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We ask that readers of our self-study keep in mind the following as they proceed, whether from beginning to end or in the separate criteria.

Actual and Electronic Resource Rooms

Throughout this self-study, we provide links to supporting, complementary documents in our Electronic Resource Room (ERR). All of these documents will also be available in hard copy in our Actual Resource Room. However, other documents in the ERR, to which the self-study has no direct links—like minutes of various committees—will not be available in print. On the other hand, a number of documents that HLC requires (but which are not in electronic form), like promotional literature, will only be available as print documents in the Actual Resource Room.

Faculty Handbook

Two sub-committees of the Faculty Senate have reviewed our Faculty Handbook for some time, identifying changes that need to be made and a process for making them. The FHC [Faculty Handbook Committee] Faculty Senate Report on Handbook review identifies the changes to be made [RD#585], while the subsequent Revision Process Report provides “the following procedure moving forward into the next academic year [AY2012–13]”: the Senate will move incrementally, section by section, through each semester to gain Senate approval [RD#586]. At the end of each semester of next academic year, the Senate will ask the University Faculty Assembly for final approval of whatever changes the Senate has approved in the respective semesters. (The Handbook in its present form is available in the ERR [RD#76].)

In the meantime, the version of the Handbook in the ERR is also on our campus Intranet (the version dated March 1, 2000, with two major changes). The original Section III on Administration was removed by the subcommittees because it was so outdated, much of the information fell outside of what they expected in a faculty handbook, and more accurate information was accessible elsewhere. For no apparent reason, the original Section IV on Faculty has become III. All other sections kept their original numbering. Therefore, there is no section IV in the Handbook. That said, all references/links to the Faculty Handbook in our self-study are to the official version, thus described and posted on the campus Intranet.
Index

Our Index does not attempt to list exhaustively all committees, procedures, or topics covered in the self-study. Nor does it attempt to list exhaustively all page numbers where a listed item is mentioned. Rather, we have (1) selectively listed items that seem most significant to Rockhurst University and HLC accreditation criteria and (2) selectively indicated where an item is discussed in some detail. In this way, we believe, the Index will better serve readers by directing them efficiently to informative passages on matters central to our self-assessment.

Acronyms

We list here acronyms used frequently throughout this self-study, along with the full wording for each. As a policy, we will state the full wording, along with the acronym, the first time it appears in the Introductory Remarks and each Criterion; we will do so, as well, if a page or two have passed since the last occasion of full wording. Other than these occasions, we will use the acronyms.

AAC . . . . Academic Affairs Council
AACSBC . . . Association to Advance Collegiate Schools of Business
AAC&U . . . Association of American Colleges and Universities
AJCU . . . . Association of Jesuit Colleges and Universities
A&S . . . . . College of Arts and Sciences
BOT . . . . . Board of Trustees
CAC . . . . . Curriculum Assessment Committee
CAL . . . . . Center for Arts and Letters
CASTL . . . . Carnegie Academy for the Scholarship of Teaching and Learning
CEA . . . . . Course Embedded Assessment
CETL . . . . . Center for Excellence in Teaching and Learning
CIC . . . . . Core Implementation Committee
CORA . . . Committee on Rockhurst Assessment
CSD . . . . . Communication Sciences and Disorders
CSL . . . . . Center for Service Learning
DPT . . . . . Doctor of Physical Therapy
EMBA . . . Executive Master’s of Business Administration
ERR . . . . . Electronic Resource Room
FIP . . . . . Freshman Incentive Program
GCC . . . . . Graduate Curriculum Committee
GPR . . . . . Global Perspectives Requirement
GPS . . . . . School of Graduate and Professional Studies
HLC . . . . . Higher Learning Commission
HSOM . . . Helzberg School of Management
IRB . . . . Institutional Review Board
MBA . . . . Master’s of Business Administration
MEd . . . . Master’s of Education
NSSE . . . . National Survey of Student Engagement
OUA . . . . Office for University Assessment
OUPA . . . . Office for University Planning and Assessment
OT . . . . . . Occupational Therapy
PAWs . . . . Program Assessment Workshops
PBA . . . . Planning, Budgeting, and Accountability Cycles
PRM . . . . Public Relations and Marketing
PT . . . . . . Physical Therapy
PWG . . . . Planning Work Group
RCN . . . . Research College of Nursing
R&T . . . . Rank and Tenure
RUCEC . . Rockhurst University Continuing Education Center
RUNC . . . Rockhurst University Neighborhood Committee
SAC . . . . Staff Advisory Council
SSI . . . . . . Student Satisfaction Survey
TS² . . . . . . Teaching, Scholarship, & Service
UFA . . . . University Faculty Assembly
UGCC . . . Undergraduate Curriculum Committee
UPBC . . . University Planning and Budgeting Committee
VPAA . . . Vice President for Academic Affairs
VPN . . . . Virtual Private Network
The Reverend Thomas B. Curran—fourteenth President of Rockhurst University—observes, in his Foreword to Ms. Shirl Kasper's *Rockhurst University: The First Hundred Years* (2010), “The history of Rockhurst is a story of successes, modest and significant, contrasted with periods of challenges and uncertainty” (ix). (A copy of this book is available in the Resource Room.) As Ms. Kasper reiterates in her Preface, “Struggle would become the overarching theme in the history of Rockhurst University: a struggle to establish itself, a struggle to build, a struggle to gain accreditation, a struggle to attract students. [But] Rockhurst’s ability to adapt, then and now, has been the key to its survival and its success” (xi).

Not surprisingly, adaptation is a foundational principle in Ignatian spirituality, as it is in Ignatian education. In his Spiritual Exercises, St. Ignatius of Loyola—founder of the Jesuits—advises that people hold themselves free from any undue attachments to elements of this world and of their lives, even such blessed elements as health and long life. We ought to be free of such attachments, so that we might readily choose “only what is most conducive for us to the end for which we are created,” namely to “serve God our Lord, and by this means to save [our] soul[s]” (David L. Fleming, S.J., *Draw Me into Your Friendship, The Spiritual Exercises*, St. Louis 1996, 26–27). When seemingly stymied in pursuing this end, people need to adapt, to be open to God’s call to make new, sometimes rather risky, choices.

For example, when Ignatius first went to the Holy Land with his heart on fire to visit holy places and help souls, he encountered a major obstacle to serving his Lord as he thought he should. The Franciscan Provincial, who “had authority from the Apostolic See” over visitors to the Holy Lands, ordered Ignatius to leave before he, like so many before him, was kidnapped, held for ransom, or even murdered (Joseph N. Tylenda, *A Pilgrim’s Journey, The Autobiography of Ignatius of Loyola*, San Francisco 2001, 99). With his intentions frustrated, Ignatius had to discern anew where God was calling him in his present circumstances; he had to find God even in this frustrating failure. Ignatius, in other words, had to hold himself free of an undue attachment to his original aim of staying in the Holy Land in order to discern how he might now serve God. Consequently, he discerned that if he was to serve God, he would have to adapt to circumstances by going to school (Tylenda 108). And thus began years of study that would lead him to Paris to complete his education and to meet, among others, St. Francis Xavier, Pierre Favre, and Diego Lainez—all three among the first Jesuits and the latter Ignatius’ successor as Father General.
Such freedom from attachment, such openness to successful—if risky—adaptation, arises from openness to discerning God’s call even amid frustrating obstacles, horrible evil, or the mysterious and unexplainable. As Fr. Curran says in his Foreword, “The Rockhurst story is truly one of Jesuits and their lay colleagues attempting to find God in all things. This Jesuit core value is the dominant thread found in the garment worn in the first 100 years of Rockhurst.” Early in the 20th century, Kansas City, with its less than open reception of Catholic educators, posed serious challenges to a nascent Jesuit school. These Jesuit educators, therefore, adapted to their city by discerning God’s presence in a secular name for their university (Kasper 48). Similarly, if Fr. Dowling, founder of Rockhurst, was confronted with a “stony landscape” that gave rise, in part, to the institution’s secular name, he adapted to financial circumstances and discerned God’s presence even in the rocks and stones: “he looked to trim [construction] expenses by furnishing the stone right off the Rockhurst property” (Kasper 48, 63). In short, we will trace across the past decade the dominant thread of dogged discernment of God’s call amid struggle and challenge, much as Ms. Shirl Kasper did across Rockhurst’s first 100 years.

Responding to Higher Learning Commission Concerns: Accreditation, Adaptation, Innovation

In 2003, when the Higher Learning Commission (HLC) last visited Rockhurst University for comprehensive evaluation, the visiting team’s report, available in the ERR, contained a number of concerns that needed institutional attention, the bulk of which clustered around finances and enrollment [RD#1]. One additional concern that centered on assessment, including the need for an Assessment Coordinator who would collaborate with the Office of Institutional Research, required Commission follow-up in the form of a Progress Report on Assessment of Student Academic Achievement due by April 30, 2005.

In responding to concerns and a call for Commission follow-up, the University adhered to its own core values of reflection and discernment; aware of its own needs and weaknesses, Rockhurst looked as well to turn reflection into action. Faced with institutional needs and constraints on resources, Rockhurst proceeded creatively and imaginatively to address challenges and adapt to circumstances. We shall detail our responses to HLC’s report: first, to HLC’s concerns; second, to all assessment related issues that ultimately required a follow-up report. After each concern, moreover, we have listed where it might be found in the visiting team’s 2003 report.
HLC Concerns: Enrollment, Budget, and Planning; Facility Needs; Diversity; and Faculty Development Funds

Enrollment

HLC Concerns

1. The team emphasized, “Enrollment problems—particularly among traditional undergraduates—have plagued Rockhurst over the past decade. The causes of enrollment shortfalls are varied, including leadership issues (until recently) and turnover in the admissions area, lack of timely and effective financial aid packaging, inadequate marketing, and failure to work closely with community colleges to attract transfer students.”

2. Still, the team acknowledged, “Rockhurst has identified these problems and is addressing them through new leadership in admissions and through hiring Noel-Levitz to assist in marketing and in financial aid packaging” (Criterion Two).

3. In addition, the team cautioned that
   a. The University needed to execute effective strategies for increasing traditional undergraduate enrollment, including greater use of alumni in recruiting students and widening its recruitment markets (Advancement Section);
   b. The University needed to decide carefully how it could both safeguard its mission and educational distinctiveness and yet be flexible enough to attract increasing numbers of adult and transfer students (Advancement Section);
   c. Faculty expressed confusion and a lack of involvement in analyzing the recent downturn in enrollment (Criterion Four).

Rockhurst Response

During the 2003 Higher Learning Commission visit, undergraduate enrollment was a major concern, especially because the University’s freshman cohort of 214 students in the fall of 2002 was the second smallest class in 30 years. As a consequence, the University engaged Noel-Levitz, a firm specializing in enrollment management, to help us increase enrollment and recruit high school graduates with higher GPA and ACT scores. As reported in our self-study in 2003, Noel-Levitz recommended “adjustments to financial aid packages that will make them more competitive” (38). Specifically, Noel-Levitz created and helped Rockhurst implement a financial aid awarding matrix that used historical analysis to identify and allocate financial resources to our applicants by looking at awards by geographic locations and students’ academic profiles and financial need. We were thus able to leverage our limited resources to build enrollment. Noel-Levitz also provided a “predictive modeling service” to score the “probability” that prospects would actually enroll, and recommended that current students contact “prospective students earlier in the recruitment process” (38). (Please see Criterion 2a and b for further discussion of financial aid and tuition discounting.)
Separate from tuition discounting as a form of financial aid, Rockhurst has a number of scholarships, available to first-time freshmen, in three categories: Competitive, Academic, and Talent. In each category, the amounts of the scholarships vary. For example, among Competitive Scholarships, two provide full tuition to freshmen entering Rockhurst (Trustees Scholarships) or the Research College of Nursing (Tom D. Harmon Scholarships), respectively. By contrast, nine different amounts comprise the Academic Scholarships ranging from the Dowling Scholarship at $20,000 to the Family Award at $1,000. The Talent Scholarships—in English (writing), Music (vocal), Theater (technical and performance), Modern Languages (French and Spanish), service, and athletics—differ greatly. Whereas the Talent Scholarships are all $1,000, the Finucane Service Awards are $1,500, and athletic scholarships differ based upon skill and sport. Prospective students can find on our website a list of the criteria for receiving the various scholarships, along with the values of each; the list is also available in our ERR [RD#2].

Rockhurst is an NCAA Division II institution and a member of the Great Lakes Valley Conference. The University awards athletic scholarships in eleven varsity sports: six women’s (basketball, soccer, softball, volleyball, tennis, and golf) and five men’s (basketball, soccer, baseball, tennis, and golf). Athletic scholarships are awarded at the discretion of the coaches for each team, with scholarships awarded on the basis of athletic ability. Scholarships range from $1,000 to full equivalency scholarships, which include all tuition, room, board, and fees for the academic year. Rockhurst rarely offers a full equivalency scholarship to an athlete, preferring to apportion the equivalency amount to more than one athlete. In AY2011–12, for example, eighty-eight women and seventy men received athletic scholarships. The University had divided 71 full equivalencies among these 158 student athletes. These scholarships are available for both freshmen and transfer students.

We have no limit to the number of scholarships awarded, except for the full scholarships in the Competitive category: this year we awarded twenty Trustees scholarships, and two Tom D. Harmon scholarships, an increase from twelve and one, respectively. We increased the number of these full scholarships because the number of competitive scholarship candidates more than doubled from the previous year (from 108 to 233). To be invited to our Competitive Scholars Interviews in AY2011–12, students had to be eligible for the top three Academic Scholarship levels (the Dowling, Chancellors, and Deans scholarships); in previous years, only Dowling and Chancellors scholars were invited. Any student who attended the interviews and did not receive a Trustees scholarship received the Regents scholarship, valued at $1,000, over and above the scholarship that she or he received to qualify for the competition. We usually award ten Finucane Service Scholarships (but sometimes more if the quality of the candidates warrants more).

In any event, with Noel-Levitz’s recommendations and services mentioned above and others that have surfaced in our continuing relationship with Noel-Levitz, all present in the ERR, freshman cohort sizes have increased over the past ten years, nearly doubling between 2002 and 2009 [RD#3]. But we did see notable dips in 2007 and 2008, as well as 2010 and 2011, as Figure 1.1 shows. (Please see Criterion 2a for further details.)
While ACT and GPA scores did not keep pace with the increases in enrollment, they were higher (see our ERR for details [RD#4]).

The recent declines in enrollment of first-time college students (in 2010 and 2011) have led to new initiatives. The Associate Vice President for Enrollment Services presented plans to increase enrollment for AY2012–13 to the University Planning and Budgeting Committee (UPBC) at its June 2011 meeting, minutes of which are in the ERR (for details on the UPBC, see below Rockhurst’s Response to HLC Concerns about Budgeting and Planning) [RD#5]. The plans included developing new territories in Denver and Dallas; increasing the mail flow at the inquiry stage; implementing a non-matriculation survey by Noel Levitz [RD#6]; increasing scholarship levels; employing a firm to redesign our web application, as well as
to refashion how we contact prospective applicants by postcard, email, and phone; offering instant application at events; and expanding locations in the Jesuit Excellence Tour (JET). JET finds admissions counselors from Jesuit colleges and universities coming together in various cities to recruit at Catholic and Jesuit high schools in those cities. Thus far, we have participated in JETs in Omaha, St. Louis, Dallas, San Antonio, Houston, and Denver. We will continue these and expand to the East and West Coast, as well as the South and Southwest. Expanding our reach is vital to growing enrollment, though JETs will most likely take two to three years before they have a significant impact.

The enrollment numbers for transfer students, however, have not been as positive over the past decade despite HLC’s concerns about our outreach to community colleges. As Figure 1.2 indicates, total transfers are down 27% from 160 in 2003 to 117 in fall of 2011; transfer students new to Rockhurst (not former students readmitted) are down 26%; and former Rockhurst students readmitted are down by 30%. With tuition costs, housing costs, and fees rising—while scholarship money had remained constant—transfers declined. A weak admission plan for transfer students also contributed to the drop in numbers.

*Figure 1.2*

**Undergraduate Transfer Students, AY2003–04 to AY2011-12**

But the number of transfer students did increase in the last two years (by 23% and 17%) because of a number of actions that we have taken through fall of 2012. The improvement in transfer numbers over the past two years has resulted from a concerted plan to identify a pool of potential transfer students (specifically, new members of Phi Theta Kappa (PTK), the community college honor fraternity) and to mail all of them in a 150-mile radius of Rockhurst an admissions packet. Further, we implemented a new Competitive
Scholarship Program last year for PTK members. Although we adopted the program late in AY2010-11 and only advertised it for six weeks, thirty-two students showed up for the scholarship interviews. In AY2011–12 thirty-eight students attended (up nearly 20%).

Furthermore, we increased the number of scholarships for the PTK students: we awarded one full and five three-quarter tuition scholarships for AY2011–12; for AY2012–13 we awarded two full and eight three-quarter scholarships. We also increased the PTK award (separate from the previous scholarships) by $500. So, last year, all those invited to the Competitive Scholarship Program, who did not receive the full or partial scholarships noted, received an additional $2,000 PTK scholarship; this year, they received an additional $2,500 PTK scholarship. We not only added a new scholarship level in AY2011–12 (the Endeavor Scholarship of $5,000), but we also increased the other three academic levels of transfer scholarships (Jesuit Opportunity, Founder’s, and Distinguished Scholarships) from $2,500 to $3,000 each for AY2012–13. We again have no limit to the number of transfer scholarships available regardless of category. A list of the criteria for receiving one of the transfer scholarships, along with scholarship values, is available on our website and in our ERR [RD#7].

Finally, we planned events—other than the scholarship interviews—for prospective transfer students comparable to our events for prospective freshman students: Rock Talk invites prospective transfers to campus to speak with admission, financial aid, and academic advisors. We also brought two-year college counselors to campus in 2011 for a Christmas luncheon to update them on our programs and to help them to see that Rockhurst meets their students’ academic and financial needs in seeking a four-year college degree. We will have available for the HLC visiting team the first-time freshman enrollment numbers, as well as our transfer numbers, for fall 2012.

We want to improve our transfer numbers, quite frankly, because they would help make up for the expected decline in the pool of traditional first-time college students, as well as for the increasing numbers of students in this area who—to save money—choose to enter two-year colleges and then transfer to four-year colleges to earn their Bachelor’s degrees. Toward that end, the Strategic Enrollment Planning Subcommittee (SEPS) of the University Planning and Budgeting Committee (UPBC) formed a Transfer Workgroup (consisting of seven faculty members from a variety of departments around campus) and tasked it with “collecting information . . . about Rockhurst’s current transfer program, indentifying tension points (in recruitment and retention of transfer students), and investigating/proposing possible actions that could increase our transfer enrollment and/or improve the transfer experience in general at Rockhurst.” The Workgroup’s Final Report: March 2012, is available in our ERR [RD#8]. But, as our HLC visiting team advised, we need to ensure that our transfer students understand and are able to support Rockhurst’s mission.

While transfer students could potentially come to Rockhurst without a sense of mission or a commitment to it, the enrollment team has made quite an effort to emphasize the nature and importance of our mission and core values to our transfers—both during the recruiting process and in our orientation sessions. When mailing information packets to prospective students, we include documents on mission and values. Whenever potential students visit, we provide them reproductions of the inscription on the bell tower (regarding our aims of Learning, Leadership, and Service), as well as the vision, mission, and core values of Rockhurst (these items can be accessed on our website) [RD#9]. Enrollment personnel review these statements with
all students during their visits. And during Transfer Orientation, personnel allot time for talking to students about mission and values. In fact, all transfer students receive the same book, always linked to mission and core values that first-year students receive for discussion at Orientation. (A complete list is available in the ERR [RD#10]).

To keep faculty and staff in the loop about both good and not-so-good enrollment news, the head of Enrollment Services, the President, Vice President for Academic Affairs, and Deans have made it a regular part of their communication with faculty and staff to report enrollment data throughout the year at Senate meetings, meetings of the University Faculty Assembly and the UPBC, in the regular meetings of schools and colleges on campus, and through emails from Deans. When presenting enrollment data, moreover, the Associate Vice President for Enrollment Services has provided reasons for the data, especially when numbers were down, as he did in the minutes available in the ERR [RD#11, RD#12].

In short, Rockhurst has attended to HLC’s enrollment concerns (both for “traditional undergraduate enrollment” and for transfer students). But, even as we nearly doubled our traditional first-year enrollment and have recovered from deficient recruiting of transfers, we understand that we have to improve upon these accomplishments. We have to follow through on our recruiting strategies and sustain enrollment at, for example, our AY2012–13 targeted level of about 500 new undergraduate students annually (385–400 traditional first-year students and 100–115 transfer students). Of course, as circumstances warrant, these targets may rise; but sustaining an annual influx of 500 new undergraduates would allow us to grow into what Fr. Curran has set out as our goal: 1,800 fulltime undergraduate students.

Budgeting and Planning

HLC Concerns

1. The visiting team encouraged broad faculty and staff involvement in institutional planning, budgeting, and assessment—specifically including department heads across the campus to protect the mission and capture the best thinking about increased efficiencies and opportunities for new revenue growth (Advancement Section).

2. Because of enrollment shortfalls, the University had been forced to use its substantial income from National Seminars, as well as sizable private gifts, to balance the annual operating budget. Therefore, the team emphasized the need to move the operating budget toward self-sufficiency, both by increasing net tuition revenue and decreasing operational expenses (Criterion Two).

3. Although Rockhurst had made many strategic decisions from 1994–2003, there had not been an overall strategic plan for the University, primarily because of turnover in the President’s Office (Criterion Four).

Rockhurst Response

In response to HLC’s concern about expanding the involvement of University stakeholders in the budget and strategic planning process, as well as HLC’s concern over the need for an overall strategic plan, Fr. Curran, almost immediately after assuming his post as President of Rockhurst University, issued to campus and external constituents An Invitation from the President to Join in Creating a Shared Vision (Extended in Summer 2006) [RD#13]. Although Criterion 2b and 2d provide more detail on both the highly innova-
tive process Fr. Curran proposed and the outcomes of the process, we can say here that Fr. Curran called upon all Rockhurst supporters “to responsibly address immediate fiscal and education-related issues, while simultaneously envisioning the shared future we seek to create.” He went on to lay out “a fourteen-month planning process to help us discern elements of a university strategy—firmly grounded in our mission and core Jesuit values—that distinguishes what we do and how we do it in ways that students, donors and others find compelling and perceive as valuable.”

Asking “each member of the Rockhurst University community to involve herself or himself in this process,” Fr. Curran announced “a series of twelve Town Meetings” involving on-campus and off-campus groups to help us “[1] shape our shared vision statement; [2] identify Rockhurst University’s strengths and necessary resources; and [3] identify what stakeholders feel should be the defining characteristics of Rockhurst University’s unique and distinctive identity.” Subsequently, “broadly constituted Planning Work Groups [were to] help the University’s Planning and Budgeting Committee identify strategic goals and supporting initiatives and develop the metrics and means for measuring progress toward achieving our goals” embodied in a strategic plan that would guide the University from 2007 to 2012.

Fr. Curran proposed the University Planning and Budgeting Committee (UPBC) as the means of realizing the process he had set in motion by managing the annual budget process, orchestrating a widely participative development of the 2007–12 strategic plan, and overseeing the implementation of the plan through orderly Planning, Budgeting and Accountability. While responding to the HLC’s call for data-driven decisions, the UPBC would, at the same time, make its decisions in keeping with Rockhurst’s mission and core values.

Membership of the UPBC is broadly inclusive, with the President, Vice Presidents, Deans, other administrators from physical plant to athletics and admissions, faculty (who comprise almost 25% of the Committee), and staff [RD#14]. In the interest of transparency beyond the members, faculty and staff are updated on important milestones through reports from the President or Finance administrators at faculty assemblies, staff workshops, and through the publication of the UPBC minutes.

As Fr. Curran initiated his planning and budgeting process in the summer of 2006, the Board of Trustees simultaneously (at its June 2006 meeting) presented the new President with their expectation that Fr. Curran “put together a tactical plan to operate the University within its means.” Specifically, this required, as noted in the December 2006 Board minutes, “that the 2007–2008 fiscal year budget be balanced with a contribution from [Rockhurst University Continuing Education Center] RUCEC while the budget for 2008–2009 must be balanced without the RUCEC contribution” (Board minutes referenced here and available in the ERR are password protected) [RD#15, RD#16]. Any subsequent cash dividends received from the University’s majority owned subsidiary RUCEC would no longer subsidize University operating deficits, but would be reserved for priorities as identified in the new Strategic Planning process. From this point forward, University operations would need to break-even or better for the first time in over ten years. However difficult the struggle was to adapt to these strict financial constraints, the effort has put Rockhurst on a firmer financial footing.

The University’s decision to partner with Noel-Levitz for enrollment revenue management in AY2002–03, the Board of Trustees’ charge to the new President in June 2006, and President Curran’s new budgeting
processes have all helped to turn the finances of the University around. The University’s results of operations significantly improved from a deficit of five million dollars in 2007 (one year after implementation of this new budgeting process) to a surplus of five million dollars through 2011, as illustrated in Figure 1.3. (Please note that a one-time gift of $10 million inflated the results for 2010.)

Figure 1.3
University Results of Operations, FY2002–03 to FY2010–11

Despite Rockhurst’s remarkable turnaround financially, The Chronicle of Higher Education published an article (in October 2011) listing Rockhurst as an institution that failed the Department of Education’s fiscal responsibility ratio in FY2008–09. While Rockhurst’s ratio at .90 did fall below the level of 1.0 in FY2008–09 and, thus, failed the ratio test, we would emphasize that it was due to the impact of the economic recession on RUCEC’s operations and our endowment. (Please see Criterion 2b for further discussion of the recession, RUCEC, and Rockhurst’s balance sheet.) Nevertheless, we were required to post a letter of credit to the Department of Education that year. In FY2009–10, with a ratio of 1.4, we had improved, but were still considered to be in a zone (of ratios between 1.0 and 1.5) subject to special requirements, namely using the reimbursement basis for disbursement of federal funds (we disburse first, and then get reimbursed). Quite frankly, that is how we have always disbursed financial aid. In any event, by 2011, our ratio was 2.0, significantly above the 1.5 measure of fiscal responsibility.

The decreases in enrollment over the past two years have proven to be additional challenges to our operations and plans. In light of these declines, the President wished to be proactive in preventing the sizeable deficits that he faced when he took office. So, in fall of 2010, he shared with the Faculty Senate his decision that faculty raises (normally announced when contracts are sent out in March) and staff/administration raises (normally awarded in July and August) would only be provisionally offered at those times. Depending upon actual enrollment and revenue figures in the fall, the promise of a 2% raise in March or July, for example, might be revised upwards or downwards in the fall.
When freshman enrollment in fall of 2011 dipped 18% below the target number of 397, provisional raises were rescinded. Such provisional decision-making does, indeed, help to keep our budget balanced, but it also demands that Rockhurst do more to generate revenue, primarily by increasing enrollment. (Please see Criterion 2b for further discussion of how we addressed this new revenue/enrollment challenge.) We believe that the enrollment strategies detailed in the previous section will help to do this. As we plan strategically for 2013–17, however, we must devise plans not only to increase, but also to sustain, higher enrollment numbers. Feedback from student surveys in July and September 2011 indicated that we need to enhance our facilities (see the next section reviewing Rockhurst’s response to HLC’s concerns about Facility Needs for Students), and that we need to increase our academic program offerings to attract more students [RD#6, RD#18]. Given our financial constraints, however, we will once again need to be creative in doing so, for example, by exploring partnerships with other institutions, as we have with the School for Computing and Engineering at the University of Missouri at Kansas City (UMKC). Rockhurst will offer various engineering specialties (specifically, Mechanical, Electrical, Civil, Computer Science, and Information Technology) in cooperation with UMKC while also providing math and other courses for UMKC engineering students (as we notified our HLC liaison, Dr. John Taylor, on April 5, 2012; and for which we subsequently submitted a new program application on July 31, 2012). Of course, developing more endowed scholarships in place of tuition discounting would also generate more revenue.

Facility Needs for Students

HLC Concerns
1. To enhance student life, the university might strive to create a student recreational center that also functions as a student union, providing a place for student community (Advancement Section).

2. Priority should be given to remodel and repair residence halls and other facilities that have suffered from limited funds assigned to deferred maintenance (Advancement Section).

Rockhurst Response
The Campus Master Plan [RD#19] has helped to guide the ongoing development of the campus (innovatively addressing what is needed to enhance recruitment) while providing direction for renovation and rehabilitation of existing facilities. The twenty-acre “South” Campus, which was acquired from St. Louis University in 2001 and is approximately ten miles south of the main campus, was sold in 2005 due to underutilization. As noted in HLC’s second point above, deferred maintenance continued to weigh down the existing resources of the annual operating budget for facilities. Estimated at $19.6 million at the time the plan was created, the University proposed to reduce this maintenance backlog by the spring of 2013 [RD#20].

The University has made some progress in attacking the backlog, especially as it related to student spaces. In the summer of 2008, McGee Hall (the freshman women’s residence hall) received a significant facelift. Approximately $1.2 million was spent upgrading the electrical capacity and carpeting of the building, as well as removing the old built-in furniture and replacing it with new modular units. In 2009, Corcoran
Hall (the freshman men’s residence hall) received a similar upgrade. Nearly $2 million was spent upgrading electrical capacity, expanding the electronic access security system, and replacing carpeting and furniture. The total deferred maintenance expenditure for 2009 was $2.9 million. In 2010 and 2011, although financial constraints reduced the annual allotment for deferred maintenance projects to $400,000, the projects nonetheless included façade work to Corcoran Hall.

In addition, the construction of new facilities continues, with the primary goal in the near term being a new academic building to replace Sedgwick Hall. Sedgwick—the oldest building and the single largest deferred maintenance project at Rockhurst—is the primary classroom building with close to 50% of the total contact hours on campus. Because plans for bringing the new building online depended on fund raising, and because raising the $30 million or more for the new building in the 2011 economy seemed too challenging, we altered our plans. We began design on this facility in the fall of 2011 with a likely two-stage construction plan in mind. Faculty, primarily the arts and humanities faculty housed in Sedgwick, had views about what should be done in each stage that differed from what the President’s Cabinet originally envisioned.

Whereas the Cabinet proposed to construct the classroom and office spaces first, and the 500-seat lecture hall and theater in the second phase, faculty preferred the lecture hall and theater in the first phase. Ultimately, a compromise emerged that found the lecture hall added to the first phase of construction, along with most of the classrooms and office spaces. The chronological sequence of the dialogue between faculty and administration is in the ERR [RD#21, RD#22, RD#23, RD#24]. As an aside (which shall be developed more fully under Criterion 1d under Shared Governance), we would emphasize that the give and take between faculty and administration leading to this compromise, illustrates how shared governance—at its best—works at Rockhurst University. In any event, plans have us breaking ground in the spring of AY2012–13 with substantial completion of the first stage and availability for classes targeted for fall of AY2014–15. Both stages of the new academic building will completely replace Sedgwick Hall and allow for its subsequent staged renovation into a primarily administrative space with a campus visitor’s center.

It is imperative that this new academic building be completed as it will have the double effect of providing a new facility to assist in recruiting and retaining students, as well as providing additional relief to the deferred maintenance backlog by reducing the strain Sedgwick Hall has put on deferred maintenance funds. The new building will also enable a very creative approach—one that adapts to our financial circumstances—for providing our students the center that the HLC advised us to consider. When Fr. Curran came to Rockhurst, his first decision was to delay construction of just such a center because of the financial challenges facing the institution. But by incrementally moving through the planning and budgeting process, we discovered that renovation of the residence halls, detailed above, took priority over updating academic space. We have, in the meantime, been able to raise the money to relieve parking needs that a new building will create, even as we raise the funds for a new building that must precede the renovation of Sedgwick. And the renovation of Sedgwick will allow us to turn Massman Hall into the student center that we have targeted in our plans. Fortunately, renovating the residence halls, as well as constructing a new weight room in Massman Hall, seem to have lessened the urgency of creating a student center. These adaptations have allowed us to address the other areas first, even as we move forward on creating our student center.
Diversity on Campus

HLC Concerns
1. Only three of twenty-five Rockhurst trustees are women, a statistic that does not reflect the fact that slightly over half of Rockhurst’s students are women (Criterion Two).

2. The University might also widen its sense of “minority.” Most discussions focus on African Americans, yet newer immigrants (Latinos and South Asians) represent major growth sectors in Kansas City and the Mid-West (Advancement Section).

Rockhurst Response
Currently, twenty-eight of thirty authorized seats on the Board of Trustees are filled, in addition to the two recent-graduate seats, which always comprise one man and one woman. Women hold eight of the twenty-eight seats that are filled; and, of these eight women, one is African American, one is Asian, and one is Hispanic. The change from 12% representation to 29% since 2003 more than doubles the proportion of female representation on the Board. Of the twenty men on the Board, moreover, one is African American and one is Asian. These numbers represent significant improvement, though we intend to improve still further on the gender and racial mix of the Board.

Membership on the Board of Trustees is presently based upon the following criteria:

1. Needs of the University
2. Philanthropic Capacity
3. Community Involvement
4. Diversity
5. Level of Engagement

In order to create a board that is more inclusive, the Committee on the Board requires that the pool of candidates for membership have twice as many women as men and twice as many people of color as Caucasians. This requirement highlights the desire of the Board that one-third of its members reflect inclusivity of women and people of color by 2013.

As for the diversity of students, faculty, and staff, including the mix of minority classifications, Rockhurst has made some progress or, at the least, held its own even as it has faced financial and enrollment challenges. The undergraduate enrollment data for the past nine years show that Rockhurst’s focus on diversity has expanded to encompass Asians and Hispanics, in addition to African Americans. The minority percent of total enrollment, with the exception of 2009, varied between 14% and 18% from 2003 to 2011; the total number of minorities increased by 3% by 2011, as Figure 1.4 shows. Although the total dropped by 17% from 2003 to 2004, it increased 24% over the next seven years from 292 to 362.

Among the four minority groups represented, however, we see some shifting: after a drop in all four categories from 2003 to 2004, we see a notable increase among Asians and Pacific Islanders of 41% and Hispanics of 55%, even as Native Americans increase a bit and African Americans decrease a bit from 2004 to 2011.
When we include the decreases from 2003 to 2004, however, African Americans and Native Americans decreased 18% and 38%, respectively. By contrast, Asians and Pacific Islanders increased nearly 10% from 2003 to 2011 and Hispanics registered a substantive gain of 36%.

