

## Appendix 9.1: Email Survey of Staff on Mission, Staffing and Resources

Middle States Survey and Questionnaire

### REMINDER: Resources & Mission

STUDENT SERVICES TASK FORCE

**A friendly reminder here that the survey deadline is today. Please also remind your full-time staff to whom you forwarded the survey email to take a few moments to fill out the form below as well as the online survey. Thanks.**

Hello, folks-

This is the latest survey for our area related to the Middle States Self-Study. Thank you for your responsiveness and your patience with the deluge of requests that has opened up. I know you understand how important this process is for the University.

**Please forward this email to all full-time staff in your area.**

The first section is an online survey. The second section is a simple questionnaire asking for more information on your views. Please complete both no later than **November 17, 2004**.

#### Step 1: Online Survey

This is a link to a (very) brief online survey from our team on Middle States Self-Study. This one relates to staff attitudes toward the resources allocated to their areas and the sense of connection to Mission. If clicking on the link below does not work, please highlight it, copy and paste it into your Internet Explorer browser.

<http://naevn.tosca.qinet.com/surveys/StaffSurvey/Forohant19810>

Once you are done with the survey, please reply to this email and fill in answers to the questions below. Please do not feel as if you have to be verbose--bullet points work!

#### Step 2: Questions

1. Please describe, in as concise a manner as possible, how your area relates to and supports the Mission of the University (if you feel it does).
2. Please describe how you/your area incorporate the Mission of the University into hiring (if you do).
3. Please describe how you/your area incorporate the Mission of the University into training of staff (if you do).
4. Please offer any additional comments or questions regarding this survey here.

Don't hesitate to touch base directly via email reply with any questions or concerns as well and thank you again for your time.

Take care,

Rev. Joseph Duno, S.J.  
Christopher Rodgers

Team 1: Student Support Services Task Force

## Appendix 9.2: Online Survey of Staff on Mission, Staffing and Resources: Instrument



### Middle States Self-Study: Staff Survey Student Services Task Force

As you know, our University is conducting a self-study of its services as part of its effort to renew its accreditation as an institution of Higher Education with the accrediting body, the Middle States Commission on Higher Education. This self-study is meant to guide our efforts to assess and improve the university, and staff evaluation of our services will help us make plans for the future. Please take the time to answer this **anonymous survey** thoughtfully.

[Continue](#)



Please indicate your level of agreement with the following statements.

1 <u>My area's services are accessible to all students we serve.</u>	Number of Respondents	Response Ratio (in %)
Strongly Agree	52	61.18%
Agree	27	31.76%
Neither Agree nor Disagree	0	0%
Disagree	5	5.88%
Strongly Disagree	1	1.18%

Please indicate your level of agreement with the following statements.

2 <u>My area's services are tailored to the needs of the students we serve.</u>	Number of Respondents	Response Ratio (in %)
Strongly Agree	42	49.41%
Agree	38	44.71%
Neither Agree nor Disagree	2	2.35%
Disagree	2	2.35%
Strongly Disagree	1	1.18%

Please indicate your level of agreement with the following statements.

3 <u>My area is adequately funded to provide the services it is asked to provide.</u>	Number of Respondents	Response Ratio (in %)
Strongly Agree	7	8.33%
Agree	28	33.33%
Neither Agree nor Disagree	8	9.52%
Disagree	29	34.52%
Strongly Disagree	12	14.29%

Please indicate your level of agreement with the following statements.

4 <u>My area is staffed adequately to provide the services it is asked to provide.</u>	Number of Respondents	Response Ratio (in %)
Strongly Agree	11	13.1%
Agree	22	26.19%
Neither Agree nor Disagree	6	7.14%
Disagree	31	36.9%
Strongly Disagree	14	16.67%

Please indicate your level of agreement with the following statements.

5 <u>I am familiar with the Mission of the University.</u>	Number of Respondents	Response Ratio (in %)
Strongly Agree	50	58.82%
Agree	31	36.47%
Neither Agree nor Disagree	4	4.71%
Disagree	0	0%
Strongly Disagree	0	0%

Please indicate your level of agreement with the following statements.

6 <u>I believe the Mission of the University aids our work or the work of our area.</u>	Number of Respondents	Response Ratio (in %)
Strongly Agree	41	48.24%
Agree	30	35.29%
Neither Agree nor Disagree	14	16.47%
Disagree	0	0%
Strongly Disagree	0	0%

Please indicate your level of agreement with the following statements.

7 <u>Thesis or area's work supports the Mission of the University.</u>	Number of Respondents	Response Ratio (in %)
Strongly Agree	51	81.12%
Agree	10	15.28%
Neither Agree nor Disagree	3	4.52%
Disagree	0	0%
Strongly Disagree	0	0%

Please indicate your level of agreement with the following statements.

8 <u>Emphasis is given to the Mission of the University in recording office and library</u>	Number of Respondents	Response Ratio (in %)
Strongly Agree	38	61.17%
Agree	31	49.02%
Neither Agree nor Disagree	13	20.31%
Disagree	7	10.94%
Strongly Disagree	0	0%

Please indicate your level of agreement with the following statements.

9 <u>Emphasis is given to the Mission of the University in training.</u>	Number of Respondents	Response Ratio (in %)
Strongly Agree	21	32.94%
Agree	31	48.47%
Neither Agree nor Disagree	13	20.31%
Disagree	3	4.69%
Strongly Disagree	1	1.57%

Please indicate your level of agreement with the following statements.

10 <u>Talks about the Mission of the University with students.</u>	Number of Respondents	Response Ratio (in %)
Strongly Agree	21	34.71%
Agree	24	39.34%
Neither Agree nor Disagree	22	35.87%
Disagree	14	22.85%
Strongly Disagree	4	6.57%

## Appendix 9.3: Student Survey of Student Services — Survey and Results

Middle States Survey and Questionnaire

# Survey of Student Services

STUDENT SERVICES TASK FORCE

---

Hello,

Will you help improve student services at our university by taking a brief online survey?

As you may know, our University is conducting a self-study of its services as part of its effort to renew its accreditation as an institution of Higher Education with the accrediting body, the Middle States Commission on Higher Education. This survey of Student Services is meant to assist in this effort. Please take the time to respond to the following questions and statements. If you have already taken the printed version of this survey, you may ignore this message.

This is a link to a brief online survey of student services. If clicking on the link below does not work, please highlight it, copy and paste it into your Internet Explorer browser:

<https://marvin.foresightint.com/surveys/Tier1Survey/Fordham16/018>

If you have any questions or concerns, please don't hesitate to touch base directly via email reply. Thank you again for your time.

Take care,

The Middle States Student Services Task Force

---



## Middle States Self-Study: Student Services

### Survey of Fordham University Students

Will you help improve student services at our university by taking a brief online survey?

As you may know, our University is conducting a self-study of its services as part of its effort to renew its accreditation as an institution of Higher Education with the accrediting body, the Middle States Commission on Higher Education. This survey of Student Services is meant to assist in this effort. Please take the time to respond to the following questions and statements. If you have already taken the printed version of this survey, close this window and do not submit.

[Continue](#)





## Tell us about Yourself

1. Check all that apply to you:

- I'm an Undergraduate Student
- I'm a Graduate Student
- at Lincoln Center
- at Rose Hill
- at Marymount
- I Live On-Campus
- I Live Off-Campus

## Places You Can Report Problems

2.

If I felt I had been denied reasonable accommodations based on a disability, I would report this to:

3.

If I had a complaint about a student I felt had **sexually harassed** me, I would report this to:

4.

If I had a problem with my room in the Residence Hall, I would report this to:

5. If I felt I had been the victim of a sexual assault, I would report this to:

6.

Please skip this question if you are not physically handicapped: If I had a complaint that an area of campus was not accessible, I would report this to:

7.

If I felt I had been **sexually harassed by a Fordham employee**, I would report this to:

8.

If I had a complaint about service at any office at Fordham, I would report this to:

## Services for Students

9.

Do you feel that you have adequate access to services in these offices?

	YES	NO	Not Applicable
Health Center	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community Service	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Residential Life	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Security	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Activities	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campus Ministry	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career Planning and Placement	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Counseling Center	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Food/Hospitality Services (Sodexho)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>



10.

Do you feel that these offices' services are tailored to your personal needs as a student?

	YES	NO	Not Applicable
Health Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community Service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Residential Life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Security	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campus Ministry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career Planning and Placement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Counseling Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Food/Hospitality Services (Sodexo)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11.

How would you describe your awareness of the services offered by the offices below?

	Very Aware	Aware	Somewhat Aware	Know Very Little About this Office
Campus Ministry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career Planning and Placement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Counseling Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Food/Hospitality Services (Sodexo)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community Service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Residential Life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Security	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12.

In your time at Fordham, have you sought advice/guidance/ counsel from any of the following offices? Please check all that apply:

- Health Center
- Community Service
- Residential Life
- Security
- Student Activities
- Campus Ministry
- Career Planning and Placement
- Counseling Center
- Food/Hospitality Services (Sodexo)

13.

How satisfied were you with the advice/counsel/guidance you received?

	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied	Not Applicable
Campus Ministry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career Planning and Placement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Counseling Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Food/Hospitality Services (Sodexo)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community Service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Residential Life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Security	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14.

If you rated any office in the questions above, please indicate whether you provided them with any feedback on their advice/counsel/guidance or services?

	YES	NO	Not Applicable
Campus Ministry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career Planning and Placement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Counseling Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Food/Hospitality Services (Sodas)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community Service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Residential Life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Security	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15.

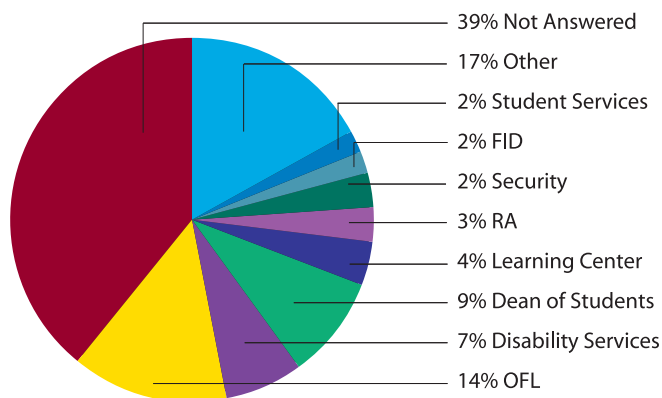
Other Information

Is there anything else you would like to share?

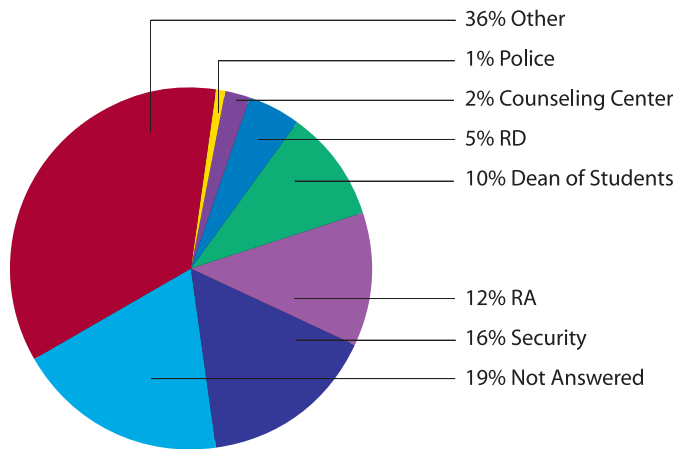
Do you have any questions or comments about this survey?

Results to Open-Ended Survey Questions

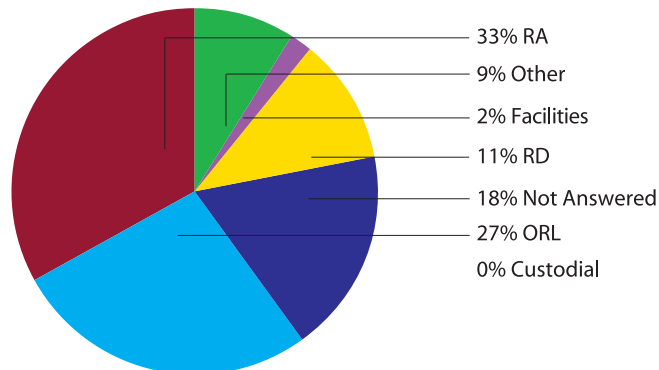
If I felt I had been denied reasonable accommodations based on a disability, I would report this to:



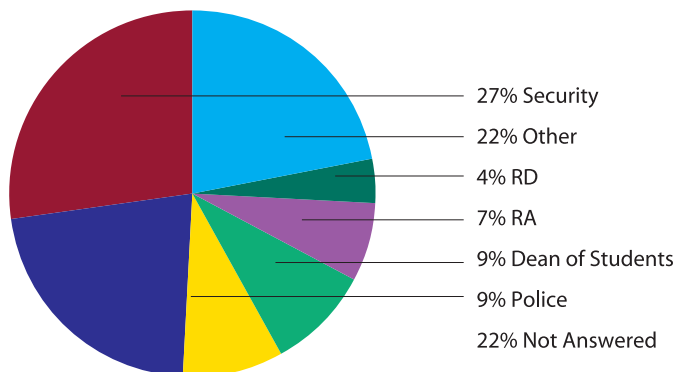
If I had a complaint about a student I felt had sexually harassed me, I would report this to:



If I had a problem with my room in the residence hall, I would report this to:

