.2
Biology	7.1	6.9	6.8	6.7	7.2	6.5	7.0	7.1
Psychology	7.4	7.3	7.2	6.9	7.4	7.0	7.6	7.6
Chemistry	7.4	7.3	7.1	7.0	7.3	6.7	7.0	6.8
Physics	7.4	7.3	7.2	7.0	7.2	6.8	7.4	7.3

Appendix 14.2: Means of SEEQ Statements for FCRH, FCLC, FCLS, Fall 2003

	Critical Thinking and Personal Care			Difficulty and Workload		Subjective Learning
	Q16(OwnIdea)	Q18(GenuineIntrst)	Q19(FeelWelcome)	Q32(RelDiff)	Q33(RelWork)	Q4(Undrstnd)
CORE						
All Undergrad(CORE&MAJOR)	7.4	7.5	5.9	5.8	5.7	7.2
All Undergrad(CORE)	7.3	7.3	7.4	5.8	5.7	7.1
Freshmen Seminar	7.2	7.3	7.4	5.8	5.6	7.1
English Composition and Rhetoric	7.7	7.5	7.6	5.7	5.9	7.4
Close Reading and Critical Writing	7.8	7.6	7.6	6.0	5.8	7.3
Mathematical Reasoning: Finite Math	5.6	5.9	6.2	6.3	5.2	5.7
Math for Business	6.8	6.8	7.1	5.5	5.2	6.9
Calculus	6.6	7.1	7.3	6.9	6.4	5.9
Computer Science	6.9	7.2	7.6	5.3	4.7	6.7
Philosophy of Human Nature	7.7	7.5	7.8	6.4	5.8	6.8
Faith and Critical Reasoning	7.7	7.7	7.7	5.3	5.3	7.2
Language Requirement: Intro Level	7.4	7.7	7.6	5.7	5.6	7.1
Intermediate/Advanced Level	7.3	7.3	7.3	5.8	5.9	6.9
Social Science I	7.2	7.2	7.4	5.8	5.3	7.0
The West: Enlightenment to Present	7.1	7.1	7.3	5.8	6.0	7.0
History II	7.0	7.1	7.2	5.8	5.9	7.1
Fine Arts	7.2	7.3	7.3	5.3	5.1	7.1
Life Sciences for Non-Sci Majors	6.9	7.0	7.1	5.4	5.2	7.2
Physical Sciences for Non-Sci Majors	6.3	6.6	6.8	6.2	5.6	6.1
Sophomore Literature	7.7	7.6	7.5	5.8	5.9	7.5
Philosophical Ethics	7.4	7.2	7.4	6.1	5.7	6.6
Sophomore Theology	7.1	7.3	7.5	5.9	5.7	7.1
Pluralism Requirement	7.9	7.7	7.8	5.9	6.3	7.8
Globalism Requirement	7.6	7.5	7.6	5.9	6.1	7.6
Senior Values Seminar	8.3	8.0	8.1	5.9	6.0	7.9
Honors Program	7.5	7.7	7.6	6.2	6.1	7.2
MAJOR						
All Undergrad(MAJOR)	7.4	7.5	7.6	6.1	6.0	7.3
Philosophy/Theology	8.0	7.9	8.1	6.4	6.2	7.7
English	7.8	7.6	7.7	6.2	6.0	7.5
History	7.6	7.7	7.8	6.1	6.3	7.5
Art History/Music	7.6	7.7	7.8	6.0	5.8	7.7
Theatre/Visual Arts	8.0	7.9	7.9	6.0	6.3	7.8
Language	8.3	8.2	8.3	5.9	5.8	7.9
Communications	7.7	7.5	7.6	5.5	5.7	7.3
Economics	7.0	7.3	7.4	6.1	5.5	7.4
Political Science	7.5	7.3	7.3	6.2	6.1	7.6
Sociology/Anthropology	7.7	7.7	7.8	5.4	5.4	7.6
Interdisciplinary Programs	8.2	8.0	8.1	6.1	6.1	7.8
Math/Computer Science	7.2	7.4	7.5	6.4	5.7	7.3
Biology	6.6	7.3	7.4	6.8	6.6	7.1
Psychology	7.5	7.6	7.7	5.9	5.7	7.4
Chemistry	6.8	7.3	7.4	7.1	6.5	7.4
Physics	7.2	7.5	7.5	6.3	5.9	7.4