Figure 1.4
Undergraduate Minority Enrollment (Full- & Part-Time)

<table>
<thead>
<tr>
<th>Fall Enrollments</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black, Non-Hispanic</td>
<td>176</td>
<td>152</td>
<td>142</td>
<td>123</td>
<td>117</td>
<td>127</td>
<td>111</td>
<td>158</td>
<td>144</td>
</tr>
<tr>
<td>American Indian, Alaskan</td>
<td>21</td>
<td>11</td>
<td>19</td>
<td>22</td>
<td>11</td>
<td>8</td>
<td>12</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td>Asian, Pacific Islander</td>
<td>63</td>
<td>49</td>
<td>57</td>
<td>69</td>
<td>87</td>
<td>63</td>
<td>53</td>
<td>64</td>
<td>69</td>
</tr>
<tr>
<td>Hispanic</td>
<td>91</td>
<td>80</td>
<td>108</td>
<td>121</td>
<td>122</td>
<td>122</td>
<td>108</td>
<td>117</td>
<td>124</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>12</td>
</tr>
<tr>
<td>Minority Totals</td>
<td>351</td>
<td>292</td>
<td>326</td>
<td>335</td>
<td>337</td>
<td>320</td>
<td>284</td>
<td>351</td>
<td>362</td>
</tr>
<tr>
<td>Total Enrollment</td>
<td>1958</td>
<td>1962</td>
<td>2091</td>
<td>2222</td>
<td>2318</td>
<td>2242</td>
<td>2120</td>
<td>2107</td>
<td>2130</td>
</tr>
<tr>
<td>Minority Percentage</td>
<td>17.90%</td>
<td>14.90%</td>
<td>15.60%</td>
<td>15.10%</td>
<td>14.50%</td>
<td>14.30%</td>
<td>13.40%</td>
<td>16.70%</td>
<td>17.00%</td>
</tr>
</tbody>
</table>

In fall 2011, minorities comprised 17% of total full- and part-time enrollment. Though only a small increase from 2010, this is our highest percentage since 2003.

While we have, in part, addressed HLC’s concerns in 2003 (diversity does involve more than African Americans), we will continue our efforts in this area; we will especially work to regain lost ground and increase minorities as a percent of total undergraduate enrollment—an added challenge as we seek to increase overall enrollment. We do, however, have enrollment plans and resources to enhance diversity on campus.

The Diversity Committee has carefully monitored minority student perceptions and experiences on campus to integrate diverse student groups into the Rockhurst community. Whether by listening to the concerns and fears of minority students on campus, by examining NSSE and SSI data on diversity issues, or by analyzing graduation and retention rates of underrepresented students, the Diversity Committee has pursued objectives (set out annually in our Strategic Plan) with measureable progress toward improving campus culture to ensure the social success of first generation students by increasing awareness, sensitivity and skills in the area of diversity. The Committee lists a number of achievements under each goal in its five-year Diversity Update, which is available in our ERR [RD#25]. (Please see the close of this section regarding the place of diversity in our strategic plan and Criterion 1b for further discussion of the Diversity Committee and our mission.)
The story for minority representation among graduate students, by contrast, tells a somewhat different story. As Figure 1.5 indicates, African American enrollment declined 45% between 2003 and 2011 (even after excluding the high enrollment years of 2004 and 2005). Although Native Americans similarly have had large percent decreases, their numbers have been very low over this period, ranging from zero to nine. Asians increased 15%, while Hispanics decreased 16% over the same period. Overall, the number of all minorities declined 22% from 2003 to 2011, even as the total graduate enrollment declined 16%, explaining why the minority percentage of all graduate students dropped by .80%.

Figure 1.5

Graduate Minority Enrollment (Full- & Part-Time)

<table>
<thead>
<tr>
<th>Fall Enrollments</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black, Non-Hispanic</td>
<td>44</td>
<td>70</td>
<td>72</td>
<td>42</td>
<td>36</td>
<td>32</td>
<td>37</td>
<td>30</td>
<td>24</td>
</tr>
<tr>
<td>American Indian, Alaskan</td>
<td>5</td>
<td>9</td>
<td>6</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>5</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Asian, Pacific Islander</td>
<td>20</td>
<td>24</td>
<td>27</td>
<td>24</td>
<td>17</td>
<td>18</td>
<td>17</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>Hispanic</td>
<td>32</td>
<td>28</td>
<td>33</td>
<td>18</td>
<td>18</td>
<td>26</td>
<td>35</td>
<td>30</td>
<td>27</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>5</td>
</tr>
<tr>
<td>Minority Totals</td>
<td>101</td>
<td>131</td>
<td>128</td>
<td>86</td>
<td>73</td>
<td>80</td>
<td>94</td>
<td>85</td>
<td>79</td>
</tr>
<tr>
<td>Total Enrollment</td>
<td>802</td>
<td>802</td>
<td>853</td>
<td>844</td>
<td>806</td>
<td>844</td>
<td>909</td>
<td>788</td>
<td>671</td>
</tr>
<tr>
<td>Minority Percentage</td>
<td>12.6%</td>
<td>16.3%</td>
<td>15.0%</td>
<td>10.2%</td>
<td>9.0%</td>
<td>9.5%</td>
<td>10.3%</td>
<td>10.8%</td>
<td>11.8%</td>
</tr>
</tbody>
</table>

The major source of these decreases is the MBA enrollment which overall had declined 57% between 2003 and 2010, while the minority enrollment declined 60% or 39 people over that same period. The other graduate programs (PT/DPT, MEd, CSD, and OT) all show increases of two to nine minority students. (Totals of related tables in our Resource Room vary slightly from totals above, as only declared majors appear in the related tables unlike aggregate totals above [RD#26]). The decline in MBA students arose from two issues primarily—the economy and tuition levels—and there are now more than fifteen MBA programs in the Kansas City metropolitan area. With the economic downturn, many firms have been limiting their tuition remission; and any number of people who were attending found themselves without jobs. These circumstances, coupled with the high tuition we were charging, account for the enrollment decline.

We are addressing the situation in several ways. First, the Helzberg School of Management (HSOM) redesigned the curriculum of their part-time MBA Program where the bulk of their students enroll. In addition to meeting the demands of their student pool for certain discipline mastery, the HSOM redesign differed from competing programs by offering personal and professional development, mentoring, and coaching [RD#27]. Over the next three years, moreover, a coordinated marketing campaign will promote both the MBA Program and the redesigned curriculum. Finally, the University has adjusted its pricing more in line with its competition by lowering our premium rate per credit hour from 45% to 20% above our competitors’ tuition. We anticipated that minority enrollment would improve as the MBA numbers improved as a
result of these actions. And, to a certain extent, it has. Whereas the MBA program enrolled 80 new students in AY2010–11, it enrolled 101 new students in AY2011–12, a 25% increase. Of the 101 new students last academic year, 14% were minorities. While these new students contributed a bit to the 1% increase in the minority percent of total graduate enrollment in 2011, the 15% drop in graduate enrollment contributed a good deal more.

Because of our financial constraints, full-time faculty numbers have remained constant since 2003, but we were able to add eight minorities, more than doubling our modest number in 2003, and more than doubling the percentage of minorities among our faculty, as Figure 1.6 shows. We have, moreover, addressed HLC’s concerns about minorities other than African Americans, for seven of the eight new minority faculty members are Asian and Hispanic.

Figure 1.6
Minority Representation among Full-Time Faculty, 2003–2011

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009*</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black, Non-Hispanic</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>American Indian, Alaskan</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Asian, Pacific Islander</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Hispanic</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Minority Totals</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>7</td>
<td>12</td>
<td>11</td>
<td>13</td>
</tr>
<tr>
<td>Total</td>
<td>125</td>
<td>128</td>
<td>129</td>
<td>129</td>
<td>121</td>
<td>124</td>
<td>127</td>
<td>129</td>
<td>125</td>
</tr>
<tr>
<td>Minority Percentage</td>
<td>4.0%</td>
<td>3.9%</td>
<td>3.8%</td>
<td>3.8%</td>
<td>4.1%</td>
<td>5.6%</td>
<td>9.4%</td>
<td>8.5%</td>
<td>10.0%</td>
</tr>
</tbody>
</table>

*In 2009 IPEDS changed the race/ethnicity reporting and added a category for people of two or more races. When we report this category, it does not specify the races. This category, therefore, counts in the overall total but not the minority total. Because we had two full-time faculty members in this category in 2009 and one in 2010, (all three of whom marked Native American and Caucasian), minority numbers after 2009 might be considered somewhat higher than what is recorded.

As Figure 1.7 indicates, our minority staff numbers and percents remained consistent from 2003 to 2010 despite the significant downsizing of staff in 2006—when we began to address the Board’s mandate to live within our means. Notably, however, minorities increased by more than 2% from 2010 to 2011. The mix of minority groups has shifted since 2003 with Asians and Hispanics increasing and African Americans declining; Native Americans lost their only two members.
Figure 1.7

Minority Representation among Full-Time Staff, 2003–2011

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black, Non-Hispanic</td>
<td>48</td>
<td>47</td>
<td>45</td>
<td>41</td>
<td>40</td>
<td>43</td>
<td>39</td>
<td>39</td>
<td>40</td>
</tr>
<tr>
<td>American Indian, Alaskan</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Asian, Pacific Islander</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Hispanic</td>
<td>7</td>
<td>6</td>
<td>3</td>
<td>12</td>
<td>2</td>
<td>4</td>
<td>10</td>
<td>9</td>
<td>11</td>
</tr>
<tr>
<td>Minority Totals</td>
<td>57</td>
<td>55</td>
<td>49</td>
<td>55</td>
<td>45</td>
<td>48</td>
<td>53</td>
<td>52</td>
<td>55</td>
</tr>
<tr>
<td>Total</td>
<td>236</td>
<td>234</td>
<td>230</td>
<td>222</td>
<td>199</td>
<td>210</td>
<td>208</td>
<td>210</td>
<td>203</td>
</tr>
<tr>
<td>Minority Percentage</td>
<td>24.2%</td>
<td>23.5%</td>
<td>21.3%</td>
<td>24.8%</td>
<td>22.6%</td>
<td>22.9%</td>
<td>25.5%</td>
<td>24.8%</td>
<td>27.0%</td>
</tr>
</tbody>
</table>

In reflecting on the issues of gender and minority groups that concerned HLC, Rockhurst still faces challenges, but it has done a good deal to maintain past gains and, in several cases, to build on them. As we look to the future regarding diversity, Strategic Direction 11—in place since 2006—will continue to set out as a major goal “Recruit and support a more diverse university community” [RD#28].

Among the objectives for AY2011–12, the Human Resources Director ran appropriate faculty advertisements on diverse websites as finances allowed, with all ads emphasizing that we are an Equal Opportunity Employer. Human Resources also used various community groups, such as the Full Employment Council, Women’s Employment Network, the Urban League etc., when recruiting for staff positions. As specialized positions opened in areas such as Student Development, Athletics, and others, HR worked with managers in those areas to identify publications and/or websites where we might attract a diverse applicant pool [RD#29]. Given the numbers presented above, Rockhurst has made progress toward achieving its objectives regarding a diverse campus community. Given that we are a small, private, religiously affiliated institution in the midwest, we feel our progress is noteworthy—especially as we have striven, with the aid of our Diversity Committee, to engender a culture on campus that is aware of and sensitive to issues of diversity. But the numbers suggest that our objectives remain opportunities that we ought to continue pursuing as we shape our strategic plan for 2013–17. (Please see Criteria 1b, 2b, 3c, and 4c, which discuss diversity from different perspectives.)

**Expenditure of Faculty Development Funds**

**HLC Concern**

Faculty development funds to support research and participation in academic meetings often go unspent because of conditions established in some departments (Criterion Four).
Rockhurst Response

In reviewing Rockhurst University’s self-study report of AY2002–03, we were not able to find any passage upon which HLC’s concern would rest except perhaps the indication that not enough faculty were applying for the ten sabbaticals that were available at the time of our last accreditation report. That issue, however, does not seem to have been the focus of HLC’s concern above. Although we are not certain what the team meant, we shall demonstrate that if unexpended development funds were a problem in 2003, the issue is very close to being fully addressed, except for the challenge of increasing the applicant pool for sabbatical leaves.

Regarding Presidential Grants, we can say that all eight Presidential Grants available annually over the past decade were awarded with the exception of 2009 and 2011. Because of the stock market’s impact on endowment income in 2009, only one award (for instructional supplies for Occupational Therapy) was approved, while only six Grants were awarded in 2011. Though records are wanting after 2006, the records that we do have—along with the recollection of succeeding chairs and members—indicate that applications for these grants generally outnumber the awards by quite a bit, perhaps as much as two to one, allowing the Committee to be selective.

From 2003 to 2012, the number of sabbaticals awarded ranged from two to six annually, but more often ranged between four and six. The number of applicants and number of available sabbaticals are unavailable after 2006, but the numbers we do have and the recollections of chairs suggest that applicants generally equaled the number of available sabbaticals (as many as six were available during most years). The same situation prevailed in AY2011–12 when all five applicants received sabbaticals. In short, our situation seems to be similar to that reported in our 2003 self-study.

These numbers really are an anomaly, given the competition for Presidential Grants, the rate at which faculty are using other development funds, and the scholarly output across campus (as detailed under Criterion 4a). This was a situation that needed to change. The VPAA and the academic Deans, therefore, began to study the situation for departmental conditions that might have been keeping applications down, but the resignation of the VPAA in spring 2012 and the retirement of the Dean of HSOM interrupted their progress. Despite this interruption, the VPAA and Deans will continue exploring what is surely a counter-intuitive set of circumstances.

In addition to awarding Presidential Grants and sabbatical leaves, the University allocates resources to departments ($1,000 per faculty member) to help faculty in their research, development of new courses, travel to conferences, and so on; it does so under various lines in our budget. Under the generic term Faculty Development, we find funding for organizational memberships and journal subscriptions, lodging, ground transportation, meals, fees (for conferences and workshops), air travel; under a second generic term of Professional Development, we find funding for books, publications, instructional materials, professional certifications. The funding for both Faculty Development and Professional Development derives from a combination of the University’s operating budget and endowed funds, such as the Breen Faculty Development Fund for Finance faculty in the Helzberg School of Management, the (newly founded) Rues Distinguished Teacher Fellowship open to all faculty, or the Rigby-Knickerbocker Faculty Development Fund for instructors of English and Psychology in the College of Arts & Sciences.
During the annual budgeting process, Deans and department chairs might allocate funds to Professional Development, but actual expenditures might come back from faculty broken down by more specific categories such as travel and lodging. As such, we find that some of the individual budget lines are overspent while others are unexpended by a good deal. Yet when we look at the bottom line, we find several trends over the past decade supporting the claim that our faculty indeed spent most of the money available for development even as the amount allocated for development increased significantly.

Figure 1.8 allows us to look at the two lines comprising all of the development funds for faculty over the past nine years: the Faculty Development and Professional Development lines (all numbers have been rounded). We find that the actual expenditures for the Faculty Development line exceeded budgeted amounts in seven of the nine years by about $38,000 annually, averaged across all nine years. By contrast, the total budgeted amount for the Professional Development line exceeded expenditures in eight of the nine years, averaging about $66,000 annually across the nine years (the exceptions to these patterns are highlighted):

**Figure 1.8**
Allocation and Expenditure of Funds for Faculty Development, 2003–11

<table>
<thead>
<tr>
<th>Year</th>
<th>Faculty Development</th>
<th>Professional Development</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Actual</td>
<td>Budgeted</td>
</tr>
<tr>
<td>2003</td>
<td>$180,000</td>
<td>$156,000</td>
</tr>
<tr>
<td>2004</td>
<td>$183,000</td>
<td>$144,000</td>
</tr>
<tr>
<td>2005</td>
<td>$226,000</td>
<td>$168,000</td>
</tr>
<tr>
<td>2006</td>
<td>$207,000</td>
<td>$157,000</td>
</tr>
<tr>
<td>2007</td>
<td>$237,000</td>
<td>$241,000</td>
</tr>
<tr>
<td>2008</td>
<td>$247,000</td>
<td>$251,000</td>
</tr>
<tr>
<td>2009</td>
<td>$239,000</td>
<td>$222,000</td>
</tr>
<tr>
<td>2010</td>
<td>$321,000</td>
<td>$230,000</td>
</tr>
<tr>
<td>2011</td>
<td>$292,000</td>
<td>$219,000</td>
</tr>
<tr>
<td>Total</td>
<td>$2,132,000</td>
<td>$1,788,000</td>
</tr>
<tr>
<td>Average Annual Difference</td>
<td>Total Diff. ÷ 9 = Annual Difference</td>
<td></td>
</tr>
<tr>
<td></td>
<td>$344,000 ÷ 9 = $38,000</td>
<td></td>
</tr>
</tbody>
</table>

As we look at the overspending of Faculty Development funds and the underspending of Professional Development funds, we find more than $250,000 not spent over the past nine years or approximately $28,000 annually, which represents approximately 9% of funds available per year. In other words, a bit more than 91% of the funds available have been spent, while allocations for Faculty Development increased 40% and funds for Professional Development increased 277%. In short, we believe that Rockhurst University has made faculty development funds a budget and planning priority (even as it moved to live within its means and erase sizeable operating deficits), and faculty have made the use of these funds a priority at the department level. On the other hand, increasing the number of sabbatical applications will be receiving priority attention from our VPAA and Deans, as noted above.
HLC Concerns: Assessment Plans, Process, Coordinator, and Institutional Research

HLC Recommendations for Institutional Attention and Commission Follow-up

HLC Recommends Assessment Plan and Process
1. The team noted that the assessment plan had significant deficiencies, including an inability to interpret assessment data in a meaningful way or to engage a large number of faculty actively (Criterion Three).

2. Because a course embedded assessment approach was in developmental stages at the time of HLC’s visit in 2003, data had yet to be collected (Criterion Three).

3. Faculty needed specific help and directions in designing and implementing course embedded assignment activities, as well as in analyzing and utilizing such information for enhancing their teaching (Criterion Three).

4. The University needed to consider carefully its understanding of assessment in relation to teaching and to make that connection clear across campus through CETL sponsored workshops and activities (Criterion Four and Advancement Section).

HLC Recommends Assessment Coordinator Linked with Institutional Research
1. The team recommended that, after the University had clarified for itself the relationship of assessment to teaching, it should appoint an assessment coordinator or director to analyze the collected data from all of the course embedded assessment activities; this seemed especially urgent in the absence of an Institutional Research Office on campus (Criteria Three and Four).

2. Moreover, the team emphasized, in the absence of an Institutional Research Office, this director will need to coordinate activities of the assessment program with the entity that generates institutional data for analysis purposes (Criterion Three).

3. The University needs to create a culture of data-driven decision-making (Advancement Section).
HLC Recommends Progress Report on Assessment by April 30, 2005

Rockhurst Response

The Staff Analysis of “Rockhurst University’s Progress Report on Assessment, April 30, 2005,” attached to a letter from Ms. Barbara Pollard Taylor, dated July 8, 2005, accepted Rockhurst’s report, indicating that “No further reports are required.” It concluded, furthermore, as follows:

The Rockhurst University report describes the work of an institution that is cognizant of what it needs to do to improve student learning, and is committed to achieving this goal with a focus on course embedded assessment, the University’s assessment learning, and the development of the whole person both in the classroom and without. With the leadership of the Committee on Rockhurst Assessment (CORA), which articulated the course embedded assessment strategy, assessment is not only systematic, but also systemic. The University’s assessment process has faculty buy-in, is linked to teaching and learning, and is used to improve student learning, all hallmarks of an emerging assessment culture on the campus. The College believes that it has become more learner-centered, and is focusing on what and how students learn, as the teacher and support services engage and facilitate their learning. Although there remain areas for continued assessment understanding and growth and for strengthening the assessment of the core curriculum, Commission staff commends the UAC, the CIC, CORA, the supportive administration, and participating faculty on their achievements thus far, and on their commitment to the work of assessment, and to the ongoing growth of the institution’s assessment processes [RD#33, RD#34].

The report to which HLC responded so positively indicated that during AY2003–04, the Committee on Rockhurst Assessment (CORA) led University efforts to analyze the HLC Evaluation Team’s findings and recommendations, and to identify current University assessment strengths and effective processes upon which to build. Successive CORA drafts of a new University assessment plan provided opportunities for faculty to give feedback and participate in the final document. The result was Rockhurst Assessment Plan 2004, endorsed by the Faculty Senate in April 2004 and approved by the President with resources as requested. The plan

1. Outlined the faculty development and support strategy for spreading use of course-embedded assessment in classroom and program-level assessment activities;

2. Specified a process for using course-embedded assessment to assess student learning in the University core curriculum;

3. Fixed responsibility for program-level assessment within the University’s college and two schools;

4. Outlined procedures used to assess co-curricular and extra-curricular aspects of a Rockhurst student’s experience; and

5. Established a new Office for University Assessment (OUA and later the Office for University Planning and Assessment [OUPA]) that would work with the Committee on Rockhurst Assessment and the Center for Teaching Excellence to facilitate and coordinate University assessment activities.
In the fall of 2004, OUA was born, consisting of a half-time director, full-time analyst, and part-time Faculty-in-Residence for Assessment; OUA

1.  Synchronized campus-wide assessment activities, working in close cooperation with the Committee on Rockhurst Assessment;

2.  Co-sponsored workshops and faculty development sessions on course-embedded assessment with the University’s Center for Teaching Excellence (CTE, later the Center for Excellence in Teaching and Learning [CETL]);

3.  Assisted faculty and faculty committees in the analysis of course-embedded assessment data;

4.  Supported Student Development efforts to assess the co-curricular and extra-curricular components of students’ Rockhurst experience;

5.  Coordinated institutional research and academic strategic planning within the Office of the Vice President for Academic Affairs;

6.  Served as both clearinghouse and repository for assessment and institutional effectiveness-related data.

Although the OUA and OUPA served the University well, recent challenges have once again led the University to adapt. When the head of OUPA left in December 2010, the unified Office of Planning and Assessment, with a research component, came under scrutiny in spring 2011. By summer, a new approach developed for handling the various activities that OUPA formerly oversaw: we established two separate but collaborative offices with different coordinators, specifically, the Office of Assessment and the Institutional Research Office. Rockhurst is now exploring the possibility of integrating both of these offices into an Office of Institutional Effectiveness that would also oversee institutional level assessment of such administrative functions as IT and Physical Plant. Because of transitions in both positions of the Assessment Coordinator and the Vice President for Academic Affairs (VPAA) during AY2011–12, we have delayed action on this initiative but will include it in our Strategic Plan for 2013–17.

Given actual and planned changes in this area, we have not reviewed in these Introductory Remarks the personnel in either the OUA in 2004 or in the OUPA later, but rather have sketched in the coordination of efforts across campus that OUA and OUPA carried out. (This process is more thoroughly detailed under Criterion 3a.) A new Office of Institutional Effectiveness or an alternative structure, we believe, will only enhance such efforts. Suffice it to say, the OUA, in 2004, ensured synchronization among the existing Committee on Rockhurst Assessment (CORA), the Center for Teaching Excellence (CTE), and itself. Though OUA and OUPA no longer exist, they appear often in the pages that follow because they have played such important roles at Rockhurst over the past seven years since our Progress Report on Assessment was accepted in 2005.

Rockhurst’s Progress Report is a product of data-driven decision-making that has, in turn, helped to foster a culture of data-driven decision-making. For example, our strategic planning and budgeting process and the results discussed above not only embody a myriad of data-driven decisions, but they also demonstrate just how successful such decisions have been. Faced with the HLC’s concerns and the tasks necessary to
address those concerns, Rockhurst responded empirically by looking at a great deal of information; given very large budget constraints, the University responded creatively, as well; and it plans on continuing to do so by exploring innovative approaches like a possible Office of Institutional Effectiveness. (Please see Criteria 2c and 3a for further details on assessment.)

In our judgment, Rockhurst University has, over the past decade, addressed the concerns that HLC had in 2003. As we explained earlier in these Introductory Remarks, we have either fully addressed the concerns or, with plans in place, are on the road to doing so. We have accomplished all of this through struggle, challenge, innovation, adaptation, and faith that God is present in all things, if we but reflect and discern. But before we begin detailing our application for continued accreditation under HLC’s accreditation criteria, we would like to lay out the process by which we prepared our application.

Self-Study Process and Engagement at Rockhurst University

In the fall of 2009, Reverend Thomas B. Curran, President of Rockhurst University, appointed Mr. William Bassett, Director of the Office of University Planning and Assessment (OUPA), and Dr. Jeffrey Breese, Dean of the School of Graduate and Professional Studies at that time (and, presently, Interim Vice President for Academic Affairs) as the co-coordinators of the self-study process and co-chairs of the Self-Study Coordinating Committee (SSCC). They, in collaboration with Dr. William Haefele, Vice President for Academic Affairs (VPAA) at that time, identified the other members of the Coordinating Committee. The membership of the SSCC, like the membership of the Criterion and other sub-committees, has varied as people have come and gone. Though the chairs and co-chairs of the criterion committees (all members of the SSCC) have remained fairly stable, we have seen some change here, as well: Ms. Mary Burnett replaced the Reverend Kevin Cullen, S.J., Vice President of Mission and Ministry and co-chair of the Criterion 1 sub-committee, who left in summer 2011 when the Jesuit Provincial appointed him to a new position in St Louis; Dr. Cheryl McConnell replaced Dr. Steven Brown as co-chair of the Criterion 3 sub-committee when he went on sabbatical in fall 2011; and Dr. Keli Braitman left Rockhurst in summer 2012 for a faculty position elsewhere. In any case, as of spring 2012, the SSCC comprised the following members, in addition to the co-chairs:

- Dr. Keli Braitman, Coordinator of the Office of Assessment
- Dr. Steven Brown, Professor of Psychology and Faculty in Residence for Assessment in the Center for Excellence in Teaching and Learning (CETL)
- Ms. Mary Burnett, Director of Human Resources
- Ms. Laurie Hathman, Director of Greenlease Library
- Ms. Rachel Lierz, Controller
- Dr. Kathleen Madigan, Professor of Modern Languages
- Prof. Cheryl McConnell, Professor of Accounting and Interim Dean of HSOM
- Ms. Peg Millard, Staff Support
- Ms. Wendy Pickel, Coordinator of the Institutional Research Office
- Dr. Matthew Quick, Vice President for Student Development and Athletics
- Dr. Sudhakar Raju, Professor of Finance
After Mr. Bassett left Rockhurst in December of 2010, the two people who took up the components of his work as Director of OUPA replaced him on the SSCC: Dr. Keli Braitman became Coordinator of the Office of Assessment and Ms. Wendy Pickel became Coordinator of the Office for Institutional Research. Dr. Joseph Cirincione, Professor of English and Associate Dean in the College of Arts and Sciences, became a member and co-chair of SSCC when he replaced Mr. Bassett as co-coordinator of the self-study process in the summer of 2011.

In any event, soon after the SSCC was formed in 2009, the members began identifying and recruiting faculty, administrators, and staff to fill the five Criterion Committees and the Communication and Technology Team. More recently in the fall of 2011, a Hospitality and Campus Engagement Committee was formed. Altogether, over forty people comprise these groups, with members of the SSCC chairing and co-chairing the others. Please see the ERR for details [RD#35].

With Criterion Committees and various teams in place, the co-coordinators supported the first of three SSCC groups to attend the Higher Learning Commission (HLC) Annual Meeting in Spring 2010 (subsequent groups went in spring 2011, including Fr. Curran; and in spring 2012). Throughout the summer and fall of 2010, the SSCC orchestrated the process for Criterion Committee members to gather data pertinent to HLC criteria and core components, and to place the data and related documents on Microsoft SharePoint®, a data management system.

In the spring of 2011, Rockhurst’s HLC liaison, Dr. John Taylor, visited campus to provide encouragement and guidance. The co-coordinators submitted their self-study plan to Dr. Taylor at that time [RD#36]; his letter providing feedback came a few days after the visit [RD#37]. After returning from the HLC Annual Meeting in spring 2011, the SSCC offered an Evaluative Writing workshop for its Criterion Committee members, seventeen of whom attended. All of these activities culminated in first-drafts from each criterion community by the beginning of August 2011.

By way of helping committees complete revisions and turn in second drafts by early January 2012, the co-coordinators and staff support person reviewed each draft in the summer of 2011, and, subsequently, held a session for all criterion committee chairs and co-chairs to collaboratively determine under which criterion certain topics and University resources should be most fully developed and under which they should, for the most part, be alluded to or cross-referenced. Out of this process a matrix of the full report emerged. In addition, an outside reader—Dr. Mary Kunes-Connell, an HLC evaluator from Creighton University—provided input on these drafts. Our editor integrated all of the feedback and provided it to each criterion chair (or each set of co-chairs) in private sessions, along with the matrix [RD#38]. At a subsequent meeting on October 18, 2011, chairs and co-chairs met to finalize agreements on which criteria would primarily develop certain resources and only touch on others. On November 10, 2011, chairs and co-chairs again met with the co-coordinators of the self-study to settle any lingering questions about revisions and
second drafts of various criteria that were coming due on January 3, 2012. After the co-coordinators of the self-study and their staff assistant reviewed the drafts of January 2012 and the criterion sub-committees made the necessary revisions, the drafts were again sent to our outside reader (in March 2012). She provided feedback on all of the criteria and the *Introductory Remarks* by the first week of April, at which time the President was reviewing the self-study, too.

In addition to the criteria reviews, the SSCC—in fall 2011—more intensely sought to involve University stakeholders in the self-study process at the annual Faculty Workshop (on August 22nd), the Staff Advisory Committee’s (SAC’s) annual Back to School event (on August 30th), and the Board of Trustees’ fall meeting (on September 16th); SSCC also involved students through Student Development (in mid-September). The co-coordinators had communicated with the on-campus community from the very beginning of the process, as had Fr. Curran, by email announcements, as well as by presentations at various college and school meetings and by postings of a good deal of information on the campus Intranet Directory where *Accreditation Self-Study* was the first item listed. Anyone who clicked on it was able to access a wealth of information, including earlier drafts of the self-study. All of the data requests, moreover, indicated clearly to the recipients that the purpose was to serve our self-study regarding one or another of the accreditation criteria. And the number of people directly involved on one or more of the accreditation committees or teams, of course, further involved campus constituents in the process. Of course, when the final draft of the self-study was completed and the ERR was compiled, both were made available on our website for people on and off campus to access (see our ERR for the Directory [RD#39]).

In the fall of 2011, the SSCC involved faculty, staff, and students through a multifaceted campaign. After an address on accreditation at the plenary session of the Faculty Workshop, breakout sessions focused on each of the criteria, with the chairs, co-chairs, and most other members of the criterion teams presenting the results of their first drafts while gathering input from faculty on strengths, concerns, opportunities, and threats [RD#40, RD#41, RD#42]. At the SAC event, one of the co-directors presented a brief overview of accreditation and the need for staff to be conversant about the process and the criteria [RD#43] SSCC, most importantly, distributed the same survey to faculty and staff that would later be distributed to students asking for their input on mission, values, strengths, concerns. Over 100 faculty and staff responded, while over 330 students responded, 17% of whom were graduate students [RD#44, RD#45, RD#18].

The approach used at the faculty workshop was repeated at the Trustee meeting on September 16th [RD#47, RD#48, RD#49].

Throughout AY2011–12, the *Rockhurst Weekly News* (RWN)—available to students, faculty, and staff—carried reminders of our coming accreditation visit, as well as a host of assessment facts, like the accreditation criteria. Though reminders came weekly in the RWN, we have placed one in our ERR [RD#50]. Finally, the Academic Affairs Council (AAC)—comprising nearly twenty senior administrators from across campus—used meetings throughout AY2011–12 to help with specific components of the self-study report. (Other self-study activities are also available in the ERR [RD#52, RD#53, RD#12]). Moreover, in April 2012, the then current drafts of the self-study chapters were posted on the campus Intranet with an invitation to faculty, staff, and students to review the documents and provide feedback in preparation for both a trial visit at the end of April and, of course, the actual accreditation visit in October 2012.
The accreditation process mimics central Ignatian principles (both of Ignatian Spirituality and Ignatian Pedagogy) that comprise nearly all of the core values at Rockhurst: reflection and discernment, contemplation in action, finding God in all things, magis, cura personalis, and wisdom. As a University, along with our various community constituents, we reflected on the data and documents collected in the context of our mission and HLC criteria. By reflection we discerned our strengths, concerns, opportunities, threats. More importantly, we were thus able to discern God’s call—Wisdom’s call—whereby we chose to act to make our successful institution better in serving our students and caring for the members of our community. The drive to be better, that is, the principle of magis, informs our short-term plans to address concerns and immediate threats; it will also inform our strategic plans for 2013–17.

In his bestselling book, The Jesuit Guide to (Almost) Everything, A Spirituality for Real Life (HarperOne 2010), Reverend James Martin, S.J., notes that the late Reverend David Fleming, S.J., helpfully clarified for him the nature of magis; in doing so, he helpfully clarifies for us its role in assessment and in our mission: “But, as David Fleming recently wrote to me, the magis is comparative. The more, not the most. The greater, not the greatest. ‘Ignatius never works with superlatives,’ said Fleming. ‘When we want to do the best, we may get frozen. If we want to do what might be better, we are able to choose’” (369). As our mission states, we wish to make God’s good world better; as befits fallen people, a fallen world, we are always perfecting and never perfect. Given the challenges and struggles Rockhurst has faced over its first century and the past decade, it truly embraces Fleming’s notion of magis. With matters of assessment so central to our Ignatian core values, HLC’s encouragement to involve the community in self-study resonated strongly with our Ignatian Pedagogical Paradigm: experience, reflection, action, assessment. The seminal article that articulated this paradigm is available in the ERR [RD#55].

We will, under the criteria that follow, detail how we have involved our community and stakeholders in assessment for much of the past decade—whether in Fr. Curran’s planning and budgeting process or in our assessment plan and process (received by HLC in 2005). We will demonstrate that we have proceeded by viewing matters through the lens of our mission and core values—matters that we continually reflect upon publicly [RD#56, RD#9]. We have, by these means, concluded that Rockhurst University warrants continuation of its accredited status and, with it, the opportunity to continue searching for God in all things, to continue acting upon what we discern God is calling us to do, to continue seeking the magis—in brief, to continue striving to make God’s good world better by transforming lives.
Rockhurst University has operated with integrity since it was founded in 1910, even as it has evolved by adapting innovatively to circumstances and situations. Throughout the past century and, specifically, the decade since our last accreditation visit, we have striven to fulfill our mission through structures and processes that involve the board, administration, faculty, staff, and students. But, as we have proceeded in our Ignatian way—reflecting on our experiences, discerning what actions we seem called to take, and then assessing our reflections and actions—we have not remained static. Nor have our publicly stated mission, vision, and values. In other words, as Chris Lowney claims in Heroic Leadership (which was drawn from “his seven years as a Jesuit seminarian” [1]), a leader—as we believe Rockhurst is among institutions of higher learning—“cannot control all of one’s circumstances, only one’s responses to those circumstances” (Heroic Leadership, Best Practices from a 450-Year-Old Company that Changed the World, 2003: 18). We have, in this Ignatian way, maintained our integrity, our identity, even as we have responded to changing circumstances, especially challenging ones. For, as Lowney notes, a leader’s responses (as the Jesuits have viewed it for over 470 years) proceed from “certain principles,” “a consistent outlook” (19).

1a. Rockhurst University’s Mission Documents are Clear and Articulate Publicly the University’s Commitments.

The mission and vision of Rockhurst University rest upon solid, centuries-old Ignatian values from which we continue to draw in shaping our identity and pursuing our reason for being. Though our core values have stood the test of time, our articulation of Rockhurst University’s mission and vision has evolved in response to critical societal issues and trends, as well as critical moments in the life of the University. Challenging times have variously led us to emphasize some of these values more than others in critical decision making, as we shall highlight in the story we tell in our self-study. It is a vibrant story of continuous clarification of our mission, as well as evolution through various tag lines: (1) Kansas City’s Jesuit University; (2) Learning, Leadership, and Service; (3) Where Leaders Learn. But regardless of the evolution of our stated
mission, vision, and values, we have consistently articulated our commitments through a variety of media: published brochures, bookmarks, note cards; inscribed concrete; bronze statue; flagstone walkway; nylon banners; email; wooden crucifixes.