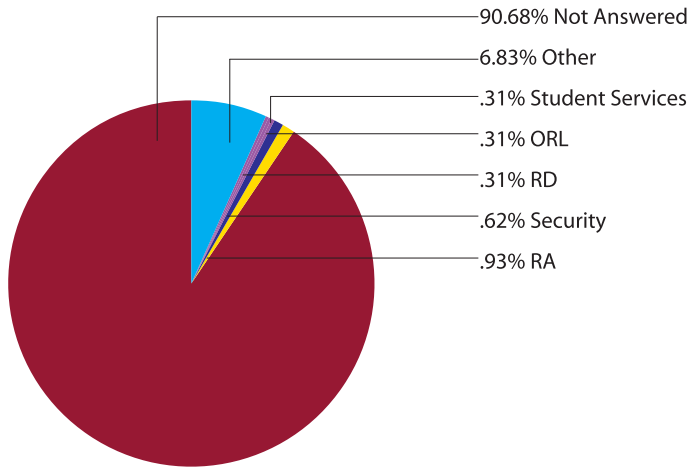


If I had been the victim of a sexual assault, I would report this to:

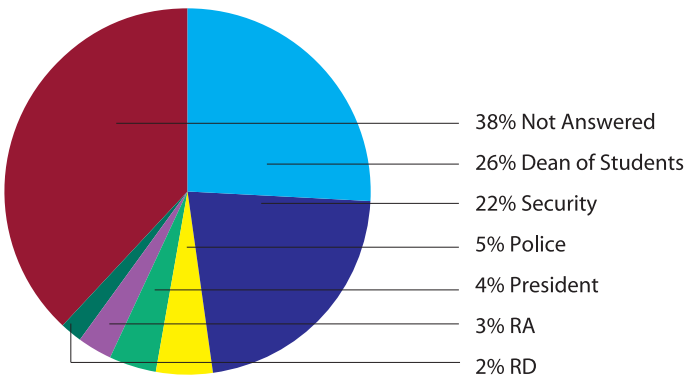


Please skip this question if you are not physically handicapped:

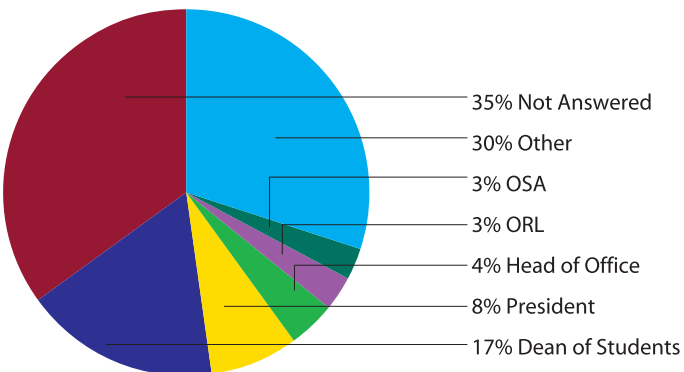
If I had a complaint that an area of campus was not accessible, I would report this to:



If I felt I had been sexually harassed by a Fordham employee, I would report this to:



If I had a complaint about service at any office at Fordham, I would report this to:

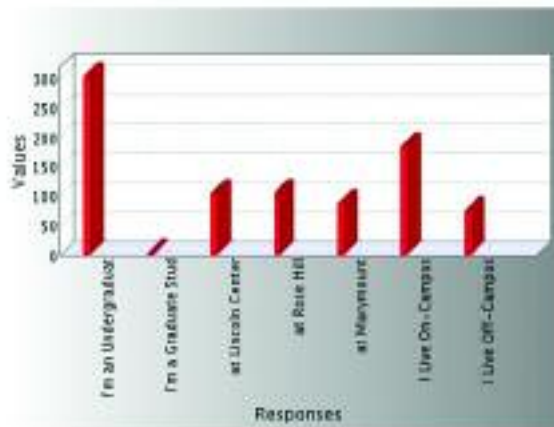


Results to Multiple-Choice/Likert Scale Survey Questions

**BREAKDOWN RESULTS**

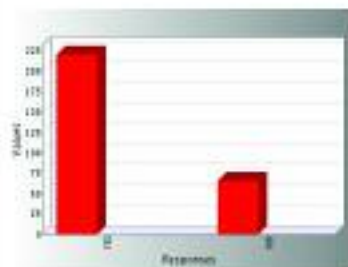
*click on the questions to view the charts*

<b>1. Check all that apply to you:</b>	<b>Number of Respondents</b>	<b>Response Ratio (in %)</b>
I'm an Undergraduate Student	304	35.14%
I'm a Graduate Student	3	0.35%
at Lincoln Center	105	12.14%
at Rose Hill	106	12.25%
at Marymount	87	10.06%
I Live On-Campus	185	21.39%
I Live Off-Campus	75	8.67%



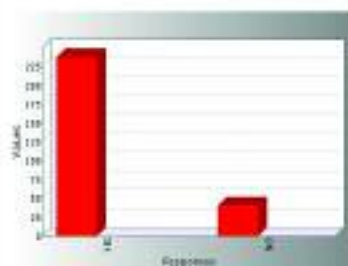
Do you feel that you have adequate access to services in these offices?

<b>2. Health Center</b>	<b>Number of Respondents</b>	<b>Response Ratio (in %)</b>
Yes	213	71.1%
No	87	28.9%



Do you feel that you have adequate access to services in these offices?

<b>3. Commons Service</b>	<b>Number of Respondents</b>	<b>Response Ratio (in %)</b>
Yes	227	83.3%
No	41	16.7%





**Do you feel that you have adequate access to services in these offices?**

<b>4. Residential Life</b>		
	Number of Respondents	Response Rate (in %)
YES	280	76.21%
NO	84	23.79%



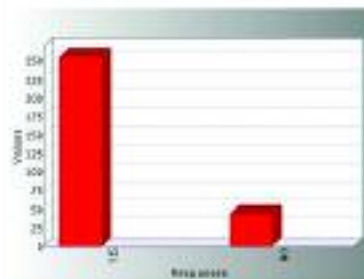
**Do you feel that you have adequate access to services in these offices?**

<b>5. Security</b>		
	Number of Respondents	Response Rate (in %)
YES	246	81.17%
NO	59	18.83%



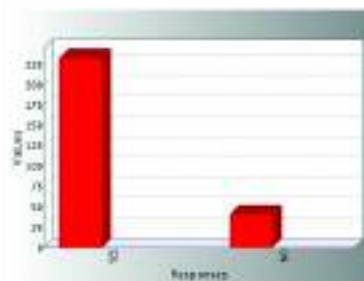
**Do you feel that you have adequate access to services in these offices?**

<b>6. Student Activities</b>		
	Number of Respondents	Response Rate (in %)
YES	327	83.71%
NO	60	16.29%



**Do you feel that you have adequate access to services in these offices?**

<b>7. Campus Ministry</b>		
	Number of Respondents	Response Rate (in %)
YES	252	83.29%
NO	49	16.71%



**Do you feel that you have adequate access to services in these offices?**

<u>8. Career Planning and Placement</u>	Number of Respondents	Response Rate (in %)
YES	228	81.14%
NO	53	18.86%

**Do you feel that you have adequate access to services in these offices?**

<u>9. Counseling Center</u>	Number of Respondents	Response Rate (in %)
YES	228	81.34%
NO	52	18.66%

**Do you feel that you have adequate access to services in these offices?**

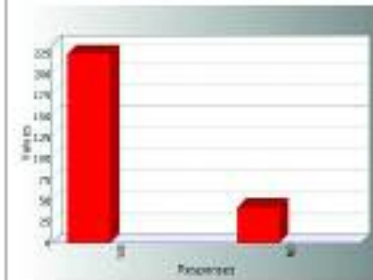
<u>10. Food/Beverage Services (Dorms)</u>	Number of Respondents	Response Rate (in %)
YES	187	56.89%
NO	141	43.11%

**Do you feel that these offices' services are tailored to your personal needs as a student?**

<u>11. Health Center</u>	Number of Respondents	Response Rate (in %)
YES	121	40.84%
NO	174	59.16%

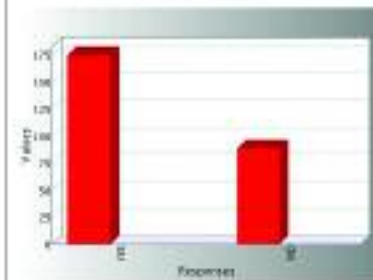
Do you feel that these offices' services are tailored to your personal needs as a student?

12. <u>Commons Service</u>		
	Number of Responses	Response Rate (as %)
YES	203	84.47%
NO	4	1.13%



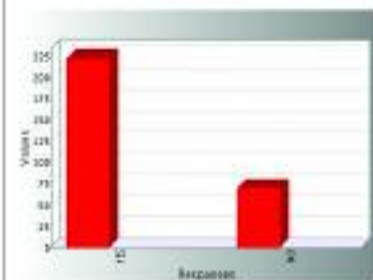
Do you feel that these offices' services are tailored to your personal needs as a student?

13. <u>Student Union</u>		
	Number of Responses	Response Rate (as %)
YES	174	86.47%
NO	30	11.30%



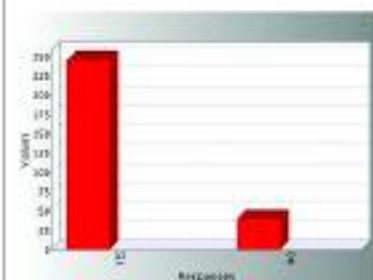
Do you feel that these offices' services are tailored to your personal needs as a student?

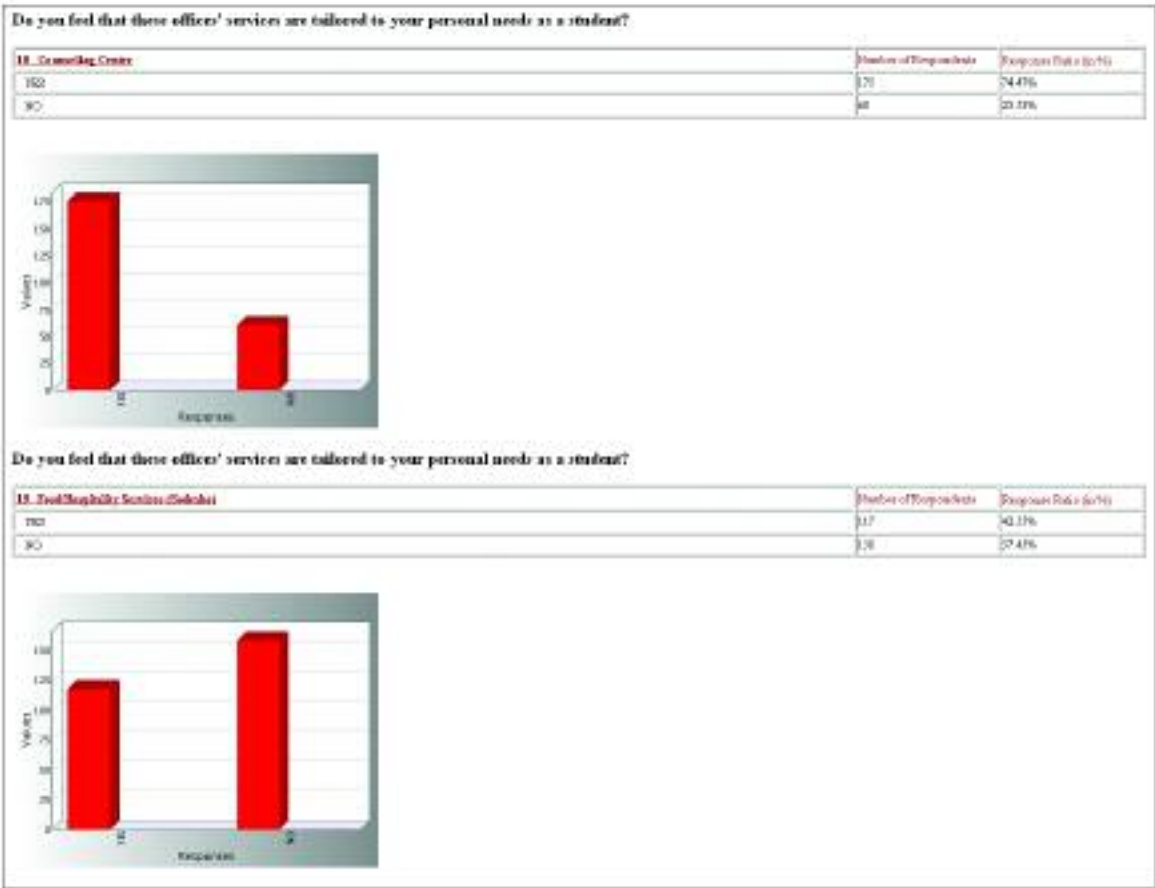
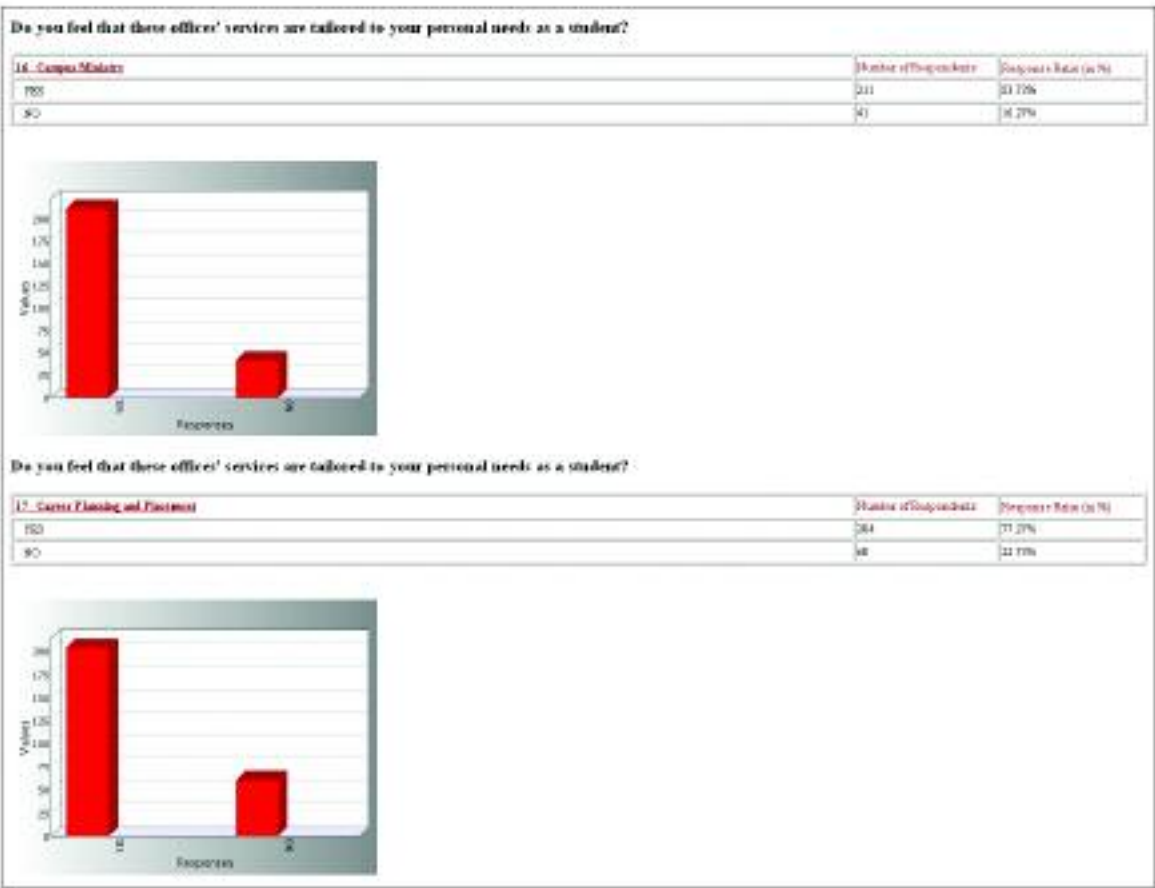
14. <u>Security</u>		
	Number of Responses	Response Rate (as %)
YES	200	84.29%
NO	39	11.71%