Appendix 14.3: Retention and Cumulative Graduation Rates of Full-Time, First-Time Freshmen at Fordham, Fall Terms 1992-2003 (FCRH, FCLC, CBA)

Fall Term	Entering Class Size	Fall Retention Rate				Cumulative Graduation Rate			
		2nd Year	3rd Year	4th Year	5th Year	3rd Year	4th Year	5th Year	6th Year
1992	1039	82.7	74.0	70.9	7.8	1.2	60.0	67.2	68.6
1993	989	82.9	74.2	70.1	8.4	1.0	59.6	67.3	68.6
1994	1083	86.0	78.2	75.1	7.3	0.8	64.3	72.9	73.9
1995	1120	86.8	82.0	78.9	5.8	0.6	70.9	75.7	76.8
1996	1206	86.2	78.6	75.8	5.6	0.5	68.2	71.8	73.1
1997	1459	88.1	83.5	79.6	4.9	0.6	73.7	77.7	78.8
1998	1545	89.1	82.2	79.6	6.1	1.0	72.5	76.6	77.5
1999	1540	89.2	82.4						
2000	1634	88.1							
2001	1612	90.1							
2002	1696	88.6							
2003	1689	89.7							

Appendix 14.4: Final Course Grades (Fall 2003) and SATs (Fall 2004)

School	ValEnrl#	Mean	%A	%>=B	VSAT	MSAT
FCRH	17658	2.93	12.8%	61.5%	602	588
FCLC	6233	3.08	15.8%	72.7%	604	585
FCLS	2859	3.07	19.4%	71.1%		
CBA	4490	3.19	27.4%	77.9%	572	598
Mmt	4010	2.97	17.8%	67.3%	507	483

**Appendix 14.6: Mean Course GPA Weighted by Valid Enrollment
by School, Course Size, Faculty Rank, Core Status, and SEEQ
Participation for Undergraduate Courses, Fall 2003**

	All Courses (N = 1482)	SEEQ Matched Courses (N = 1230)
School		
RH	2.93	2.92
LC	3.09	3.08
LS	3.07	3.07
Course Size		
1	3.60	NA
2	3.62	NA
3 to 9	3.17	3.16
10 to 14	3.07	3.08
15 to 19	3.04	3.04
20 to 24	3.01	3.00
25 to 29	2.98	2.98
30 to 34	2.91	2.91
35 +	2.90	2.88
Faculty Rank		
Full professor	2.89	2.88
Associate professor	2.91	2.90
Assistant/Instructor	3.02	3.01
Clinical	2.98	2.98
Miscellaneous	3.02	3.02
Graduate teaching fellows	2.89	2.89
Adjuncts	3.08	3.06
Core Status		
Core	2.95	2.95
Major	3.04	3.01
SEEQ Participation		
No (=0)	3.14	NA
Yes (=1)	2.97	2.97

Appendix 14.7: Partial Regression Coefficients of Mean Course Grades Weighted by Enrollment for FCRH, FCLC, and FCLS, Fall 2003

	Model 1	Model 2	Model 3
SEEQ Statements			
Subjective Learning	0.07		0.06
Learning Valuable	0.00		0.01
Assign Helpful	0.04		0.02
Critical Thinking	0.02		0.01
Instructor Genuine Interest	0.04		0.04
Subject Difficulty	-0.12		-0.12
Course Characteristics			
School			
FCLS		0.06	0.03
FCLC		0.13	0.12
FCRH (reference)			
Faculty Rank			
Full/Associate (reference)			
Assistant		0.10	0.05
Clinical		0.06	0.03
Miscellaneous Faculty		0.12	0.09
Graduate Teachers		0.06	0.05
Adjuncts		0.15	0.07
Course Size			
# 3 - 9		0.08	0.08
#10 - 14		0.01	0.02
#15-19 (reference)			
# 20-24		-0.04	-0.02
# 25-29		-0.08	-0.04
# 30-34		-0.10	-0.07
# 35+		-0.11	-0.08
Core Status			
Core (reference)			
Major		0.06	0.05
Multiple R	0.52	0.34	0.58

Note: bolded are significant