In the rest of this first section, we shall review (1) how we have engaged a great many University stakeholders in a process of articulating anew our mission, vision, and core values; and (2) how, in turn, this process was part of a larger strategic planning process that ultimately gave the highest priority in our strategic plan to our mission: Transforming Lives Consistent with Core Jesuit Values.

Articulating anew our Mission, Vision, and Core Values

Comparing Rockhurst University’s last self-study with this one, we believe that we have arrived at a stronger articulation of Jesuit values. Our last mission statement indicated that the University is “a learning community, centered on excellence in undergraduate liberal education and graduate education. It is Catholic and Jesuit, involved in the life and growth of the city and the region and committed to service of the contemporary world.” From this mission, our values flowed: Catholic and Jesuit, Learning, Liberal and Graduate Education, and Service [RD#58]. Other than indicating we were a Jesuit institution, little in the four values is especially Ignatian, that is, explicitly linked to the vision of St. Ignatius of Loyola, founder of the Jesuits.

In terms of the mission statement itself, there has only been one change since the last HLC visit: the opening clause shifts the emphasis from description to purpose, from what Rockhurst University is to a dynamic focus on why Rockhurst exists (in italics below):

Rockhurst University Mission

Rockhurst University exists to transform lives by creating a learning community centered on excellence in undergraduate liberal education and graduate education. Rockhurst is Catholic and Jesuit, involved in the life and growth of the city and the region, and committed to the service of the contemporary world.

The word transform, which surfaced in various Town Hall Meetings (discussed shortly), resonates with goals of the Society of Jesus. The theme of a Missouri Jesuit Convocation, planned for June 2008, was Transformation and Partnership, a point reflected in the September 2006 minutes of the Mission and Values Committee [RD#59]. Importantly, the word and concept of transformation connects coherently with our Vision statement below (in italics):

Shared Vision

Rockhurst University will be nationally recognized for transforming lives and forming leaders in the Jesuit tradition. Inspired by the example of St. Ignatius of Loyola, this Catholic university community seeks to make God’s good world better through learning, leadership, service, and the pursuit of justice.

Although our Shared Vision (crafted in 2006–2007) employs one of several mission-related tag lines, the Reverend Edward Kinerk, S.J., President of Rockhurst University from 1998–2006, was already employing it in a 2002 Mission and Values document: “Through learning we develop our gifts; through leadership we take responsibility for them; and through service we help build our union with God and all humanity” [RD#60]. Not surprisingly, Fr. Kinerk was commenting upon the words inscribed on the University Bell
Tower, constructed during his tenure as President (specifically, in 2000), words which still inspire our mission, vision, and values:

“You are called by the Society of Jesus to be men and women who reflect upon the reality of the world around you with all its ambiguities, opportunities, and challenges, to discern what is really happening in your life and in the lives of others, to find God there and to discover where God is calling you, to employ criteria for significant choices that reflect Godly values rather than narrow, exclusive self-interest, to make decisions in the light of what is truly for the greater glory of God and the service of those in need, and then to act accordingly.”

—Rev. Peter-Hans Kolvenbach, S.J.,
29th Superior General of the Society of Jesus, 1997

Since 2002 (a year before our last accreditation visit), we have worked deliberately to make critical decisions, from planning to personnel, by viewing our options through the lens of mission and values and by making the process publicly transparent. But the critical moment that gave impetus to a comprehensive reexamination of our Ignatian values and further articulation to our mission came with the arrival of our current President, Fr. Thomas Curran, and his “Call to a Shared Vision” in 2006. An invitation to join in creating this shared vision went out in summer 2006 to various Rockhurst constituencies, including University faculty and staff, the Rockhurst Jesuit community, the University Regents, the Board of Trustees, Kansas City Alumni, current students, local neighborhood groups, Research College of Nursing faculty and Board members, and St. Louis Alumni (as detailed in the Introductory Remarks).

During AY2006–07, we were called to address immediate fiscal and education-related issues, while simultaneously envisioning the shared future we sought to create. A fourteen-month planning process followed to help us discern elements of a University strategy—firmly grounded in our mission and core Jesuit values—that would distinguish what we do and how we do it in ways that students, donors, and others would find compelling and perceive as valuable.

Members of the Rockhurst University community, including the constituents named above, were invited to engage in this process. We began an essential part of our University planning process in early August 2006 with the first in a series of twelve Town Hall Meetings, a description of which may be found in our ERR [RD#61]. The Town Hall Meetings helped us (1) shape our shared vision statement; (2) identify Rockhurst University’s strengths and necessary resources; and (3) identify what stakeholders think should be the “defining characteristics” of Rockhurst University’s unique and distinctive identity.

The first phase of our Planning Process began with the drafting of a vision statement [RD#28]. From various one-on-one meetings with constituents and an exercise with his Cabinet, the President arrived at a draft of a vision statement. He and the University Planning and Budgeting Committee (UPBC) members, beginning in early August through mid-October 2006, took this first working draft to each of the Town Hall Meetings with various stakeholders. After multiple drafts, incorporating feedback from the groups, the present Vision and Mission Statements emerged. These community conversations carried forward into Planning Phases III and IV, during which broadly constituted Planning Work Groups helped the UPBC identify strategic goals and develop the metrics and means for measuring progress toward achieving our goals.
While conversations about Jesuit values have always been part of our heritage and under the purview of the standing Mission and Ministry Committee, these considerations became its sole focus at this point. Rockhurst University members were familiar with the mission in place in 2002, as well as the four associated values: Catholic and Jesuit, Learning, Liberal and Graduate Education, and Service. But in AY2006–07, serious work began on articulating a common set of values that were linked with our Jesuit heritage and worded so that we could link what we do on a daily basis with those values. By identifying and explicating such values as part of our strategic planning process, the community necessarily had to look through the lens of these values as it made critical decisions.

For this reason, moreover, Mission and Ministry, comprising the old Mission and Values Committee and Campus Ministry Office, became a standing University committee reporting to the President as well as a standing committee of the Board of Trustees (Board minutes referenced here and available in the ERR are password protected) [RD#63, RD#64]; in addition, the former position of Director for Mission and Values rose to full-time, carrying the new title of Vice President for Mission and Ministry [RD#65].

From October 10, 2006 through March 30, 2007, members of this same group discussed the need for the lens of mission and values to be clear if it was to be effectively present in strategic planning and budgeting, in clarifying the identity at Rockhurst University, as well as in allowing for desired and measurable outcomes and consistent messages to our constituents (as detailed in selected Task Force documents, including community feedback) [RD#66, RD#67, RD#68, RD#69]. The following core Jesuit values emerged from this process:

1. Finding God in All Things
2. *Magis* (i.e. Excellence in All Endeavors)
3. Reflection and Discernment
4. *Cura Personalis* (i.e. Care for the Whole Person)
5. Contemplation in Action
6. Wisdom (as the product of the search for God in all things, the striving for more, and the care of the whole person) [RD#70].
Figure 2.1 represents how these values build upon one another. Not only is Wisdom the culmination of endeavors after the other values; but it also appropriately sits atop the others as the primary focus of our University motto, *Sapientia Aedificavit Sibi Domum* (Wisdom has built herself a home), first formally adopted in 1944.

*Figure 2.1
Relationship of Core Values*
The March 30, 2007 report mentioned above also lists as an emerging objective the creation of a physical campus environment that witnesses and promotes our Catholic and Jesuit values [RD#68]. As Rockhurst has begun to install reflection sites, we are on the road to meeting this goal. A bronze statue depicting St. Ignatius of Loyola at the Cardoner River with a sitting wall, stone bench, and greenery (pictured on the front cover of our self-study) invites visitors to sit and reflect in the midst of their busy, everyday lives; a new Heritage Walkway with an Arizona flagstone labyrinth, surrounded by landscaping, functions in a similar manner. In addition, banners announced and displayed our Jesuit core values at the entrance to and throughout campus in spring semester 2011.

As part of the ongoing effort to familiarize the Rockhurst community and the wider community with our newly adopted Jesuit core values (that they might inform our daily priorities), the former Vice President for Mission and Ministry and the Director of Human Resources visited with multiple departments of faculty and staff, engaging members in conversations about their work in relation to core values. Between 2008 and 2011, they met with most departments twice, for a total of over sixty visits with community members from Physical Plant to academic departments, asking colleagues to reflect on which of the core values resonated most with them and in what instances they saw other members of their unit put them into effect. They also emphasized our University theme of *Learning, Leadership and Service in the Jesuit Tradition*. In this manner, the Mission and Ministry Office, with the cooperation of numerous colleagues, has helped the core values come alive in our community.

In section 1c, we shall highlight how consistently constituents can speak of the mission, especially in terms of *Learning, Leadership and Service*, and we will indicate the work that remains ahead of us in this area.

In closing this section on the public display and discussion of our core values, we would point out the obvious: mission and core values appear prominently across campus. They appear on the Bell Tower, our recruiting literature, the Rockhurst University Catalog, [RD#72], the President’s comments on the Rockhurst website [RD#73], the classic *Coming to Terms with the Mission*, by Fr. John Callahan, S.J., and newsletters from Catholic Studies, nearly all of which are also available on the web [RD#74]. Prospective students find our Jesuit mission prominently displayed on our web site [RD#75]. And all campus constituents may find the mission detailed in various forms in the Faculty, Staff, and Student Handbooks, as well as in Research College of Nursing classrooms [RD#76, RD#77, RD#78].

We would, finally, also point out the exceptional: note card packets that Mission and Ministry distributed, each with a core value on it; the Centennial Moments of 2010–11 and student reflections on God in All Things of 2011–12 (cited in the *Introductory Remarks*) [RD#56, RD#80]; various printed compilations of both such reflections and our core values [RD#9]. In brief, we make clear to various public groups the University’s mission and core values, but especially to prospective and enrolled students.
Strategic Planning and the Mission of Rockhurst University

The Strategic Plan 2007–2012 (available on the University homepage as well as the campus intranet) emerged from the various Town Hall and work group meetings. The University Planning and Budgeting Committee (UPBC) analyzed the feedback provided by these various groups and identified four Critical Issues that comprise the Strategic Plan:

Critical Issue #1
Transforming Lives Consistent with Core Jesuit Values

Critical Issue #2
Enriching & Building Community

Critical Issue #3
Ensuring Financial & Infrastructure Strength

Critical Issue #4
Establishing Rockhurst’s Identity/Increasing Public Awareness

While it would be cumbersome here to include each of the eighteen Strategic Directions clustered under our four Critical Issues, all of the first seven Strategic Directions focus directly on the first Critical Issue (Transforming Lives Consistent with Core Jesuit Values), which speaks directly to mission and mission documents, the focus of Criterion 1a. Critical Issue #1, both by its position as the first critical issue and in its substance, underscores our mission and core values. The seven Strategic Directions clustered under this first Critical Issue equally underscore the centrality of mission and values to Rockhurst’s Jesuit identity:

Strategic Direction 1
Identify & celebrate how Rockhurst’s Jesuit identity influences what students learn, how students learn, and why students learn; promote use of Ignatian pedagogies that both enrich student learning and differentiate a Rockhurst education on the basis of our Jesuit identity.
Strategic Direction 2
Through our mission of learning, leadership, and service in the Jesuit tradition, Rockhurst University cultivates a learning and living environment that encourages *cura personalis*, care and development of the whole person, through reflection and discernment. Within that environment, Rockhurst creates an integrative experience for students to develop skills, competencies, and values in these seven areas [seven Learning Themes that factor centrally in our assessment process that is detailed primarily under Criterion 3a]:

1. **LEADERSHIP**: The commitment to develop the gifts and talents of self and others to make a positive difference in the world.

2. **COMMUNICATION**: The ability to communicate effectively in a variety of contexts and with awareness of purpose and audience.

3. **INTERNATIONAL AND CULTURAL UNDERSTANDING**: The appreciation of cultural differences and commonalities, and the ability to interact with sensitivity and alertness as citizens of the world.

4. **CRITICAL AND CREATIVE THINKING**: The ability to search for knowledge, investigate questions, and apply information in a systematic, discerning, and innovative manner.

5. **ETHICS AND SOCIAL JUSTICE**: The commitment to create a more just world and to live with integrity, humility, tolerance, and empathy.

6. **ACADEMIC KNOWLEDGE**: The capacity to assimilate and apply a broad range of skills, knowledge, and abilities to a chosen field of study.

7. **SELF FORMATION**: The discovery and cultivation of spiritual, physical, social, and emotional well-being.

Strategic Direction 3
Achieve national recognition as a learning-centered institution that is known for excellence and challenges all students to realize their full potential.

Strategic Direction 4
Achieve national recognition for leader formation through integrative learning experiences that prepare the student for life-long transformational service.

Strategic Direction 5
Organize, integrate, and implement ongoing and new educational programming for all constituents regarding issues of diversity, multiculturalism, global perspectives, economic inequality, and justice.

Strategic Direction 6
Sustain programs and practices that strengthen the Jesuit and Catholic identity of Rockhurst University; make Rockhurst a model among Jesuit universities for passing on the Ignatian charism and sustaining its mission focus.
Strategic Direction 7
Sustain Rockhurst’s commitment to assessment at the classroom, program, and university levels assuring that learning outcomes are achieved, student learning is improved, and satisfaction objectives are met or exceeded.

Rockhurst University’s Strategic Plan for 2007 was approved by the Board of Trustees in September 2007 (Board minutes referenced here and available in the ERR are password protected) [RD#82]. Consistent with the need for assessment and adaptation, the University annually reviews the past year’s accomplishments and approves plans for the ensuing year. The UPBC provides annual progress reports on the implementation of the Strategic Plan at the June Board of Trustees meeting. (The June 2008, 2009, 2010, and 2011 Progress Reports on Strategic Plan 2007–2012 will be available in our ERR [RD#83, RD#84, RD#85, RD#86]).

At Board meetings, and all along the way, changes can and are made to enhance what the University is doing. For example, Academic Year Objectives for AY2011–12 include a new Objective under Strategic Direction #6, specifically, an Institutional Examen. The Examen is a particularly Ignatian way of proceeding, which includes reflection and evaluation, in order to be mindful of plans and actions. The National Steering Committee on Justice in Jesuit Education has invited Jesuit institutions to participate in this endeavor, with reports due in June 2012 [RD#87, RD#88].

UPBC’s annual progress reports are also shared with the entire University community to convey progress toward our shared vision, and to assist committees and organizations in setting objectives for the next academic year. All of these activities speak directly to how thoroughly we make public our commitment to mission and core values, and how successfully we are moving to realize objectives related to our mission and core values [RD#28, RD#90, RD#91].

Mission Documents: Learning Goals, Ignatian Pedagogy, and High Academic Standards

Mission Documents and Learning Goals
Strategic Direction 2, along with the University’s seven Learning Themes, merits emphasis in this brief section (see previous section for details). The Learning Themes give direction to our entire learning community in carrying out the mission. As Criteria 3a and 4b will show in great detail, the learning goals for academic departments and programs have been aligned with the respective school or college goals as well as University-wide learning themes. Offices in Student Development, such as Access Services, Athletics, Career Services, the Counseling Center, International Students & Diversity Education, New Students and Retention, Residence Life and Student Life, have also aligned their goals with the University Themes.

Ignatian Pedagogy and High Academic Standards
Rockhurst University’s mission clearly states that we transform lives “by creating a learning community centered on excellence in undergraduate liberal education and graduate education” [RD#28]. To this point, we might highlight the fact that Rockhurst University was one of only twenty-four NCAA Division II schools to be recognized as recipients of the first Division II Presidents’ Award for Academic Excellence honoring athletics programs with four-year Academic Success Rates of 90% or more. Rockhurst achieved the highest four-year Academic Success Rate in the Great Lakes Valley Conference and ranked tenth nation-
ally, graduating 93% of its student-athletes within six years of original enrollment. But we would like at this time to focus on the link between educational excellence and Strategic Directions 1 and 6, both of which focus on our Jesuit identity and its contribution to student learning:

**Strategic Direction 1**

Identify & celebrate how Rockhurst’s Jesuit identity influences what students learn, how students learn, and why students learn; promote use of Ignatian pedagogies that both enrich student learning and differentiate a Rockhurst education on the basis of our Jesuit identity.

**Strategic Direction 6**

Sustain programs and practices that strengthen the Jesuit and Catholic identity of Rockhurst University; make Rockhurst a model among Jesuit universities for passing on the Ignatian charism and sustaining its mission focus.

Under these two Strategic Directions, Ignatian Pedagogy and our Ignatian Colleagues Program came together in conjunction with our Center for Excellence in Teaching and Learning (CETL) in a way that illustrates how mission and academic excellence complement each other. Ignatian Pedagogy is an approach to teaching, drawn from the Ignatian Spiritual Exercises.[RD#55] The Ignatian Colleagues Program (ICP) is an eighteen-month program which seeks to develop Ignatian partners who are capable of and committed to assuming leadership within the Ignatian spiritual and educational heritage and who will sustain their universities’ Jesuit and Catholic character into the future. These two means of perpetuating our Jesuit identity came together recently in a teaching circle created through CETL on Ignatian Pedagogy, facilitated by the CETL Director who is also a graduate from the ICP and the new Assistant to the President for Mission. (Please see our ERR for further details.[RD#94]).

1b. In its Mission Documents, Rockhurst University recognizes the Diversity of its Learners, other Constituencies, and the Greater Society it Serves.

The Strategic Plan includes internal constituencies (students, faculty, administrators, and staff); external constituencies (alumni, prospective students, families of current and prospective students, trustees, community partners, including service-learning and service trip partners); as well as employers, neighborhood associations, etc., that is, the “contemporary world”.[RD#28, RD#106] Indeed, we recognize in our mission documents a diverse range of groups whom we serve. (See all core components of Criterion 5 for a more detailed discussion of constituencies whom we engage.) In this section, then, we review how our mission documents address diverse constituents in our multi-cultural, contemporary world.

**Mission Documents, Diverse Constituencies, and Basic Strategies**

As we reflect on these constituents in light of our commitment to the “city, region and contemporary world,” service immediately comes to mind. In order to serve “with and for others,” in our multicultural, contemporary world, we must understand and respect diversity, whether related to culture, language, religion, ways of thinking and learning, gender, sexual orientation, physical or mental ability, etc. Our Strategic Plan 2007–2012 encompassed directions for addressing diversity, particularly Directions 3, 5, and 11:
Strategic Direction 3
Achieve national recognition as a learning-centered institution that is known for excellence and challenges all students to realize their full potential.

Strategic Direction 5
Integrate, and implement ongoing and new educational programming for all constituents regarding issues of diversity, multiculturalism, global perspectives, economic inequality, and justice.

Strategic Direction 11
Recruit and support a more diverse university community.

Direction 3 emphasizes our openness to all students, underscoring our efforts to increase awareness of Rockhurst faculty and staff about how different students learn and to facilitate the skillful application of that awareness when faculty/staff work with students. The Center for Excellence in Teaching and Learning (CETL) orchestrated any number of workshops to enhance effective teaching, as detailed under Criterion 3b, but especially pertinent to this section are seminars on how students learn, service learning, technology to enhance student learning, active learning strategies, Ignatian Pedagogy, and experiential learning.

More specifically, Direction 5 captures our efforts to enhance educational programming on diversity, multiculturalism, global perspectives, economic inequality, and justice [RD#28]. Of course, since the foundation of the Society of Jesus, Jesuit education has been international and multicultural. Our Jesuit mission was key, for instance, in the adoption of the Global Perspectives Requirement (GPR) in 2007 and, thus, the Global Perspectives Course (re)Design Workshops offered through CETL [RD#108]. Our mission similarly influenced curriculum reform in the English Department’s infusion of the masterpiece literature courses with more diverse global perspectives and content.

Since the last self-study, the Diversity Committee has taken on a number of roles as mandated by our Strategic Plan (see Introductory Remarks for links between the Diversity Committee and recruiting/enrollment). For example, in AY2007–08, one of the Committee’s objectives was to work with the Student Development staff to conduct an assessment of student perceptions with respect to Rockhurst being an open and supportive environment for students from diverse backgrounds. In AY2008–09, it was directed to explore the potential resources available to support the inclusion and integration of first generation students, and make preliminary recommendations by May, 2009, as to directions to be undertaken. It has pursued such objectives annually in support of Strategic Direction 11: Recruit and support a more diverse university community, all of which objectives are listed in the Committee’s most recent update [RD#25].

As a result, it has increased multicultural opportunities for students and supported diverse student organizations such as ASIA (Asia Club), SOL (Student of Organization of Latinos), BSU (Black Student Union), Delta Xi Phi (Sorority), Unity (Rockhurst’s Gay Straight Alliance), and Voices (Student Social Justice) to deliver a series of programs, such as the Diversity Dozen—a series of twelve events on diversity. The Diversity Committee worked with student groups to create programming that would bridge some already existing events on campus, creating twelve days of diversity related events. The plan had started out as an idea suggested by a student committee member in the previous year. The Freshmen in Science seminar used the events as a diversity option, while a number of faculty on the committee gave incentives for students from
their classes to attend. (Please see the ERR for a description of the *Diversity Dozen* events hosted in fall 2010 [RD#110].) In addition, the Diversity Committee has supported efforts to serve first generation students by enhancing the newly developed diversity website [RD#111], among other initiatives.

Diversity Committee meeting minutes from fall 2011 detail a plan and progress towards enhancing the diversity page of the Rockhurst website to attract a diverse student body by (1) making information on the website available in Spanish, (2) providing a college application check list for first generation students, and (3) increasing the visibility of Rockhurst scholarships and financial aid to demonstrate affordability [RD#112, RD#113, RD#114, RD#115]. As it looks to the future, the Committee realizes the need to prepare an assessment plan as part of a longer-term intention of seeking increased resources.

In following Direction 6 of our Strategic Plan, furthermore, the Global Perspectives and International Studies Committee sustains efforts to provide co- and extra-curricular activities that support global perspectives, such as World Cultures Day (held annually in early November), the international student gathering dinner, an international film series with discussion in the spring, community cultural events, and sessions to encourage students to study abroad. We have also continued to enrich service immersion trip programming [RD#28].

Rockhurst welcomes persons from all backgrounds and beliefs, fostering a sense of community that facilitates personal and professional development of all our members, including faculty, staff, and students—not only because it is the law but also, as the *Faculty Handbook* states, because of respect and sensitivity toward the ultimate dignity of every person, because of the relationship between social justice and Christian morality (I.3, *The University*) [RD#76]. Criterion 1e will detail how we comply with local, state, and federal laws and regulations, but we would emphasize that our policies appear not only in the appropriate handbooks, but also in our *2010–2012 Catalog* (389ff) [RD#72], and on our homepage.

Father E. Edward Kinerk, S.J., the thirteenth president of Rockhurst University, linked this commitment to honor the dignity of individuals to our Catholic identity:

> Since God’s Spirit permeates the world in which we live, Rockhurst’s mode of inquiry and learning is shaped by reverence. First, and most obvious, Rockhurst insists on treating others with dignity and respect. This insistence is not grounded in a desire just to do good customer service, important as this is, but rather in the conviction that every human being is a unique bearer of God’s Spirit [RD#119].

This commitment is particularly lived out at Rockhurst through the Jesuit core value of *cura personalis*, caring for others inside and outside of the classroom.

As detailed further under Criteria 3c and 4c, Direction #11, “Recruit and support a more diverse University community,” is an ongoing directive in our mission documents. We have had some success in increasing the diversity of our faculty and recruiting new faculty members from minority populations. We increased the number of full-time faculty members representing racial or ethnic minority groups 75% from eight in 2002 to fourteen in fall 2011. And we increased the overall number of female full-time faculty members by 20% from fifty-six in 2002 to sixty-seven in 2011. Female full-time faculty members, moreover, as a proportion of all full-time faculty, increased from 43% (of 130 full-time faculty) in 2002 to 54% (of 125 full-time faculty) in 2011.
Yet despite our sincere and successful efforts, more work is needed to build a diverse student body, faculty, and staff, ethnically, culturally, religiously. For a private, religiously affiliated university in the Midwest, we feel that we have done fairly well here in the proportion of minority students enrolled, even though the overwhelming majority of full-time, degree seeking undergraduates is still Caucasian, (83% in fall 2011, followed by 6% African American, 1% American Indian, 3% Asian/Pacific Islander, and 7% Hispanic/Latino) [RD#120]. Rockhurst’s initial efforts to attract more international students from countries such as China and India have been disappointing. However, the Offices of Admission and Athletics, did bring ten new international students to campus in fall 2011, bringing the total to twenty-one.

Because we have much to do, especially given our mission and values, Board members support further efforts in this direction [RD#47], but the challenge will be funding, given our financial constraints, for student scholarships and recruiting (as detailed in the Introductory Remarks), as well as faculty salaries and benefits (as discussed in more detail under Criterion 2b especially).

**Mission in a Multicultural Society**

To serve and lead in our region, nation, and world, we must try to promote understanding and appreciation of varied peoples, traditions, and cultures, while supporting academic inquiry and reflection on multiple traditions and cultures. Statements to this effect appear in such documents as the *Student Handbook* and on our University website [RD#78, RD#111].

Direction 5 aims at implementing ongoing and new educational programming for all constituents regarding issues of diversity, multiculturalism, global perspectives, economic inequality, and justice. We are fortunate to find resources to support this direction in the numerous events that are organized in Kansas City to promote diversity—over 500 outreach programs annually. Many classes, as well as campus organizations (e.g., Unity, Voices for Justice, Amnesty International, Asia Club, Black Student Union, and the International Students Club), encourage Rockhurst students to participate [RD#124]. Also, the cultural diversity of metropolitan Kansas City includes African, African American, Asian, Latino/Hispanic, Italian, Irish, German, Native American, Slavic, Mediterranean, and Middle Eastern groups, a “rich ethnic fabric that continues to grow and prosper” [RD#125].

Various trips abroad—service and academic—enable students to learn, for example, about international business practices and best practices. Multiple examples can be given of service in multicultural settings locally, domestically, and internationally, particularly through the Center for Service Learning and the service immersion trips planned by Campus Ministry and the Service Immersion Trip committee (more fully detailed under Criterion 3d).

In closing, we can say that we are good at increasing global perspective and awareness, but we need to further improve intercultural accomplishments.
1c. Understanding of and Support for the Mission pervade Rockhurst University.

Rockhurst takes great pride in just how widely and deeply our mission and core values permeate campus life and the lives of various constituents off campus. Not only do people articulate key components of our mission and values, but—perhaps more significantly—they also embody these key components in their professional and personal lives.

Understanding, Support, and Consistent Articulation of the Mission among Internal Constituencies: the Board, Administrators, Faculty, Staff, and Students

Understanding and Support of the Mission
The Board of Trustees not only supports the mission and core values of the University, but it has helped to shape them. At the September 2006 Board meeting, for example, still very new President, Fr. Curran, announced the “Establishment of Mission and Values as [a] standing committee of the Board,” and Fr. John Vowells indicated his intention, as soon-to-be Director of Mission and Values, to “Partner with the Board to further the Jesuit Mission” (Board minutes referenced here and available in the ERR are password protected) [RD#126]. Both of these proposed actions were subsequently approved at the December 2006 meeting. (When the Board approves the minutes from its previous meetings, it approves everything in the minutes, in this case, the standing committee on Mission and Values and their agreement to partner with Mission and Values to further Rockhurst’s Jesuit mission.)

At this point, a slight digression is necessary to clarify terms. Mission and Values was later changed to Mission and Ministry when Campus Ministry and Mission and Values merged as one organizational unit under the Vice President of Mission and Ministry. When the Vice President of Mission and Ministry was transferred by his Provincial, in summer 2011, Fr. Curran made two decisions: Campus Ministry would revert to its former organizational reporting line under the Vice President of Student Development and the Mission officer, no longer having oversight responsibilities, would become an Assistant to the President. Despite the change, the Assistant to the President for Mission would remain a cabinet level position with membership on the President's Cabinet, Council, and the University Planning and Budgeting Committee (UPBC).

In any event, at the December 2006 meeting, the new Mission and Values standing committee of the Board announced three goals for itself: identify our core values, create a statement of our core values, and consider how we might disseminate our mission and values ” (Board minutes referenced here and available in the ERR are password protected) [RD#127]. These goals were subsequently approved at the March 2007 meeting [RD#128]. In June, the Board received a further announcement from the Mission and Values committee: “The Committee reviewed the third draft of a proposed value statements summary, Wisdom Has Built Herself a Home: The Jesuit Values of Rockhurst University. The Committee noted the concept of justice is embedded in the statements, but it needs to be more explicit” [RD#129]. Clearly, the Board was shaping the very statements that it would later approve when it approved the minutes of this meeting [RD#130]. (Finally, along these lines, the Strategic Plan was presented to the Board in September 2007. Although the “resource allocation priorities 2007–2008” were moved and approved in September for budgeting purposes, the overall Plan was approved in December 2007 when the September minutes were approved [RD#131].)
The Mission and Values standing committee not only reports to the Board on activities linked to mission and core values (e.g., activities of our Center for Service Learning or the results of the annual Finucane Service Project); but it also guides Board members through Mission Moments at Board meetings (e.g., a reflection on the life and work of Fr. Pedro Arrupe, S.J., the twenty-eighth Superior General of the Society of Jesus (Board minutes referenced here and available in the ERR are password protected) [RD#131]; or a reflection on the life and work of Fr. Adolfo Nicolás, S.J., recently chosen as the thirtieth Superior General of the Society of Jesus [RD#133]). Significantly, in December 2007, the Mission and Values committee made clear yet another central mission initiative, which the Board would approve in March 2008: “The Committee is working on completing a comprehensive evaluation of the means by which Rockhurst’s Jesuit identity influences student learning and provides a unique context for the transformation of all members of the university community.”

Along these lines, the Orientation for new board members begins with an in-depth look at the mission, which grounds and frames the informed work of the board member. The Board of Trustees annually designates one meeting per year for a retreat experience, a part of which centers on mission and values. In September 2011, for example, this retreat largely focused on the ongoing participation of the Trustees in the self-study. Notably, the members were deeply engaged in the process, reviewing summaries of each of the criteria, and the place of the mission in each criterion (Board minutes referenced here and available in the ERR are password protected) [RD#134].

Early in his tenure, Fr. Curran, as noted in the Introductory Remarks (and elsewhere under this criterion and others), indicated that he would be raising the profile of mission at Rockhurst by elevating the part-time position of Director of Mission and Ministry to full-time, Vice President status in the University administration. The Vice President for Mission and Ministry, moreover, served on the President’s Cabinet and as a member of the University Planning and Budgeting Committee (UPBC), so that all conversations around planning and budgeting can be grounded in mission and values. We have since changed the title from Vice President of Mission and Ministry to Assistant to the President for Mission (still a cabinet level post) in summer 2011, and from a Jesuit to a layperson in charge (in August 2012).

To demonstrate that our administrators, faculty, staff, and students understand and support our mission, we need only look at one of the many programs that both enhance understanding and elicit support of the constituents involved and the institution. The Finucane project initiates freshmen into the Rockhurst mis-
sion by engaging them at the beginning of the academic year in service at many community organizations, alongside student leaders and mentors, faculty, staff, administrators, and trustees [RD#135]. Figure 2.2 details the various constituents involved with this project:

_Figure 2.2_

**Finucane Project Volunteers**

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year Students</td>
<td></td>
<td></td>
<td>362</td>
<td>420</td>
<td>375</td>
<td>335</td>
</tr>
<tr>
<td>Total Freshman</td>
<td>400</td>
<td>370</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Transfer Students</td>
<td>25</td>
<td>0</td>
<td>4</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Orientation Leaders</td>
<td>60</td>
<td>37</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Orientation Coordinators</td>
<td>12</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leaders/Coordinators</td>
<td></td>
<td></td>
<td>60</td>
<td>50</td>
<td>45</td>
<td>50</td>
</tr>
<tr>
<td>Alumni</td>
<td>6</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regents</td>
<td>9</td>
<td>12</td>
<td>13</td>
<td>5</td>
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</tr>
<tr>
<td>Staff</td>
<td>12</td>
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<td>15</td>
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<td></td>
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</tr>
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<td>Faculty</td>
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<td>5</td>
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<td>Student/Athlete</td>
<td>32</td>
<td>50</td>
<td>40</td>
<td>49</td>
<td>74</td>
<td>71</td>
</tr>
<tr>
<td>Finucane Family</td>
<td>14</td>
<td>22</td>
<td>19</td>
<td>21</td>
<td>26</td>
<td>40</td>
</tr>
<tr>
<td>Rockhurst Community</td>
<td>40</td>
<td>60</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Project Size</strong></td>
<td><strong>583</strong></td>
<td><strong>551</strong></td>
<td><strong>510</strong></td>
<td><strong>575</strong></td>
<td><strong>554</strong></td>
<td><strong>532</strong></td>
</tr>
</tbody>
</table>

We have placed additional examples of support for our mission in the ERR to complement what has already been presented [RD#136].

Not surprisingly, given the mission activities detailed above and in the ERR, student reflections on Jesuit core values (the value theme in AY2011–12 was *Finding God in all Things*) demonstrate their deep understanding of and willingness to share these reflections on the mission with the campus community by email and on a student blog [RD#80]. Similarly, faculty, staff, alumni reflections throughout our Centennial Year (AY2010–11) were also emailed to campus constituents and compiled for easy access [RD#56]. In fact, our mission is so deeply interfused with campus activities that student organizations writing new constitutions or revising old ones are asked, under the heading _Transforming Lives Consistent with Core Jesuit Values_, “How does your proposed organization advance or live out the mission and values of Rockhurst?” (Please see our ERR for the reflection and discussion question regarding constitutions of student organizations [RD#148]).

Notably, 98% of the forty-six respondents to the 2010 Rockhurst University Alumni Survey indicated that their education had adequately or very adequately provided them with the knowledge and skills necessary for “Confidently living out your values”; not a single alum checked “inadequately” or “very inadequately” as a response [RD#149]. Since it is difficult to measure transformation and since graduates may not realize the whole of their transformation for many years, this area of inquiry demands further study.
Finally, Rockhurst University supports its faculty, staff, and administrators in developing their understanding of mission through various programs open to members of the Association of Jesuit Colleges and Universities (AJCU) [RD#150]. As a member institution, we facilitate, for example, our Deans participating in conferences related to their schools with deans from other Jesuit institutions. Similarly, other administrative offices/functions participating in AJCU Conferences include Human Resources, Finance, Physical Plant and Security, Information Technology, Library, Campus Ministry, Mission and Ministry, Student Development, Advancement, Honors Programs, and Admission.

**Consistent Articulation of the Mission**

On September 6th, 2011, the HLC co-chairs invited Rockhurst University faculty, staff, students, and Trustees—in writing and by email—to complete a Self-Study Campus Survey. Constituents could complete the survey in hard copy or online. Invitations included the following prompt: “Your surveys, moreover, will inform us of matters that we need to communicate to you more fully or more clearly, or that we need to address in the self-study report . . .” [RD#151]. The staff and faculty survey was done on-line and by hard copy, and we received 46 from 228 staff members and 53 from 234 faculty members. Students received e-mail invitations (2,239 emails sent), to which 339 responded.