Do you feel that these offices' services are tailored to your personal needs as a student?

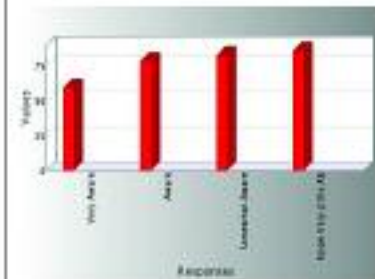
15. <u>Student Activities</u>		
	Number of Responses	Response Rate (as %)
YES	240	84.47%
NO	39	11.71%





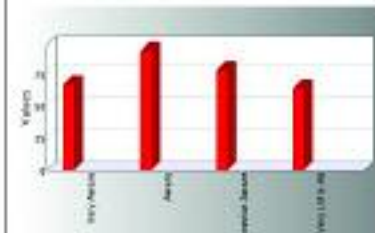
How would you describe your awareness of the services offered by the offices below?

20 - Campus Ministry	Number of Respondents	Response Rate (in %)
Very Aware	35	33.4%
Aware	70	23.6%
Somewhat Aware	92	26.1%
Know Very Little About the Office	81	27.9%



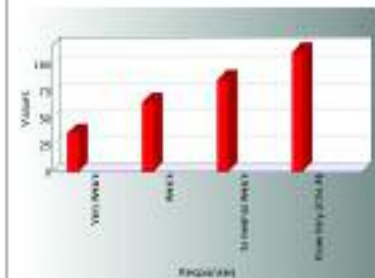
How would you describe your awareness of the services offered by the offices below?

21 - Career Planning and Placement	Number of Respondents	Response Rate (in %)
Very Aware	47	22.1%
Aware	63	28.7%
Somewhat Aware	70	32.3%
Know Very Little About the Office	64	29.1%



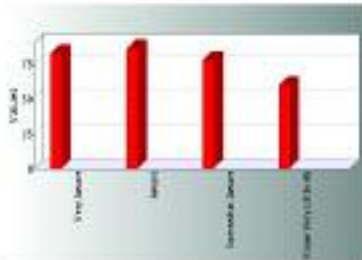
How would you describe your awareness of the services offered by the offices below?

22 - Counseling Center	Number of Respondents	Response Rate (in %)
Very Aware	28	11.0%
Aware	40	15.3%
Somewhat Aware	28	10.9%
Know Very Little About the Office	113	42.6%



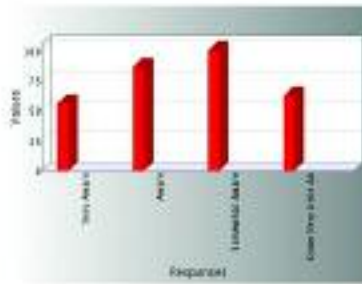
How would you describe your awareness of the services offered by the offices below?

22. Bank Regulators (Federal)	Number of Responses	Response Rate (%)
Very Aware	32	27.6%
A Fair	30	26.0%
Somewhat Aware	27	23.3%
Know Very Little About the Office	11	9.4%



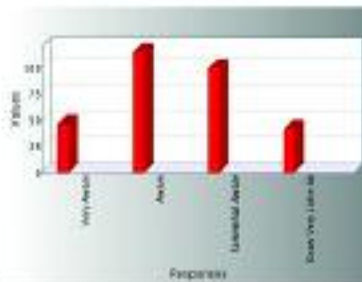
How would you describe your awareness of the services offered by the offices below?

23. Consumer Service	Number of Responses	Response Rate (%)
Very Aware	36	33.4%
A Fair	36	33.3%
Somewhat Aware	33	30.6%
Know Very Little About the Office	15	13.9%



How would you describe your awareness of the services offered by the offices below?

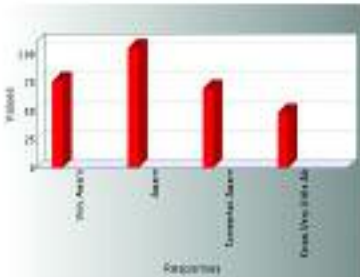
24. Death Care	Number of Responses	Response Rate (%)
Very Aware	46	33.7%
A Fair	114	83%
Somewhat Aware	39	28%
Know Very Little About the Office	11	8.1%





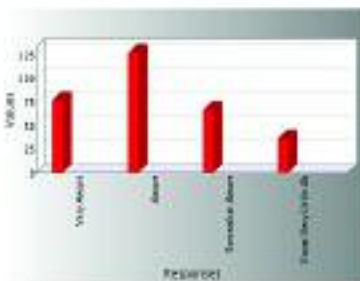
How would you describe your awareness of the services offered by the offices below?

Office	Number of Respondents	Response Rate (%)
Very Aware	11	25.00%
Aware	158	55.14%
Somewhat Aware	85	25.31%
Know Very Little about this Office	48	35.22%



How would you describe your awareness of the services offered by the offices below?

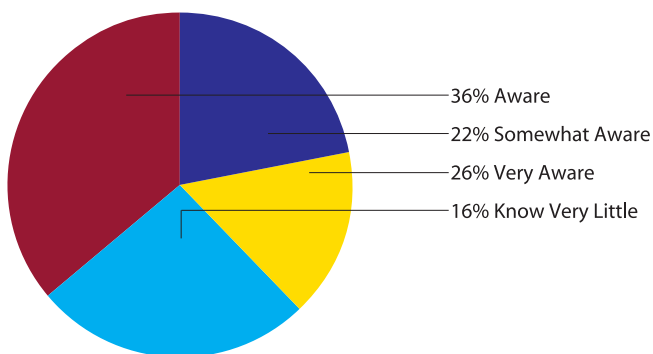
Office	Number of Respondents	Response Rate (%)
Very Aware	16	27%
Aware	110	46.40%
Somewhat Aware	64	52.71%
Know Very Little about this Office	18	31.62%



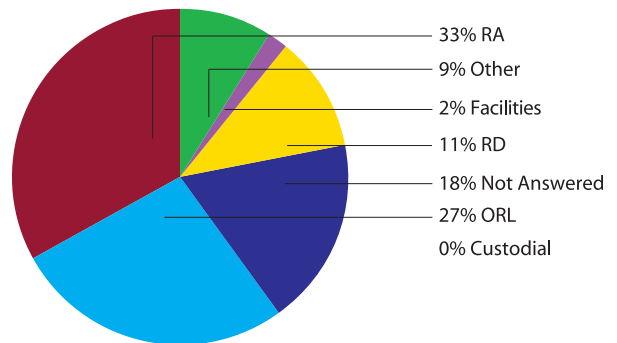
**Question 26: Residential Life Results Controlled for Commuters**

As the Office of Residential Life does not provide services for the Commuter population, the responses for this office were also controlled for the type of student responding (Resident v. Commuter). The chart at left is the response rate with Commuters included, and the chart at right is controlled for Commuters.

**Survey Total**



**Controlled for Commuter Responses**





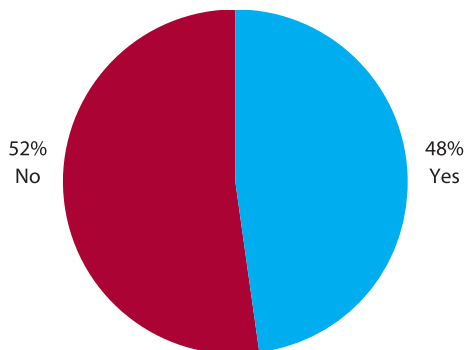
Question 29: Please note that the survey provided a ratio of respondents for each office in Question 29. In looking at the response number more closely, the researchers decided to further examine the YES versus NO responses, as an indicator of student views on individual offices, rather than each office versus the others.

**Question 29: Residential Life Results Controlled for Commuters**

As the Office of Residential Life does not provide services for the Commuter population, the responses for this office were also controlled for the type of student responding (Resident v. Commuter).

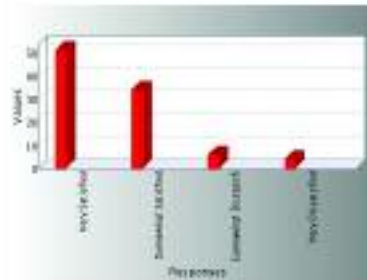
	Comm.	Res. Only	Total	Effect	Change
Yes	10	113	123	113	10
No	54	121	174	120	54

**Controlled for Commuter Responses**



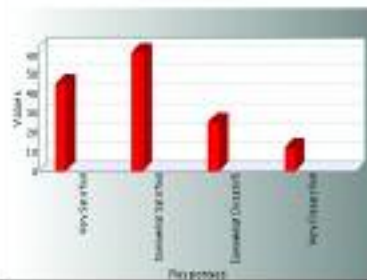
How satisfied were you with the advice/counsel/guidance you received?

<b>II - Campus Ministry</b>	Number of Respondents	Response Rate (%)
Very Satisfied	24	20.40%
Somewhat Satisfied	34	27.99%
Somewhat Dissatisfied	8	6.52%
Very Dissatisfied	4	3.25%



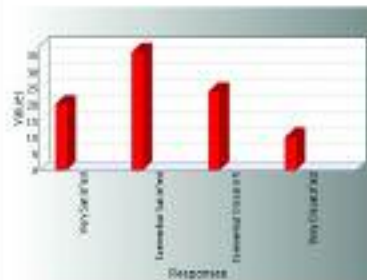
How satisfied were you with the advice/counsel/guidance you received?

<b>III - Career Planning and Placement</b>	Number of Respondents	Response Rate (%)
Very Satisfied	42	34.47%
Somewhat Satisfied	61	49.68%
Somewhat Dissatisfied	15	12.40%
Very Dissatisfied	12	9.85%



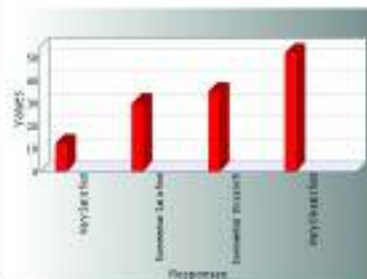
How satisfied were you with the advice/counsel/guidance you received?

<b>IV - Counseling Center</b>	Number of Respondents	Response Rate (%)
Very Satisfied	28	23.20%
Somewhat Satisfied	26	46%
Somewhat Dissatisfied	24	38.40%
Very Dissatisfied	8	11.17%



How satisfied were you with the advice/counsel/guidance you received?

<b>VI - Food/Supplies Services (Students)</b>	Number of Respondents	Response Rate (%)
Very Satisfied	12	5.7%
Somewhat Satisfied	28	13.26%
Somewhat Dissatisfied	20	11.12%
Very Dissatisfied	22	10.31%





How satisfied were you with the advice/counsel/guidance you received?