The survey affirms the ability of Rockhurst University constituents to articulate the mission in a consistent manner, particularly in terms of Learning, Leadership and Service. Some disparities, however, between faculty and staff or faculty and students suggest that we need to continue regular and direct communication among and between our constituencies about the mission to familiarize students, faculty, and staff with a broader array of mission components, for instance, by annually focusing on one or another of our core values, as we did with “Finding God in All Things” during AY2011–12. And we need to track the gradual internalization of key words and concepts that comprise our mission. These are areas where we can do more, despite the consistent articulation among our constituents of certain important elements of our mission. We have a fuller array of quantitative data (on Constituent Words for Mission) for faculty, staff, and students available in our ERR [RD#152]. However, Figures 2.3 and 2.4 created using http://www.wordle.net/, visually indicate, by the size of key terms, the frequency with which our faculty, staff, and students cited them as key components of our mission.
As part of their annual updates to the Dean of A&S, faculty are asked, “In what ways does your work reflect and contribute to Rockhurst’s Catholic, Jesuit Mission?” We have placed in the ERR two very reflective comments that indicate how faculty not only know the mission terminology, but have internalized it so that the mission has influenced pedagogical and scholarly choices [RD#136].
Mission, Strategic Decisions, and Budget Allocations

Mission and Strategic Decisions

As one Trustee—a former Dean at Rockhurst and former President of a Jesuit university—said at the Board meeting in September 2011, “Everything is driven by the mission” [RD#135]. That is, the mission guides our planning and budgeting. This has been particularly true since 2006–2007, as we have detailed elsewhere. (Please see our ERR for an illustration of how mission guides our endeavors) [RD#156].

Mission and Budget Priorities

The University Planning and Budgeting Committee (UPBC) regularly examines University needs and allocates funds in light of the mission. A representative of our Mission Office is a regular member of the UPBC precisely to advocate for mission priorities, though all UPBC representatives, as well as their constituents, are expected to articulate needs in terms of the mission. (See 1d and 2d for further discussion of how mission factors into planning and budgeting decisions.)

For example, UPBC approved a new half-time position of Director of the Freshman Incentive Program (FIP) in AY2010–11 and allocated funds to fill the position beginning in AY2011–12. These planning and budgeting decisions flowed from our mission both to maintain academic excellence and to promote social justice. To support students who show potential (despite backgrounds that may create obstacles to their classroom success), while maintaining excellence in academics, we accept them on the condition that they participate in FIP. A designated Director for this program allows us to give special attention to these students, to provide them both the academic and moral support which they may need in their transition to college work. While maintaining academic standards, we are now better able to reach out personally to these students and to give them supplementary guidance in reaching their goals [RD#158].

Visibly mission driven is the UPBC’s ongoing funding of the Thomas More Center for the Study of Catholic Thought and Culture. These funds underwrite a Director for the Center, a minor in Catholic Studies, grants to support faculty work in developing courses and pursuing scholarly work with a focus on our Catholic and Jesuit identity, as well as stipends for visiting speakers. We could go on in this vein, but Criterion 2d will discuss a good deal more of the UPBC’s funding priorities.

Mission, Department, and Individual Goals

As expressed in Direction 2 of the Strategic Plan 2007–2012 [RD#157], Rockhurst University “cultivates a learning and living environment that encourages cura personalis . . . through reflection and discernment. . . . [and by creating] an integrative experience for students to develop skills, competencies, and values in these seven areas,” referred to as Learning Themes elsewhere in our Strategic Plan and in our self-study: Leadership, Communication, International and Cultural Understanding, Critical and Creative Thinking, Ethics and Social Justice, Academic Knowledge, and Self Formation [RD#160].

As discussed in section 1a and more fully in Criterion 3a, Student Development programs and activities, as well as departments and programs in A&S, HSOM, and GPS, have not only aligned their respective learning goals with these learning themes, but with the learning goals of their respective schools, too [RD#161]. Faculty members, moreover, are encouraged to include a statement in their syllabi about how
courses support or fulfill the mission. New faculty orientation and new faculty mentoring sessions provide a gateway for this invitation. Academic freedom, of course, allows faculty to respond as they think is appropriate. But we do nurture their willingness to include mission links in their syllabi by making them aware of how important this is to what we are about. After we issue our gateway invitation, we continue to develop faculty and staff awareness of what mission entails through brown bag conversations sponsored by our Mission Office and through various CETL workshops.

1d. Rockhurst University’s Governance and Administrative Structures promote Effective Leadership and support Collaborative Processes that enable it to fulfill its Mission.

Although information in the previous section of this criterion indicates that the University community supports and understands the mission, we shall demonstrate in this section that shared governance and administrative structures enable us to fulfill the mission. As we begin discussing Rockhurst University’s governance structure and process, we believe that our structure facilitates the collaborative processes that we employ to deliberate over important issues and to make important decisions. While administrative structures have changed over time—as we adapt to circumstances—our long-valued Ignatian tradition of aggressive delegation and collaboration has not. In fact, both adaptation and delegation are Ignatian ways of going about leading people in mission-driven endeavors.

Mission, Board Practices and Board Policies

We have already provided a good deal of information in the previous section on the Board of Trustees’ mission-driven practices. And the Board’s policies or bylaws can be found in our ERR [RD#162], but we will illustrate how the policies can also be mission driven. Regarding Board membership, the policy is one of inclusiveness. As the Introductory Remarks noted, women now hold eight or 29% of the authorized seats on the Board that are filled (not counting the two recent-graduate seats that always comprise one man and one woman). Of these eight women, one is African American, one is Asian, and one is Hispanic. The change from 12% representation to 29% since 2003 represents significant improvement. In addition, the twenty men on the Board include one African American and one Asian. We intend, however, to improve still further on the gender and racial mix of the Board.

Membership on the Board of Trustees is presently based upon the following criteria:

1. Needs of the University
2. Philanthropic Capacity
3. Community Involvement
4. Diversity
5. Level of engagement

In order to create a Board that is more inclusive, the policy requires that the pool of candidates for membership have twice as many women as men and twice as many people of color as Caucasians. This requirement highlights the desire of the Board that one-third of its members reflect inclusivity of women and people of color by 2013.
Organizational Structure and Adaptation

The University has an organizational chart that is updated as we adapt to challenges or creatively take advantage of opportunities, both of which may require changes to the organizational/governance structure. For instance, we revamped the Office of University Planning and Assessment (OUPA) when the Director left in December 2010 (as detailed in the Introductory Remarks). Or the President saw fit to appoint a Vice President of Mission and Ministry to emphasize the place of mission on campus; and now, with that emphasis permeating the institution, we are transitioning from a Vice President of Mission and Ministry to a full-time Assistant to the President for Mission. Similarly, we have begun a review of our committee structure. In September 2011, the Vice President for Academic Affairs (VPAA) directed all committee chairs to forward an updated committee description and charge to determine whether we might eliminate some or add others.

In addition to the changes noted, the University eliminated the Vice President of Student Development in 2006, when Fr. Curran became President and faced a severe budget deficit. As a result, Physical Plant and Campus Security began reporting to the Vice President for Finance and Administration while Student Development moved under the purview of the VPAA. Athletics began reporting to the Associate Vice President for Mission and Ministry. In 2007, we hired a Vice President for Mission and Ministry. In order to make the hire budget neutral, the Jesuit Endowment for Mission funded it, yet another demonstration of how mission would be the driving force for stabilization and recovery. Despite the deficit, Fr. Curran hired a Vice President for Mission and Ministry in 2007 because mission was a priority in driving our recovery of financial stability. The organizational chart for this time period is in our ERR [RD#163].

This structure remained in place until July 2010, when Enrollment Services and Financial Aid moved under the direction of the Vice President for Finance and Administration and the Associate Vice President for Student Development once again rose to Vice President status to align ourselves with most institutions of our size.

This structure remains in place today, allowing the VPAA to continue focusing on academic areas while still very much involved with enrollment through the University Planning and Budgeting Committee (UPBC) that the VPAA co-chairs. The UPBC formed a subcommittee in fall 2011 to continue strategic enrollment planning, with the first item of business to increase faculty involvement in the recruiting process. As we have over the past decade, we will continue to look for ways to evaluate organizational structure strategically. We have placed our current Organization Chart in our ERR [RD#164].

While a number of changes in administration have occurred since our last HLC accreditation visit, the academic structures have remained fairly constant.

1. The College of Arts and Sciences (A&S) operates under a Dean, as well as an Associate and an Assistant Dean. The Associate Dean rotates from the faculty ranks every two to four years. Department Chairs in A&S rotate every three years with the possible renewal of one term.
2. A Dean, Associate Dean, Directors, and Chairs oversee the School of Graduate and Professional Studies (GPS). Because the Departments of Education, Communication Sciences and Disorders, Physical Therapy, and Occupational Therapy require continuity in their relationships with various accreditation agencies, their Chairs do not rotate. Exercise and Sport Science, Criminal Justice, Non-Profit Leadership, and Leadership Studies, all have Chairs or Directors.

3. The Helzberg School of Management (HSOM) has a Dean, Associate Dean, and a Faculty Chair who manage day-to-day activities. In addition, Discipline Coordinators oversee Accounting/Finance, Business, Economics, Marketing/Management, while Directors oversee Professional Development, Ethics, and Advising.

The VPAA had been a constant, too, until very recently. Dr. Haefele had served in the position for a decade until his resignation and return to the faculty in summer 2011. But his replacement, hired in July 2011, resigned after only nine months. Dr. Jeffrey Breese—Dean of GPS and co-coordinator of the self-study process—agreed to serve as Interim VPAA during the search for a successor which, for the sake of stability, will not begin until spring 2013.

Organizational Structure and Assessment

Although Rockhurst has, at times, structurally changed in response to external circumstances, we have also made changes proactively as an outgrowth of assessing our administrative structure. Many administrative units hold annual planning retreats, some portion of which may be used to review effective procedures. For instance, the Academic Affairs Council (AAC), at a recent retreat, adopted a new way of proceeding to improve productivity. The Council now generates major initiatives and issues at their annual fall retreat, establishes a calendar of meetings for the academic year, and identifies the members of the Council who will lead discussion of particular issues on the calendar. There have been organizational changes in reporting lines among senior administration due to the President's evaluation, in consultation with the UPBC, the President's Cabinet, and other constituents. As noted above, Financial Aid was moved to the responsibility of the Vice President for Finance and Administration because the discount rate greatly affects the overall financial status of the University. Budget challenges have forced the University to continually consider more efficient, cost-effective ways of providing services. Other examples of changes include those in Computer Services, the Business Office, the Academic Deans' offices, and the former Office of University Planning and Assessment.

As we noted, organizational structures in the academic areas tend to be fairly stable, but the HSOM has reorganized its divisional structure into more of a program-like structure to better meet their needs. In A&S, Anthropology and Political Science were folded into the Department of Social and Cultural Sciences in AY2008–09 because the departments were so small: Anthropology has one and Political Science two faculty members. But when a Sociology minor was approved for fall 2012, the departments were again divided in two—the departments of Political Science and Social and Cultural Sciences (housing Sociology and Anthropology)—to support the different disciplinary approaches. When the part-time Director of Paralegal Studies in GPS resigned, the paralegal certificate program was brought under the supervision of the Director of Criminal Justice. Again, Criminal Justice had one faculty member, so it made sense to bring a related field (Paralegal Studies) under one Director.
While many strengths of our governance structure and processes appear earlier in this criterion, the University could strengthen matters by adopting a systematic approach for regularly assessing and evaluating organizational structures to maximize effectiveness and efficiencies. Despite the fact that we do make some structural changes proactively, no formal process for regularly evaluating organizational efficiencies is in place.

**Shared Governance and Delegation of Authority**

The Board of Trustees carries out its duties as outlined in its bylaws [RD#162], which clearly direct it to appoint the President as the key executive officer to run the day-to-day operations of the University. In turn, the President leads key administrators who, through their staff and various committees of the University, carry out their responsibilities in collaboration with faculty. So governance proceeds, more or less in keeping with a long-held Jesuit tradition: “Loyola's habitual instinct [was] to delegate aggressively: 'I leave everything to your judgment and I will consider best whatever you shall decide’” (Chris Lowney, *Heroic Leadership, Best Practices from a 450-Year-Old Company that Changed the World*, 2003: 161–64). To be sure, sometimes delegation is less than it should be (e.g., when the President's Cabinet decided the new academic building would have neither a lecture hall nor a theater in the first phase of construction). But in the spirit of respect and shared governance, faculty and staff—through the Senate and Staff Advisory Committee, respectively—voice their need to be part of decisions, as do students through the Student Senate. The administration, more often than not, responds well to such reminders that consultation is a vital part of our Jesuit tradition, as it did by accepting faculty and staff representation on the Compensation Committee that recommended our compensation philosophy and compiled our benchmark/peer institutions.

Rockhurst defines responsibilities through clear structures, processes, policies, and actions. The structure, detailed above, facilitates shared governance by delegating authority. We can, therefore, best explain our governance process by discussing the roles of the Board of Trustees, the President and his Cabinet, the UPBC, faculty, staff, and our committee structure. (We shall include the various Vice Presidents and Deans in our discussion of the Cabinet and UPBC, while we discuss the Student Senate as part of shared governance a bit later in this section.)

**The Board of Trustees**

The majority of the Board members are Jesuit-educated CEOs, including several Presidents or former Presidents of Jesuit institutions, or top leaders in their organizations. Board of Trustee biographies are in our ERR [RD#166]. In discussions with the Board of Trustees, administrators, faculty, staff, and students are regularly invited to reflect on how they engage our Jesuit core values and recognize their embodiment in themselves and others.

The Board, which meets a minimum of four times annually, governs the University. University bylaws allow for a maximum of thirty-two seats on the Board, which includes two ex-officio voting directors—the President of Rockhurst University and the Rector of the Jesuit Community—and two recent graduates. With thirty seats currently filled, the Board has responsibility for the business and affairs of the University and may do and perform all acts necessary to carry out its purposes. The bylaws stipulate that members are elected by staggered terms of three years. It takes a majority vote of existing Board members to elect new
trustees, who are elected from a list of proposed candidates prepared by the existing Board. The Board elects its officers for three-year terms. The members of the University’s Board of Trustees serve in a voluntary capacity and receive no remuneration for service rendered in such capacity.

The Board governs through eight permanent committees that meet regularly to handle assigned responsibilities and make recommendations to the full Board. A list of these committees is available in our ERR [RD#167].

The Board’s Delegation of Leadership Responsibilities

According to Jesuit tradition of aggressive delegation and the Board’s bylaws, the President is the key executive officer of Rockhurst University. Among the President’s many responsibilities, delegated to him by the Board, he

1. manages, controls, and directs educational and business operations;
2. formulates and recommends policies, programs, and plans to the Board of Trustees;
3. establishes an organization that can effectively carry out the responsibilities of the University;
4. hires and directs the activities of key administrative officers and committees to help carry out duties;
5. approves the policies and procedures of all officers and administrative committees;
6. directs and presents an annual budget and ensures the budget is enforced;
7. serves as the channel for communication to and from the Board of Trustees on all University matters.

(Please consult the Board of Trustees bylaws for a full list of the President’s responsibilities [RD#162].)

The Board of Trustees further delegates authority to the President’s Cabinet, which reports to the Board through the Board Book and through the Board’s various committees. Members of the President’s Cabinet are closely aligned with the committees of the Board of Trustees and meet with members on a quarterly basis. Between Board meetings, the President’s Cabinet meets weekly to discuss issues affecting the University. Each member has an opportunity to place items on the agenda for discussion; and, as appropriate, members may bring information back to their departments. Cabinet members are also on the UPBC. The Cabinet members include:

Fr. Thomas Curran—President
Jeffrey Breese, PhD—Interim Vice President for Academic Affairs
Guy Swanson—Vice President for Finance and Administration
Matthew Quick, PhD—Vice President for Student Development and Athletics
Robert Grant—Vice President for Advancement and Marketing
Lane Ramey—Associate Vice President for Enrollment Services
Matthew Heinrich—Associate Vice President for Facilities and Technology
Senior Rockhurst administrators, to whom the Board delegates authority, are committed to the mission and appropriately qualified to carry out their responsibilities. In support of this claim, we have placed the credentials of the President, Vice President for Academic Affairs, and the Vice President for Finance and Administration/CFO in our ERR [RD#169].

Advertisements for positions in administration include credentials and qualifications required (for instance, doctorate in a field of studies, training, or experience). Though Rockhurst seeks to hire those who are best qualified and demonstrate openness to engaging with the mission, we also indicate that “Rockhurst is an Equal Opportunity Employer.” For example, advertisements for the Vice President for Advancement [RD#170], Vice President for Academic Affairs [RD#171], and Athletic Director [RD#172], all clearly emphasize expertise, mission, and equal opportunity.

Assured that those to whom it has delegated authority are both qualified and committed to the mission, the Board deliberates over and votes on specific matters, including approval of tuition and fees, fiscal year budgets, academic programs, and general policy and procedures. The Board uses a consent agenda as a part of its activities and meetings. A consent agenda can include, but is not limited to the following, minutes from previous plenary sessions and minutes from previous Board committees.

The Board receives full committee reports from chief administrative personnel, including those of the Deans of all four schools. Minutes and agendas for various Board of Trustees committees are available in our ERR (Board minutes referenced here and available in the ERR are password protected) [RD#173].

University Planning and Budgeting Committee (UPBC)

As detailed elsewhere, Fr. Curran formed the Rockhurst University Planning and Budgeting Committee (UPBC) when he first took office in 2006. With representatives from his Cabinet, as well as faculty and staff, the UPBC manages the University budget process, facilitates our strategic planning process, and monitors progress on our strategic goals. Through UPBC, budget and planning is delegated to a wide array of constituent representatives, as shared governance would demand. For example, the make-up of UPBC has changed over the years in response to our commitment to delegation and shared governance. In February 2008, additional faculty members were added to the UPBC in response to faculty concerns that there was an imbalance of administrators and staff on the committee. The Director of Financial Aid, moreover, was added when it became apparent that information from that department was pertinent to the informational needs of the committee.

Shared Governance: Faculty

In addition to clear governance structures in the administration, a clear structure of faculty governance also is in place whereby authority delegated from the Board is shared by administrators and faculty. The Rockhurst University Faculty Constitution, in the Faculty Handbook, specifies that the University Faculty Assembly (UFA) comprises “. . . all full-time faculty (including visiting faculty and Emeritus faculty) with
academic rank at Rockhurst University, those administrative officers who have academic qualifications and who are appointed members of the faculty by the President of the University, and the affiliated faculty of the RCN” (VIII, Appendices; VIII.B.Article I: The University Assembly) [RD#76]. The UFA provides faculty the opportunity to voice their positions on the curriculum, research, faculty standards, among other issues that affect what goes on in the classroom, to the administration.

The UFA elects Senators to serve on the Faculty Senate, which acts on behalf of the UFA. Membership is apportioned to divisions in schools by a numerical formula: “the number of faculty within [a] division divided by 7 rounded to the nearest whole number or 2, whichever is greater,” plus one voting faculty member of RCN (Faculty Handbook VIII, Appendices; VIII.D.Article I: University Faculty Senate Membership) [RD#76]. Notably, three administrators are non-voting members of the Senate—the Registrar, VPAA, and President of RCN—which enhances shared governance. The UFA meets once each semester, and is moderated by the Chairperson of the Faculty Senate. Minutes from both Senate and UFA meetings are maintained and distributed; an early sample of minutes, with some topics still currently being discussed, is in the ERR [RD#176].

Over the past ten years, the Faculty Senate has discussed and taken action on numerous governance issues. In 2005, the Senate appointed a committee to begin work on updating the Faculty Handbook [RD#176]. While this work is still in progress (with yet another committee in place), significant changes to the Handbook are likely to make it easier to read and understand as well as to update in the future. However, as we noted in our Preliminary Matters, the Faculty Handbook, to which we refer throughout our self-study, is in flux: “The current version of the Faculty Handbook on the Rockhurst Intranet is dated March 1, 2000 with two pages of changes added in 2001 and 2002. A number of additional changes have been proposed and approved since 2002, but are not currently shown in the March 1, 2000 Intranet edition. There seems to be some question as to whether or not additional changes have also been proposed and, perhaps, approved but have not made it into the handbook” [RD#178]. For these reasons, the Senate has taken control of the situation and proposed an array of changes to the Handbook, along with a Revision Process that will make updating the Handbook much easier [RD#179]. The two documents cited propose specific recommended changes to each section in the Handbook; divide changes into four categories; and lay out a timeframe for faculty approval of changes incrementally, section by section, throughout AY2012–13.

In addition, regarding governance issues, the Senate discussed and passed (in 2006 and again in 2008) clearer procedures pertaining to anti-discrimination [RD#180, RD#181]. In AY 2010–11, the Senate began drafting a faculty grievance procedure. While work on this matter is still in progress, a Senate subcommittee developed a working draft of a Faculty Grievance Procedure, and feedback on this draft was obtained from the University attorney over the summer of 2011. The subcommittee continued work on a draft throughout AY2011–12, incorporating legal feedback and other concerns raised in Senate meetings. At the April 2012 faculty senate meeting, the subcommittee presented a revised draft of the Grievance Procedure. After collecting faculty, administration, and legal feedback on this draft, during fall 2012, the Senate will prepare a new draft and proceed through the approval process.
Shared Governance: Staff

Staff members at Rockhurst have participated in governance through the Staff Advisory Council (SAC) which proposes (1) To support the University mission of learning, leadership, and service; (2) To act as an instrument of communication for the University community, including administrative staff, offices staff, and services staff; and (3) To assure the inclusion of staff on University committees when appropriate. Members are elected each spring. SAC has developed staff awards for outstanding service and for demonstrating core values. SAC reports directly to the President. It has worked with HR to develop a Flex Time Policy that was ultimately adopted in the 2009 Employee Handbook. Staff members have sat and still do sit on many of our committees, including such important ad hoc committees as the Compensation Committee and the New Academic Building Design Committee, as well as such central standing committees as the UPBC and the Benefits Committee [RD#182].

The Council, in reflecting on its future role, has proposed the additional goal of strengthening the staff’s understanding of our mission, through effective learning opportunities, programs, ideas and events that serve to enhance the working environment, promote pride and camaraderie, and support the University community. This effort, moreover, should allow the staff to respectfully and conscientiously share their concerns, interests, and enthusiasms among themselves and with the administration. Council members will be working on the latter initiative in the coming year. Please consult the ERR for SAC minutes [RD#183, RD#184, RD#185, RD#186, RD#187, RD#188, RD#189].

Shared Governance: Students

As a supplement to nationally normed and program based surveys like NSSE and SSI, staff and faculty hear and respond to our students through undergraduate and graduate student representation on various tripartite University committees. Typically, about thirty-two students serve on fifteen University committees every year, as shown in the ERR [RD#190, RD#191]. Other opportunities for learning of student needs come through faculty office hours; advisory relationships of staff and faculty to over sixty student organizations (including the Dean of Students as advisor to Student Senate); a high level of student interaction with our President; and daily contact of faculty and staff with students on our small campus. Such regular interaction creates an environment where students have any number of trusted faculty/staff mentors and advocates to whom they feel free to express their needs.

Over the past ten years Student Senate has sponsored, with greater consistency over time, a Town Hall meeting each semester at which the President offers a “state of the University” address; various administrators share reports and updates with the student community; and students can, of course, express their needs and concerns [RD#192]. While all students are invited to this event, about fifty or so undergraduates on average attend.

The Helzberg School of Management (HSOM) and the School of Graduate and Professional Studies (GPS), furthermore, have student advisory boards that meet regularly during the semester with the Dean and invited guests [RD#193]. These student advisory boards provide a direct conduit to the Dean for students to pass along their experiences, complaints, compliments, and ideas. In the past ten years, the Col-
lege of Arts & Sciences (A&S) has also had a student advisory board, which was recently reconstituted after a two-year hiatus. Finally, Research College of Nursing (RCN) has a Dean’s Advisory Council, comprising representatives from the Student Government Association and Student Nursing Association [RD#195]. In addition, graduate programs regularly solicit input from their students and graduates [RD#196].

Committees

In addition to administrators, deans, and department/division chairs, Faculty Senate/UFA, Staff Advisory Committee (SAC), and Student Senate, approximately seventy University committees report to the Senate and various administrative officers. Committee membership comprises faculty, administrators, staff, as well as students on designated tri-partite committees. Committee selection is coordinated through the A&S Dean’s office, but appointment to a committee, as much as possible, follows faculty and committee chair preferences. Student Senate and Student Development appoint student members. Appointments are reviewed by the Senate, which can raise concerns, for example, of overburdening certain faculty or excessive administrator/staff representation; the VPAA, who sits on the Senate, can act on these concerns as he also oversees the Academic Affairs Council, which is responsible for finalizing the assignments.

Each committee chair reports on progress, projects, and concerns to the appropriate administrator: the President; VPAA; Vice President of Advancement; Vice President for Business and Finance; the Deans of A&S, GPS, and HSOM; the Vice President for Student Development & Athletics. If issues require President or Cabinet response or input, the appropriate Vice President is responsible for communicating matters as needed. For example, in the spring 2011, a “Dear Colleagues” letter (legal update) from the Department of Education significantly changed Title IX requirements making it imperative that our policy on harassment and discrimination change. The Student Welfare Committee Chair and Vice President informed the committee about the needed changes and then received authorization from the President to change the Anti-Discrimination/Harassment Policy to meet the new guidelines. Similarly, in November 2011, the Benefits Committee was made aware of some additional fiduciary responsibilities regarding our 403b plan. In turn, the responsible Vice President of the committee asked that our 403b consultant attend a Cabinet meeting to explain the changes. We have placed further information on committees and their reporting structure in our ERR [RD#191]. While committees remain an important part of shared governance, the University is currently evaluating committee purposes and goals, as mentioned earlier in this section.

Responsibility for Curriculum and Integrity of Academic Processes

Faculty and academic leaders maintain the coherence and integrity of the Rockhurst University curriculum. In fact, according to Article IV of the bylaws of the University Faculty Senate, the curriculum is under the purview of the Curriculum Implementation Committee and the Undergraduate and the Graduate Curriculum Committees.

The Undergraduate Curriculum Committee (UGCC) contains representatives from all schools (including RCN) and the Registrar’s office. Thus one key function is to document changes to the curriculum and academic policy (even those changes that occur outside of the committee). The UGCC is responsible for reviewing and approving changes in programs, courses, majors, and policy of the undergraduate curriculum.
as presented in the Rockhurst University Catalog. Course changes typically involve approving new courses, course prerequisites, titles, and descriptions. Program changes involve substantial changes in course requirements for completing a program or major. The University Faculty Senate is informed of new programs or changes in a major. Policy changes involve adjustments or additions to academic policies presented in the University Catalog, such as policies on withdrawal or academic honesty. Substantial policy changes are presented to the University Faculty Senate. Further, all elements of the University have access to the information shared during committee activities. This underscores a critical feature of the committee, which is to aid the various elements of the University as they work to improve the curriculum in terms of courses, programs, and policies.

Faculty members and other credentialed colleagues, in conjunction with department chairs or their equivalent in the various schools, may propose changes in curriculum. These changes are considered by the Undergraduate and Graduate Curriculum Committees, which comprise faculty from all schools and a wide variety of fields, as well as representation from the Registrar’s and Deans’ Offices.

Typically, the changes that the UGCC considers (i.e., course and program changes) originate with faculty and proceed through their respective Deans to the UGCC. To maintain consistency, course or program proposals are presented in a standard format (which may be found in our ERR [RD#198]). Policy changes can come from each of the Deans or from administrative offices like the office of the Vice President for Academic Affairs. In addition, the UGCC receives information on the proceedings of the Core Implementation Committee (CIC). In its capacity as a University-wide committee, the UGCC documents all changes to the curriculum and academic policy, including reports from the CIC.

The Graduate Curriculum Committee (GCC) operates in a similar fashion. Charged with both the oversight of the graduate curriculum and the responsibility for continuing evaluation and improvement of that curriculum, the GCC has the primary task of reviewing graduate curriculum changes: e.g., new concentrations of study; new certificate programs; substantive changes to existing curricula; new courses; and all changes to existing courses. It further serves in an advisory capacity for curriculum and policies, reviewing and ruling on changes, including policy and procedure, as well as Catalog changes. Finally, it reviews and clarifies graduate policies or policies affecting graduate study; and it helps to ensure an integrative curricular experience for students to develop skills, competences, and values [RD#199].

The CIC considers proposals for changes to the core curriculum and includes representation from all of the academic areas represented in the core program. Major program proposals move from CIC to the Faculty Senate, which forwards its recommendations for approval to the Board of Trustees. As far back as spring 2001, the CIC had “asked the Faculty Senate to expand its charge to include facilitating assessment of the core curriculum.” In spring 2003, at the CIC’s request, the College of Arts & Sciences (where the vast majority of core courses are taught) asked that faculty include in their annual report (the Faculty Data Form) a summary of their course-embedded assessment activities and results for courses in the modes and proficiencies, as well as in the major. And that’s where matters stood until recently.

But as we moved from assessing outcomes of individual courses to outcomes of modes, proficiencies, and programs, completing the first program assessment reports in AY2009–11, we realized that the next step was core assessment. Therefore, in AY2011–12, the Senate asked CIC to expand its approach in the
ongoing assessment of the core. In response to the request, CIC approved a *Core Curriculum Assessment Plan* in March 2012, a section of which, as an interim step, describes the current assessment process while the committee discusses how to expand the scope of core assessment. In any case, the *Plan* contains the following points on the current process of core assessment:

- CIC designates one meeting of each semester as a Core Assessment meeting, dedicated primarily to sharing and discussing information and results of modal assessment. In this meeting topics of discussion may include:
  
  1. Questions about and goals for next academic year’s core assessment;
  2. The relation of assessment outcomes to University Learning Themes and implications for the core.

- CIC will invite members of the Office for Assessment to participate in this meeting.

- Minutes of this meeting serve as documentation of evidence-based reflection on the functioning of the core. These minutes are in turn submitted to the Office for Assessment.

- CIC discusses assessment issues during its regular meetings, but at least one meeting will be devoted to sharing and discussing results of modal assessments [RD#200].

In addition, the committee is beginning its work in coordination with the Transfer Student Task Force (see the Introductory Remarks for discussion of the Task Force) to revise the lists of courses from other institutions of higher education that will be accepted for core credit. To increase consistency in what is accepted for transfer credit, CIC is also helping to revise procedures by which future decisions will be made.

The UGCC, GCC, and CIC work autonomously, yet there is a consistent flow of information among the committees. Two CIC committee members are on the UGCC and GCC. The crossover of committee members allows information to be shared in an effective and efficient manner. While it is typical for UGCC and GCC to be separate, having CIC as a separate committee is not. Yet CIC’s autonomy has fostered the expertise of committee members regarding the content of our seven modes of inquiry, which enables the committee to ensure that course proposals address particular issues relevant to the various modes. In contrast, members of the UGCC and GCC need not be experts in content areas when evaluating curricula; for their expertise centers on curricular organization.

Thus, when UGCC and GCC function at their best, it is in a consultative manner. UGCC, for example, may critique and return proposals of curriculum change with specific questions for the faculty submitting the proposals. A program may request a title and description change for a course, but the committee may ask the submitting program to clarify whether the proposed changes constitute an entirely new course, rather than adjustments to an existing course. UGCC and GCC often work with faculty to achieve what faculty members in a particular program desire. (See also Criterion 3a and 4b on the relationship of UGCC, CIC, and the Core Curriculum.)
Effective Communication and Governance

Just as the consistent flow of information among the UGCC, GCC, and CIC enables them to work autonomously and yet harmoniously in shared oversight of the undergraduate and graduate curricula, so communication makes possible the shared governance delegated to administrators and faculty by the Board. Just as the President and his Cabinet members communicate with the Board as members of Board committees and in their reports and proposals to the Board, so faculty and staff communicate with administrators as they jointly work on many committees, as do students in a number of cases. And, of course, the faculty can also communicate with administrators and the Board through their Senate and University Assembly, much as the staff can communicate with administrators through the Staff Advisory Council, and students can communicate through their Senate.

But perhaps the University Planning and Budgeting Committee (UPBC) is a quintessential example of how communication facilitates governance and responsible use of delegated authority. Members of the UPBC represent a cross section of senior administrators (all members of the President’s Cabinet), the directors of HR and Financial Aid, the academic deans, a faculty representative from each of the schools, the Senate Chair and Chair Elect, and a staff member. Not only are these people communicating across constituent lines within the committee, but they are also engaged in two-way communication between their own constituents and the Board. Moreover, it is worth repeating in this context, that the UPBC was born of Fr. Curran’s inclusive, two-way communication with various constituent stakeholder groups who support Rockhurst University, all of which is detailed in our Introductory Remarks and in various sections of Criterion 2.

UPBC meets at least twice each month during the academic year and monthly during the summer [RD#201]. Beginning in summer 2006, minutes have been sent by email to communicate with the University community, and they are maintained on the intranet site for review. However, in the spirit of greater transparency, the minutes could be more specific or detailed, though transparency needs to be balanced with sensitivity in certain situations, e.g., personnel decisions. The procedure for preparing and submitting a proposal for consideration by the UPBC by any member of the University is established (a department, program or office may submit proposals through its dean or vice president at any time during the academic year), but needs to be communicated more broadly to increase awareness of the process [RD#202].
In addition to distributing its minutes, UPBC reports to faculty at other meetings, especially, the University Faculty Assembly. Fr. Curran, along with the Vice President for Finance and Administration and the Controller, has provided financial updates at Assembly meetings. Moreover, the Faculty Senate meets monthly during the academic year and the University Faculty Assembly bi-annually.

The Faculty Senate, as a matter of course, discusses matters of governance and communicates its concerns, requests, and recommendations to the administration. And the administration has demonstrated good faith in its responses. For example, the Senate requested and received additional information regarding a compensation study, as well as a newly adopted plan to adjust faculty salaries over and above any annual raises (discussed under Criterion 2b). The lines of communication worked well on that matter, as the Director of Human Resources and a faculty member on UPBC presented the information during a University Faculty Assembly meeting [RD#203, RD#204, RD#205, RD#206]. Moreover, this past academic year, the Senate requested that the UPBC be present at each end-of-semester, University Faculty Assembly to answer questions, which the UPBC readily agreed to do.

In AY2008–10, the Faculty Senate Chair made significant strides in opening the lines of communication with the Rockhurst chapter of the American Association of University Professors (AAUP). She joined the AAUP and often consulted with them regarding issues. In addition, in the August 2010 Fall Faculty Workshop, the Vice President for the Rockhurst AAUP chapter held two very well-attended sessions on Governance [RD#207]. The Academic Affairs office also frequently consults with AAUP representatives regarding faculty issues. This open communication has significantly helped guide the University in making sound decisions regarding faculty matters.

The Staff Advisory Council (SAC) arranges for their constituents to have the opportunity to learn about the state of the University through events scheduled in the fall and winter, at which the President and other leaders deliver such information as financial updates, as well as progress on the Campus Master Plan, crisis management plan, and the strategic plan. Student Senate has arranged similar venues for its constituents.

All community members, finally, receive regular emails from the President. One such memo in August 2011 included, among other topics, information regarding new personnel, staff changes, budget, the parking lot, and the new academic building [RD#208]. The President has sent similar memos throughout his tenure in the interest of keeping the campus informed.

1e. Rockhurst University Upholds and Protects its Integrity.

In this section, we want to highlight activities congruent with our mission that honestly manifest who we are as an institution. Obviously, succeeding criteria will detail activities linked with our preparations for the future; learning and teaching; acquisition, discovery, and application of knowledge; and engagement and service. We do not, however, want to repeat such activities here. We wish only to look at a few select activities that demonstrate our integrity when dealing with our (1) external constituents through Board of Trustee policies and procedures; adherence of policies to local, state, and federal law; fair and honest interactions with off-campus constituents; as well as (2) internal constituents through clear and fair policies, including problem resolution policies and procedures; and carefully structured extra-curricular activities.
Integrity and External Constituents

Operational Integrity: Board Bylaws, Conflicts of Interest, Code of Conduct

As indicated in the Board’s bylaws, the Board “oversee[s] the fiscal affairs of the University, including approval of budgets and supervision of investments” [RD#162]. To indicate to our external constituents (as well as our internal ones) that the Board is trustworthy in overseeing these matters, two subcommittees of the Board of Trustees—the Finance and Audit Committees—have specific duties, according to the bylaws, that aim to assure constituents of the Board’s integrity. The Finance Committee oversees financial operations and results, ensures that a long-range financial plan is in place, and communicates to the Board about major financial decisions [RD#162].

The Audit Committee, the Charter of which was updated in September 2009, has oversight responsibility, authority, and duties. Three members of the Board, who have financial expertise or have access to such expertise, are appointed to the Audit Committee. Meeting at least twice annually, they oversee Rockhurst University’s financial statements, review the annual independent audit of the University financial statements (including the certified public accountant report), and review financial systems and internal controls. Since the last HLC visit, there have been no material weaknesses stated in the outside auditor’s reports. The full Charter with a complete checklist of responsibilities is in our ERR [RD#211].

Further speaking to the integrity of Rockhurst’s operations is our Conflict of Interest policy statement that Board members and Cabinet members sign annually. The Controller collects and maintains the signed statements of agreement with the policy, which is also available on the Rockhurst University intranet site [RD#212]. Rockhurst University’s conflict of interest policy is intended to supplement, not replace, any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

The University Code of Conduct policy, in the staff handbook, further underscores our concern about honesty, as it contains information on how employees can report inappropriate business behavior and also includes a phone number for the attorney’s office [RD#77].

Adherence to Local, State, and Federal Laws and Regulations

Rockhurst University is a public charity under code Section 170(b)(1)(aa)(2), and is recognized as a nonprofit corporation in the State of Missouri. Regarding legal matters, we work with a law firm, rather than a single attorney on retainer, which allows for more depth and breadth in terms of resources. The University strives to comply with all state, federal, and local laws and regulations and informs faculty, staff, and students of these policies. In some cases, training sessions are held periodically to remind faculty, staff, and students of policies, e.g., sessions are held biennially on harassment and discrimination and annually on FERPA. While the University seeks to form policies based on law, we also implement clear and fair policies with our mission and core values in mind. Thus, to ensure the health and safety of our community, we arranged a loss prevention site visit on February 15–16, 2011. OCCU-TEC, a multi-disciplinary, professional services firm specializing in environmental management, workplace safety and health, and learning
solutions conducted the site visit. (We have placed a list of policies that demonstrate how we abide by local, state, and federal laws and applicable regulations in our ERR, along with details of our Loss Prevention Site Visit [RD#214].)

Fairness and Honesty with External Constituents

In accordance with its mission to be “involved in the life and growth of the city and the region,” Rockhurst strives to balance University and community needs. When the University initially discussed a master plan for expanding the campus, the surrounding community did not agree with our initial approach. So, we invited neighborhood groups to talk with University representatives about our plan, including a parking garage on Troost and a new academic building. In a May 18, 2010 neighborhood meeting, for example, we discussed the look of the new parking garage, along with neighborhood concerns about gardens and benches that might be part of the plan [RD#231]. The minutes of these meetings are available for the last three years in our ERR. (See Criterion 5a and c for details regarding Rockhurst University Neighborhood Council and the parking garage.)

In addition to dealing fairly with the neighborhood community, we also try to treat job applicants fairly. Each faculty search committee has access to a faculty search handbook, which outlines the appropriate steps for a faculty search and includes questions related to our core values that might be asked. A number of search committees have invited the Director of Human Resources to give a presentation regarding appropriate search techniques. In addition, most staff positions are posted on the Rockhurst website for a week, unless an internal candidate has been previously identified. We invite final candidates, generally three to four, for on-campus interviews to offer them the opportunity to share information about their backgrounds. Interviewed candidates not selected receive a phone call or letter indicating that they have not been chosen for the position.

We try to communicate who we are—our mission and the values that guide our actions, such as fairness—as honestly as we can. Our core values guide staff and faculty, including Public Relations and Marketing staff, in their daily responsibilities. Staff members in PR and Marketing participate in workshops and seminars that touch on ethical issues in marketing and communication. For example, we stopped using a particular marketing statement when its accuracy could no longer be verified, as well as provided balanced information regarding campus planning to neighbors and the city. One issue, however, concerns faculty: they would like to see learning and scholarship—academic excellence, if you will—take on much greater visibility in our promotional pieces. In addition, some faculty members are encouraging that promotional pieces give greater prominence to academic excellence.

The home page of the Rockhurst University website includes two phone numbers with options for speaking with representatives of the institution to request information or to communicate comments. The internet site for Public Relations and Marketing provides a news release site [RD#232]. The University Catalog, with full descriptions of programs, is accessible to the public both in print and on the University website where we also update programs available to students in Admission brochures [RD#233, RD#234]. For pertinent information in the Catalog, please consult our ERR [RD#235].
Integrity and Internal Constituents

Clear and Fair Policies: Rights and Responsibilities

While the University seeks to form policies based on law, we also implement clear and fair policies with our mission and core values in mind, particularly *cura personalis* (“Care for the Whole Person”). For example, staff members enjoy twelve to fourteen holidays, plus vacation and sick time, along with the possibility of unpaid leaves of absence as well as paid mission leaves. In AY2011–12, fifteen of sixteen mission leaves were approved, for a total of thirty-eight days. Faculty, in addition, receive fall, Christmas, spring, and summer breaks. Finally, student, faculty, and staff safety is paramount when we decide to close the University due to inclement weather.

But more to the point of due process in policies regarding the rights of our internal constituents, each constituent handbook has procedures for addressing complaints or concerns. For example, we encourage staff members to use the Conflict Resolution procedure if they have a conflict with a co-worker or their manager [RD#77]. Faculty members have recourse to the Faculty Review Committee should they wish to contest a “notice of nonreappointment” (III.B.12.b.3–16, *Faculty*) [RD#76]. Students have the right to voice concerns through the Code of Conduct process [RD#78]. And all constituents are covered under the Equal Employment and Anti-Discrimination Policy found in the Student Handbook [RD#78] and, for faculty and staff, on the Human Resources intranet site [RD#241]. As noted earlier, however, a faculty grievance procedure is still in the Senate and, thus, something we need to finalize in the near future.

Faculty and staff, as mentioned earlier, have available to them a Mission Leave Policy (first drafted in January 2007 and updated in 2009) that allows them to participate voluntarily, with pay, in University sponsored spiritual retreats or approved mission-related activities, such as service immersion trips that occur during regularly scheduled work hours.

These and other policies may be found in the following handbooks, tailored to the particular constituents:

1. **Staff Handbook** [RD#77]
2. **Faculty Handbook** [RD#76]
3. **Student Handbook** [RD#78]
Structures and Processes: Co-curricular and Auxiliary Activities

1. Auxiliary Activities

Processes and structures are in place allowing the University to carefully work with various auxiliary services ensuring quality services at negotiated prices, in keeping with our mission and core values. The Vice President for Finance and Administration or his designee carefully reviews, signs, and amends contracts with various entities, such as the bookstore (Barnes and Noble), food services (Sodexho), vending services (Pepsi), and print services (IKON), to ensure that they are providing the necessary services in ways that best care for members of our community. Contracts for outside vendors are available upon request in the Finance office. Information regarding Rockhurst University’s partnership with the Rockhurst University Continuing Education Center (RUCEC) appears under Criterion 2c, as is further discussion of Auxiliary Activities. As the holder of the preferred stock and 52% of the common stock of RUCEC, the University nominates nine of the twelve members of the Board of Directors of RUCEC.

Within Student Development, Conference Services has documented procedures as outside organizations make plans for conferences and events on campus. Information regarding pricing, available rooms, and conference policies are located on the internet [RD#245]. Additionally, each conference coordinator must complete a contract agreeing to payment and guidelines for use of the campus facilities [RD#246]. For Rockhurst’s own students using the residence life facilities, there are Housing Contract Packets and Housing Agreements that any student living in the residence hall must sign [RD#247, RD#248].

Guidelines are in place for establishing recognized organizations within the University. The Student Welfare Committee, which includes faculty, staff, and students, oversees the implementation of those guidelines. Policies are also in place for allocating student budget resources to recognized student groups, with their connection to our mission, in part, determining the funds awarded them.

2. Co-curricular Activities and Student Services

Among co-curricular events specifically aligned with Rockhurst’s mission are living/learning experiences, service-learning, and service immersion trips. Activities aimed at nurturing student spirituality, such as those organized by Campus Ministry, are invitational. But according to NSSE data in Figure 2.5, a significant portion of the student body reports that it participates in them, a far greater proportion than at our peer institutions. Though the percentage of seniors participating during these same years was somewhat lower than that of freshmen, a trend true across institutions, Rockhurst seniors still participate at a higher rate than seniors at our peer institutions.
It is interesting to note that, in the AY2010–11 Student Life self-assessment, the Greek Retreat assessments indicated that students were more familiar with the Greek organizations’ values than the University's core values. Therefore, future retreats will interweave our core values with the Greek organizations’ values. Future sessions will include not only information about risks associated with the organization's decisions, but how the core values can assist them in making the right decisions [RD#250]. In 2010, Access Services found that their policies needed more clarity. Consequently, guidelines were developed and provided to the students, while a grievance process was developed and published for access students [RD#251].

In addition to mission-related activities, the University offers the student body a robust array of programs and physical facilities as part of Student Services, demonstrating our capacity and commitment to engage with them. These amenities are accessible and highly utilized. The services comprise the Access Office, the Bookstore, Computer Services, the Copy and Mail Center, Food Services, Physical Plant, Rockstop, Security, Athletics, Career Services, the Counseling Center, the Festival of Student Achievement, Residence Life, Student Life, and the Student Success Network (descriptions of which are available in our ERR [RD#252]).

We use various tools (from NSSE and SSI national surveys to Student Senate discussions to student advisory board feedback) to identify needs and build action plans to address expressed student needs and wishes, as well as student-reported deficiencies, in the student experience. Within the realm of Student Services, there have been a number of advances made based on the feedback that we’ve received from students through quantitative and qualitative measures. We have placed detailed explanations of our responses to students regarding student services in our ERR [RD#283]. (Please see Criterion 2c for additional discussion of student/auxiliary services.)
Integrity in addressing Complaints and Grievances

Rockhurst University responds to internal constituents with care and honesty when dealing with complaints and grievances. The office of Student Development and Athletics keeps a log of student complaints (stored electronically). For purposes of clarity, the University recently defined what constitutes a student complaint in the Student Complaint Policy. The definition appears in the policy, which merely formalized an ongoing practice and which the Student Welfare Committee and the President approved in April 2011:

A formal student complaint is a written and signed complaint, initiated by a student or a family member on behalf of a student (and confirmed by the student), that is a non-trivial, non-routine complaint, either academic or non-academic, the resolution of which requires the intervention of a President’s Council member (or designee). Petitions for appeal/waiver of University regulations and policies, disciplinary actions, and grade appeals are not formal student complaints. Formal student complaints and their resolution are logged by the Council (Adapted from North Central College, 2011) [RD#294].

Since April 2010 (a year before the policy was formalized), the Student Development Office has received sixteen complaints. In several instances changes were made as a result of complaints. For example, when students appealed health claim decisions under the student health plan, we updated and clarified communication pieces so that students better understood the plan—and the complaints decreased. In response to a complaint in athletics, we now provide annual training to paid staff members, graduate assistants, and volunteers regarding University and athletic policies, protocols, and expectations; that is, training emphasizes the need to both model and create an environment that supports core values. The complaint medium also changed (from paper to electronic) thus speeding up the resolution of concerns.

The Deans’ offices also maintain systems for recording complaints and grievances. We take student complaints seriously and investigate them promptly. For example, in one graduate program, the practice of conducting in-person exit interviews prior to graduation was discontinued after several complaints about the process. Instead, the students now receive surveys which we will review only after graduation. As a way of addressing complaints proactively, the Dean of GPS has two advisory boards, one for graduate students and the other for undergraduate students, with two students from each program serving on each board. The boards meet twice a semester on students’ issues/items of interest. After the Director of the Financial Aid office attended a board meeting related to financial aid, several structural changes followed to enhance service during AY2010–11.

In 2009 the Associate Dean in the College of Arts & Sciences created an electronic log of student complaints and has maintained it since that time, recording dates, details, actions, and resolutions. Between 2009 and spring 2012, there were thirty complaints, twenty of which concerned grades. Of all the complaints, four centered on grades from a single instructor. Given the consistency of the concern, the academic department took appropriate action to correct the situation. In nearly all other grade complaints, the faculty member was able to resolve the issue with the student or the student acknowledged responsibility for the grade; only two proceeded to a formal grade appeal.

In the Helzberg School of Management, a majority of complaints also concern grades. The Associate Dean follows the procedure outlined in the University Catalog to resolve such issues, including issues of academic honesty, which procedure is found on page fifty-two of the RU Catalog [RD#72]. The Associate Dean
maintains files of all complaints, including the outcomes. At RCN, the Admission Progression and Grievances committee (APG) responds to student complaints and appeals; the academic appeal process is found on pages thirty-four and thirty-five of the RCN Catalog [RD#296].

The Human Resources office maintains files on faculty and staff complaints. Since 2004, there have been forty-eight complaints, eight of which included students making complaints regarding members of faculty or staff (access to data from years prior to 2004 is unavailable because of personnel change). We investigated all complaints promptly and took appropriate action. Notes from the investigations typically indicate the dates that conversations took place and the final outcomes. Resolution times vary, depending on break schedules, vacation/conference schedules, etc. As previously mentioned, all faculty and staff are required to attend biennial anti-discrimination training to proactively inform individuals how to make complaints and how to avoid receiving them.

**Conclusion: Mission and Integrity**

We conclude that over the past decade we have shaped stronger and more visible statements of mission, vision, and core values. We have further integrated them with excellence into three areas of emphasis: Learning, Leadership, and Service. We infuse our mission and values into various policies and procedures, thereby acting with integrity in our dealings with internal and external constituents. However, we recognize that we need to look more systematically at our governance structure (especially our committee structure) and at the opportunity to become more diverse as a model and source of transformation.

Over the past decade, we have engaged many University stakeholders in a process of articulating anew our mission, vision, and core values and revising our mission documents. This process was part of a larger strategic planning process that ultimately gave the highest priority in our strategic plan to our mission: *Transforming Lives Consistent with Core Jesuit Values*. Constituents of Rockhurst University live its mission in many ways and places, from learning and leadership that occurs in the classroom and the service learning at local community sites, to the learning, leadership, and service that take place on trips to Guatemala and Appalachia.

Structures, processes, and policies organize our efforts and allow the mission to be lived with integrity, though, in certain areas, these can be further systematized. The University is “in the City for good”; and, as an urban institution of higher learning, we enjoy tremendous partnerships and opportunities. Despite the commitment of our mission documents, strategic directions, good will, and best efforts, opportunities remain to build more diversity among all constituents, and particularly among students. A summary of how the major constituents of Rockhurst University understand and live the mission and how the organization operates with integrity follows, with emphasis on strengths and opportunities.
Mission and Integrity: Our Strengths

Trustees, Senior Administrators, and Rockhurst’s Mission, Vision, and Core Values

1. Trustees demonstrate their understanding of and commitment to the mission through participation in Mission Moments, retreats, service; and they support such initiatives as service immersion trips, the Center for Excellence in Teaching and Learning (CETL), Strategic Directions related to it, and so on.

2. New Trustees are educated about the mission, and continuing ones regularly renew their understanding of and engagement with it.

3. Trustees formed a separate Board committee for mission and values, demonstrating the importance of mission in driving what we do.

4. A Vice-President for Mission and Ministry, who interacted regularly with the Trustees, was hired in 2007. After the departure of our Vice-President in summer 2011, another Jesuit filled the newly created position of Assistant to the President for Mission in a part-time capacity until his replacement took on the role full-time in August 2012.

Faculty and Staff: Integrating Mission, Vision, and Core Values with Learning, Leadership, and Service

1. Faculty, staff, students, alumni, BOT and community members were all involved in Town Hall Meetings to re-craft the vision and mission statements and to engage in Strategic Planning based on the mission.

2. Faculty and staff have demonstrated their commitment to the mission through participation in conversations, retreats, service immersion trips, service (such as the Finucane Project), World Cultures Day, Diversity Committee programs.

3. Faculty members are committed to academic excellence and reflect on and include elements of the mission in their courses through service-learning; in their scholarship; as well as in mentoring student research, employing Ignatian Pedagogy, and reaching diverse learners.

4. Faculty and staff members are involved in mission-related programs to form leaders at Jesuit Institutions, e.g., the Ignatian Colleagues Program, Heartland Delta Conversations, and so on.

5. Faculty, staff, and students have the opportunity to be actively involved and heard through such channels as Town Hall Meetings, Mission Moments, Faculty and Student Senates, Staff Advisory Council, Committees, etc.
Students: Learning and Living Mission, Vision, and Core Values

1. Key Strategic Directions are dedicated to the mission and student achievement of academic excellence.

2. Students learn about the mission in Freshman Seminars (which also incorporate the annual theme based on Jesuit core values); in many other courses; through Campus Ministry events and programs, Center for Arts and Letters program offerings, Student Development co-curricular activities; and so on.

3. Students participate to a high degree in service-learning courses and service immersion trips domestically and internationally.

4. Representatives from the entire University introduce freshmen to service their first weekend on campus through the Finucane Service Project.

Rockhurst University: Operating with Integrity

1. Rockhurst University is mission driven and appropriately structured, with the Board of Trustees recognizing the authority of the President to make decisions, through the lens of mission and values, in concert with highly qualified administrators, senators, and committees, comprising faculty, staff and student representatives, as appropriate.

2. The eighteen Strategic Directions of the Strategic Plan intentionally align with our mission, vision, and core values, as well as our learning themes.

3. The University Planning and Budgeting Committee (UPBC) has provided more transparency and involvement of faculty and staff in the leadership of the organization and on mission-lens decision making than was true in the past.

4. Policies and procedures are in place to ensure that we are operating with integrity (e.g., Conflict of Interest Policy, Audit Committee Charter, BOT Charter, among others).

5. Rockhurst continues to be active in listening to its students through such tools as the Student Satisfaction Inventory and the National Survey of Student Engagement, as well as through our direct engagement with students in Student Senate and Student Advisory Boards.

6. For the size of the institution, Rockhurst has developed a broad range of services and programs to support students in their experience. This includes, but is not limited to, technology (we are a wireless campus with many classroom tools), Security, Counseling, the Learning Center, Service Learning, the Helpdesk, and Rockstop.

7. We have documented a high level of satisfaction among and engagement of our students (especially undergraduates) over the past ten years, as well as responsiveness to their concerns and areas of need. Compared to similar institutions and our competitors, our retention and graduation rates are strong (see Criterion 2a).
Mission and Integrity: Opportunities

Articulation of Mission

Despite a high degree of definition, display, knowledge, embodiment, and consistency in articulation of mission, we need to continue regular and direct communication to familiarize constituents with a broader array of mission components and to promote and track the common use of key words and components that comprise the mission, as we did in focusing on the core value of “Finding God in All Things” in AY2011–12.

Diversity

We have made major strides in areas such as website and programming created by the Diversity Committee, support for the Freshman Incentive Program (which often draws from a more diverse student body), events such as World Cultures Day, opportunities for study abroad, curricular initiatives (Global Perspectives Requirement courses), workshops on support for diverse learners, and the two-year CETL International series, etc. But opportunity remains to increase ethnic diversity, particularly of our student body, as well as the degree of preparation for work and service in a multicultural world, through more support for study abroad, foreign language training, international immersion, research abroad, and so on (as detailed in Criteria 3c, 4c, and their Conclusions). We need to set goals within a given timeframe and better fund our initiatives toward these goals.

Transformation

Though faculty have begun to incorporate transformation into their research, particularly with regard to areas such as service learning, it is difficult to measure transformation, and graduates may not realize the whole of their transformation for at least several years. This area of inquiry merits further study, for instance, through University-wide alumni surveys for three to five years after graduation.

Organizational Planning

The University could consider more systematically its organizational/governance structure, though it has already taken steps to evaluate our committee structure to ensure that it aligns with the mission. While committees remain an important part of shared governance, the University is currently evaluating committee purposes and goals to determine whether redundancies or obsolescence may allow us to reduce the number of committees.
University Planning and Budgeting Processes

Though the procedure for preparing and submitting a proposal to the UPBC by any member of the University is established (a department, program or office may submit proposals through its Dean or Vice President at any time during the academic year), UPBC needs to communicate more broadly across campus the opportunity to submit proposals and the process. Furthermore, the charge of UPBC members with regard to soliciting input from constituents could be clarified. Finally, we need to be careful that we scrutinize all areas of the University equitably in the process of balancing the budget.

Faculty Grievance Procedure

A faculty grievance procedure was proposed to the Senate in AY2010–11; but, after working on suggested changes from the University lawyers during AY2011–12, the Senate still had more work to do, which it plans to complete in AY2012–13.

Academic Excellence and Advertising

Overall, our Public Relations Office does an excellent job of promoting the mission of Rockhurst University, and offices from Enrollment to Advancement demonstrate truth in advertising. Nonetheless, faculty have expressed a desire to see more emphasis on learning in our advertisements and other promotional literature in order to attract the kind of student likely to thrive in a university dedicated to academic excellence. Plans for further progress in this regard, other than the faculty and student blogs added to the website in recent years, were already underway both for our website and other materials at the time of this writing.
Criterion Two
Over the past decade, new processes for strategic planning, budgeting, and evaluation of institutional effectiveness have provided the framework for change at Rockhurst University. Criterion 2 will address how our engagement of an enrollment consultant has helped us to grow undergraduate enrollment and plan for future demographic trends in student recruitment. We will document how Rockhurst’s formation of the University Planning and Budgeting Committee (UPBC) led to new methods of resource allocation, planning, and evaluation through annual Planning, Budgeting, and Accountability (PBA) cycles; and we will demonstrate how this new Committee went on to develop and implement the 2007–2012 Strategic Plan. Completing our delineation of how we are Preparing for the Future, we will discuss the collaborative efforts of the Offices of Assessment and Institutional Research, which provide data to the UPBC and others on campus to inform decision-making and help ensure that planning efforts align with our mission.

2a. Rockhurst University realistically Prepares for a Future shaped by Multiple Societal and Economic Trends.

Successful use of an enrollment consultant has corrected fluctuating undergraduate enrollment patterns and is helping us plan for the future challenges and opportunities facing small, private universities. Not only have we been able to manage enrollment in the context of societal trends, but we have also been able to manage our financial policies in the context of economic trends.

Societal Trends and Enrollment

As evidenced by Strategic Direction #8 in our 2007–12 Strategic Plan—“Increase enrollments while sustaining the high quality of incoming students; set enrollment targets that enable sustainable growth without detracting from students’ current Rockhurst experience, or adversely influencing student retention” [RD#28]—enrollment management is a strategic priority for us. During our 2003 continuing accreditation visit, the HLC team expressed concerns over inconsistent levels of undergraduate enrollment. Concurrently, in response to a freshman cohort of 214 students in fall 2002 (the second-smallest class in thirty years), the Board of Trustees approved the engagement of Noel-Levitz, an experienced consulting firm specializing in
enrollment and revenue management systems. Initially, the goal was two-fold: to increase the size of the incoming freshman classes and to improve the student academic profile as measured by high school GPA and ACT scores. We immediately implemented many of Noel-Levitz’s recommendations, including leadership and personnel changes in the Admission Office, reevaluation of student recruitment territories, a dramatic increase in communication flow to prospective students, and higher levels of institutionally funded academic scholarships (i.e., tuition discounts). As a result, freshman cohort sizes have increased 52% from 214 in 2002 to 326 in 2011.

The freshman class size peaked in fall 2009 at 417 because we significantly increased our tuition discount in response to the onset of deteriorating macro-economic conditions. The smaller class size of 371 in fall 2010 resulted from a strategic decision to reduce our tuition discount. Though this decision lowered freshman enrollment, it increased the net tuition revenue dollars. The continued decline in fall 2011 to 326, however, was unforeseen. Fortunately, a 52% increase in full-time undergraduate transfer students partially offset this decline. In the following paragraphs, we will detail the strategies that we have put in place to reclaim lost ground on freshman enrollment and to continue to grow the transfer population (see Figure 1.1 in our Introductory Remarks for complete enrollment numbers).

As previously stated, Rockhurst and Noel-Levitz’s new enrollment and financial aid strategies aimed at improving the academic profile of incoming students. As a consequence, over the past decade, the average high school GPA of an incoming Rockhurst freshman increased from 3.31 to 3.51 on a 4.0 scale, and the average ACT score improved from 23.92 to 24.73. But even with this stronger academic profile, the last three years have yielded an influx of underprepared freshmen. The Freshman Incentive Program (FIP), therefore, grew from twenty-two to forty students. Consistent with Rockhurst’s Jesuit mission, FIP is designed to provide underprepared students with extra support by offering them a lighter freshman class load as well as additional mentoring, advising, and tutoring services. In February of 2009, a $700,000 contribution from a University benefactor established a sponsored scholarship fund benefitting students from two Kansas City metropolitan area high schools that primarily educate students from diverse ethnic and economic backgrounds. To date, this scholarship fund has made a Rockhurst education accessible to over twenty students, many of whom are enrolled in FIP. Additionally, the College of Arts and Sciences (A&S), which houses FIP, has reallocated funds to support this growing program.

In addition to new student enrollment, retention of our current students is obviously a key component of the planning and budgeting process and the overall success of the University. Retention rates are calculated by the Institutional Research Coordinator and primarily utilized by the Student Development Office in the administration of various retention strategies. Retention data are also provided to the University Planning and Budgeting Committee and are included in the key performance indicator “KPI” data on our intranet site [RD#298].

As detailed in Figure 3.1, our freshman to sophomore retention rate has fluctuated somewhat, but it has been higher than the national average as measured by ACT, Inc. in six of the past eight years (national data pertains to institutions like Rockhurst that are four year, private institutions, classified as selective in admission, awarding Bachelor’s and Master’s degrees). We believe that this demonstrates a high level of student satisfaction with the programs and services that we provide.
Figure 3.1

Freshman to Sophomore Retention: Rockhurst vs. National Averages, AY2004–05 to AY2011–12

Please consult the ERR for our sophomore to junior and junior to senior retention data [RD#299].

Graduation rates are also calculated by the Institutional Research Coordinator, factored into the strategic planning and budgeting process by the UPBC, and shared on our intranet. Since our last HLC visit, graduation rates have increased and are generally at or better than the ACT national averages for comparable institutions, as illustrated in Figure 3.2 below:

Figure 3.2

Graduation Rates: Rockhurst vs. National Averages

<table>
<thead>
<tr>
<th>Initial Term</th>
<th>Four or Fewer Years</th>
<th>Five or Fewer Years</th>
<th>Six or Fewer Years</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Rockhurst</td>
<td>National</td>
<td>Rockhurst</td>
</tr>
<tr>
<td>Fall 2001</td>
<td>55%</td>
<td>—</td>
<td>64%</td>
</tr>
<tr>
<td>Fall 2002</td>
<td>56%</td>
<td>—</td>
<td>61%</td>
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<tr>
<td>Fall 2003</td>
<td>58%</td>
<td>—</td>
<td>65%</td>
</tr>
<tr>
<td>Fall 2004</td>
<td>60%</td>
<td>57%</td>
<td>73%</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>66%</td>
<td>55%</td>
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<tr>
<td>Fall 2006</td>
<td>60%</td>
<td>55%</td>
<td>66%</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>60%</td>
<td>56%</td>
<td>—</td>
</tr>
</tbody>
</table>
College Preferences and Diversity

Even though our freshman enrollment has increased significantly over the past decade, the high level of competition for undergraduate students continues to be a concern, which we are addressing strategically. In June 2011, Rockhurst engaged Noel-Levitz to conduct a non-matriculant survey in order to gather information on how students choose a college [RD#6]. More specifically, we wanted to identify the most important features and benefits that students are seeking in a college or university and to understand how students view specific characteristics of Rockhurst. The survey yielded four primary factors influencing students who choose not to attend Rockhurst: cost of attendance, an actual or perceived lack of majors offered, location of the campus (too far from home or in an undesirable part of Kansas City), and small size.

To address cost, we have increased the academic scholarship levels for the first time in four recruiting cycles, as the Introductory Remarks explain in detail. Seven new fields of study are under development, including Strategic Communication, a Bachelor of Science in Engineering (Electrical, Mechanical, Civil, Computer Science, and Information Technology) in partnership with the University of Missouri-Kansas City, and a Master of Arts in Educational Organization and Leadership Studies. With regard to the location concerns, our admission counselors are opening new territories, as well as emphasizing outcomes, Rockhurst’s Jesuit mission, and our claim to be In the City for Good. Finally, we continue to emphasize all of the many advantages of a smaller school education, most importantly, graduation rates, job placements, and graduate school success.

We believe that these efforts have been well received, as evidenced by the fact that we now plan to enroll over 440 first-time college freshmen in fall 2012, compared to an original budget goal of 385. In planning for subsequent recruitment cycles, the focus of the Admission Office will be on sustaining this level of enrollment. There are many reasons we believe that this can be achieved, including the deeper level of the staff’s experience (there were three new recruiters for the AY2011–12 cycle); a new, streamlined online application process; participation in the targeted recruiting program known as Jesuit Excellence Tours (JET); additional mailing materials for students and families; and the invaluable increase of faculty involvement in the recruiting process.

Despite our efforts, our major competitors are institutions that can variously boast of lower costs or campuses outside of the urban core or larger campuses with more students and more majors. For first time college students (FTCs) entering college in fall 2011, Rockhurst’s top competitor institutions, as measured by the National Student Clearinghouse, included two Jesuit institutions and eight public institutions. We have listed them in Figure 3.3 from greatest to least competitiveness:
At present, approximately 85% of each incoming freshman class come from the geographic regions surrounding Kansas City, MO; St. Louis, MO; and Omaha, NE. In response to demographic shifts indicating that high school student populations are declining in Missouri and Nebraska, the Admission Office is developing and implementing plans to consistently recruit at the budget goal of 385–400 freshmen per year. Geographic expansion of the recruitment territory began in AY2011–12, with specific new targets including Dallas, TX, and Denver, CO, selected, in large part, because of their population growth, proximity to Kansas City, and likely Catholic/Jesuit name recognition. The Admission Office believes that it will likely take two to three years to fully develop and sustain recruitment in these new areas. In addition, a Strategic Enrollment Planning subcommittee of the UPBC was formed in fall 2011 to assist with developing other, more immediate, initiatives to help grow the undergraduate student population, for example, new academic program development, marketing and branding, and faculty involvement in the recruitment process. As previously mentioned, increasing the transfer student population is also a priority of the Admission Office: recruiting goals have increased to 100–115 per year. Because the lower cost of community colleges has appealed to high school students and their families during the economic recession, enrollments at two-year colleges in the region have grown significantly. We believe that success in attracting transfer students from area community colleges is critical to overall undergraduate enrollment at Rockhurst. (Please consult the ERR for recommendations to increase transfer student enrollment [RD#8].)

One of Rockhurst’s largest undergraduate degree programs is the Bachelor of Science in Nursing, which is offered in partnership with Research College of Nursing (RCN). In January 2011, Rockhurst and RCN were pleased to announce a $1 million grant from the “In Thanksgiving to the Blessed Seelos Fund.” This gift will be used to construct a new nursing simulation lab at RCN to train faculty. In addition, the grant will enable purchase and maintenance of new equipment, including an electronic health record system and audio-video recording equipment. “This gift will provide the opportunity to create patient-centered scenarios,” said Nancy DeBasio, Ph.D., President and Dean of RCN. “As a result, graduates will be better able to lead change, acknowledge system fallibility, and improve processes—leading to safe, quality patient care.”

Under Critical Issue #2 in our strategic plan—“Enriching & Building Community”—Strategic Direction #11 embodies many global and multicultural initiatives: “Recruit and support a more diverse university community.” The Admission Office has taken steps, therefore, to increase and enhance international undergraduate student recruitment. Currently, the overwhelming majority of full-time, degree-seeking undergraduate students are Caucasian [RD#302]. Rockhurst’s initial efforts to work with international
agents to attract students from countries such as China and India, which are experiencing rapid population growth among college age individuals, have not been successful. Our lack of an English as a Second Language (ESL) program has proven a major barrier to success in this area. However, generous gifts by alumni have allowed the University to adapt its plans: we have enhanced our recruitment of international students by providing scholarship dollars to students at St. John’s Jesuit College in Belize City, Belize. Additionally, the Diversity Committee has coordinated with the Office of Public Relations and Marketing to create a presence on the University website dedicated to diversity and accessible to both current and prospective students. (Please see the Introductory Remarks and Criteria 1b, 3c, and 4c for more detail.)

Graduate Enrollment

With regard to its graduate programs, Rockhurst has experienced recent growth in the health science fields even as education and business have seen declines. Within the School of Graduate and Professional Studies (GPS), the cohort sizes in Physical Therapy (PT), Occupational Therapy (OT), and Communication Sciences and Disorders (CSD) have grown significantly in recent years, with waiting lists for new students. Also housed in GPS is the Master of Education (MEd) program, which has experienced declining enrollments in the past two years. Unfortunately, this is consistent with the national trend among graduate level Education programs during the prevailing economic conditions—prospective students are reluctant to take on debt or leave jobs for graduate school with an uncertain job market; fewer employers are paying tuition for their employees’ graduate studies; and very tight local and state budgets are negatively affecting the job market for teachers and their continuing education. Recent administrative turmoil within the Kansas City, MO, Public School District has also contributed to the enrollment downturn in our MEd program.

The struggling economy has also negatively impacted the enrollment levels in the MBA program and the Executive Fellows MBA program in the AACSB accredited Helzberg School of Management (HSOM). With high levels of unemployment, local companies reducing or eliminating tuition benefits for employees, and ever-rising levels of competition in the local MBA market, enrollments have dropped nearly 60% in these two programs combined since fall of 2002. In response, the Dean of the Helzberg School worked with the University Planning and Budgeting Committee (UPBC) to lower tuition rates for the traditional MBA program within the parameters of operating budget needs. Additionally, the Admission Office has taken back recruitment for the traditional MBA program from HSOM, while the overall curriculum for the program has been re-tooled to allow part-time and accelerated options, as well as greater professional development opportunities for students [RD#303].

In summary, the current challenges for Rockhurst from an enrollment standpoint include

- reaching and stabilizing annual freshman enrollment at a level of 385–400 while utilizing financial aid discounting strategies to compete with high quality, lower cost public institutions;
- continuing to increase the transfer student population with 100–115 new students annually;
- stabilizing full-time total undergraduate enrollment at 1,800 students;
- increasing the size of cohorts in high-demand programs like PT, OT, and CSD;
• stabilizing enrollment in the MEd program;
• regaining lost ground in the MBA program; and
• investigating the addition of more graduate level programs and undergraduate major offerings.

**Economic Trends and Financial Policies**

In March of 1988, the Board of Trustees adopted guidelines for the management of the University’s endowment fund [RD#304]. The Finance Committee of the Board of Trustees oversees the investment and spending policies of the University’s endowment fund and has variously updated the policy over the years. An independent investment consultant (who recommends and monitors fund managers and tracks performance return and appropriate benchmark indices) assists the Committee.