Response	Number of Respondents	Response Ratio (n %)
Very Satisfied	30	12.2%
Satisfied	54	21.0%
Somewhat Satisfied	28	11.0%
Very Dissatisfied	0	0.0%



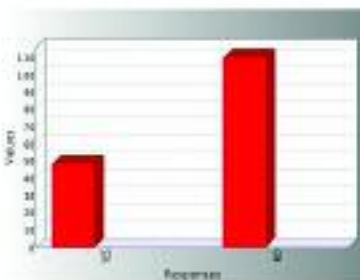
If you rated any office in the questions above, please indicate whether you provided them with any f

Response	Number of Respondents	Response Ratio (n %)
Yes	4	16.0%
No	21	84.0%



If you rated any office in the questions above, please indicate whether you provided them with any f

Response	Number of Respondents	Response Ratio (n %)
Yes	48	18.8%
No	213	81.2%



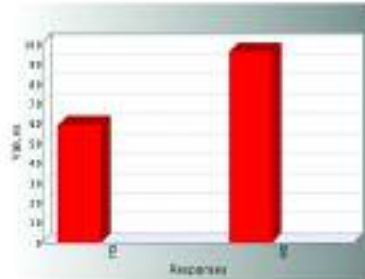
If you rated any office in the questions above, please indicate whether you provided them with any f

Response	Number of Respondents	Response Ratio (n %)
Yes	33	11.9%
No	247	88.1%



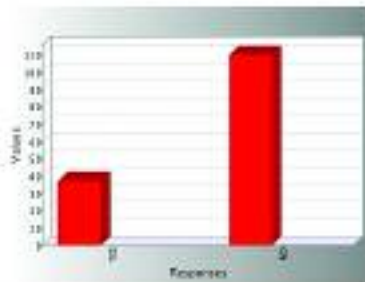
If you rated any office in the questions above, please indicate whether you provided them with any of

<b>82. Food/Beverage Services (Selects)</b>	Number of Responses	Response Ratio (%)
YES	29	61.6%
NO	18	38.4%



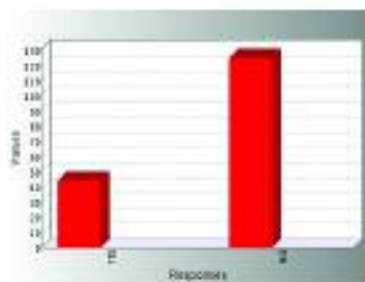
If you rated any office in the questions above, please indicate whether you provided them with any of

<b>83. Community Service</b>	Number of Responses	Response Ratio (%)
YES	37	71.7%
NO	13	28.3%



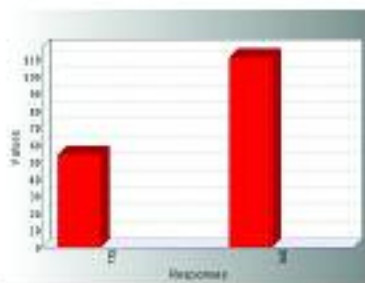
If you rated any office in the questions above, please indicate whether you provided them with any of

<b>84. Health Center</b>	Number of Responses	Response Ratio (%)
YES	44	84%
NO	12	24%



If you rated any office in the questions above, please indicate whether you provided them with any of

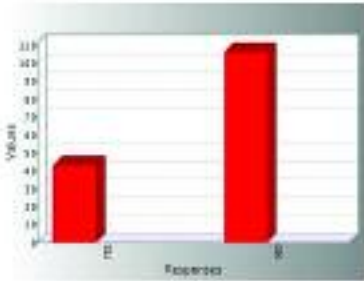
<b>85. Recreational Life</b>	Number of Responses	Response Ratio (%)
YES	34	67.3%
NO	17	32.7%





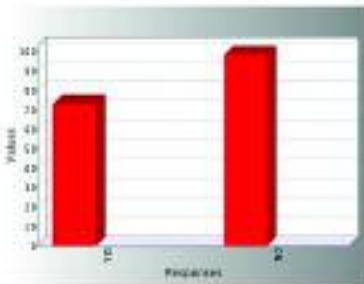
If you rated any office in the question above, please indicate whether you provided them with any f

AC - Security	Number of Respondents	Response Ratio (n %)
YES	40	24.86%
NO	126	75.14%



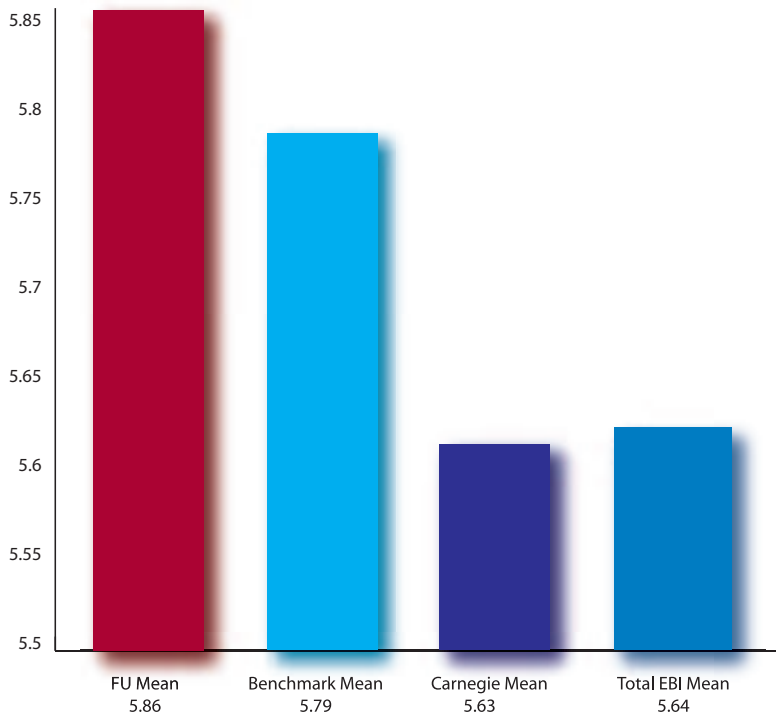
If you rated any office in the question above, please indicate whether you provided them with any f

AC - Student Activities	Number of Respondents	Response Ratio (n %)
YES	73	41.65%
NO	102	58.35%

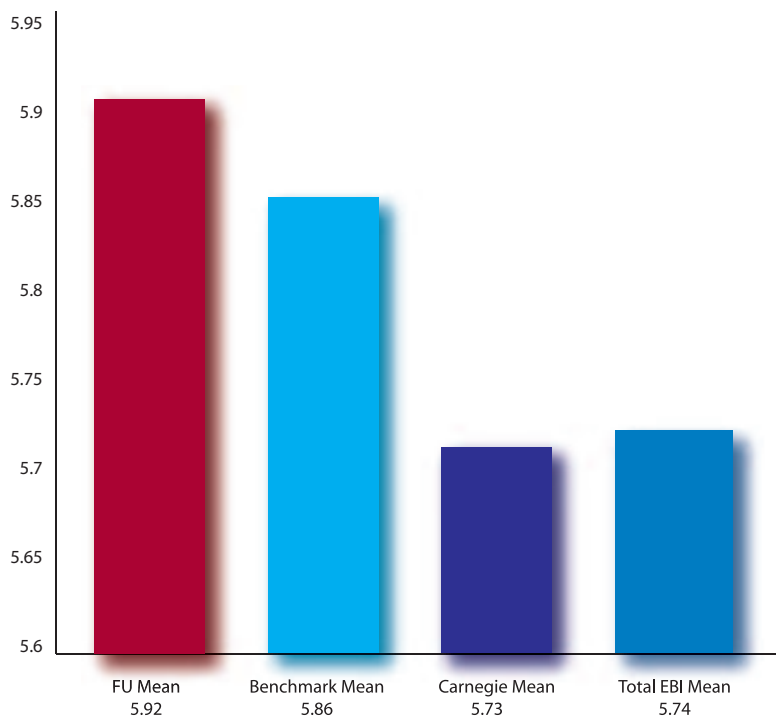


### Appendix 9.4: Educational Benchmarking, Inc./Association of College and University Housing Officers International Benchmarking Survey, Data from January 2004 Administration

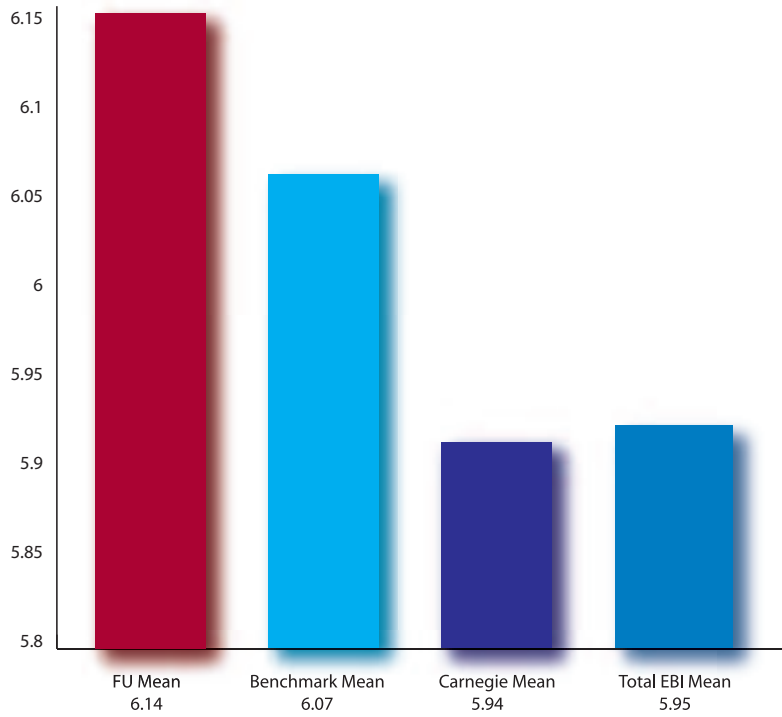
How satisfied are you with your RA on making appropriate referrals when necessary?



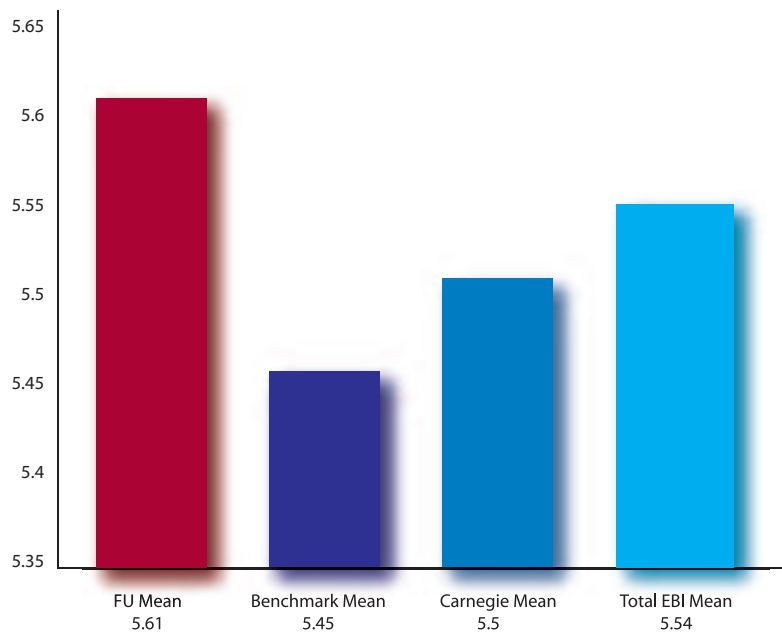
How satisfied are you with your RA on helping with a problem?



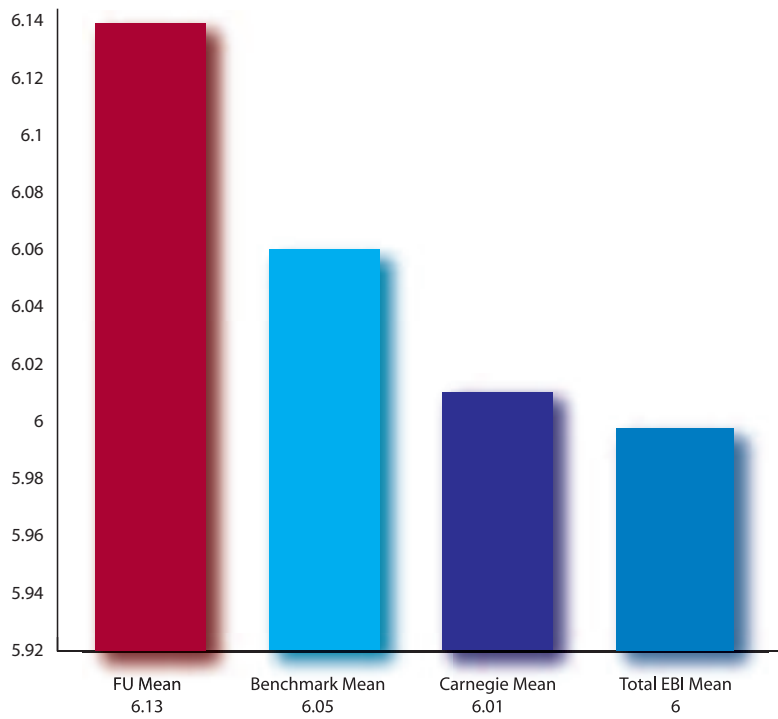
**How satisfied are you with your the performance of your RA?**