The endowment consists of approximately 300 individual funds established for a variety of purposes. Assets of the endowment fund are pooled on a market value basis. Each individual pooled endowment fund subscribes to or disposes of units on the basis of the per-unit market value at the beginning of the calendar month within which the transaction takes place. Under the University’s endowment spending policy, for annual operational purposes, the Finance Committee may elect to distribute between 3% and 7% of a three-year rolling average market value of investments held for endowment purposes for current operations. For the fiscal year ending June 30, 2012, the allocation was 7% and totaled $2,206,000.

The Finance Committee has been extremely successful in finding quality investment managers and in developing and maintaining balanced asset targets and allocations. As a result, over the last decade, our endowment fund has generally outperformed the overall portfolio benchmark index (60% S&P 500/40% Barclay’s Aggregate) as detailed in Figure 3.4 below.

But the impact of the worldwide economic crisis is evident in the fiscal 2008 and 2009 results, where both Rockhurst’s and the benchmark returns were significantly negative. In those years, particularly fiscal 2009, the University had unrealized (non-cash) investment losses reflected in its Statement of Activities. In testament to its balanced investment approach and long-term investment strategy, however, Rockhurst’s portfolio bounced back nicely in fiscal 2010 and 2011, outperforming the benchmark in both years.
In spite of positive performance returns in seven of the last ten years and annual endowment gifts of approximately $1 million, our endowment fund has not been able to grow significantly due to the fact that cash withdrawals in excess of the annual endowment spending policy were made with Board approval to support cash flow deficits, particularly from 2002–2006. The new Planning, Budgeting and Accountability (PBA) cycles and processes that have been in place since the formation of the UPBC in 2006 have centered on the University’s ability to generate positive cash flows from results of operations. The PBA cycles, explained in detail under 2d below, link the University’s current annual budgeting and financial results to future sustainability by helping to ensure that annual operating results generate the cash flow needed to operate the University without having to make additional withdrawals from the endowment fund.

*Figure 3.4*

Ten-Year Endowment Performance Return vs. Benchmark Index Fiscal Years ended June 30, 2002–11
As Figure 3.5 shows, the market value of Rockhurst’s endowment fund, as of June 30th for each of the previous ten fiscal years, ranged between $23.8 million and $41.4 million, averaging $35 million:

**Figure 3.5**
Endowment Fund Market Value, Fiscal Years ended June 30, 2002–11

The fact that the market value of the Rockhurst’s endowment fund is less than the annual operating budget (approximately $44 million) indicates that endowment income falls short of significantly reducing our dependency on revenue from tuition and fees; therefore, endowment growth through fundraising remains a strategic focus. For example, a larger endowment would provide more funded scholarships for students, which would help to lower the unfunded student financial aid that we are currently distributing. In fiscal 2011, the annual endowment distribution provided about $1.2 million for funded scholarships, whereas we awarded approximately $20 million in unfunded student aid (i.e., in tuition discounts) that year. A larger endowment would also enable us to better equip and maintain classrooms and residence halls, provide higher levels of compensation and professional development opportunities for faculty and staff, and fund much needed deferred maintenance projects on an annual basis. We shall discuss funding for facilities, information technology, deferred maintenance, and compensation in 2b.

**Fundraising**
An essential component of Critical Issue #3 in our Strategic Plan, “Ensuring Financial and Infrastructure Strength,” is Strategic Direction #14: “Enlarge and sustain a culture of philanthropy and stewardship.” Despite having four different Vice Presidents for Institutional Advancement since 2002 and no formal capital campaign since 2003, the Office of Institutional Advancement and the President have made substantial progress on fundraising.
Rockhurst completed its most recent comprehensive capital campaign in July of 2003, raising approximately $50.5 million in gifts and pledges. The campaign proceeds financed several campus beautification projects, including the construction of the Pergola and Bell Tower, the Community Center, the Student Activities Hall, renovations to Conway Hall, and the Loyola Park baseball, soccer, and softball fields. In addition, the campaign enabled us to establish endowments for scholarships and faculty development.

As Figure 3.6 below demonstrates, since the beginning of our Strategic Plan in 2007, we have raised over $31 million in gifts and pledges toward a $60 million goal for facilities, endowment, and operating projects. The fiscal 2010 results reflect a $10 million pledge from an alumna (the largest contribution ever from a living donor). This gift, which is being collected in five annual installments of $2 million each, will specifically go to the construction of the new academic building [RD#19]. If we remove that one-time gift, our fundraising results have ranged roughly between $4 and $5 million annually.

Figure 3.6
Fundraising Totals during Strategic Plan 2007–11, Fiscal Years ended June 30, 2007–11
Consistent with the Campus Master Plan [RD#19], fundraising for facilities projects primarily includes construction of a new academic building and the subsequent staged renovation of Sedgwick Hall. The Strategic Plan identifies various projects to be funded by donor gifts, including scholarships, international programs, and faculty development initiatives. Gifts for the Rockhurst Fund support general operations as well as academic and other student development programs. Our new Vice President for Institutional Advancement and his staff have targeted increasing alumni participation rates, which are currently around 12%, and increasing annual gifts to the Rockhurst Fund, which currently approximate $1 million annually.

The University's Advancement staff have been pleased with the modest but steady increase in fundraising totals over the past five years, especially in light of the economic downturn since mid-2008, and most notably the $10 million contribution discussed above. Increasing donations will be necessary to grow and diversify our resource base, which has long been primarily dependent on tuition and fee revenue.

2b. Rockhurst University’s Resource Base Supports its Educational Programs and its Plans for Maintaining and Strengthening their Quality in the Future.

Four areas of support—financial resources, information technology, facilities, and personnel—form a supportive base that enables Rockhurst to provide high quality educational programs.

Financial Resources

At the time of our last HLC visit, low undergraduate enrollments and lack of broad budgeting and planning processes resulted in significant operating losses, which the visiting team noted with concern in their report, along with the fact that the University was using its substantial dividend income from Rockhurst University Continuing Education Center (RUCEC) to balance the annual operating budget. Our decision to partner with Noel-Levitz for enrollment revenue management in 2002–2003 and the Board of Trustees’ charge to the new President in spring 2006 to balance the operating budget have helped to turn the financial tides.

The responsibility for monitoring progress on Critical Issue #3 in our strategic plan, “Ensuring Financial and Infrastructure Strength,” falls on the shoulders of the UPBC. As explained below, it was during AY2006–07 that the UPBC developed and implemented plans that have dramatically improved Rockhurst’s financial operations through the combination of increasing revenues and reducing expenses.

Rockhurst’s Balance Sheet

On June 30, 2002, total assets of the University and its fully consolidated subsidiary RUCEC were $121 million, with net assets of $63 million. As of June 30, 2011, total assets and net assets were $134 million and $64 million, respectively. This indicates that, in spite of significant market volatility, we have maintained a stable balance sheet over the past decade, although low levels of expendable financial resources and a relatively high debt burden persist. In February of 2011, Standard & Poor’s affirmed our BBB credit rating, citing similar factors [RD#307].
A consistent endowment spending policy [RD#304] and a debt policy adopted in 2009 [RD#309], calling for regular reports to the Finance Committee of the Board of Trustees, have helped to ensure appropriate levels of oversight and engagement. The University’s financial statements are prepared in accordance with the Financial Accounting Standards Board (FASB) guidelines. An independent accounting firm, BKD, LLP, annually audits the financial statements and systems of internal controls over financial reporting [RD#310].

Rockhurst’s Statement of Activities

1. Operating Revenues

An analysis of revenue sources reveals that, similar to most other private colleges and universities, Rockhurst remains extremely tuition dependent. During the most recently completed fiscal year, 2010–11, gross student tuition and fees approximated 72% of total University revenues. (All budget figures stop with FY 2010–11, because our audited numbers will not be final until very near to our Continuing Accreditation Visit or after. Either the audited or unaudited numbers will be available at the time of the visit.)

In Figure 3.7 below, we have illustrated the averages for our sources of revenue in fiscal years ending June 30, 2002 to 2011. Tuition and fee revenue has grown significantly over the past decade and has consistently represented Rockhurst’s primary source of operating revenue:

*Figure 3.7*

Averages for Sources of University Operating Revenue, Fiscal Years ended June 30, 2002–2011

![Pie chart showing revenue sources: Gross Tuition & Fees 70%, Private Gifts 12%, Auxiliary Enterprises 10%, Other Income 5%, Investment Return for Operations 3%]

Since the 2003 HLC visit, our undergraduate tuition has increased by an average of 6.5% per year, with the largest percentage increases coming in 2007, 2008, and 2009, as illustrated in Figure 3.8. As discussed in 2a above, growth in enrollment during this time period enabled gross tuition revenue nearly to double from 2003 to 2011. Residence hall rates and other fees also increased, while a parking fee for faculty, staff, and students was implemented in 2007.
Figure 3.8
Undergraduate Tuition Price, 2003–12

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Tuition</th>
<th>Percent Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003</td>
<td>$15,980</td>
<td></td>
</tr>
<tr>
<td>2004</td>
<td>$16,950</td>
<td>6.1%</td>
</tr>
<tr>
<td>2005</td>
<td>$17,950</td>
<td>5.9%</td>
</tr>
<tr>
<td>2006</td>
<td>$18,900</td>
<td>5.3%</td>
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<tr>
<td>2007</td>
<td>$20,200</td>
<td>6.9%</td>
</tr>
<tr>
<td>2008</td>
<td>$22,000</td>
<td>8.9%</td>
</tr>
<tr>
<td>2009</td>
<td>$23,760</td>
<td>8.0%</td>
</tr>
<tr>
<td>2010</td>
<td>$24,950</td>
<td>5.0%</td>
</tr>
<tr>
<td>2011</td>
<td>$26,450</td>
<td>6.0%</td>
</tr>
<tr>
<td>2012</td>
<td>$27,770</td>
<td>5.0%</td>
</tr>
</tbody>
</table>

2. Operating Expenses
The breakdown of the averages for the classifications of our operating expenses over the past ten years appears in Figure 3.9.

Figure 3.9
Averages for Classifications of University Operating Expenses, Fiscal Years ended June 30, 2002–2011
Student financial aid expenses are the largest component of the University’s operating budget. Since engaging Noel-Levitz in 2002, Rockhurst has worked to find a strategy that allows for successful recruiting of talented prospective students in an increasingly competitive market. As such, we have aggressively provided students with college-funded scholarships and grants, effectively discounting the cost of attendance for students with financial need and/or academic or athletic merit. The “unfunded” discount rate for undergraduate students has increased from 35.5% in 2002 to 53.3% in 2011. However, over that same period of time, net undergraduate tuition and fee revenue has grown from $12.3 million to $17.8 million, an increase of 45%. Although the discount rate has grown over time, it has become stable and predictable, enabling the UPBC to manage the operating budget more easily.

Cost of salaries, wages, and benefits, approximately 30% of our total operating budget, is spread throughout the Plant, Auxiliary Services, Student Services, Institutional Support, Academic Support, and Instructional categories. In accordance with the strategic plan, the University has focused on improving faculty and staff salaries and ensuring that compensation is in-line with market data. We discuss compensation in greater detail in the Human Resources section below.

With regard to managing and reducing (when possible) our annual operating expenses, UPBC’s primary decision-making tool has been a contribution margin analysis, developed by the Finance Office in fall 2006, that assesses the profitability of each academic and administrative department on campus. As a result of UPBC’s initial analysis of data from the 2005–06 fiscal year, the University closed two unprofitable academic departments (Sociology and Computer Science), eliminated twelve administrative staff positions, and offered early retirement incentives to certain senior faculty members. As a result of our emphasis on data and information sharing, as well as our concerted efforts around planning, budgeting, and accountability, the results of operations have significantly improved and stabilized. Specifically, annual operating deficits (as large as $9.3 million in fiscal 2005) have been erased, and the University has generated positive results from operations in each of the past four fiscal years, FY2008–11 (please see Figure 1.3 in our Introductory Remarks for a complete set of data).

The aforementioned University-wide contribution margin analysis has been updated by the Finance Office annually since 2006 and presented to the UPBC. Additionally, in fall 2011, the Vice President for Academic Affairs (VPAA) charged the Deans of the HSOM, GPS, and A&S to establish contribution margin analyses for their respective schools, and to demonstrate to the UPBC how the data could be used for planning and budgeting purposes. For example, the analysis prepared by GPS based on the fiscal 2011 results reflected the underperformance of the Education department, which resulted in the elimination of a faculty position.

Fortunately, the stability in enrollment and financial operations in recent years has offset fluctuating and often volatile investment markets. Endowment performance results were strong from FY2003 to FY2007, and then significantly deteriorated in FY2008 and FY2009 (as discussed previously in 2a), reflecting global economic patterns.

Still, the University’s stand-alone operating results are positive. Since 2008, we have been able to balance the University’s budget without relying on dividends from our subsidiary, Rockhurst University Continuing Education Center (RUCEC), something the HLC visiting team recommended in 2003 ("the team
emphasized the need to move the operating budget toward self-sufficiency”). The timing of our budgetary improvements has been fortunate, because the recession negatively impacted the seminar training industry and RUCEC in 2008 and 2009. Although RUCEC’s results of operations rebounded somewhat in 2010 and 2011 due to restructuring and changes in seminar delivery methods, their 2012 results have been far worse than anticipated.

3. Rockhurst University Continuing Education Center, Inc.
In May 1991, the University formed a subsidiary, Rockhurst University Continuing Education Center, Inc. (RUCEC), a 501(c)(3) organization based in Shawnee Mission, Kansas. On October 1, 1991, RUCEC acquired the assets and operations of National Seminars, Inc. (NSI), which designs, markets, and presents business skills training seminars throughout the United States and in Canada. Due to the nature and terms of this transaction, RUCEC deferred accounting for this business combination as a purchase in its financial statements until April 1, 2001, when a debt obligation owed to the previous owners was retired. RUCEC has been consolidated in the University’s financial statements since April 1, 2001. In June 2002, RUCEC purchased the assets of Padgett Thompson from American Management Association (AMA), in exchange for 48% of the common stock of RUCEC. RUCEC issued a preferred stock, of which the University holds 100%. As the holder of the preferred stock and 52% of the common stock of RUCEC, the University nominates nine of the twelve members of the Board of Directors of RUCEC. As the holder of 48% of the common stock of RUCEC, AMA nominates the remaining three members of the Board of Directors of RUCEC. The President of the University also serves as the Chairman of RUCEC.

The 2002 RUCEC/AMA transaction was structured such that the University would receive the first $4 million annually in excess cash flows from RUCEC’s operations as a preferential dividend, and any excess cash flow in excess of $4 million would be split 52% to the University and 48% to AMA. From the beginning of the partnership in 1991 until June 2008, RUCEC paid the University approximately $48 million in cash dividends. Unfortunately, as documented previously, most of those dividends were used to subsidize operating losses at the University. By June of 2008, at the very same time that the University had finally balanced its budget and was poised to invest future dividends into Strategic Plan initiatives, the struggling economy began to take its toll on RUCEC and the training industry as a whole. With RUCEC suffering through the worst years in the company’s history, the dividend stream all but ended. Only $415,000 have been distributed to the University since June 2008, all of which have been invested to help fund future construction of the new academic building.

If nothing else, the recent financial struggles of RUCEC have reinforced the importance of living within our financial means. Although RUCEC was able to return to profitability in 2010 and 2011, profit margins were significantly lower than the levels achieved prior to the recession. Due to continued economic uncertainty, high unemployment, and industry competition, RUCEC has struggled in 2012. The University Board of Trustees and Planning and Budgeting Committee have been receiving monthly updates on RUCEC’s performance and closely monitoring its potential impact on our consolidated financial statements, related debt covenants, and Department of Education Financial Responsibility Ratios. We shall make RUCEC’s results for the fiscal year ended June 30, 2012 available to the HLC visiting team in October 2012. RUCEC provided significant resources to the University during lean times. Now, with the
University on much firmer financial footing and consistently able to support its own programs, the University Board of Trustees is strategically reviewing options regarding the long-term sustainability of the relationship.

Information Technology

As technology has rapidly advanced in society, Rockhurst University has made great strides in maintaining and advancing technology resources on campus. From its very first technology plan in fall 1997, Rockhurst has continually dedicated resources to the upgrade of existing technologies and the inclusion of new technologies in support of Rockhurst’s mission and strategic goals.

In summer 2005, we added a completely wireless network that covers 100% of the University, both indoors and out. This accomplishment placed Rockhurst on Intel’s list of top wireless college campuses. In fall 2007, Rockhurst received a CampusEAI Oracle Portal Grant, with a five-year cumulative total of $1.3 million that covered the costs of software, hardware, and services necessary to implement CampusEAI’s Oracle Portal system. As a result, Rockhurst greatly streamlined a user’s technology experience by creating a single sign-on environment. The portal allows access through a common web address to the most widely-used resources including student information system, email, class schedules, library electronic resources, and food service menus, among others. In 2008, adoption of thin-client virtual desktop technologies in all of the computer labs resulted in Rockhurst being named a Laureate by the Computer World Honors Program. Continued implementation of mobile technologies, including smart phones and recently introduced tablets in the Masters of Education curriculum, demonstrate Rockhurst’s commitment to providing a robust environment to support the learning goals of the Institution in alignment with annual objectives under Strategic Direction #15 of the University 2007–2012 Strategic Plan (“Develop and fully implement a Technology Plan that supports both 2007–2012 Strategic Directions and the responsible stewardship of University assets”) [RD#28].

As we adopted emerging technologies, we concurrently refreshed, replaced, and upgraded existing technologies. In fall 2007, the University received a $300,000 grant from the William T. Kemper Foundation to support critical technology improvements campus-wide that enhanced student learning and maintained Rockhurst’s position on the forefront of teaching excellence. We used the grant to upgrade technology in forty-three classrooms and create seventeen additional multimedia classrooms as well as four multi-media labs. We were thus able to accommodate increasing numbers of students while employing new ways to improve the educational delivery and learning process. The state of the art equipment and technology included projection, podcast capture, 3D document cameras, DVD/VHS, slate computing, audio, wired and wireless connections, and connections for external laptops and other devices. We enhanced the classrooms, furthermore, over a two-year period to minimize disruption to academic coursework. The Kemper Foundation Grant, along with a gift from the Rockhurst Jesuit Community, has also provided continued student access to LiveText, which supports student e-portfolios, primarily in graduate level programs. Further discussion of the impact of recent classroom technology enhancements appear under Criterion 3d.

Because of grant funding and University investment, virtually 100% of the classrooms and laboratories on campus have been standardized. All full-time faculty and staff are equipped with laptops that are replaced on a four-year cycle. A centralized Help Desk located in Conway Hall is available six days per week to sup-
port the hardware and software needs of students, faculty, and staff. The virtual private network provides off-campus access to all campus technology, as well as to the suite of electronic databases available through the Greenlease Library. The significant improvements in information technology at Rockhurst are consistent with objectives under Strategic Direction #15 of the University’s 2007-2012 Strategic Plan (“Develop and fully implement a Technology Plan”) [RD#28].

With the wealth of technology available on campus and its rapidly changing components, keeping faculty and staff adequately trained is challenging. We have admittedly had limited success in maintaining technical literacy among our personnel. With seminars offered by the Center for Excellence in Teaching and Learning (CETL), as well as individual training offered by technical staff (primarily in the areas of WebCT/Blackboard, the distance learning platform, and audio visual equipment), we have been able to provide basic levels of training. But consistent application of training has not been possible throughout campus. Therefore, Rockhurst continues to struggle with identifying knowledge gaps or appropriate means of measuring student, faculty, and staff competencies in accordance with strategic goals. (Please see Criterion 3d for a detailed listing and discussion of technology that supports teaching and learning.)

**Facilities Infrastructure**

Rockhurst recognizes the importance of facilities and the campus environment in the learning process. As directed by Critical Issue #3 of the University’s strategic plan (“Ensuring Financial and Infrastructure Strength”), we have made significant investments of time and financial resources in creating and executing our Campus Master Plan [RD#19, RD#28].

Rockhurst is an urban campus in the heart of midtown Kansas City, MO. Our roughly sixty acres have resulted from slow expansion since our founding in 1910. This growth over the last century explains the variety of campus buildings of varying ages and architectural design. Buildings range in age from the nearly century-old Sedgwick Hall to the nearly two-decade old Saint Ignatius Science Center and to the even newer north parking garage, completed in December 2011, as well as the new academic building presently in the planning stage. Altogether, they provide a variety of physical spaces in support of our mission and vision. To help guide the ongoing development of our campus, as well as to provide a plan for renovation and rehabilitation of existing facilities, we created the Campus Master Plan. (The twenty-acre South Campus, which was acquired from Saint Louis University in 2001 and is approximately ten miles south of the main campus, was sold in 2005 due to underutilization.)

With this variety of building ages and construction types, Rockhurst faces multiple challenges in adequately funding annual maintenance, reducing the backlog of deferred maintenance as called for in the strategic plan, as well as designing and constructing new spaces. Nevertheless, an internal study in AY2005–06 helped us to face the challenges by benchmarking expenditures against a national model to illustrate gaps in funding for routine annual maintenance as well as deficiencies in planning for larger capital renovations, such as roof replacement or mechanical system upgrades [RD#317].

In June 2006, recognizing the need to incorporate more fully both facilities operating costs and deferred maintenance needs into planning and budgeting, the University’s Board of Trustees approved blending their existing Capital Assets Committee into the Finance Committee of the Board. Before this change to the
Board, before the formation of the UPBC, and before the creation of our strategic plan, deferred maintenance did not receive much attention on campus. As a consequence, it continued to weigh down the annual operating budget for facilities. With deferred maintenance estimated at $19.6 million when the strategic plan was created [RD#318], the Board aimed at reducing this backlog by the spring of 2013.

Some progress has been made in attacking deferred maintenance. In the context of the strategic plan and guided by the Campus Master Plan, UPBC and the Board established priorities for reducing the backlog. In summer 2008 McGee Hall, the freshman female residence hall, received a significant facelift. Approximately $1.2 million were spent upgrading the electrical capacity of the building, the carpeting, and the furniture. Additional projects to replace boilers in Corcoran Hall, renovate the admission area in Massman Hall, and update carpeting in the Saint Ignatius Science Center were also completed. The total deferred maintenance expenditure for 2008 was $2.95 million. In 2009, Corcoran Hall, the freshman male residence hall, received a similar facelift with nearly $2 million spent upgrading electrical capacity, expanding the electronic access security system, as well as replacing the carpeting and furniture. The total deferred maintenance expenditure for 2009 was $2.9 million.

In following years, 2010 and 2011, financial constraints (primarily due to the worldwide economic crisis and its impact on our endowment as well as RUCEC) required UPBC to reduce the annual allotment to deferred maintenance. Though the 2010 budget was reduced to $1.1 million, we were still able to upgrade mechanical systems in Massman Hall and renovate five classrooms in Sedgwick Hall with new carpeting, lighting, and furniture. The 2011 budget was reduced even further to $400,000. Projects included façade work to Corcoran Hall and additional HVAC controls in Massman Hall. Due to end-of-year financial constraints and concerns regarding debt covenants, approximately $150,000 for other projects were deferred into AY2011–12.

The annual maintenance budget for facilities over the same period (2008–12) has remained flat. Additional funding has offset increasing energy costs, but no increased or additional funding has addressed the annual deficiency in routine maintenance or longer-term capital renewal. We have allocated a significant portion of the deferred maintenance budget to energy saving projects with the hope of long-term benefits and a quick return on investment. And we have had some success in lowering our energy costs: in 2010 overall electrical consumption on campus declined by 4%. Unfortunately, this was more than offset by a rate increase of 13.5% from local utility provider Kansas City Power & Light, netting an annual increase of over $100,000 in utility costs.

Stagnant maintenance budgets for facilities, along with inconsistent funding for deferred maintenance, have hampered efforts to reduce the overall backlog in maintenance. While an update to the deferred maintenance model in 2009 showed that our efforts had stopped further deterioration of facilities and made modest gains in reducing the maintenance backlog [RD#319], lack of funding in 2010 and 2011 has left Rockhurst in much the same situation as in 2006, with funding for general maintenance and capital renewal lagging far behind the objectives in our strategic plan [RD#20]. Compounding this problem is the fact that our 2006 model assumed a construction cost of approximately $200/square foot, but current estimates are close to $250/square foot.
Nonetheless, the construction of new facilities has proceeded, with the primary goal in the near term being a new academic building to replace Sedgwick Hall. A Building Committee—drawing representation from each Dean’s office, as well as from the faculty, administration, and staff—guided (1) the architect review and selection process that occurred during summer 2011 and (2) the design phase that continued throughout fall 2011 and spring 2012. Total costs for the building are estimated at $25 million, with construction contingent upon fundraising success due to the University’s limited borrowing capacity. As of March 2012, we have raised approximately $16.5 million in cash and pledges toward this project, which represents 66% of the estimated total needed. Ideally, we would be able to schedule classes in the new building for fall semester of AY2014–15. This project is vitally important because it will have the double effect of assisting in the recruitment and retention of students as well as providing additional relief to the deferred maintenance backlog by reducing the strain on Sedgwick Hall.

As detailed in our Introductory Remarks, Sedgwick Hall is the oldest building on campus and also the single largest deferred maintenance issue. It is also the primary classroom building with close to 50% of the total contact hours performed on campus. The new academic building will replace Sedgwick Hall and allow for its subsequent staged renovation into a primarily administrative space with a campus visitors center. Since the new academic building site will eliminate 25% of the current parking lot capacity, we had to construct a new parking garage at the north side of campus to prevent parking congestion when we begin construction of the new building. (Please see page 58 of the Campus Master Plan for a comprehensive view of parking and buildings on the Rockhurst campus [RD#19].)

This $8 million garage, financed through issuance of tax-exempt revenue bonds, opened in January 2012. The community-supported, environmentally friendly design of our four-story garage (with just over 400 parking spaces) contains approximately 10,000 square feet of mixed-use commercial space on the ground level. Currently, potential tenants for the mixed-use space would benefit our entire neighborhood.
Human Resources: The People of Rockhurst University

Faculty: Numbers and Student/Faculty Ratio

During fall of AY2011–12, Rockhurst had 125 full-time faculty members. Approximately 56% of the full-time faculty members have been awarded tenure, and more than 80% hold doctorate or terminal degrees in their respective fields of study. Additionally, the University employs approximately 100 part-time or adjunct faculty each semester, who often bring special perspectives to the classroom because of their positions as business and community leaders. A table depicting the faculty demographic profile is available in the ERR [RD#323], while curriculum vitae for faculty members are available upon request in the Dean’s Office of each of the respective schools.

As illustrated in Figure 3.10, class sizes are small at Rockhurst, with a student to faculty ratio that has averaged 11.25:1 over the past nine years, enabling our faculty to interact individually with students. In AY2007–08, our ratio increased because we had eliminated faculty positions in two academic departments during AY2006–2007, as discussed earlier.

Figure 3.10
Student-Faculty Ratio for AY2003–04 to AY2011–12

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Student/Faculty Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003–04</td>
<td>10.0/1</td>
</tr>
<tr>
<td>2004–05</td>
<td>10.3/1</td>
</tr>
<tr>
<td>2005–06</td>
<td>10.1/1</td>
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<tr>
<td>2006–07</td>
<td>10.7/1</td>
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<tr>
<td>2007–08</td>
<td>12.8/1</td>
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<td>2008–09</td>
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<td>2009–10</td>
<td>12.6/1</td>
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<td>2010–11</td>
<td>10.8/1</td>
</tr>
<tr>
<td>2011–12</td>
<td>12.0/1</td>
</tr>
</tbody>
</table>

We base the student-faculty ratio calculation on the fall-semester ratio of full-time equivalent students (full-time students plus one-third of the part-time students, including Advanced College Course Placement students and our nursing students) to full-time equivalent instructional faculty (full-time faculty plus one-third of the part-time faculty). (We exclude faculty and students in stand-alone graduate or professional programs, in which faculty teach virtually only graduate-level students; nor do we count undergraduate- or graduate-student teaching assistants as faculty.) Of course, as we grow the enrollment, we know our student-faculty ratio may increase, but we will monitor that closely in order to keep our class sizes small enough to provide that one-on-one care that cura personalis demands.
As illustrated in Figure 3.11, due to ongoing budget concerns and the increased use of adjunct faculty, the number of new full-time faculty positions in recent years has been few. During AY2008–09, a new faculty member was hired to support increasing enrollment in the CSD department, a lab coordinator position was created in the Chemistry department, and a program director was hired to direct the new Exercise Science department. Three new positions were created during AY2009–10 to support the new agreement with Teach for America within the Masters of Education program, although by AY2011–12, only one remained because the exclusive agreement with TFA was no longer in place. Moreover, we hired a program director in AY2010–11 for the new Criminal Justice program. A figure depicting faculty headcounts by degree and by program is available in the ERR [RD#323].

Figure 3.11
Faculty Headcount for AY2003–04–AY2011–12

Faculty, Administration, and Staff: Hiring and Diversity

True to its commitment under the strategic plan’s Critical Issue #2 (“Enriching and Building Community”) and Strategic Direction #11 (“Recruit and support a more diverse University community”), Rockhurst has had success in recent years in increasing the diversity of its faculty and recruiting new faculty members from minority populations. We increased the number of full-time faculty members representing racial or ethnic minority groups 75% from eight in 2002 to fourteen in fall 2011. And we increased the overall number of female full-time faculty members by 20% from 56 in 2002 to 67 in 2011. Female full-time faculty members, moreover, as a proportion of all full-time faculty, increased from 43% (of 130 full-time faculty) in 2002 to 54% (of 125 full-time faculty) in 2011.

The gender gap remains widest in the rank of full professor, where only 30% are female, primarily as a result of our history as an all male school until the 1960s. Until then, many Jesuits and other men, but few women, were on the faculty. However, as the student body welcomed women, so too did the faculty. Currently, women represent 51% and 63% of the associate and assistant professor ranks, respectively; and they should be progressing soon to full professor rank, which will raise the 30% presently there to a proportion more in keeping with those in the associate and assistant ranks.
Human Resources (HR) has employed numerous tactics to increase diversity and gender equity in hiring practices, including running appropriate faculty advertisements on the Faculty for the Future website, which is dedicated to linking a diverse pool of women and under-represented minority candidates from engineering, science, and business with faculty and research positions at universities across the country. Additionally, HR has used various community groups such as the Full Employment Council, Women’s Employment Network, and the Urban League when recruiting for staff positions. Between August 2010 and April 2011, 20% of new hires in both the faculty and administrative staff areas have been persons of color, and 63% of the hires have been female. Rockhurst has made it a strategic plan priority to find qualified diverse candidates.

The number of Jesuits included in the full-time teaching faculty has decreased from six in AY2002–03 to one in AY2011–12. Additionally, one Jesuit was working in the Office of Mission, one in Campus Ministry, and one as University Chaplain.

Faculty, Administration, and Staff Compensation

During AY2008–09, in line with the 2007–2012 Strategic Plan’s Critical Issue #2 (“Enriching and Building Community”) and Strategic Direction #10 (“Identify resources and develop programs to celebrate and build up the gifts and talents of Rockhurst faculty and staff”), a ten-member committee was formed to study compensation of the faculty and administrative staff. The UPBC initiated the compensation study as a result of discussions regarding salaries and benefits, specifically (1) the lack of appropriate, updated benchmark data to compare Rockhurst salaries against, and (2) the absence of a documented philosophy on compensation. As a result, the committee engaged the services of an independent consultant to gather the market data and guide the new process. (Compensation is also discussed in Criteria 1b, 3d).

As its first priority, the compensation committee developed and recommended a compensation philosophy consistent with our Catholic and Jesuit identity [RD#324]. The committee brought the resulting draft of a compensation philosophy to various constituencies—including Staff Advisory Council, Faculty Senate, and the University Faculty Assembly—to gather feedback. The document calls for Rockhurst to strive to maintain overall faculty and staff salaries at a level at least equal to 100% of the market midpoint. This policy was essentially implemented immediately, although it was not formally adopted by the UPBC until March 2012. The compensation philosophy will be an important tool used to increase the recruitment and retention of qualified faculty and administrative staff members.

The compensation committee also discussed compensation concerns within academic disciplines, skilled trade, and other staff positions; selected appropriate benchmark jobs and institutions; analyzed our competitive position in relationship to market data; and developed a plan to meet the new compensation philosophy, keeping in mind the limited available financial resources. Initial data obtained from the compensation study regarding faculty market salaries indicated that in 2009 Rockhurst averaged 92% of the benchmark median rates [RD#325]. By 2011, when the study results were updated with current market data [RD#326], the University had slipped slightly, averaging 90% of the benchmark median rates. Figure 3.12 compares the University’s 2011 averages with benchmark data (from thirty peer institutions) for the ranks of full, associate, and assistant professor (Source: Faculty & Staff Compensation Study, April 2011, The Hagedorn Institute [RD#325]).
After reviewing the results of the compensation study, in spring 2011, the UPBC approved a proposal for compensation increase adjustments based upon a formula, derived from the draft compensation philosophy, which included years of service and performance record [RD#328]. The adjustments impacted forty-three full-time faculty members (approximately 34% of the total full-time faculty) and seventy-one staff members (approximately 40% of the total full-time administrative staff). An ongoing challenge for the University remains being able to maintain market salary rates for both faculty and administrative staff members since the average annual salary increase has only been 1.95% over the past decade, which is slightly lower than market averages. The UPBC will annually review the amounts available for compensation adjustments (both annual performance “merit” increases and additional pay adjustments) through the annual budgeting cycle. As resources become available, the UPBC will approve further compensation increases needed to reach and maintain desired market levels.

During AY2010–11, the timing of annual merit increases was also changed at the recommendation of the UPBC. Previously, faculty members were notified in March, when they received their contracts for the subsequent year, what percentage raise would be awarded; staff members received raises on July 1 (the first day of the new fiscal year). The new practice provides merit raises in mid-September of each year, after the fall semester enrollment is verified and compared to budget goals. This practice effectively links compensation to achievement of budget goals, and emphasizes to all faculty and staff the importance of involvement in and support of student recruitment. Additionally, it is important to note that, despite the limited budget resources, we have continued to generously match 120% of employee contributions to the 403b Plan administered by TIAA-CREF (up to 6% of the employee’s salary). For example, if an employee elects to contribute 1% of his/her salary, we match with 1.2%. However, if an employee contributes more than 5% of his/her salary, Rockhurst will limit its match to 6%.
Based upon data provided by the consultant during the initial 2009 compensation study and continuing into the 2011 update, Rockhurst most notably fell below local market pay rates in certain administrative staff areas, specifically Information Technology and Physical Plant (skilled trade) positions. As a result, the mid-point pay levels increased for those administrative staff areas where the largest discrepancies existed.

Guided by Strategic Direction #10 (“Identify resources and develop programs to celebrate and build up the gifts and talents of Rockhurst faculty and staff”), we have also strengthened programming activities and other resources to assist in the development of our faculty and staff to prepare them for the future. The Center for Excellence in Teaching and Learning (CETL) and Human Resources have co-sponsored personal development seminars on topics such as Generational Communication, Humor in the Workplace, and Professionalism. Additionally, in spring 2011, CETL developed a website that provides resources and programming options for all University faculty and staff members.

Administrative Staff Reviews

Our Human Resources department values the annual assessment of performance for all levels of administrative personnel. Starting at the top, the President, all Vice Presidents, and the Deans of A&S, HSOM, and GPS receive annual performance reviews. All department managers, furthermore, provide annual performance evaluations to their staff members. The purpose of these evaluations is to determine the employee’s level of performance, recognize good performance, indicate where improvement in performance is necessary, and provide an opportunity to discuss with the manager any concerns regarding performance. The Human Resources Department maintains copies of administrative staff personnel reviews, which can be made available.

Faculty Promotion and Tenure Reviews

Rockhurst maintains a rigorous, carefully monitored review process for junior faculty in tenure track positions, non-tenure track faculty, and tenured faculty. Despite different tenure requirements for each of the three schools, the process for promotion and tenure review is generally uniform, as Criterion 3b presents in far greater detail. Deans and faculty submit materials to the Rank and Tenure Committee (R&T) for review. The Committee makes formal recommendations to the President. Appeals are referred to a Faculty Review Committee. Additionally, all faculty members annually complete Faculty Data Forms, a Faculty Development Plan, a review of the previous academic year’s development plan, and a report on Assessment of Student Learning. The appropriate Dean reviews the documentation, which includes formal letters of assessment, submitted as a component of R&T reviews of junior faculty. Copies of Faculty Data Forms and Development Plans are maintained in the Dean’s Office in each of the three schools and can be made available for review.
2c. Rockhurst’s ongoing Evaluation and Assessment Processes Provide Reliable Evidence of Institutional Effectiveness that clearly Informs Strategies for Continuous Improvement.

The Offices of Assessment and Institutional Research collaborate to inform strategic planning by obtaining institutional data from various campus constituencies.

The Office of Assessment

During AY2003–04, the Committee on Rockhurst Assessment (CORA) led University efforts to analyze and respond to HLC’s findings and recommendations regarding assessment of student learning. One immediate result was the Rockhurst 2004 Assessment Plan [RD#329]. Another result was creation of an Office for University Assessment (OUA), succeeded by an Office for University Planning and Assessment (OUPA), and presently by the Office of Assessment (please see our Introductory Remarks for a detailed history of the offices and staff who have overseen assessment at Rockhurst since 2003). Our Office of Assessment is, among other things, primarily responsible for

- Synchronizing day to day assessment activities in cooperation with the Committee on Rockhurst Assessment (CORA);
- Co-sponsoring workshops and faculty development sessions originally with the Center for Teaching Excellence (CTE) and now with the Center for Excellence in Teaching and Learning (CETL);
- Assisting faculty and faculty committees in the analysis of course embedded assessment data;
- Supporting Student Development in assessment of co-curricular and extra-curricular components of the student experience;
- Coordinating institutional research and academic strategic planning within the Office of the Vice President for Academic Affairs (VPAA); and
- Serving as both a clearinghouse and repository for assessment and institutional effectiveness-related data (detail of the assessment of administrative functions is provided below in the Institutional Research section).
In April 2005, Rockhurst submitted its *Progress Report on Assessment* to HLC, addressing in detail the concerns noted in HLC’s 2003 report, as discussed in our *Introductory Remarks* [RD#330].

At that time, in addition to the responsibilities noted above, OUPA staff provided significant resources for the development and implementation of the 2007–2012 University Strategic Plan and was primarily responsible for the updated University Assessment Plan [RD#331].

Currently, the Office is staffed with an Assessment Coordinator who reports directly to the VPAA and a Faculty-in-Residence for Assessment, who is a tenured faculty member in the College of Arts and Sciences. Rockhurst’s Assessment Office provides an array of processes and strategies for assessment of student learning and evaluation at all levels, including assessment plans at the department, program, mode, and proficiency levels; course-embedded and program assessment workshops; core curriculum assessment efforts; and others [RD#332]. Consistent with Strategic Direction #7 of our strategic plan—the Office “sustains a commitment to assessment at the classroom, program, and University levels, assuring that learning outcomes are achieved, student learning is improved, and satisfaction objectives are met or exceeded” [RD#28]. A fuller discussion of the University’s specific assessment processes and resources can be found under Criteria 3a and 4c.

**The Office of Institutional Research**

When the former director of OUPA left in December 2010, we decided that Rockhurst would be better served in developing effective processes for evaluating institutional effectiveness if we separated the office’s two functions under separate coordinators—we discussed the Assessment Coordinator above. During spring 2011, the UPBC approved the new administrative staff position of Institutional Research Coordinator, which was staffed in May 2011. The Institutional Research Coordinator, like the Assessment Coordinator, reports directly to the VPAA; is a member of the UPBC; works closely with the Assessment Office in collecting, analyzing, and using institutional information; and supports various administrative and academic departments campus-wide. Examples of data generated or analyzed by the Office of Institutional Research and used for planning purposes include:

- Recruitment, retention, and graduation rates for Enrollment Management;
- Benchmark data of peer institutions;
- Enrollment, academic performance, withdrawal data, as well as analysis of academic program effectiveness;
- Costs and productivity of faculty and academic programs;
- National Center for Educational Statistics, College Navigator, HEOA compliance, surveys of various publications for consumer information and marketing;
- IPEDS for institutional accountability; and
- Key Performance Indicators, maintained on the intranet site, for Strategic Planning.
Reporting directly to the VPAA, the efforts of Rockhurst’s Assessment Coordinator and Institutional Research Coordinator complement each other in supporting strategic planning and by providing the data necessary to evaluate institutional effectiveness across all of the academic and administrative departments of the University. As stated previously, measures taken in academic areas are specifically addressed under Criteria 3a and 4c.

Assessment of Administrative Departments

As we have discussed in 2b and will cover in further detail in 2d, Rockhurst’s new planning and budgeting processes are well documented and consistently applied. However, we still have many decentralized processes in the assessment of our administrative departments. While we aspire to and have taken steps toward the development of an Office of Institutional Effectiveness, through the efforts of the Offices of Assessment and Institutional Research, most administrative functions within the University still gather and analyze their own data and are responsible for providing it to the appropriate VP, Dean, or committee for decision-making purposes. In this section, we shall illustrate certain of these efforts toward evaluating the effectiveness of administrative departments.

Facilities and Technology

The Associate Vice President (AVP) for Facilities and Technology is the primary source of evaluative data in these two administrative areas. Membership in the Association of Physical Plant Administrators (APPA) and the Central Association of Physical Plant Administrators (CAPPA) provides Rockhurst with access to their respective books of knowledge, best practices, networking, publications, and benchmarking data. Specifically, we obtained data used in Rockhurst’s current deferred maintenance budgeting model (desired deferred maintenance budget dollars per square footage, for example) from APPA. From an Information Technology perspective, the Educause core data survey is the primary source of benchmarking data across the entire spectrum of IT services for our administrative and academic functions. This is supplemented by information shared among those in the IT group of the Association of Jesuit Colleges and Universities (AJCU), specifically information on IT budget spending per student FTE. As a member of the UPBC, the AVP for Facilities and Technology is responsible for regularly accumulating and sharing applicable information in planning and budgeting discussions.

Human Resources (HR)

The Director of Human Resources is the primary source of evaluative data in this administrative area. She participates in networking opportunities throughout the area in order to obtain local market data with regard to hiring, salaries, and employee benefits. Specifically, she has obtained data from an annual salary survey conducted by the Society for Human Resources Management (SHRM) group in Kansas City, and provided the information to our compensation committee. Similar data are also obtained and shared among a group of HR administrators, which includes Rockhurst’s HR Director, from local private colleges and universities. As a member of the UPBC, the HR Director is responsible for regularly accumulating and sharing applicable information in planning and budgeting discussions.
The next two administrative areas discussed are primarily student-focused, regularly obtaining assessment information through direct student feedback: Student Services and Auxiliary Services. For various student services, e.g., Career Services or the Counseling Center, each department submits a yearly assessment report to the Vice President for Student Development and Dean of Students, noting progress towards University-wide learning goals, suggesting changes and an assessment plan for the next academic year. These evaluation processes regularly lead to changes in programming or decision-making processes. For example, when Career Services found that graduating seniors were not planning well in preparing to enter the workforce, the staff switched the timing of a senior course offering from spring to the prior fall in order to engage students in career planning earlier in their academic experience at Rockhurst. Some offices, Student Life for instance, also use committees or advisory boards to facilitate planning and program development.

Rockhurst utilizes the tools noted above to identify needs and build action plans to address deficiencies in and to enhance proactively the student experience. Within the realm of auxiliary services, e.g., the Copy and Mail Center and Financial Aid/Rockstop, we have also made a number of advances based on the feedback received from students through quantitative and qualitative measures. We have placed two lists in our ERR: one is descriptive [RD#252]; the other illustrates at length how various offices/services use assessment data to implement constructive change [RD#283].

2d. All Levels of Planning Align with Rockhurst’s Mission, thereby Enhancing its Capacity to Fulfill that Mission.

The University Planning and Budgeting Committee (UPBC) has developed and overseen a Strategic Plan intentionally aligned with Rockhurst's mission.

Strategic Planning History

As detailed in the Introductory Remarks and under Criterion 1a, the Reverend Thomas B. Curran became the fourteenth President of Rockhurst University in June of 2006. At the Board of Trustees meeting two weeks into his tenure, Fr. Curran informed the Board of and gathered their support for his intent to establish a new committee that would serve three essential functions:

- Manage the University's annual budget process;
- Orchestrate a broadly participative process to develop a Strategic Plan for 2007–2012, including a Campus Master Facilities Plan; and
- Oversee implementation of the Strategic Plan 2007–2012 using annual Planning, Budgeting, and Accountability (PBA) cycles to rationally and efficiently allocate resources to achieve strategic goals and objectives.
Fr. Curran wanted the new committee to focus on stewardship, collective wisdom, and transparency. This committee, known as the University Planning and Budgeting Committee (UPBC), has met bi-weekly during the academic years since July 2006 and has effectively led the development and implementation of the 2007–2012 Strategic Plan, even as it has guided the dramatic turnaround in our financial performance. The UPBC was intentionally designed to be broadly participative, with representation from both faculty and staff [RD#336], and is co-chaired by the Vice President for Academic Affairs (VPAA) and the Vice President for Finance and Administration. Minutes of all UPBC meetings are recorded and posted on the University’s intranet site, making them accessible to all faculty and administrative staff [RD#337]. Important activities of the committee, such as progress reports on strategic plan initiatives or financial updates, are also communicated regularly to the University community at faculty assemblies and staff workshops.

At the June 2006 Trustees meeting, the Board charged the new President with their expectation that Rockhurst return to “living within its fiscal means.” Specifically, the Board mandated that any subsequent cash dividends received from the University’s majority owned subsidiary, Rockhurst University Continuing Education Center (RUCEC), would no longer subsidize our operating deficits, but would be reserved for priorities in the new Strategic Plan. From this point forward, our operations would need to break-even or better for the first time in over ten years, erasing multi-million dollar annual operating deficits. In hindsight, this mandate from the Board could not have been more timely. As noted earlier in 2b, the recession has negatively impacted the University’s endowment and investment income and also devastated RUCEC and the seminar training industry.

In late summer 2006, Fr. Curran invited various Rockhurst constituencies to join in creating a shared vision for the University. This was the beginning of the Strategic Planning process, and it started with a series of twelve Town Hall Meetings with constituent groups (as detailed in the Introductory Remarks and under Criterion 1a). In addition to one-on-one sessions that Fr. Curran had with members of the University community, these Town Meetings were important opportunities for him and members of UPBC to engage constituents in conversations about Rockhurst’s future. (Descriptions of the Town Hall Meetings may be found in our ERR [RD#61].)

The purpose of the Town Hall Meetings was threefold: 1) shape a shared vision statement; 2) identify strengths and necessary resources; and 3) identify what various stakeholders felt should be the “defining characteristics” of our unique and distinctive identity. The community conversations helped discern eighteen Strategic Directions clustered under four Critical Issues. Rockhurst’s new vision statement expressed where we wanted to be in five years, and the eighteen Strategic Directions expressed how to get there. These “pathways to the vision,” are broad directional statements of intent that provide a framework for more detailed planning. They are challenging but realistically achievable within three to five years.

This work carried forward into succeeding planning phases, during which fifteen broadly constituted Planning Work Groups (PWGs) helped the UPBC identify strategic goals, supporting initiatives, as well as metrics and means for measuring progress toward achieving our stated goals. Figure 3.13 lists all of the PWGs:
Ongoing Strategic Planning

In September 2007, the Board of Trustees approved the resulting Strategic Plan 2007–2012 [RD#28]. Subsequently, at the beginning of each fall semester, the UPBC coordinates a process through which the academic and administrative departments identify specific academic year objectives under each of the eighteen Strategic Directions. We craft academic year objectives to be specific, measurable, aggressive but attainable, results-oriented, and time-bound targets toward accomplishment of a Strategic Direction. Annually, at the June meeting of the Board, Trustees receive reports demonstrating progress toward these annual objectives. (The June 2008, 2009, 2010, and 2011 Progress Reports on Strategic Plan 2007–2012 will be available in our ERR [RD#83, RD#84, RD#85, RD#86].) From 2007 to 2010, the Office of University Planning and Assessment accumulated data for the academic-year objectives and progress reports. Since 2011, this has been the responsibility of our new Institutional Research Coordinator. Through this process, we document the history of achieving our planning goals.

Rockhurst’s intentional integration of the annual planning, budgeting, and accountability process leads to behaviors that are consistent with the mission and core Jesuit values in three primary ways [RD#344]:

• We retain focus on our Shared Vision and four Critical Issues;
• We rationally and efficiently allocate available resources to achieve strategic goals and objectives; and
• We strive to improve communication, encourage collaboration, and enable data-informed decisions.

Beyond long-term strategic planning, the PBA cycles ensure that routine planning, linked to the University’s annual operating budget, occurs in all academic and administrative areas. The PBA cycles provide department chairs, committee chairs, and program directors with a structure for celebrating achievement, accessing relevant data, recommending new initiatives, and seeking additional resources. At the same time, it encourages responsible stewardship of resources by evaluating progress, gauging effectiveness, and ensuring accountability. For example, in the spring of 2008, the Vice President for Advancement requested $50,000 to fund an annual spring phone-a-thon calling campaign aimed at increasing alumni participation rates and contributions to The Rockhurst Fund. The UPBC approved the request, and a review of the new initiative in
the subsequent year proved that it had been successful in generating fundraising dollars. Since that time, the Advancement Office has built on the success of the calling campaigns, and has converted a former meeting room into a “calling bank” that can be used year round by student callers.

A detailed outline of steps for each semester of the academic year includes gathering and revising assumptions about future revenues and expenses and relying on those assumptions to guide the creation of draft operating budgets for subsequent years. Within this process, each campus department, program, and office submits an individual budget and progress report on actions planned for the year. The Finance Committee of the Board of Trustees reviews the preliminary operating budget for the subsequent year at the annual December meeting and, based upon those projections, approves rates for student tuition, fees, and room and board for the coming year. Once enrollments are known and projected revenues and expenses are updated, adjustments follow as needed and the final budget is presented to the Board for approval at the annual June meeting. In an effort to keep the Board of Trustees updated in advance of their scheduled quarterly meetings, monthly data dashboards have been distributed to them via email since October 2008 [RD#345].

The UPBC has developed a template for proposals of new initiatives and resource requests from the campus community, in order to ensure that they are aligned with our mission and strategic plan priorities [RD#346]. The budgeting and planning processes for capital needs, deferred maintenance, and information technology are also part of the annual planning process. UPBC also reviews proposals for major changes to the physical facilities and environments of the University within the context of the Campus Master Plan [RD#19], examples of which would include the parking garage, which we occupied at the end of 2011, and the new academic building that is slated to replace Sedgwick Hall.

**Conclusion: Preparing for the Future**

Rockhurst University has made significant progress in areas that affect our ability to live our mission. Careful planning, execution, thoughtful assessment, and appropriate adjustment have become part of Rockhurst’s operating culture. While needs remain, we are struggling and adapting now in order to meet those needs in the very near future.

**Preparing for the Future: Strengths**

**Societal and Economic Trends**

1. Our responsiveness to the deteriorating macro-economic conditions—i.e., significantly increasing our tuition discount to raise undergraduate enrollment—resulted in a peak enrollment year in AY2009–10; and our actions in AY2011–12 are pointing to another strong enrollment in AY2012–13.

2. Expansion and tighter oversight of our Freshman Incentive Program (FIP) not only increased the opportunity for underrepresented community groups to attend Rockhurst, but it has also increased the diversity of our student body.

3. Graduate enrollments in the School of Graduate and Professional Studies (GPS), in the health science fields, have been growing.
4. Endowment investment returns have generally exceeded the benchmark over the past decade, while showing positive results in seven of the ten years, despite the economic disruption.

5. Fundraising has proceeded steadily with donor contributions of $4 to $6 million annually, not counting the $10 million pledge for a new academic building.

Resource Base
1. The University Planning and Budgeting Committee (UPBC) has implemented a comprehensive budgeting and planning process (including the use of contribution margin analyses) that has enabled the University to live within its means.

2. The UPBC has linked enrollment and financial aid management to the budgeting process. Although the discount rate has grown over time, it has become stable and predictable through this linkage, enabling the UPBC to manage the operating budget more easily.

3. The support and involvement of the Board of Trustees and its commitment to Rockhurst's financial stability has enabled the UPBC's successful efforts.

4. Our award-winning Information Technology initiatives serve student learning and effective teaching in and out of the classroom, on and off campus.

5. Our Campus Master Plan guides our campus development today and will do so for the next twenty years in terms of new construction (like the new academic building presently in the design phase) and renovation of existing facilities.

Assessment, Institutional Effectiveness, and Continuous Improvement
1. The Offices of Assessment and Institutional Research have worked well in the first year of their existence to address the needs of our continuing accreditation self-study.

2. The Office of Assessment has also taken steps to clarify procedures for reporting and posting assessment done at the course, mode, and program level, as well as to consult with the Core Implementation Committee (CIC) on a more expansive view of Core Curriculum assessment.

3. Our campus has greatly benefited from Student Services’ comprehensive assessment and data-based decision-making for continuous improvement.

Aligning Mission and Planning
As detailed several times in our self-study, from the time Fr. Curran invited campus and community constituents to meet with him at a series of Town Hall Meetings, we have looked at all that we choose to do through the lens of our mission and core values, as demonstrated under all five Criteria in this self-study.
Preparing for the Future: Threats and Opportunities for Improvement

Societal and Economic Trends
1. As is the case with other private universities of our size, the economy has seriously impacted family resources and ability to afford the cost of attending Rockhurst, posing a threat to our financial stability.

2. Similarly, shifting demographics pose challenges to our sustaining enrollment levels.

3. Not surprisingly, competition among a number of local colleges and universities continues to challenge our recruiting efforts.

4. However, these issues have created opportunities: to be flexible in our discount rate, to expand our recruiting territories, to be creative in our recruiting strategies and in our recruiting materials, to review our approach to transfer students and our relationships with two-year colleges, and to add new academic programs, among other things.

Resource Base
1. We need to increase our Endowment through fundraising, to strengthen our balance sheet, to help relieve budgetary constraints, to reduce the sizeable and costly Deferred Maintenance list, to offer more funded scholarship awards, and to reach and maintain compensation goals for faculty and staff salaries.

2. We need to address the effects of Rockhurst University Continuing Education Center (RUCEC) on the financial status of the University; its impact on our consolidated financial statements, debt covenants, and Department of Education Fiscal Responsibility Ratios.

Assessment, Institutional Effectiveness, and Continuous Improvement
We still have many decentralized processes in the assessment of our administrative departments. Most of them still gather and analyze their own data and are responsible for providing the data to the appropriate VP, Dean, or committee for decision-making purposes. Therefore, we need to move ahead (even if incrementally) on establishing an Office of Institutional Effectiveness to centralize assessment of administrative functions.
Criterion Three
We have reviewed and assessed Rockhurst University’s focus on student learning outcomes, as well as assessment of them, and its support of student learning and effective teaching—both in terms of effective learning environments and allocation of resources. We have concluded, based upon a good deal of evidence presented under this criterion, that we are fulfilling our educational mission.

3a. Rockhurst University’s Goals for Student Learning Outcomes are Clearly Stated for Each Educational Program and Make Effective Assessment Possible.

In this section, we discuss the organization and process of University-level assessment, the assessment of student learning outcomes for the undergraduate curriculum, and for departments and programs across the schools and college. In addition, we look at two indirect assessment measures: the National Survey of Student Engagement (NSSE) and the Student Satisfaction Survey (SSI).

Overview of University-level Assessment: Organization and Process

As stated in the Introductory Remarks, the 2004 HLC report required Rockhurst University to complete a Progress Report on Assessment by April 30, 2005. In the Progress Report, we articulated a comprehensive University assessment plan that was endorsed by the Faculty Senate and approved by the President. Although some improvements and modifications to the plan have been made to reflect the dynamic nature of the University and its programs, the plan that was articulated in the 2005 Progress Report still provides the foundation for our current comprehensive plan for assessing student learning.

In keeping with that plan, the following groups or individuals are responsible for leading or coordinating our assessment efforts: the Committee on Rockhurst Assessment (CORA), the Assessment Coordinator, the Core Implementation Committee (CIC), and the Center for Excellence in Teaching and Learning (CETL).
Committee on Rockhurst Assessment (CORA)

CORA has the primary responsibility for planning, coordinating, and evaluating the effectiveness of Rockhurst’s assessment activities. CORA sets annual assessment-related goals and objectives, monitors the execution of the annual goals set, and coordinates and communicates about assessment activity across the University. Co-chaired by the University’s Assessment Coordinator and the Faculty-in-Residence for Assessment, CORA membership includes a faculty member and the associate/assistant dean responsible for assessment in each school, the Director of CETL, and the Assessment Coordinator of Student Development and Athletics. Academic-year objectives and committee minutes are available on the CORA website [RD#348]. Presently, we are exploring ways to link CORA with the Core Implementation Committee (CIC) that has recently begun planning for comprehensive core assessment.

In 2004, Rockhurst University created the Office for University Assessment (OUA) based upon the feedback from the 2003 HLC evaluation team. OUA consisted of a half-time director, full-time assessment analyst, and a part-time Faculty-in-Residence for Assessment. This team was responsible for working with CORA to synchronize campus-wide assessment activities: co-sponsoring workshops and development sessions on assessment, supporting student development in the assessment of co- and extra-curricular objectives, and developing archival and storage systems for assessment reports and data.

As part of the University's strategic planning focus of AY2004–2005, we expanded the half-time OUA director role to a full-time role to encompass both assessment and strategic planning. The new office was the Office for University Planning and Assessment (OUPA), and maintained the full-time assessment analyst and part-time Faculty-in-Residence for Assessment structure. Additionally, we recognized a need for more institutional research and data analysis, and the Assistant Registrar assisted with those efforts. From 2005 through 2010, this structure served our needs, with the exception of the assessment analyst position. This latter position had a high level of turnover, and the job responsibilities and contributions were unclear.

In 2010, the OUPA director resigned for another job opportunity, and the University reviewed its overall assessment and institutional research needs. The revised structure includes a full-time Assessment Coordinator focused solely on assessment processes and analysis of results, and a full-time Institutional Research Coordinator. The part-time Faculty-in-Residence for Assessment was retained. The specific job descriptions and responsibilities of both coordinators are available in our ERR [RD#349]. Both coordinators report directly to the Vice President for Academic Affairs (VPAA), but we are currently exploring the possibility of integrating both of the offices, under the coordinators, into an Office of Institutional Effectiveness. Because of changes in the positions both of the Assessment Coordinator and the VPAA during AY2011–12, we have delayed action on this initiative but will include it in our Strategic Plan for 2013–17.

Core Implementation Committee (CIC)

The CIC is charged with implementing and assessing Rockhurst’s undergraduate core curriculum, based upon seven modes of inquiry, three academic proficiencies, and a global perspectives requirement. The CIC is responsible for reviewing and approving new core courses, facilitating core assessment, recommending procedures and strategies for incremental improvement of the core curriculum, and promoting greater understanding of the core curriculum and the role of a liberal core
curriculum in a Jesuit university. Reporting to the Faculty Senate, CIC is a University committee whose membership consists of one elected or appointed representative from each of the seven modes (Artistic, Historical, Literary, Scientific-Causal, Scientific-Relational, Philosophical, Theological) and the three proficiencies (Oral Communication, Written Communication, Mathematics). The CIC representative for the Global Perspectives Requirement (GPR) is the Chair of the Global Studies program or his/her designee. In addition, the CIC includes one representative each from the Helzberg School of Management, the School of Graduate and Professional Studies, and Research College of Nursing.

Center for Excellence in Teaching and Learning (CETL)

CETL supports assessment through its faculty development activities. More fully described in Section 3b, CETL co-sponsored Course Embedded Assessment (CEA) workshops and Program Assessment Workshops (PAWs), in which faculty members are trained and supported in the assessment of student learning. Both CEA and PAWs workshops have been highly successful faculty development programs and have significantly contributed to the widespread faculty participation in both core and program level assessment. In addition to the assessment workshops, principles of CEA are integrated into CETL’s New Faculty Mentoring Program, so that all new faculty members understand the basics of CEA.

Overview of the Assessment of Student Learning

We employ good assessment practices by using both direct and indirect measures of student learning. For the direct measurement of learning at the program, degree, or core curriculum level, we have committed to using course-embedded assessment (CEA), the process of using student classroom activities, rather than nationally-normed tests, for evidence of learning. CEA builds on students’ and faculty members’ daily work (assignments, tests, projects), and allows for direct recommendations for continuous improvement. Valuable assessment information about student learning also arises through indirect measures. Rockhurst annually uses the National Survey of Student Engagement (NSSE), and biennially uses the Student Satisfaction Inventory (SSI). Both instruments provide information about student learning, as well as other institutional departments and areas.

Before we discuss how we collect and analyze direct measures of student learning, it is important to understand our learning themes and our core curriculum.

Creation of Rockhurst University Learning Themes

One of the objectives in the 2006 strategic planning process was the development of overarching University learning goals or themes. Many academic units, degrees, and programs had existing learning goals; however, no overall University-level outcomes guided all programs and degrees. In spring 2007, a committee drafted seven University Learning Themes and submitted them to appropriate campus groups for feedback and approval. The themes, detailed in Criterion 1a, comprise Leadership, Communication, International and Cultural Understanding, Critical and Creative Thinking, Ethics and Social Justice, Academic Knowledge, and Self-Formation.
Academic and co-curricular areas then aligned the learning goals of their modes, proficiencies, and programs with the new University learning themes. In AY2007–08, the modes and proficiencies, along with various curricular and co-curricular programs, reviewed their aims and criteria, even as they adopted learning goals. They all spent AY2008–09 bringing their aims, criteria, and goals into alignment with the University’s learning themes. Articulation documents for the modes and proficiencies, as well as other curricular and co-curricular programs, may be found in our ERR [RD#350], while Figure 4.1 provides a visual of how all of them align with the learning themes, which provide a comprehensive, unifying framework for the individual course, mode, and program assessment efforts [RD#351].

**Figure 4.1**

**Visual Representation of Core and Program Assessment at Rockhurst University**

<table>
<thead>
<tr>
<th>Rockhurst University’s Learning Themes</th>
<th>Theme 1</th>
<th>Theme 2</th>
<th>Theme 3</th>
<th>Theme 4</th>
<th>Theme 5</th>
<th>Theme 6</th>
<th>Theme 7</th>
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<td>Leadership</td>
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</tbody>
</table>

**Modes of Inquiry**

- Artistic
- Historical
- Literary
- Scientific—Causal
- Scientific—Relational
- Philosophical
- Theological

**Proficiencies**

- Oral Communication
- Written Communication
- Mathematics

**Requirements**

- Global Perspectives Requirement

**Undergraduate Degree Programs**

BA/BS/BSBA/BSN Degrees—Majors and Programs have learning objectives mapped to Rockhurst University Learning Themes. Assessment of student learning is coordinated at the department, program, or major level, whichever is most appropriate for the degree.

**Graduate Degree Programs**

DPT/MEd/MOT/MS (CSD)/MBA/MSN Degrees—All graduate programs have external program-specific accreditation requirements for assurance of learning, and all programs meet or exceed these requirements. Specific learning objectives appropriate for their advanced levels are mapped to Rockhurst University Learning Themes.

**Assessment of RU Learning Themes at Program and Department Levels**

(Coordinated through A&S, GPS, HSOM, and RCN)
The first and second rounds of annual assessment reports and plans followed alignment in AY2009–10 and AY2010–11, respectively. Assessment reports for the past academic year can be found in the ERR [RD#352, RD#353].

For those programs that offer degrees at various levels, the learning goals are appropriate to the student and degree. For example, the HSOM offers a traditional BSBA, MBA, and an Executive MBA (EMBA). Figure 4.2 illustrates how a University learning theme is connected to a school's and a program’s learning goals, and how the broad theme is narrowed as it is applied at an assessable area.

**Figure 4.2**

Learning Theme Example: International and Cultural Understanding

<table>
<thead>
<tr>
<th>Rockhurst University Learning Theme</th>
<th>The appreciation of cultural differences and commonalities, and the ability to interact with sensitivity and alertness as citizens of the world.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helzberg School of Management Learning Goal</td>
<td>Demonstrate the achievement of a global perspective that encourages participation in the complex, integrated world-wide business community.</td>
</tr>
<tr>
<td>BSBA Program Learning Goal</td>
<td>Integrate relevant cultural, political, historical, geographic, and environmental factors into the analysis of business issues and the development and selection of an appropriate course of action.</td>
</tr>
<tr>
<td>MBA Program Learning Goal</td>
<td>Demonstrate and apply global, i.e., cultural, political, historical, geographic, environmental, and economic, perspective to decision-making within a complex and changing world context.</td>
</tr>
<tr>
<td>Executive MBA Program Learning Goal</td>
<td>Demonstrate a world perspective that views organizational activity within a global context where international complexities and relationships are recognized.</td>
</tr>
</tbody>
</table>

**Assessment of Undergraduate Core Curriculum**

The existing core curriculum modes and proficiencies were developed and approved by the Rockhurst faculty between 1993 and 1995. For each mode and proficiency, faculty approved a description, aims, and criteria that allowed the Core Implementation Committee (CIC) to determine which courses would satisfy given modes or proficiencies in the core. From 2008 through 2010, Rockhurst faculty approved the creation and implementation of the Global Perspectives Requirement (GPR) in the core.

All undergraduate degree-seeking students, regardless of major or program of study, complete the core curriculum as part of their graduation requirements. The core curriculum reflects the Jesuit ideal of a well-rounded education and introduces students to fundamental intellectual skills and modes of inquiry. The Rockhurst University core curriculum includes required courses in seven modes of inquiry (Artistic, Historical, Literary, Scientific-Causal, Scientific-Relational, Philosophical, and Theological), as well in three
academic proficiencies (Oral Communication, Written Communication, and Mathematics) and one academic requirement (in Global Perspectives) that support the modes. (Please see the ERR for further details on the modes and proficiencies [RD#354].)

Significant progress has been made on core curriculum assessment since the last HLC site visit and self-study report. The journey has been a testament to the challenge of core assessment, as well as to the ability to move forward by creatively overcoming assessment barriers. From 2004 to 2006, core assessment began according to the University’s assessment plan. Numerous faculty members attempted to assess core aims and criteria and reported their results to the CIC. The process and results indicated, however, that before core curriculum assessment could be successfully implemented, significant and widespread CEA faculty development needed to be initiated. In addition, faculty members experienced the difficulty of assessing broad aims and criteria that were not written with assessment in mind.

Fortunately, in AY2006–07, the University learning themes were created, providing faculty more precise direction, i.e., a unifying framework as depicted in Figure 4.1 above. At the same time, CETL made steady progress in faculty development through CEA workshops (which are more fully discussed later in this criterion). From 2007 through 2009, core assessment made significant strides when the modes reviewed their aims and criteria and identified clear, assessable learning goals that were aligned with the new University learning themes. Faculty members, moreover, who had assessment experience and expertise, were assigned to each mode to act as assessment coaches.

This focus on faculty development, creation of clear learning objectives, and coaching support created energy and real progress in core assessment. From 2009 to 2011, all modes and proficiencies completed their first round of assessment reports and were well into their second round. Core assessment plans and reports for all areas are available in our ERR [RD#353]. But because the assessment reports can be uneven, we need to establish some form of oversight to review reports and provide constructive/formative feedback.

The Role of CIC in Core Assessment

Whereas the Undergraduate Curriculum Committee (UGCC) considers courses for approval as Rockhurst University courses, CIC only considers whether approved Rockhurst courses meet the aims and criteria of the modes, proficiencies, and Global Perspectives Requirement (GPR), that is, whether they qualify as courses in our core curriculum. (For illustrative purposes, the aims and criteria of the Scientific Relational mode are available in the ERR [RD#356].) Given this very narrow focus, most CIC members represent faculty in the modes, proficiencies, and the GPR, which comprise our core.

Modal representatives on CIC take the lead in assessing the core by chairing the various modal and proficiency assessment committees. (Since GPR only aligned its aims and criteria with the learning goals of A&S, as well as the University’s learning themes, in AY2011–12, it will be preparing assessment objectives and rubrics in AY2012–13.) In any event, we base our core requirements on the rationale that none of the modes have a monopoly on the truth. Our rationale assumes that the different modes of inquiry arrive, at best, at a partial view of truth; together, the seven modes contribute to a more comprehensive view by way
of their very different approaches or methods of inquiry. It follows, as we see it, that modal faculty need flexibility to select the objectives that they wish to assess in any one year based upon what they believe is necessary for enhancing student learning.

For example, the historical mode of inquiry might very well determine that students need to be sensitive to context as a central variable in seeking truth about past events, while the faculty in the scientific-causal mode might very well wish to control or eliminate the variable of context in the objectives that they would assess. Further, faculty in different modes might very well decide that they need to continue assessing the same objective for several years, as they refine their assessment instruments or the objective. Thus, we have not asked all of the modes or proficiencies or the GPR to assess the same objectives in the same year; nor have we asked them to assess objectives aligned with the same learning theme in the same year. Figure 4.1 above indicates rather clearly that not all modes or proficiencies or the GPR have identified objectives under all of the themes. Modal assessment, then, is delegated to the modal faculty. It follows that the rubrics that modal faculty employ will vary as the objectives and the learning themes with which they are aligned vary. Please see the ERR for a sampling of the rubrics that the modes and proficiencies have recently employed [RD#357].

Despite the flexibility in our core assessment, we strongly contend that the learning themes, to which we have aligned all of the objectives that we annually assess, provide a comprehensive, overarching unity to our efforts. On the other hand, we do recognize that we have the opportunity to enhance what we presently do. And, as we indicated under Criterion 1d, CIC plans to explore just what it might do along these lines in AY2012–13. (CIC approved a Core Curriculum Assessment Plan in March 2012 that is available, along with a visual representation of it, in the ERR [RD#200, RD#359]. CIC’s Plan is an interim step that describes the current assessment process while the committee discusses how to expand the scope of core assessment.

For example, as CIC reflects upon Figure 4.1, members might conclude that they need to develop awareness among the various modes of assessable objectives/goals under learning themes, which they presently ignore. Further, CIC has already begun discussions of how it might assess the core experience independently of the experience of any one mode or several modes. CIC will be exploring what synergies or cross-pollination the modes achieve as components of a comprehensive core. That is, CIC will be exploring the possibility of identifying core goals and objectives (separate from the modal objectives or proficiency objectives) that might be assessed. Of course, CIC would also have to map any such objectives/goals back to the University learning themes.