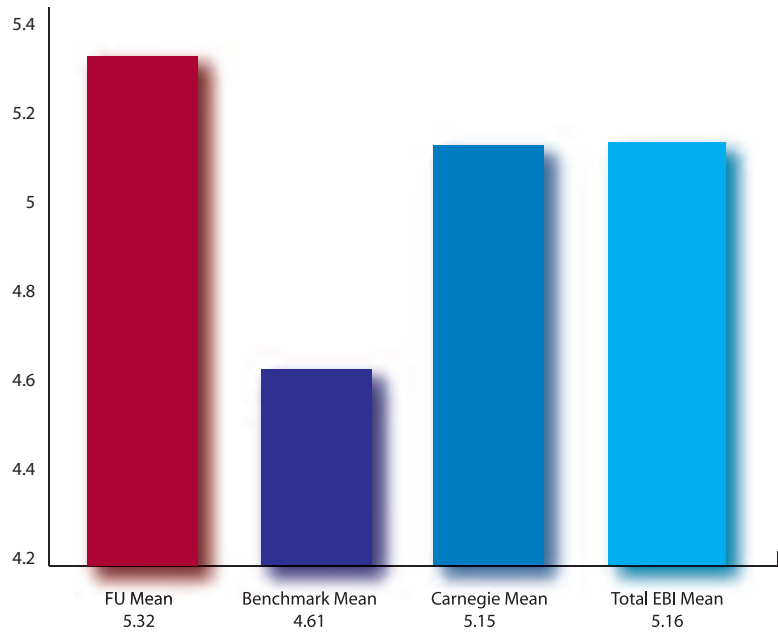
**Level of satisfaction with the extent to which living in a Residence Hall enhanced appreciating other cultures.**



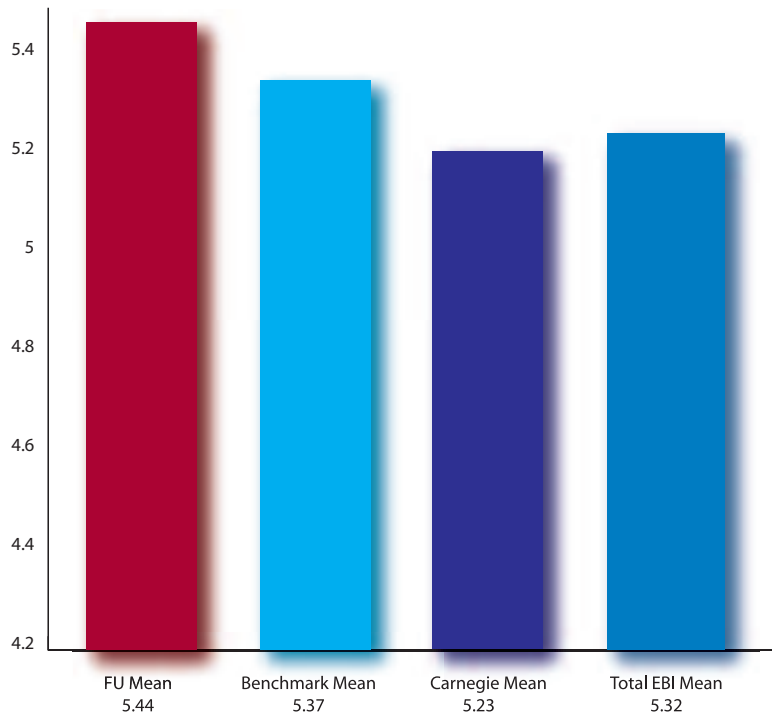
Level of satisfaction with RA on: Appreciating Ethnic Diversity



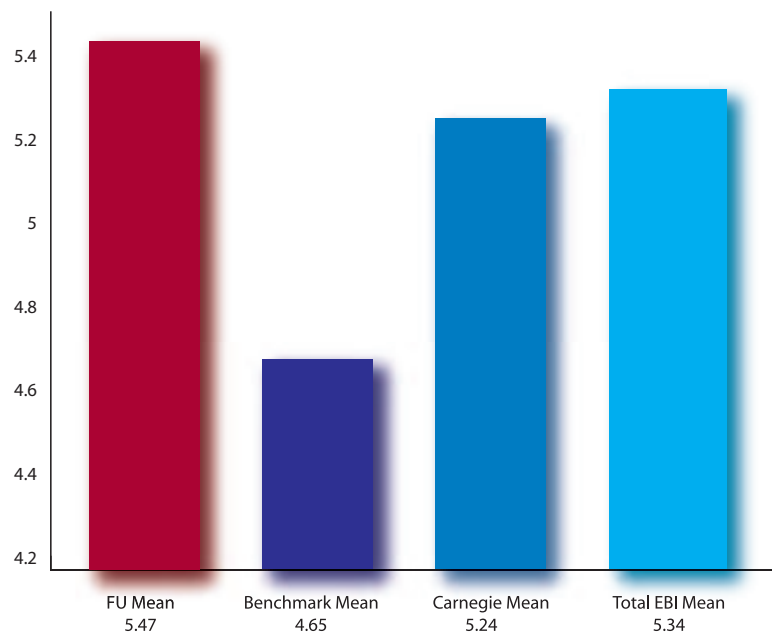
Level of satisfaction with opportunities to participate in hall: cultural activities



**Level of satisfaction with the extent to which living in a Residence Hall enhanced understanding the consequences of alcohol use and abuse**



**Level of satisfaction with the extent to which living in a Residence Hall enhanced understanding the consequences of drug use and abuse**



## Appendix 9.5: Email Survey on Staff Qualifications — Department Managers

### Middle States Questionnaire

# Topic: Staff Qualifications

## STUDENT SERVICES TASK FORCE

---

Hello Everyone!

This is the latest survey for our area related to the Middle States Self-Study. We thank you for all your help with the Middle States initiative and appreciate your prompt reply to this email.

### Step 1: Staff Survey

Thank you to everyone who completed a paper survey that was sent via campus mail to each staff member in the Division of Student Affairs and Athletics. If you or members of your staff did not complete a survey, please have them complete it and return it to Monica Parchesky ASAP.

### Step 2: Department Manager Interviews

As the manager of your department, please answer the following questions as they relate to your specific area within the Division of Student Affairs.

- 1) As a professional who frequently hires staff for your department, what standards do you use to measure staff qualifications? (such as CAS standards, professional development organization standards, certification required by a governing board, specific level of education / degree, relevant work experience, longevity in the profession, etc.)
- 2) Are those standards assessed, met and kept current by staff and supervisors? What steps are taken in your department to assess employee performance and qualifications?
- 3) Are training and development opportunities provided for staff? Please describe. Are financial resources available for staff to attend professional development programs external to the university? (i.e. conferences, presentations, workshops)

Please don't hesitate to touch base directly via email reply with any questions or concerns and thank you again for your time.

Sincerely,

Jennifer Mussi  
Monica Parchesky

**Team 2:** Student Support Services Task Force



## Appendix 9.6: Staff Qualifications Survey

### Middle States Survey Questionnaire

### Topic: Qualifications

STUDENT AFFAIRS **Note:** similar surveys will be issued others on the Student Support Services Task Force. Please be sure to look at the topic above and respond to each as soon as possible. Thank you for your help with the Self-Study.

Name: \_\_\_\_\_

What is your job title? Check Box:

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Vice President           | <input type="checkbox"/> Dean               | <input type="checkbox"/> Director               |
| <input type="checkbox"/> Associate Director       | <input type="checkbox"/> Assistant Director | <input type="checkbox"/> Coordinator            |
| <input type="checkbox"/> Resident Director        | <input type="checkbox"/> Graduate Intern    | <input type="checkbox"/> Coach                  |
| <input type="checkbox"/> Assistant Coach          | <input type="checkbox"/> Trainer            | <input type="checkbox"/> Secretary              |
| <input type="checkbox"/> Administrative Assistant |   | <input type="checkbox"/> other (please specify) |

What area of Student Affairs do you work for? Check Box:

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Dean of Students       | <input type="checkbox"/> Residential Life      | <input type="checkbox"/> Student Activities                    |
| <input type="checkbox"/> Disability Services    | <input type="checkbox"/> Career Services       | <input type="checkbox"/> Health Services                       |
| <input type="checkbox"/> Athletics              | <input type="checkbox"/> Multicultural Affairs | <input type="checkbox"/> Counseling and Psychological Services |
| <input type="checkbox"/> other (please specify) |  |  |

In one sentence, how would you describe your role?

---



---

What is your level of education? Check box:

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Doctorate           | <input type="checkbox"/> Master's Degree | <input type="checkbox"/> Bachelor's Degree      |
| <input type="checkbox"/> High School Diploma | <input type="checkbox"/> G.E.D.          | <input type="checkbox"/> other (please specify) |

What is your educational area of expertise? Fill in the blank.

---

How many years have you been employed at Fordham? Check box:

- |                                      |   |                                     |
|--------------------------------------|---|-------------------------------------|
| <input type="checkbox"/> 0-2 years   | <input type="checkbox"/> 3-5 years          | <input type="checkbox"/> 6-10 years |
| <input type="checkbox"/> 10-15 years | <input type="checkbox"/> more than 15 years |                                     |

How many years have you been in the profession (including years at Fordham)?

---

What is your professional development involvement? Check box:

- |   |  |                               |
|---|--|-------------------------------|
| <input type="checkbox"/> self motivated | <input type="checkbox"/> departmentally mandated | <input type="checkbox"/> both |
|---|--|-------------------------------|

In what ways do you continue your professional development? Check box:

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Literature reviews                 | <input type="checkbox"/> Attend Conferences               | <input type="checkbox"/> Present at Conferences |
| <input type="checkbox"/> Member of Professional Affiliation | <input type="checkbox"/> Continuing Education Units (CEU) |   |

Please list any others:

---

Do you participate in training opportunities within the University?  yes  no Have you facilitated presentations outside the University?  yes  no Have you published journal articles?  yes  no

How do you feel your qualifications are assessed by the University? Check box:

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Self-assessed | <input type="checkbox"/> Supervisor feedback | <input type="checkbox"/> Human Resource review  |
| <input type="checkbox"/> Peer-assessed | <input type="checkbox"/> Student feedback    | <input type="checkbox"/> Not generally assessed |

### **Survey Results: Percentages of Actual Respondents**

#### **What is your job title?**

Vice President	1.71%	Graduate Intern	2.86%
Dean	3.43%	Coach	11.43%
Director	10.86%	Assistant Coach	6.29%
Associate Director	5.71%	Trainer	2.29%
Assistant Director	8.00%	Secretary	5.14%
Coordinator	6.86%	Administrative Assistant	2.29%
Resident Director	10.29%	Other (please specify)	22.86%

#### **What area of Student Affairs do you work for?**

Dean of Students	4.05%	Health Services	7.51%
Residential Life	21.39%	Athletics	29.48%
Student Activities	8.67%	Multicultural Affairs	0.00%
Disability Services	1.73%	Counseling & Psychological Services	6.94%
Career Services	4.62%	Other (please specify)	15.61%

#### **What is your level of education?**

Doctorate	8.52%	High School Diploma	5.08%
Master's	42.61%	GED	0.00%
Bachelor's	38.07%	Other	5.68%

#### **How many years have you been employed at Fordham?**

0-2 years	42.94%	10-15 years	5.08%
3-5 years	22.03%	More than 15 years	12.99%
6-10 years	16.95%		

#### **How many years have you been in the profession (including years at Fordham)?**

0-2 years	14.36%	10-15 years	10.46%
3-5 years	26.80%	More than 15 years	28.76%
6-10 years	19.61%		

#### **What is your professional development involvement?**

Self-motivated	39.66%
Departmental mandate	1.15%
Both	58.62%

#### **In what ways do you continue your professional development?**

Literature reviews	41.81%	Member/ Professional Affiliation	49.43%
Attend Conference	74.43%	CEU	21.47%
Present at Conference	30.51%	Other	20.00%

#### **Do you participate in training opportunities within the University?**

Yes	75.15%	No	24.85%
-----	--------	----	--------

#### **Have you facilitated presentations outside the University?**

Yes	46.55%	No	53.45%
-----	--------	----	--------

#### **Have you published journal articles?**

Yes	11.45%	No	88.51%
-----	--------	----	--------

#### **How do you feel your qualifications are assessed by the University?**

Self-assessed	50.28%	Peer-assessed	24.29%
Supervisor feedback	81.92%	Student feedback	43.50%
Human Resource review	3.39%	Not generally assessed	4.52%

**Survey Results: Numbers of Actual Respondents****What is your job title?**

Vice President	3	Graduate Intern	5
Dean	16	Coach	20
Director	19	Assistant Coach	11
Associate Director	10	Trainer	4
Assistant Director	14	Secretary	9
Coordinator	12	Administrative Assistant	4
Resident Director	18	Other	40

**What area of Student Affairs do you work for?**

Dean of Students	7	Health Services	13
Residential Life	37	Athletics	51
Student Activities	15	Multicultural Affairs	0
Disability Services	3	Counseling & Psychological Services	12
Career Services	8	Other	27

**What is your level of education?**

Doctorate	15	High School Diploma	9
Master's	75	GED	0
Bachelor's	67	Other	10

**How many years have you been employed at Fordham?**

0-2 years	76	10-15 years	9
3-5 years	39	More than 15 years	23
6-10 years	30		

**How many years have you been in the profession (including years at Fordham)?**

0-2 years	22	10-15 years	18
3-5 years	41	More than 15 years	44
6-10 years	30		

**What is your professional development involvement?**

Self-motivated	69
Departmental mandate	2
Both	102

**In what ways do you continue your professional development?**

Literature reviews	74	Member/Professional Affiliation	87
Attend Conferences	131	CEU	38
Present at Conferences	54	Other	35

**Do you participate in training opportunities within the University?**

Yes	127	No	42
-----	-----	----	----

**Have you facilitated presentations outside the University?**

Yes	81	No	93
-----	----	----	----

**Have you published journal articles?**

Yes	20	No	154
-----	----	----	-----

**How do you feel your qualifications are assessed by the University?**

Self-assessed	69
Supervisor feedback	145
Human Resource review	6
Peer-assessed	43
Student feedback	77
Not generally assessed	8

## **Appendix 9.7: Email Survey of Staff Regarding Non-Academic Advising and Guidance Procedures**

Please answer the following questions and email your responses to Courtney Murphy at [cmurphy@fordham.edu](mailto:cmurphy@fordham.edu). Thanks for your assistance.

1. Does your office/department regularly offer students advice/guidance/counsel on non-academic issues or concerns?
2. Are there specific services in your office designed to support students with these concerns or issues? Please list them.
3. Are there specific “marketing” tools or outreach initiatives your office uses to make students aware of these services? Please provide one or two examples.
4. Does your office have specific programs/services in place designed to assist students with special needs?
5. Does your office collaborate with other campus offices so as not be redundant in the services provided?
6. Does your office collaborate with other campus offices in the event that students need to be referred for further guidance/support? Which offices?
7. What does your office do to make sure your services are keeping up to date/current with trends in higher ed.? (benchmarking studies, national organization affiliations, etc.)
8. Does your office have assessment tools in place to monitor your programs and services that relate to student concerns? What are they? (paper surveys, focus group, etc.)

## Appendix 9.8: Staff Survey for Self-Study Questions #5 and #6

- #5. What procedures exist to address non-academic student complaints and grievances; how widely and effectively is information about them disseminated; are they equitable and congruous with the values and standards implied in the Mission of the University; and how are these procedures assessed?
- #6. *What records of non-academic student complaints and grievances are kept; how are they kept; what procedures exist to inform the community of these records, to ensure confidential and legal record-keeping in all student support service/program areas; and how are these procedures assessed?*
1. What procedures exist in your department to address non-academic student complaints and grievances?
  2. How widely and effectively is information about procedures relating to non-academic student complaints and grievances disseminated?
    - What materials are published by your office to make students aware of the grievance procedure? Please attach a copy of these materials.
    - How is this information disseminated to students, parents/guardians, faculty? Mailing? E-mail? Only if requested? (Students will be surveyed to gather feedback on the accessibility of the published grievance procedure, how it is disseminated and assessed.)
    - Who from your staff or the University at-large is involved in carrying out the procedures that exist? Dean of Students, Compliance Officer, etc.?
    - At what point in the procedure, if at all, are parents/guardians allowed by the university to become involved in the grievance brought by the student?
    - How are faculty made aware of the grievance procedure?
    - How are these procedures assessed?
  3. Are the procedures equitable and congruous with the values and standards implied in the Mission of the University? If yes, why? If no, why not?
  4. What records of non-academic student complaints and grievances are kept?
    - What records of non-academic student complaints and grievances are kept on file in your department? In what form and under what conditions are they maintained?
    - Who is responsible for this record-keeping in your department?
  5. What procedures exist to inform the community of university policy concerning records of non-academic student complaints and grievances and to ensure confidential and legal record-keeping in all student support service/program areas?
    - How does your office inform students, parents/guardians, faculty about what records of non-academic student complaints and grievances are maintained? Students will be surveyed to gather feedback on their awareness and understanding of university policy.
    - What legal requirements and university policy govern the maintenance and release of information involving records of non-academic student complaints and grievances? Who has access to these records, how long may/must they be kept on file, and how are they destroyed?
    - How does your department assess compliance with university policy and legal requirements regarding records of non-academic student complaints and grievances?

## Appendix 9.9: Student Affairs Assessment Initiatives

### STUDENT AFFAIRS

#### Office of the Vice President for Student Affairs

- Approximately 40 students serve on a Student Advisory Council that meets monthly during the fall and spring semesters to advise the Vice President on issues pertaining to student life and student services. This committee is made up of both student leaders and students representing a variety of clubs and committees. Information is used for related decision-making and program development.
- Deans and directors within the division of Student Affairs are required to produce both year-end and quarterly updated annual reports specifying proposed goals/objectives and measuring related progress. Information is used at monthly divisional meetings and weekly meetings with directors and deans for planning purposes.
- Surveys are administered to Student Affairs staff at regularly held staff development training sessions to gauge participant satisfaction and future programming directions.

#### College Alcohol Study (CAS)

The College Alcohol Study (CAS), administered by the Harvard School of Public Health and funded by the Robert Wood Johnson Foundation, examines the nature, extent, and associated problems of heavy episodic or “binge” drinking. They sought answers to three core questions:

- How extensive is the problem of binge drinking among college students?
- Who is affected by binge drinking?
- What can be done about this problem?

Fordham University’s Rose Hill Student Assistance Program participated in this study both in 1993 and 1997. Students were randomly selected and were sent the 20-page survey asking a variety of questions about their drinking behaviors and problems that they experienced as a result of their own drinking and the drinking of others. Four separate mailings were sent to students at each college. Responses were voluntary and anonymous.

Dissemination of results: Results have been used by the Student Assistance Program to help them design their prevention efforts.

#### Core Alcohol and Drug Survey

The Core Alcohol and Drug Survey are administered by the Core Institute Center for Alcohol and Other Drug Studies at Southern Illinois University at Carbondale. The four page survey asks questions regarding perception of campus substance abuse policies and their enforcement; patterns of tobacco, marijuana, cocaine, sedatives and other drug use; location of use; perception of others’ use; family history of substance abuse problems, and desire for an alcohol and drug free social environment.

In Spring 2001, the CORE Alcohol and Drug Survey Long Form were used at both the Rose Hill and Lincoln Center campuses to measure alcohol and drug usage, attitudes, and perceptions. The surveys were distributed to each residence hall on and off campus through the Office of Residential Life. Resident assistants then distributed the surveys to their residents, collected them, and returned them to their resident director who in turn, returned them to the Director of the Student Assistance Program at each campus. 1911 valid survey forms, from both campuses, were sent to the Core Survey headquarters at Southern Illinois University for tabulation of the results.

- The results of the 2001 survey collected from 1911 students showed that, regardless of prevention efforts and peer education, alcohol and other drugs are both perceived and exercised as an integral part of student life here at Fordham University. Some examples of the results are: 65.0% of students reported having binge drinking in the last 30 days (up 7% from the study results of two years ago).
- 69.7% of students believe the average student on campus uses illegal drugs once a week or more (up 4% from 2 years ago).

Dissemination of 2001 results: Results were used by both the Student Assistance Program and the PEP Program (created in 2002) to design and develop their prevention efforts.

In Spring 2003, the CORE Survey was administered to all Lincoln Center students residing on campus. An effort was also made to reach out to several commuters in order to decipher where alcohol and other drugs were an insistent way of life for college students and also to gauge the difference between the presence of alcohol and other drugs in a resident's life versus their presence in a commuter's life. A total of 374 surveys were collected, with 52 commuter surveys included in the collection.

- The results of the 2003 survey of Lincoln Center students revealed that though students are aware the university is concerned with alcohol and other drug use, 78% would prefer to have alcohol and 34% would prefer to have other drugs available on campus. Other results show more promise, however.
- 85% of students believe that the university is concerned about the prevention of alcohol and other drug use.
- Though almost half (48.4%) of students had five or more drinks in one sitting in the two weeks prior to the survey, 71.4% of students, on average, consume five or less drinks throughout the week.
- 58% of students have never used marijuana.

Dissemination of 2003 results: Results have been used by the PEP Program (Prevention, Education and Programming) to help them design and enhance their prevention efforts.

The CORE Survey will be conducted at Marymount in the Spring 2005 semester.

### **Cooperative Institutional Research Program Freshman Survey (CIRP)**

The Cooperative Institutional Research Program (CIRP) is a national longitudinal study of the American higher education system. Established in 1966 at the American Council on Education, the CIRP is now administered by the Higher Education Research Institute under the direction of Dr. Linda Sax. The CIRP is the nation's largest and oldest empirical study of higher education, involving data on some 1,800 institutions and over 11 million students. It is regarded as the most comprehensive source of information on college students. The annual report of the CIRP Freshman Survey provides normative data on each year's entering college students.

*At Fordham University, the CIRP survey is administered during New Student Orientation each Fall. It has been administered at Rose Hill for well over ten years and six years at Lincoln Center. 2003 marks the first year Marymount data was collected simultaneously with Rose Hill and Lincoln Center data.*

- The Cooperative Institutional Research Program Freshman Survey is sponsored by The Higher Education Research Institute at UCLA and the American Council on Education. The four-page survey asks questions regarding demographic characteristics; secondary school experiences; college finances; orientation towards expectations of the college experience; degree goals and career plans, and attitudes, values and life goals.



- The Office of Student Activities at Rose Hill has participated in this survey each year since 1987; Lincoln Center since 1996; Marymount since 2003. This survey has been administered through the Freshman Orientation Program, most recently and most often during the faculty advisor meeting. Participation has been high (over 80%).
- The dissemination of the results over the years has varied. The results have been evaluated by the Student Affairs Assessment Committee and discussed at Student Affairs Divisional Meetings.
- CIRP administration continues at New Student Orientation at the Rose Hill, Lincoln Center and Marymount campuses.
- Fordham participated in the Jesuit CIRP initiative coordinated by Stephanie Wernig of Creighton University. We receive our data along with the data of other participating Jesuit institutions in the United States.

### College Student Survey (CSS)

The College Student Survey (CSS) provides valuable feedback on students' academic and campus life experiences — information that can be used for student assessment activities, accreditation and self-study reports, campus planning, and policy analysis. The CSS helps institutions respond to the needs of assessment and accountability by providing information on a broad range of student outcomes. In addition, the CSS can be used with the CIRP Freshman Survey to study student growth and change. Developed by the Higher Education Research Institute (HERI), the CSS is administered through the Cooperative Institutional Research Program (CIRP), which has conducted national surveys of college students and faculty since 1966. The CSS was initiated in 1993 to permit individual campuses to conduct follow-up studies of their students. At this point, close to 800 institutions and 270,000 students have participated in the CSS.

*At Fordham University, the CSS survey is typically administered during the Graduate Salute each April, but administration varies on each campus. 2004 marks the first year Marymount data will be collected with Rose Hill and Lincoln Center data.*

- The College Student Survey (CSS) is designed to measure the experiences of current and former college students. The survey includes items on college experiences, satisfaction with various aspects of the college environment, as well as information on student goals, aspirations and values.
- The Division of Student Affairs has administered the CSS at Rose Hill for a number of years. The administration has varied from a mail-in procedure to distribution and collection at Cap and Gown or Graduation Ticket Distribution. Lincoln Center participated in the CSS survey in April 2002. The survey administration took place at the Senior Salute. Rose Hill did not participate in the CSS survey in 2002. Marymount College participated for the first time in April of 2003 at the Senior Salute. All three campuses participated in the 2004 administration.

Dissemination of information: The results have not been widely distributed. The most recent results are going to be evaluated by the Student Affairs Assessment Committee and discussed at Student Affairs Divisional Meetings.

### The Your First College Year Survey (YFCY)

The Your First College Year (YFCY) survey is entering its fifth year of national administration. YFCY is the newest survey offered by HERI and YFCY is the only national survey designed specifically to assess the academic and personal development of students over the first year of college. Developed through a collaboration between HERI and the Policy Center on the First Year of College at Brevard College, YFCY enables institutions to identify features of the first year that encourage student learning, involvement, satisfaction, retention and success, thereby enhancing first-year programs and retention strategies at campuses across the country. YFCY is a survey designed to provide higher education practitioners and researchers with comprehensive information on the academic and personal development of first-year college students. As such, YFCY collects information on a wide range of cognitive and affective measures, providing comprehensive institutional and comparative data for analyses of persistence, adjustment, and other first-year outcomes. Further, YFCY was designed as a follow-up survey to the annual Cooperative Institutional Research



Program (CIRP) Freshman Survey and allows for longitudinal research on the first year of college. However, YFCY also may be used as a stand-alone instrument.

*At Fordham University, the YFCY survey was administered for the first time in the Spring of 2003 at the Lincoln Center campus. 2004 marks the first year Marymount data will be collected.*

- Participation in the YFCY Survey began in the Spring 2003 semester with the Lincoln Center Campus. All three campuses participated in the 2004 administration.
- This survey was developed in consultation with faculty, administrators, and students at two - and four-year campuses around the country. The four-page survey instrument covers a variety of areas including: academic achievement, academic skills, classroom, residential, and employment experiences, interactions with peers and faculty, satisfaction with curricular and extracurricular experiences, patterns of behavior, self-confidence and feelings of personal success.
- YFCY also includes space for your campus to ask up to 21 questions of local relevance.

### **Residential Life at Rose Hill, Marymount, and Lincoln Center**

The Offices of Residential Life at Rose Hill, Marymount, and Lincoln Center track various aspects of our work and compile several reports throughout the year. Each office monitors housing retention with monthly occupancy and vacancy reports, annually records the flow of students moving in and out of housing at the break between semesters, chronicles the participation of returning students in our annual lottery process, and tracks the incoming class activity on a weekly basis throughout the summer. Each office prepares reports each semester on the amount of fines billed to students for damages and vandalism. We utilize a custom-designed database to track and report violations of university policies and sanctions given. Each office compiles data on the number and type of programs and activities the Resident Assistants plan and implement for their community. We also have other formal and informal channels for feedback from staff and students through weekly staff meetings the Resident Directors hold with their staff of Resident Assistants, weekly Resident Hall Association meetings for each campus, and regularly scheduled lunches for the Resident Assistants hosted by the Assistant Dean of Student Life and Director of Residential Life at Rose Hill and the Director of Residential Life at Lincoln Center.

### **Residential Life at Rose Hill, Marymount, and Lincoln Center EBI Survey**

The Offices of Residential Life at Rose Hill, Marymount, and Lincoln Center administer a survey/evaluation every year to gauge satisfaction with services its staff and other offices around the University provide to resident students and to gather basic demographic information about the residents. The Educational Benchmarking, Inc. survey, affiliated with the Association of Colleges and University Housing Offices, International allows us to benchmark how well our offices are meeting our organizational objectives, as well as how we are doing in comparison to other institutions. The survey also evaluates satisfaction with services provided by Facilities Operations, Custodial Services, Dining Services, and the Office of University Security. A demographic section allows correlation between population characteristics and feedback.

The instrument is distributed to Residents at floor meetings near the end of the fall semester, and is proctored by the Residence Halls Association, a student organization, at Rose Hill and Resident Assistants at Marymount and Lincoln Center. It is comprised mostly of Likert scale questions, with a smaller section for information related to alcohol consumption behavior. The survey data is tabulated for floor/wing/house, hall, campus, and for the entire University. Approximately 75% of the resident population completes the survey.

Dissemination of information: Resident Assistants and Freshman Mentors (at Lincoln Center only) receive the results from the Residents in their area of responsibility (floor/wing/house). Resident Directors receive each RA's results as well as the overall hall and campus results, which are also shared with RAs. This information is used in the formal evaluation process conducted each year for all levels of Office of Residential Life staff (Resident Assistants, Resident

Directors, Administrators, and Support Staff). Facilities Operations, Custodial Services, and the Office of University Security receive data from sections where their services are evaluated. A report containing a results summary, as well as raw data, is generated and disseminated to the Division of Student Affairs. Results are also published in the Annual Report of the Offices of Residential Life at each campus. Student publications may publish articles with some of the overall results created from the data.

### **Residential Programming Evaluation at Lincoln Center**

In the fall of 2000, a new programming model was implemented in the McMahon Hall community, which represented all six categories of the wellness wheel (social, physical, spiritual, education, community service and cultural). To evaluate this new model, in 2001 the Office of Residential Life at Lincoln Center began to administer a survey to the entire McMahon Hall resident population. The purpose of this evaluation was to assess Resident interests in the fall semester to guide programming and to gauge satisfaction with programming mid-year. Knowing we would be implementing the McMahon Hall Evaluation in 2002-2003, we did not utilize the Programming Evaluation.

The instrument was distributed to residents by their Resident Assistants during the fall and spring semesters. It was comprised mostly of Likert scale questions, with a smaller section for qualitative feedback. The fall evaluation included questions which elicited information regarding what types of programs and activities in which the residents were interested and the mid-year evaluation surveyed the effectiveness of the programming that had occurred in the building thus far. The evaluation data was tabulated for both the entire hall and by floor in the fall and mid-year.

Dissemination of Results: Resident Assistants (RAs) receive the results from the residents on their floor and Freshman Mentors (FMs) receive results from the entire population of freshman Residents. Resident Directors receive overall hall results, which are also shared with RAs and FMs. The feedback gained from the fall evaluation helps to shape active and passive programming for the year; the information gathered from the mid-year evaluation helps further guide hall activities. The results were used to shape on-going training sessions for the staff and individual Resident Evaluations were placed in their housing files so the staff could learn more about individual student interests. Thus, the Programming Evaluation was not anonymous. In future years, the fall Programming Evaluation will be implemented on its own, but the mid-year Programming Evaluation will be incorporated into the McMahon Hall Evaluation.

### **Student Life at Lincoln Center**

Inaugurated in Fall 2003 at Lincoln Center, the **Student Affairs — United Student Government Policy Contact Group** is an independent group bringing the Dean of Students for Lincoln Center and representatives from United Student Government together on a twice-monthly basis. The first phase of this group's operation, a multi-part "training class" on the history, philosophy and mechanics of the university's adjudication process, was completed for the first cohort of student participants in Spring 2004. A series of subsequent meetings completed the group's planned second phase, the development of an ongoing structure of partnership to maintain communication, feedback and analysis of policy and procedure. The third phase, in Fall 2004, has included an expanded and improved training for new members, a reconvening of the expanded Policy Contact Group, the addition of representatives from the Office of Residential Life and the group's inclusion as a permanent committee to which USG contributes via amendment to the United Student Government Constitution. By Spring 2004, the organized gathering of student input on policies and procedures by USG representatives and ongoing "case study"-style discussion of policy and procedure should commence. The group will inform and guide United Student Government's provision of feedback on specific policies and procedures as well as Student Affairs' ongoing efforts to seek and respond to feedback on the same.

Inaugurated in Spring 2004 at Lincoln Center, the **Student Affairs — United Student Government — Sodexo Food Service Committee** is an independent group bringing the Dean of Students at Lincoln Center, the Sodexo Manager and representatives from United Student Government together on a twice-per-semester basis to provide

Sodexo with information on food and service quality, suggestions for additional services and to acts as a conduit for communication between the Food Service management and the student body as a whole.

Re-commenced in Fall 2004, the **Student Affairs Leadership Roundtable (SALR)** is a twice-semesterly roundtable meeting of all interested students to talk about agenda topics of their choosing. This provides the Dean of Students with valuable, unfiltered information about Student Life, campus culture and general satisfaction with the student experience at Lincoln Center.

#### **OFFICE OF STUDENT ACTIVITIES AT LINCOLN CENTER**

The Office of Student Activities at the Lincoln Center class utilizes a database to track office and student programming. We track programs by category, clubs sponsoring the program, space utilization and number of events hosted each month. We also track satisfaction in large scale events like New Student Orientation, Leadership Weekend, Freshman Family Weekend, FUEL program and Transitions program through a paper Likert scale survey. This information is used to strengthen existing programs and create new programs.

#### **STUDENT LIFE AT MARYMOUNT**

**Dean's Council:** The Dean's Council was established in the Fall of 2002 as a means of improving communication between student leaders and the Dean of Students Office. The council meets monthly and consists of 10-12 student leaders who represent all aspects of the student body (i.e. commuters, residents, Resident Assistants, Student Government Association leaders, Class Presidents for each class, Editor of the student newspaper, etc.). The President of the Senior Class serves as the Dean's Council Chair and is responsible for developing the monthly agenda. The members of the council are encouraged to submit agenda items that are important to them and their constituencies. Improvements are made based on conversations and feedback generated during these meetings. In this way, the Dean's Council meetings serve as an excellent assessment tool for the Dean of Students. Meeting notes are kept by the Dean's Council Chair (the Senior Class President) in order to allow for appropriate follow-up.

**Dean of Students Withdrawal Meetings:** The Dean of Students personally meets with all students who withdrawal from MMC in order to get a real sense of the reasons for their withdrawal. Each semester, a report is compiled and distributed with this information and the information is used to adjust Student Affairs initiatives accordingly.

**Student Affairs Advisory Program:** All new students are assigned a Student Affairs Advisor during New Student Orientation in the Fall. The Student Affairs Advisors meet with their students both individually and as a group in order to discuss their experience at MMC and to assist with issues and concerns.

**Food Service Committee:** The Marymount Food Service Committee was established in the Fall of 2002, meets monthly and consists of representatives from the following areas: Sodexo, faculty, administrators, staff, EF, commuter students, resident students, Student Government Association and the Dean of Students. Each month, committee members bring their feedback regarding food service at Marymount and how the services can be improved. The conversation is very open and allows all participants to share their ideas for improvement and suggestions for change. Meeting notes are kept by the Dean of Students in order to allow for appropriate follow-up.

**Campus Safety Committee:** The Marymount Campus Safety Committee was established in the Fall of 2004. A campus safety representative from the Student Government Association has been selected and she will meet with the Dean of Students to discuss appropriate membership for this committee. When the membership has been formed, the committee will meet monthly with the Dean of Students and representatives from the Office of Security to discuss security and safety concerns at Marymount and how best to improve these areas at Marymount. Meeting notes will be kept in order to allow for appropriate follow-up.

**Academia Committee:** This committee serves as a vehicle of communication between the academic faculty and the student body of Marymount College of Fordham University. The committee will voice particular concerns, praises, and constructive criticisms to the Marymount faculty regarding academic issues. The goals of the Academia Commit-

tee are to meet the academic needs of our student population by addressing their concerns in a professional and organized manner in order to help forge a stronger bond between the academic faculty and the Student Government Association.

**Alumni Relations Committee:** This committee serves the Marymount College of Fordham University community by helping to create a stronger relationship between current students and the wealth that is our alumni population. The committee will evaluate current relations and recommend how to strengthen the connection between alumni and the current Marymount students. This committee will jointly serve alongside the Campus Activities Board Alumni Relations Committee. The committee will respectively work within the parameters of the University's Alumni Relations Office.

**Campus Beautification Committee:** This committee serves as a recommending body to the University; particularly to the offices of Facilities and Residential Life. The committee will communicate the opinions of the student population in an effort to allow their unique perspectives and recommendations to be heard regarding positive changes that can take place to make our campus here at Marymount College of Fordham University more aesthetically pleasing and conducive to learning.

**History and Traditions Committee:** This committee serves the Marymount College of Fordham University community by assessing the current programs and protocols that honor Marymount's rich history and traditions, and also by serving as a recommending body suggesting new and innovative ways to infuse our past glories into our future successes. The purpose will be to ensure that the merger of two fine institutions does not allow the disappearance of the Marymount traditions, but rather a rebirth of our community.

**L.O.P.A. Committee (Lectures on Political Awareness):** This committee serves the Marymount Student Government Association by recommending and organizing lectures related to political issues both on and off campus. The objective of this committee is to help promote local, national and global political awareness among the Marymount College of Fordham University community. The funding for this committee will be allocated by the Student Government Association's Executive Board.

**Multicultural Affairs Committee:** This committee works in conjunction with University faculty, administration and student clubs and organizations of Marymount College of Fordham University to assess the current state of multicultural relations and issues on campus. The committee will help promote the awareness, understanding and celebration of the incredible diversity found here at Marymount College of Fordham University.

**Senate Development Committee:** To serve the student leaders of Marymount College of Fordham University by recommending and organizing programs to promote physical, mental and spiritual wellness. The objective of this committee is to reward those that serve the Marymount community diligently and unselfishly by providing programming and events that will not only help create a stronger bond amongst the student leaders but will also help to promote individual awareness.

### Student Services

- Inter-Campus Transportation solicits feedback on services from drivers and passengers through a suggestion box in the office, feedback requests through our newsletter (RAMVANTAGE), and through our How's My Driving hotline number posted on the vans.
- In Counseling and Psychological Services (CPS) at the Rose Hill campus we have, in the past few years, solicited feedback from students in the general population (assessment survey administered in McGinley) on our services, whether they had used them or not. This survey will be administered routinely at all three campuses. In addition CPS is planning an anonymous and confidential survey to be distributed to a random sample of students utilizing CPS at all three campuses.
- In Student Health Services, an anonymous questionnaire is available to students regarding care they have received. Presently, this questionnaire is administered randomly. Collaborative physicians are required to conduct chart

reviews for all nurse practitioners. These chart reviews are conducted every three months for a total of 20-40 charts. The physicians use a tool designed to assess various charting requirements and for appropriate diagnosis and treatment plans. Comments are shared with nurse practitioners for related improvement recommendations.

- The Office of Disability Services (ODS) solicits feedback annually from students registered with the office and from faculty on all three campuses (with the exception of the law school). Assessment surveys are mailed to students and faculty and are also posted on the ODS website. The ODS also assesses the quality of the American Sign Language class it offers each year. Surveys are given out to class participants on the last day of class.

### **Assessment in Career Planning and Placement**

- The Senior Survey, administered by the Career Planning and Placement Office (CPandP), asks questions designed to determine the post-graduation plans of senior and to determine the usefulness of the services offered by the Office of Career Planning and Placement. Specifically, the survey asks what services the students used in CPandP; details regarding employment they have accepted; future interest in CPandP job search assistance; graduate/professional school plans; and details regarding internship experiences. In addition, the students are asked to rate the services offered by the office. There is space provided for additional comments.
- This Senior Survey is administered in the later part of the spring semester through CPandP. At Lincoln Center, a majority of the surveys are completed when they pick up their graduation tickets; at Rose Hill, a majority of surveys are completed at Cap and Gown pick-up. At Marymount, the majority of the surveys are completed on, "Senior Day." Graduates who did not complete the survey are contacted during the summer by mail or by telephone for related information. Students are also able to complete the survey on-line as soon as they receive a job offer.
- Dissemination of results: A complete Highlights Report of the results is developed annually and is distributed to the President, vice-presidents, deans and directors. In addition, it is given to the Student Affairs Committee of the Board of Trustees.
- Hold annual Employer/Student Focus Group to obtain feedback regarding current programs and the development of new initiatives. This 25-member focus group is made up of student leaders (three campuses) and college relations recruiters representing the corporate and not-for-profit sectors and meets annually to discuss and plan programs, resources and initiatives.
- Collect student evaluation forms from Career Fairs, Career View Program trips, Career Symposiums and workshops.
- Collect employer evaluation forms from Rose Hill, Marymount and Lincoln Center Career Fairs.
- Collect graduate school representative evaluation forms from the Marymount Graduate School Career Fair.
- Internship Evaluation conducted by students evaluating their internship experience and internship site.
- Supervisor evaluation conducted by internship supervisors evaluating Fordham interns.
- Site visit questionnaire conducted by Internship Program Administrator visiting and evaluating select internship sites.
- Career Peer Advisors are a group of students that provided career-related mentoring to their peers. The Career Peer Advisors at the Rose Hill, Lincoln Center and Marymount campuses also serve as "Advisors," to the administrators of the Career Planning and Placement Office. This group of students consistently provides staff with qualitative information regarding student satisfaction with Career Planning services and programs.
- Host Student Focus Group each semester at the Marymount campus. This group results in qualitative information regarding students' career-related needs as well as students' feedback on the services offered by Career Planning and Placement.
- Students complete Cambridge Test Prep Program evaluation forms.
- On-campus Recruiting Program employers evaluate students' interviewing skills.

- Information obtained from all of the above listed assessment instruments and administered surveys are used for planning purposes. Information obtained from all of the above listed assessment instruments is evaluated on a consistent basis and is used to; improve upon existing programs and services; design new programs and eliminate programs when appropriate; and strengthen relationships with the consumers of Career Planning and Placement's services, students, alumni, faculty, staff and employers.
- Career Planning and Placement is presently conducting research on the Career Services provided by our designated Peer and Aspirant Schools. Staff will be comparing our work to the work of the Peer and Aspirant Schools. The information gathered will be used to evaluate our programs and services and to insure that Fordham's Career Planning and Placement Office remains competitive.
- Career Planning and Placement belongs to CEIA, EACE and NACE. Staff utilizes these professional organizations when developing assessment tools.

## ATHLETICS

### Assessing Athletic Outcomes

The mission statement for the Athletic Department states "The ultimate objective of the Athletic Department is to integrate academic and athletic experiences successfully in the Jesuit tradition." It is also the belief of the Athletic Department that it is our responsibility to provide the necessary programs and support to help the student-athlete to achieve that goal. Listed below are a number of procedures utilized by the Athletic Department to assess our success with student-athletes:

- Student-Athlete Advisory Committee (SAAC) is comprised of representatives from all 22 intercollegiate teams. The representatives are chosen by their teammates or by their coach. The objectives of the committee are:
  - To discuss issues of concern to student-athletes in all sports and, when mandated, to present those concerns to the Athletic Department.
  - To examine and discuss current and proposed Athletic Department policy and its effect on the student-athlete.
  - To examine current NCAA rules and their effect on the student-athletes and to make recommendations to the Athletic Department.
  - To develop community service programs for those in the community who are in need.
- The Vice President for Student Affairs holds weekly meetings with the Assistant Vice President for Student Affairs and the Senior Administrative staff in the Athletic Department to discuss issues pertinent to the athletic program and welfare of the student-athlete. Weekly meetings are also held by the Director of Athletic Administration for the senior athletic department staff to discuss similar student-athlete issues.
- Monthly meetings are held with Student Affairs Divisional Directors to discuss, integrate and address the needs of the students, including student athletes.
- The Athletic Department works closely with the institution's educational enhancement programs that are available to student-athletes. There are a variety of programs that enhance the welfare of student-athletes. Upon arrival, student-athletes are required to attend a mandatory new student orientation program where various University policies, programs and resources are discussed. Other mandatory meetings include, but are not limited to, mandatory team meetings with athletic administrators and mandatory attendance at in-house symposiums on important topics, e.g. gambling, nutrition, smoking, and substance-abuse. Additional enhancement programs include:
  - Career Guidance and Counseling
  - Personal Counseling
  - Health and Safety
  - Academic Skills Enhancement



- The Athletic Department conducts student-athlete senior exit interviews to review the student-athlete experience; the NCAA mandates this interview. All seniors are requested to complete an exit interview during their senior semester. Seniors are also encouraged to schedule a personal interview with the sports-administrative liaison. Follow-up phone calls are made to those athletes who do not complete the survey. The results of the survey are evaluated by the senior athletic staff and used in coach evaluations and departmental priority setting.
- The Athletic Department solicits information from current student-athletes who have remaining athletic eligibility through a feedback form. The questionnaire is given randomly to student-athletes on every team and the form provides insight into the experience of the student-athletes.
- The Athletic Department also has a grievance or appeals procedure available for student-athletes. Student-athletes are encouraged to attempt an initial resolution of any athletically related problems with their individual coaches. If individual grievances cannot be resolved within the team environment, student-athletes are instructed to seek assistance through the Athletic Department by contacting athletic administrators for private, confidential meetings. Any non-discrimination or sexual harassment complaint can be made to the University's compliance officer.
- The Athletic Department utilizes team and individual performance to assess improvement and success. Outcomes can be measured by a team's record, individual improvement and performance, success in the conference and against local competition.
- Graduation rates are an indicator of academic success. The Academic Athletic Advising Office also monitors academic progress and eligibility, which can be used to assess student-athlete success.
- Donations to the Athletic program, to a certain degree, can be used to assess progress. The number of donors and dollar amounts raised can be compared year to year and, often times, there is a direct correlation between successful fundraising and the success of a team. However, teams that have a smaller profile as perceived by the general public usually have a more difficult time fundraising, even if they are successful on the field.
- The recently completed NCAA certification process, which included a comprehensive institutional self-study complete with recommendations and action plans, is a form of assessment. In particular, the action plans contain objectives, time lines and the requirement that we monitor progress toward the same.
- The Athletic Advisory Committee, a committee made up of three students, four faculty, three alumni and three administrators advising the President and making related recommendations on our Athletic Program. This committee meets six times annually and minutes of the meetings are shared with the Vice President for Student Affairs.
- A Student Athletic Advisory Committee was formed at Marymount in the Fall of 2004. This committee consists of two representatives from each of the four athletic teams and the Director of Athletics. Meeting notes are kept from these meetings in order to allow for appropriate follow-up.

## **DINING SERVICES**

### **Food Service/Focus Group**

- The Food Service Committee/Focus Group is comprised of 12-15 students, one faculty member and two administrators. Meetings are held two times each semester to discuss all aspects of dining services: food quality, price value, speed of service, hours of operation, management and menu selection. This is attended by the Dining Service Operations Director, Marketing Manager, Executive Chef and Retail and Resident Dining Managers.
- Minutes of these meetings are distributed to all food service managers and are used in their planning and evaluating of current programs. Food Committees are currently established on the Rose Hill Campus, the Marymount campus and the Lincoln Center campus.

**Customer Satisfaction Surveys**

- Customer Satisfaction Surveys are performed by Dining Services each fall semester. Dining Services will set aside one to two days six weeks into the semester and have surveys available at the entrance of the each dining location. Based upon the average number of diners, a valid survey number is determined. The completed surveys are tallied by an outside agency.
- This survey is based on a 1 — 10 scale, 10 being highly satisfied. The survey measures: overall satisfaction, speed of service, quality of food, cleanliness of the facility and performance of staff. The target satisfaction rating is an overall satisfaction score of 8 to 10.
- An action plan is developed for each location based upon survey results. The action plan targets areas that received total satisfaction scores less than 8. The action plan is shared with the students in each location. Dining Services managers are held accountable for successful completion of each action plan.

**Comment Cards**

- Comment cards are available in every dining location. The cards provide a section for customer comment, name and phone number (optional) and a response area for the Dining Services manager. A customer may fill out a comment card at any time for any reason and place it in the comment box. There is a designated comment board located in a central location.
- The Dining Services manager checks the comment box daily and answers and posts every card with a response on the comment board within 24 — 48 hours. The cards remain posted for 30 days. Dining Services may receive as many as 50 cards daily in the Ultimate Dining Marketplace (previously the McGinley Center Main Cafeteria), which services up to 3000 students daily.
- Customers use comment cards to comment on menu items, request additional menu selections or foods not found, praise a Dining Services employee's performance or to notify us of an individual concern with Dining Services. Dining Services may use the comments to make changes to menu items or increase the availability of highly requested items, to bring in specialty foods or request a meeting with a customer to address individual needs.
- Comment cards have led to more specialized focus groups on certain topics.

**Catering Comment Cards**

- Catering Comment cards are mailed to each catering customer after an event. The cards allow the customer to rate each of the following areas on a scale of excellent to poor: timely delivery, food quality, food presentation, hospitable service, menu variety and value for the money. Cards include an area for comments and also a tear-off Rolodex card with the names and phone numbers of the catering managers on each campus.
- Comment cards are used by managers to evaluate the success of the event. Results are shared with all levels of the catering organization; service staff, chef and management. Customers are contacted if necessary. Future menus or events may be changed or enhanced based upon feedback.

**Student Catering Showcase**

- A student Catering Showcase is a two-hour event held one time early each fall semester at our campus locations. This was created as a response to student club concerns that catering on campus was not affordable. Dining Services works with the United Student Government to plan a meeting date and invite all campus student clubs/organizations. Sample menus are presented and food is prepared from each menu. While students dine, they are introduced to the catering staff and the student-catering guide is presented. The students then have the opportunity to ask questions and make comments about catering.

**Whine and Cheese (Lincoln Center Campus)**

- The Whine and Cheese is held twice each semester at the Lincoln Center Campus. Dining Services works with one area of Student Affairs, Residential Life or Student Activities. Representatives from these departments will invite



staff and students to the event. Signs are also posted to invite students to walk-in and participate.

- The event takes place in the student lounge where Dining Services provides light snacks and beverages. The floor is open to discussion about hours of operation, food likes and dislikes, student needs being met by Dining Services and any pressing issues. This forum is also used to introduce new ideas and dining programs.
- This event is hosted by the Operations Director and feedback from the event is used to make immediate changes and additions to the program or to plan for future programs.

### **Etiquette Dinners**

- These dinners take place four times per year on each campus. The dinners are done for a variety of campus groups and organizations (i.e. Fordham University Emerging Leaders and Residential Life). Approximately 30 to 40 students sit down to a served meal with the objective being to gain a better understanding of proper dining etiquette. The class is interactive and students ask questions as the meal is served. We receive feedback both informally and through the evaluation summaries that some groups prepare. Feedback is used in the planning of future programs. This has been an extremely popular program that has grown from an annual event on one campus to a widely requested event across three campuses.

### **Meet the Chef (Marymount Campus)**

- Throughout each semester, dates are posted and the event is advertised to students to come and “Meet the Chef.” The Executive Chef spends time walking through the dining room meeting students and getting feedback on all aspects of the dining program. The chef is available to hear suggestions on meal planning and new menu ideas. Feedback is used to enhance the current program, and to plan future menus and dining programs.

### **Focus Group**

- Focus groups are organized to target feedback from specific customer groups. The following are some groups organized this past semester: freshmen students on mandatory meal plans discussing their concerns and questions about menu offerings and food quality, upperclassmen on mandatory meal plans to discuss similar concerns along with availability of food items offered in the Ultimate Dining Marketplace, students interested in having an increased variety of natural and organic foods available within the dining operations and Marymount students to discuss retail options on campus.
- Information gathered in these focus groups is used by Dining Services managers to make changes or additions to menu offerings, to evaluate success of current food formats and plan for future dining programs. Often immediate change can be made to increase availability of preferred food items or menu offerings.

### **Website and Email**

- Dining Services can be contacted through a link to the Fordham University Website. Students and parents can e-mail Dining Services with any question or concern regarding the dining program.

### **Participation in Student Programming**

- Dining Services managers are also invited to participate in student club/committee meetings: House Committee, Commuter Student Open Forums and the Senior Week Planning Committee. Dining Services receives feedback on hours of operation, food formats, pricing and special events. This information is used to assist student organizations in event planning and in developing future programs. Information may also be used to evaluate and change dining hours of operation.

### **Client Surveys**

- Client surveys are distributed annually each fall to 25-30 key administrators across the three campuses.
- Surveys measure satisfaction on a scale from 1 to 10, 10 being highly satisfied.
- Surveys rate overall satisfaction with the services Sodexho provides, satisfaction with the individual Dining

Services department on campus, how you are treated by Sodexo, questions about the Dining Services management team and regional and corporate support.

- Dining Services targets a score of 8 or higher in each area rated, paying special attention to overall satisfaction and whether the administration would recommend Dining Services to others.
- Surveys are used by Dining Services management at the unit level; district and regional levels to measure success and satisfaction.

## Appendix 9.10: Survey on Assessment

### Team 7: Assessment

#### Middle States Self-Study Standard 9 Task Force

##### Team 7:

What assessment methods are used in which student support service/program areas; what do the results show; how is information learned from assessment used and are these results compared with those from other institutions and known student needs?

- Please review the Division of Student Affairs Assessment document to ensure it is accurate and updated to include all data collection and assessment activities within your area. Please make any necessary edits to this document and send the edited version via email to Jennifer Mussi and Greg Pappas.
- Please answer the following questions:
  - Does your department regularly participate in assessment of student services at Fordham University?
  - How do you assess? What instruments are utilized? (i.e. surveys, focus groups, utilization data, program attendance, round table discussion groups)
  - How do you collect the data / information gathered?
  - Do you disseminate the data / information gathered?
  - Do you utilize the data collected to improve, expand or augment the quality of services provided?
  - Do you administer any national or regional survey instruments which compare Fordham student responses with the larger higher education community? If so, what surveys do you administer and what is done with the data collected?
  - Do you share data collected within the University? If so, who receives this information? (i.e. quarterly/annual report distribution, Institutional Research)
  - Do you compare Fordham data with comparable data at peer and aspirant institutions?
  - Do you integrate your departmental data with data collected by the academic community to enhance student learning objectives?
  - Do you use external professional organizations to further develop your assessment practices? (i.e. NASPA, JASPA)

Thanks for your assistance.

Jennifer Mussi and Greg Pappas  
Team 7; Standard #9, Middle States

## Appendix 9.11: Rose Hill Athletics — Intercollegiate and Club Teams

**Fordham supports the following 23 intercollegiate sports on the Rose Hill campus:**

- baseball
- men's and women's basketball
- men's and women's cross country
- football
- men's golf
- men's and women's indoor track and field
- men's and women's outdoor track and field
- women's rowing
- men's and women's soccer
- men's and women's swimming and diving
- women's softball
- men's squash
- men's and women's tennis
- women's volleyball
- men's water polo
- cheerleading

**The club sport program at Rose Hill has 11 sports:**

- four men's sports: lacrosse, rugby, crew and ultimate frisbee;
- four women's sports: lacrosse, rugby, ultimate frisbee and dance;
- three co-ed sports: sailing, ice hockey and tae kwon-do.