Example of Core Assessment

At this point, it may help to illustrate how core assessment proceeded once the modes and proficiencies had reviewed their aims and criteria. On April 1, 2009, Scientific-Relational Mode faculty approved learning outcomes associated with the Scientific-Relational Mode aims and criteria [RD#356]. They decided that the modal goal to be assessed would be, “Describe and/or evaluate the relationship between theory (or theoretical perspective) and data; that is, between the conceptual framework that guides scientific investigation and the interpretation of the results of the investigation.” Courses in Political Science, Economics, and Psychol-
ogy, which represented three different academic programs in the Scientific-Relational Mode, were chosen for assessment. Subsequently, in spring and fall 2009, the three faculty members conducting the assessments met with the assessment coach several times to plan their course-embedded assessment projects. They collected data in fall 2009, and analyzed data in spring 2010. At a meeting on April 16, 2010 with the Scientific Relational representative on the CIC, as well as ten other Scientific Relational Mode faculty members, the three faculty members who conducted the assessment projects shared their findings.

The whole group discussed the findings. The most important part of the discussion revolved around pedagogical strategies that faculty members, representing different disciplines in the mode, could implement to help students meet the modal learning outcome, as well as help colleagues to improve the assessment process itself. Finally, the group identified assessment projects to be conducted in AY2010–11 and scheduled a follow-up meeting to plan the projects. The AY2009–10 Annual Assessment Report for the Scientific Relational mode was submitted to the Office of University Planning and Assessment (OUPA) and the CIC at the end of the academic year [RD#361].

Three Additional Examples of Course Assessment: One from each School or College

1. **HSOM:** A capstone course for the undergraduate business degree intended to provide an opportunity for students to demonstrate their understanding of key concepts across the various business disciplines, as well as to demonstrate their achievement of department and program learning goals. The instructor assessed critical thinking skills by using two case studies and a rubric developed to evaluate student performance. The evaluation indicated that the students were not demonstrating sufficient critical thinking skills, requiring a mid-course adjustment to the instructional method: the instructor added a series of critical thinking exercises. With the exercises in place throughout the rest of the course, students’ scores rose as their critical thinking skills improved. On average, students’ scores on the final case study were more than three times higher than their scores on the initial case study.

2. **A&S:** A faculty member in the Psychology Department assessed whether students in her Research Methods class were demonstrating skills in critical thinking and reasoning. She administered a pre-test two weeks before midterm, giving students a literature review and asking them to generate a relevant hypothesis and to design a research proposal to test the hypothesis. Following a series of class activities and assignments designed to enhance critical thinking and reasoning skills, she gave the students a post-test two weeks prior to the final exam, again asking them to read a literature review, identify an appropriate hypothesis, and develop a research proposal to test the hypothesis. The grading rubric for the pre-test and post-test were the same. The professor reported that the gains from the pre-test to post-test were less than expected, and that students performed poorly on two specific sections of the proposal (the procedure section and the discussion of limitations of the methodology). Accordingly, she identified specific changes to improve the course: she revised the schedule to distribute assignments more evenly across the semester, and identified specific areas of weakness where more attention and time were warranted.
3. **GPS:** A faculty member from the Education Department conducted a course-embedded assessment in his course on Curriculum, Methods, and Assessment in Middle/Secondary Education. He asked students to analyze and critique a teaching performance on video near the start of the semester and again near the end of the semester. A grading rubric assessed student performance on practical reasoning, use of educational concepts, and issue identification skills. Students’ mean scores on all three measures improved from the pre-test to the post-test, but gains were smaller for practical reasoning and issue identification. The professor also identified that improvements across time were much larger for some students than others. As a result of this evaluation, he outlined several modifications to the course, including focusing more attention and activities on reflections, description, and analysis of the students’ own teaching rather than the teaching of others; introducing additional educational concepts that would help students evaluate their own teaching, as well as the teaching of others; and utilizing more cooperative learning models where higher performing students assist lower performing students. He also expressed a need for additional assessment to help identify which assignments, discussions, and activities were most beneficial to improving students’ skills in practical reasoning and understanding, as well as use of educational concepts.

**Core Assessment Reflection**

Core curriculum assessment requires participation and cooperation of many faculty members across diverse disciplines. At Rockhurst, several factors have proven essential to the process: faculty understanding of the methods and purposes of CEA; articulation of clear and measurable learning goals for the modes, proficiencies, and Global Perspectives Requirement (GPR); and a defined process for assessment plans, reports, and continuous improvement processes.

The current process allows assessment of learning objectives in the specific modes, proficiencies, and the GPR. And we have achieved quite a bit in the six years since HLC approved our follow-up report on assessment. As the University moves forward, however, and completes more core assessment cycles, it will need to improve the quality of core assessment activities, to ask broader questions relating to how the core contributes to the University learning themes, and to ask questions about how the core as a whole is satisfying its overall purpose. We have already begun addressing these needs as CIC has approved the Core Curriculum Assessment Plan, mentioned earlier, and plans to explore questions surrounding more comprehensive assessment of the core.

**Department and Program Level Assessment of Student Learning**

We began discussing curricular assessment by addressing the modes and proficiencies in the core, but all Rockhurst University departments and programs also have active assessment processes in place. While all focus on assessing student learning goals or objectives, the processes may differ because of external accreditation agencies.

**Program Assessment in the Helzberg School of Management (HSOM)**

In the HSOM, student learning is assessed by degree programs: Undergraduate BSBA, Undergraduate BA in Economics, MBA, Executive MBA, and Health Care Leadership MBA.
Each academic program has a Curriculum Assessment Committee (CAC) that oversees its assessment process for program effectiveness and improvements. All HSOM faculty members are assigned to at least one CAC; therefore, all faculty participate in HSOM assessment processes. [The HSOM, fully re-accredited by the Association to Advance Collegiate Schools of Business (AACSB) in January of 2011, uses AACSB guidelines for program-based assessments.]

In all programs, the assessment plans call for completing assessment cycles for all six HSOM academic learning goals at least two times in a five-year period. A cycle is complete when a faculty member (1) gathers, analyzes, and discusses data with the CAC; (2) makes recommendations to CAC, which approves them; and, then, (3) implements the recommendations. CAC chairs are responsible for submitting to their Dean annual assessment plans at the beginning of an academic year, and a year-end report that updates assessment methods and results. Figure 4.3 represents a sample of the assessment process and reports for a single BSBA learning goal. The full assessment tables and processes can be found in the ERR, specifically, in the 5-year summary HSOM AACSB Accreditation Report and the updated AY2010–11 tables [RD#362, RD#363].

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**Figure 4.3**

**HSOM Assessment Process and Year-End Report Illustrated**

<table>
<thead>
<tr>
<th>BSBA Learning Goal</th>
<th>Academic Year</th>
<th>Assessment and Results</th>
<th>Loops Closed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethical Behavior and Corporate Social ...</td>
<td>AY2006/07</td>
<td>• Rubric developed and piloted in AC4750 and EC3400. Results indicated rubric needed enhanced descriptors on multiple dimensions.</td>
<td>Rubric modified and adopted by faculty.</td>
</tr>
</tbody>
</table>
|                                             | AY2007/08     | • Assessment data collected in AC4750. Results indicated 90% competency met in 3 of 4 dimensions evaluated in the first case, and 90% competency met in 4 of 4 dimensions in the second case after instructional intervention.  
  «Primary recommendations from CAC were to  
  1. Target competency of 90% of students performing at acceptable or above on all four rubric dimensions.  
  2. Introduce stakeholder analysis in BUS1900 and possibly introductory economics courses.»                                                                 | AC4750 course modified in-progress based on early course assessment. |
|                                             | AY2008/09     | • BUS1900 faculty met prior to spring ’09 semester. Two ethics cases were incorporated into the course and instructional content expanded to include stakeholder analysis.                                                   | Changes were made in all sections of BUS1900 to incorporate new content and assignments. |
|                                             | AY2009/10     | • Data collected in AC4750 and BUS1900. Analysis pending.  
  UG-CAC approved modification of target competencies to 85% performing at acceptable or above on all four rubric dimensions. Reasoning was related to the challenge of meeting 90% competencies in small courses—can be significantly impacted by just two students not meeting one rubric dimension.  
  • Target competencies modified.                                                                 |                              |

**Summary: Three loops closed**
Program Assessment in the School of Graduate and Professional Studies (GPS)

In GPS, most degree programs have robust assessment processes that outside, professional accreditation bodies drive. In programs such as Physical Therapy, Occupational Therapy, Communication Sciences and Disorders, and Education, student learning is measured through course-embedded assessment and other indirect measures of student achievement, such as licensure pass rates, exit interviews, alumni surveys, graduates’ job placement, and comprehensive student portfolios. Figure 4.4 summarizes the GPS programs that are accredited by external accrediting agencies. The last accreditation reports are available in the ERR [RD#364, RD#365].

**Figure 4.4**

GPS Programs and Outside Accreditation Demands for Assessment

<table>
<thead>
<tr>
<th>Degree</th>
<th>Agency</th>
<th>Last Site Visit</th>
<th>Reporting Cycle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Sciences and Disorders</td>
<td>Council for Academic Accreditation in Audiology and Speech-Language Pathology (CAA)</td>
<td>Fall, 2006</td>
<td>Annual report due to CAA in February</td>
</tr>
<tr>
<td>Education</td>
<td>Teacher Education Accreditation Council (TEAC) Missouri Department of Elementary and Secondary Education (DESE)</td>
<td>December, 2010 Spring, 2008</td>
<td>Annual report due to TEAC each June Annual report due to DESE in November Various reports throughout calendar year</td>
</tr>
<tr>
<td>Occupational Therapy</td>
<td>Accreditation Council for Occupational Therapy Education (ACOTE)</td>
<td>April, 2007</td>
<td>Annual report due to ACOTE each March Expanded report due biennially</td>
</tr>
</tbody>
</table>

For GPS programs without outside accreditation agencies (Exercise Science, Criminal Justice, Non-Profit Leadership, Leadership Studies, and Para-Legal Certification), the assessment process follows the program cycle described in the following section for the College of Arts and Sciences.

**Program Assessment in the College of Arts and Sciences (A&S)**

Assessment in A&S has followed a pattern similar to that described earlier in the core curriculum section. That is, assessment began according to the 2004 Assessment Plan, but challenges with faculty development and unclear learning outcomes made progress difficult. The University-supported process of course-embed-
ded assessment and program assessment workshops, along with clearly articulated program learning goals aligned with University learning themes, has made progress possible.

Because alignment of program learning goals with University learning themes was completed in AY2008–09, the first complete year of A&S program assessment reports was AY2009–10. Currently, all A&S departments submit annual assessment plans and reports to the A&S Dean’s office and the Assessment Coordinator in the fall. The plan articulates the assessment for the upcoming academic year, and the report summarizes the assessment results and feedback loop from the prior year. Please consult the ERR for two very good program assessment reports for History and Psychology [RD#366, RD#367]. Along these lines, Criterion 3b provides examples of Program Assessment that grew out of CETL Program Assessment Workshops (PAWs).

Because A&S programs do not have external accrediting agencies, their processes generally are not as uniformly developed across all programs as in other academic areas that have a longer history of assessment. The University, therefore, has recognized the need to support A&S faculty: since May, 2008, ten of twelve A&S departments have attended CETL Program Assessment Workshops (PAWs), which are fully described in section 3b of this criterion. Since that time, Communications, Biology, Philosophy, History, Chemistry, English, Political Science, Fine Arts, Psychology, and Global Studies have all completed the workshops.

Moving forward, one of our challenges is to clarify and articulate the responsibilities and oversight needed to both monitor and evaluate the quality of program assessment, particularly in academic areas, such as departments in A&S, which do not have outside accreditation agencies that require formal assessment processes.

Program Assessment in the Research College of Nursing (RCN)

RCN offers a Bachelor of Science in Nursing degree in partnership with Rockhurst University. Students of the nursing program are enrolled at both institutions. Most nursing students complete the majority of their liberal arts and science courses at Rockhurst University, prior to their nursing courses at RCN. As we plan for core assessment at Rockhurst, the Core Implementation Committee (CIC) or perhaps a Director of the Core will have responsibility for assessing the general education or liberal core of both Rockhurst and RCN students, the results of which will necessarily have to be sent on to RCN. The assessment of nursing program effectiveness, on the other hand, is the responsibility of the Assessment Committee of the Faculty General Assembly at RCN. Their comprehensive assessment plan structures assessment of all major areas of their program.

Program Assessment in Student Development and Athletics

The Student Development department strives to assist students in deepening their self-awareness and engagement in the world around them through co-curricular programming, advising, and counseling, all of which align with the University learning themes. Each academic year, all departments in Student Development and Athletics variously assess their activities and report the results to the Assessment Coordinator. Assessment is based on guidelines of the Council for the Advancement of Standards in Higher Education (CAS) and a rubric developed by the Assessment Coordinator for Student Development and Athletics.
For example, students participating in the Co-op Program through Career Services evaluated themselves (pre and post) on their career interests, preparedness, and ability to transition into a work setting. In addition, all students wrote a series of reflection papers evaluating their work experience and how they developed in relation to our seven learning themes. Similarly, Residence Life prepared students for the role of resident assistant through the Residential Leadership class. In this class, students reflected on their own skill sets and how they could develop in this role. Finally, Student Life completed a leadership retreat for the Greek system officers. During this program, students became more familiar with our core values, their leadership abilities, and others’ leadership strengths. The annual assessment reports completed by each program or office in Student Development and Athletics include results, feedback, discussions, and decisions drawn from these various assessment activities [RD#368].

Indirect University-Level Assessment Measures

We administer two nationally-normed student surveys that contribute to the strength of our overall assessment program. The National Survey of Student Engagement (NSSE) is offered to all first-year and senior students annually in the spring. The Student Satisfaction Inventory (SSI) is administered during the fall, on a bi-annual basis, to all undergraduate students. Both instruments provide peer-group comparison data. A description and summary of the latest institutional surveys appear in the next two sections.

National Survey of Student Engagement (NSSE)

NSSE surveys freshmen and seniors every spring about the nature and quality of their undergraduate experience. In 2011, NSSE surveyed over 530,000 students at approximately 750 institutions. To guide institutional improvement efforts, NSSE has five benchmark scales of effective educational practice: Level of Academic Challenge, Active and Collaborative Learning, Student-Faculty Interaction, Enriching Educational Experiences, and Supportive Campus Environment. In 2011, 179 freshmen and 177 seniors at Rockhurst completed the survey, representing a 48% response rate for each group. Our primary peer comparison groups are the 11 Jesuit colleges or universities participating in NSSE and 165 Master’s granting universities.

We use NSSE to benchmark the effectiveness of our educational practices: mission effectiveness, level of student participation in high impact experiences, student growth and development from freshman to senior years, and progress toward achieving the critical issues identified in our strategic plan. Each year, NSSE results are presented to the Board of Trustees, the Academic Affairs Committee, the Academic Deans, and faculty members through departmental, divisional, or program meetings. Results of the broad benchmark scales, as well as the more specific questions making up each benchmark scale, are available to all campus constituents on our Intranet site. Please see our ERR for an overview of nationally normed survey results [RD#369].

The most recent summary of the broad benchmark NSSE results were shared with the Board of Trustees on December 2, 2011 [RD#370]. Based on the broadest level of analysis of the summary benchmarks and specific response questions, we offer three observations:
1. As Figure 4.5 shows, Rockhurst is more effective than peers in three benchmark educational practices: active and collaborative learning, student-faculty interaction, and supportive campus environment.

**Figure 4.5**

NSSE Benchmark scores for Active and Collaborative Learning, Student-Faculty-Interaction, and Supportive Campus Environment, 2005–11
2. The level of academic challenge and enriching educational experiences at Rockhurst are close to the levels at Jesuit peer institutes; however, these benchmarks can be improved, as Figure 4.6 indicates.

*Figure 4.6*

NSSE Benchmark Scores for Level of Academic Challenge and Enriching Educational Experiences, 2005–11

*Benchmark 1: Level of Academic Challenge*

<table>
<thead>
<tr>
<th>Year</th>
<th>Rockhurst</th>
<th>Jesuit</th>
<th>Master’s</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>76</td>
<td>65</td>
<td>66</td>
</tr>
<tr>
<td>2006</td>
<td>78</td>
<td>68</td>
<td>68</td>
</tr>
<tr>
<td>2007</td>
<td>80</td>
<td>72</td>
<td>72</td>
</tr>
<tr>
<td>2008</td>
<td>80</td>
<td>72</td>
<td>72</td>
</tr>
<tr>
<td>2009</td>
<td>74</td>
<td>83</td>
<td>83</td>
</tr>
<tr>
<td>2010</td>
<td>83</td>
<td>75</td>
<td>74</td>
</tr>
<tr>
<td>2011</td>
<td>83</td>
<td>74</td>
<td>74</td>
</tr>
</tbody>
</table>

*Benchmark 4: Enriching Educational Experience*

<table>
<thead>
<tr>
<th>Year</th>
<th>Rockhurst</th>
<th>Jesuit</th>
<th>Master’s</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>78</td>
<td>68</td>
<td>68</td>
</tr>
<tr>
<td>2006</td>
<td>68</td>
<td>80</td>
<td>84</td>
</tr>
<tr>
<td>2007</td>
<td>80</td>
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<td>72</td>
</tr>
<tr>
<td>2008</td>
<td>84</td>
<td>72</td>
<td>72</td>
</tr>
<tr>
<td>2009</td>
<td>74</td>
<td>81</td>
<td>85</td>
</tr>
<tr>
<td>2010</td>
<td>83</td>
<td>75</td>
<td>74</td>
</tr>
<tr>
<td>2011</td>
<td>83</td>
<td>74</td>
<td>74</td>
</tr>
</tbody>
</table>

3. Relative to Jesuit peer group, Rockhurst seniors report greater understanding of University mission and Jesuit values (see Figure 4.7).

*Figure 4.7*

Percent of Seniors whose Institution Contributed to Understanding of Mission, 2005–11

<table>
<thead>
<tr>
<th>Year</th>
<th>Rockhurst</th>
<th>Jesuit Peers</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>76</td>
<td>65</td>
</tr>
<tr>
<td>2006</td>
<td>78</td>
<td>63</td>
</tr>
<tr>
<td>2007</td>
<td>80</td>
<td>68</td>
</tr>
<tr>
<td>2008</td>
<td>80</td>
<td>72</td>
</tr>
<tr>
<td>2009</td>
<td>74</td>
<td>72</td>
</tr>
<tr>
<td>2010</td>
<td>83</td>
<td>83</td>
</tr>
<tr>
<td>2011</td>
<td>83</td>
<td>75</td>
</tr>
</tbody>
</table>
Student Satisfaction Survey (SSI)

The Student Satisfaction Inventory (SSI), published by Noel-Levitz, measures undergraduate college student ratings of importance and satisfaction with campus experiences. For each of ninety-three items, respondents rate its importance on a seven-point scale ranging from Not Important at All to Very Important; then, they rate satisfaction on a seven-point scale ranging from Not Satisfied at All to Very Satisfied. This survey is administered bi-annually. In 2011, 666 of our undergraduate students completed the survey, for a 42% response rate.

SSI results are broad in nature and, therefore, provide limited assessment feedback on student learning or achievement of specific learning objectives. However, the results are useful because they indicate perceived strengths and challenges in broad areas. Notably, on all twelve subscales of the SSI, reflecting areas related to academics, student life, and campus services, Rockhurst undergraduate students reported levels of satisfaction that were significantly higher statistically than scores from students at other private, four-year institutions. An overview of SSI results for the past decade may be found in our ERR [RD#371].

3b. Rockhurst University Values and Supports Effective Teaching.

Valuing and supporting effective teaching begins with our hiring process, and it continues through an elaborate evaluation and feedback process for junior faculty that nurtures them through the Rank and Tenure process. In addition, the University has a support structure for new and continuing faculty comprising the work of our Center for Excellence in Teaching and Learning (CETL), the McMeel Family Institute on Service Learning, and the Global Perspectives Course (re)Design Institute. We also provide various financial means for faculty to grow as instructors. Once again, we believe the evidence supports a conclusion that we are succeeding in this component of Criterion 3.

Selecting Qualified Faculty

Rockhurst University seeks the best qualified faculty for specific positions in accordance with its mission and values, the needs of academic departments, and the career objectives and abilities of the faculty candidates. Candidates meet with members of the search committee, the appropriate Dean, the Vice President for Academic Affairs, other members of the academic unit, and the Assistant to the President for Mission. Final hiring decisions are based on responsiveness to mission, mastery of content area, commitment to excellence in teaching, potential for scholarship and creative activity, collegiality, service orientation, and leadership ability. The hiring process makes clear to candidates that (1) Rockhurst is a student-centered University where teaching holds pre-eminence among all other faculty responsibilities, and (2) that we seek to prepare students for lives of moral responsibility, civic engagement, and leadership. Rockhurst seeks faculty who will contribute to all of these goals, that is, who demonstrate the ability and desire to foster the mission and values of the University. Of course, in recruiting faculty committed to our goals and values, we do not seek a homogeneous faculty who share a common religious affiliation or conform to a single philosophic viewpoint. Instead, we welcome a diverse faculty committed to our intellectual, moral, and ethical values. At
the appropriate time in the search process, we send candidates a copy of The Mission and Values of Rockhurst University and ask them to reflect on the contributions they might make to further our goals. In particular, the candidates should note our commitment to the highest intellectual and ethical standards.

In addition, candidates should possess the appropriate terminal degrees, evidence of scholarship appropriate to the individual’s rank, and evidence of current knowledge in the discipline. Eighty percent of our full-time faculty have terminal degrees in their fields. Because Rockhurst is known for excellence in teaching, faculty who are hired must display a commitment to teaching that is focused on student learning. As such, candidates for faculty positions must be able to articulate a philosophy of teaching consistent with the mission of Rockhurst, evidence of an approach to teaching that includes practices of classroom assessment and collection of evidence concerning student learning, good communication skills, and ability to individualize and challenge all learners in the classroom. The interview process for full-time faculty positions involves a classroom presentation related to either what candidates will teach if hired or their research.

Consistent with our commitment to scholarship and creative activity, candidates for faculty positions must demonstrate an interest in sustaining an active life of scholarship and creative activity, as appropriate to their disciplines and in accord with the Faculty Handbook. Faculty must demonstrate a commitment to service, a cornerstone of Jesuit education, as an integral part of the academic life at Rockhurst (III.B.9.c-e, Faculty [RD#76]).

**Evaluation and Feedback**

Once we hire faculty, we mentor them carefully—in keeping with cura personalis—to help them grow and develop. Our process of nurturing junior faculty, of which we are quite proud, has proven a highly successful component of our Rank and Tenure process.

**The Rank and Tenure (R&T) Process**

Figure 4.8 depicts the typical timeframe for the R&T Committee’s annual deliberations. First, R&T generally evaluates the progress of all untenured, tenure-track faculty; secondly, it develops recommendations for the President on each application for advancement in rank or for tenure. From time to time, the planned work may be interrupted by urgent and extraordinary matters that develop during the academic year or by inquiries from academic units (department or division), e.g., about the probable rank of a person being considered for hire. The Committee’s work occupies most of the academic year; consequently, the Committee may not send its recommendations to the President until spring. In all cases, teaching is the most important consideration.
**Time Schedule for R&T Committee Deliberations**

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Deliberations</th>
</tr>
</thead>
<tbody>
<tr>
<td>September–December (10–12 meetings)</td>
<td>Junior Faculty Review</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring Semester</th>
<th>Deliberations</th>
</tr>
</thead>
<tbody>
<tr>
<td>January–May (10–12 meetings)</td>
<td>1. Junior Faculty Review (remaining)</td>
</tr>
<tr>
<td></td>
<td>2. Tenure and Promotion Decisions</td>
</tr>
<tr>
<td></td>
<td>3. Promotion Decisions</td>
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</tbody>
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**Junior Faculty Review**

As specified in the *Faculty Handbook*, the appropriate Dean and chairperson have full responsibility for decisions about continuing contracts for full-time faculty members who have been at the institution two or fewer years (III.B.12.b.2, *Faculty*) [RD#76]. R&T reviews the progress of all untenured, tenure-track faculty members every year. In so doing, the Committee relies heavily on information supplied by the faculty member to the appropriate Dean, including the information on annual faculty forms required by each school. The Committee also reviews information provided by the Dean, by the academic chair, student course surveys, and any other materials which would reflect the faculty member’s activities and accomplishments in teaching, scholarship, and service. The R&T members seek ways to assist the junior member in becoming a superior teacher, scholar, and contributor to the Rockhurst community through service by identifying specific areas of success, as well as concern, or areas to be developed. To this end, the chairperson of R&T discusses the progress of the junior faculty member with the appropriate Dean, who then informs the faculty member and the chairperson of the Committee’s findings, including the Committee’s written feedback. (Please see a matrix of the Junior Faculty Review Process in our ERR [RD#374].)

**Contract non-renewal**

When concerns arise about the continuation of an untenured faculty member who has been at Rockhurst for at least two years, R&T is responsible for a recommendation to the President on whether the University should renew the contract. For details see our *Faculty Handbook* (III B.12.b.3, *Faculty*) [RD#76]. In these cases, many of the same considerations enter the decision-making process as are active in decisions regarding rank and tenure. Chairperson and colleague evaluations, as well as student surveys, are sought and interpreted, as is the faculty member’s annual update for the Dean. The academic unit’s judgments about whether the specialty of the person concerned meets the present and anticipated needs of the unit are frequently a consideration. R&T also considers scholarly work, advising activities, committee work, course loads, number of preparations, and presumed intrinsic difficulties of the courses. In those cases in which teaching quality is in question, the Committee determines whether the person has been alerted to the problems and has had opportunities to correct them. When there are temporary disruptive circumstances, for example, serious illness of the faculty member or in the family, the Committee takes them into account.
In summary, R&T attempts to achieve a balance between consideration of the needs of the institution and the needs of the individual, a balance that conforms to the values we espouse at Rockhurst.

Review for Promotion and Tenure

R&T uses similar procedures for developing recommendations for promotion in rank, for granting tenure, or for retaining a non-tenured faculty member for at least a year. The decision to recommend for tenure, however, is seen as especially critical since it involves the makeup of the faculty for years to come. Primarily for this reason, the Committee is reluctant to make such a recommendation without sufficient information.

Regarding any decision to apply for promotion or tenure, the Committee suggests that faculty members evaluate themselves in terms of the criteria of superior teaching, scholarship, including that which “reinforces and vitalizes teaching,” service to the University such as on committees, in advising, as well as in ad hoc tasks and service to the community. Faculty members are encouraged to consult appropriate sections of the Faculty Handbook (III.A.1-4; III.B.4-5; III.B.7-9; III.B.12, Faculty) [RD#76]. The Committee further recommends that faculty examine their readiness for review, perhaps with the assistance of the head of the academic unit and the appropriate Dean, before deciding to apply for promotion or tenure, especially when the faculty member has minimum time in rank.

The process for consideration of promotion in rank and/or vesting in tenure is well articulated for faculty in the Faculty Handbook (III.B.4a-5b; III.B.12.c.1.a-h, Faculty) [RD#76]. To make the best case possible for consideration of either rank or tenure, materials which support the candidate’s application are expected, e.g., philosophy of teaching, sample syllabi, student survey results, proof of publications or presentations, copies of scholarly production, letters of recommendation, etc. The candidate for promotion or tenure should return the completed forms and supporting documents to the chairperson by September 1. In making recommendations, the chairperson will consult with any persons who may be able to assist in evaluating the candidate, though the recommendation is that of the chairperson alone. The application materials and chair’s recommendation are then forwarded to the appropriate Academic Dean by October 15. The Academic Dean adds his or her recommendation and forwards all the materials to R&T no later than January 15.

Each faculty member who is eligible for promotion or tenure must be evaluated by three or more of his or her own colleagues (one of these is always the chairperson). All full-time members of the appropriate academic unit (except those who have completed less than one full year at Rockhurst) are expected to submit evaluations. The Recommendation for Tenure and/or Promotion in Faculty Rank form is returned directly to R&T no later than December 1.

A faculty member applying for promotion or tenure may, in consultation with the chairperson, ask other colleagues acquainted with his/her professional work to submit recommendations. These recommendations are submitted directly to the committee no later than December 1. R&T, on its own initiative, may request additional evaluations to assist in its deliberations. All recommendations are sent in sealed envelopes to safeguard the confidentiality of the information.
In developing its recommendations, the Committee examines a wide variety of materials. Since heaviest weight is placed on evidence of superior teaching, the Committee uses a number of different indicators of consistent and superior teaching performance. The Committee reviews the nature of the courses, the variety of preparations, and the size of the classes. Course survey results, evidence from colleagues, and information from the faculty member’s data form are all examined carefully.

Information related to non-teaching activities, also important, comes mainly from the faculty member’s application and from colleagues’ written remarks. The faculty member is also asked to provide copies of publications, conference papers, a report of research in progress and of consultancies. In the tenure decision, colleagues also judge whether the needs of the academic unit are best met by the specialties of the individual under consideration or whether it is likely that directions of growth lie elsewhere. The committee considers whether it is likely that an individual will remain intellectually vigorous.

Summary tables of the recommended application process for tenure and promotion, or for promotion only, appear in the ERR [RD#378].

Annual Review Process in each College (A&S) and School (GPS, HSOM), and across the University

While the Faculty Handbook specifies general considerations for roles and responsibilities of faculty, each College/School has gone through a process of determining roles and responsibilities germane to faculty in that school. These are articulated in documents entitled Guidelines for Faculty Roles and Responsibilities in the College of Arts and Sciences, Faculty Roles and Responsibilities in the School of Graduate and Professional Studies, and Teaching, Scholarship and Service [TS²] in the Helzberg School of Management. These documents enable Deans and Department Chairs to develop and evaluate faculty. R&T uses these documents as a guide for making promotion and tenure decisions. The complete documents are available in the ERR [RD#379, RD#380, RD#381]. We have placed the bibliography of faculty scholarship for AY2003–04 through AY2010–11 in our ERR [RD#382]. In addition, we want to call attention to the many products that fall under the heading of scholarship of teaching and learning. Not only do these articles and presentations speak to the active engagement of faculty in research, but they speak directly to the importance of effective teaching at Rockhurst.

University Evaluation of Teaching Effectiveness: Rockhurst relies on student course surveys and classroom visits by department chairs as the two primary sources of information for evaluating teaching effectiveness. The Office for Assessment oversees course surveys, distributing them to the faculty, collecting the completed surveys, and sending the scantron forms to Computer Services which then generates a report for each course. (For further details on faculty surveys, please visit our ERR) [RD#383].

Department Chairs conduct regular classroom visits for non-tenured faculty in their departments and submit their observations in an annual review that is shared with the appropriate Dean and R&T. In the spring, the Deans and Department Chairs meet (together) with each non-tenured faculty member to review his or her progress towards tenure. If R&T, the Dean, or the Department Chair perceives teaching issues that need to be addressed, the faculty member is referred to the Director of the Center for Excellence in Teaching and Learning (CETL) for one-on-one evaluation and mentoring. We shall discuss CETL in more detail a bit later in this section.
Given the careful selection and mentoring process in place for new faculty, as well as the ongoing assessment and feedback through R&T (that involves Deans and Department Chairs), we believe that we demonstrably value the many roles of faculty, but especially their role as teachers. The value manifests itself in the honors accorded good teaching; in the University commitment of funds to CETL (through which it helps good teachers become better ones); to various institutes which enable faculty to rethink courses (to encompass service learning and/or global perspectives); and to various developmental programs from University-wide Sabbaticals and Presidential Grants to small departmental grants [RD#30, RD#31].

**Honors and Recognition**

**Compensation**

Budget allocations for the recruitment and retention of faculty are crucial to providing effective teaching and learning. In recognition of this fact and consistent with our Strategic Direction 10—to identify resources and develop programs to celebrate and build up the gifts and talents of Rockhurst faculty and staff—we appointed a ten-member committee to study compensation during AY2008–09. This committee developed a compensation philosophy consistent with the University's Strategic Plan and its Jesuit mission. The committee shared the philosophy with a wide range of constituents, including the Faculty Senate and the University Faculty Assembly. The UPBC approved it in March 2012.

With the assistance of an independent compensation consultant, the committee also undertook a study of faculty salaries. The initial study, completed in 2009, showed that Rockhurst faculty salaries averaged 92% of median benchmark data [RD#325]. A follow-up study in 2011 showed that the average salaries had fallen to 90% of median benchmark data [RD#326]. During spring 2011, the UPBC approved a proposal for compensation adjustments based on a formula, derived from our compensation philosophy, which included years of service and performance record [RD#328]. As a result, forty-three full-time faculty members, representing approximately 34% of the full-time faculty, received salary adjustments. But financial challenges prevented similar adjustments in FY 2011–12. Our strategic plan for 2013–17 will have to target this challenge. (Please see Criterion 2b for more details on compensation.)
University and Local Awards

Besides the normal rewards that go along with positive assessment—promotion, tenure, salary increases—Rockhurst gives a number of awards in recognition of the gifts and talents of our faculty. Annually, the Student Senate asks undergraduate students to vote for their favorite instructor as the Faculty Member of the Year. The award is presented at the Festival of Student Achievement. The Teaching Excellence Award is a peer-nominated recognition of exemplary teaching that carries a stipend. Rockhurst faculty have routinely been recipients of the Excellence in Teaching Award from the Missouri Governor’s Conference on Higher Education. Lists of most of these award recipients (with the exception of the Student Senate award) can be found in the University Catalog. In recognition of excellence in teaching by adjunct faculty, GPS implemented an Adjunct Teaching Award in 2010. Some academic departments also recognize excellence in teaching; for example, the Department of Physical Therapy Education confers both Outstanding Teacher and Outstanding Clinical Educator Awards, both of which are chosen by students.

The Daniel L. Brenner Faculty Scholarship Award, established in 1987, recognizes excellence in scholarship, while the Harry B. Kies Award, established in 1985, recognizes exemplary faculty (or staff) service to the University. Both carry stipends.

Professional Recognition through Organization Offices and Activities

Rockhurst faculty and staff belong and contribute to professional organizations in meaningful ways that constitute indirect honors and awards, indirect evidence of the value faculty and staff accord teaching and learning. Many hold offices in these organizations and/or have been directly recognized through a variety of distinguished awards. In keeping with our mission and commitment to teaching and learning, Rockhurst has a rich history of participation in organizations relevant to teaching and learning. For example, faculty have been integrally involved in the initiatives of the Carnegie Foundation for the Advancement of Teaching. The Carnegie Scholars Program was conceptualized to work with individual faculty, as designated Scholars, in six cohorts from 1998 to 2005. Each of the 140 Carnegie Scholars participated in a one-year residency program at the Carnegie Foundation, during which they produced individual scholarly projects on teaching and learning. Two of those 140 Scholars have been Rockhurst faculty.

Both individuals have played a seminal role in the advancement of the scholarship of teaching and learning at Rockhurst. Their sustained efforts have resulted in numerous Rockhurst faculty becoming involved in the scholarship of teaching and learning on national and international bases. Rockhurst has also been integrally involved as a Cluster leader in the Carnegie Association for the Scholarship of Teaching and Learning (CASTL), a notable honor that recognizes how much Rockhurst values and supports effective teaching. As members of a Cluster school, the Rockhurst community has participated in an annual summer planning meeting, in the annual SoTL Colloquium, and in the Carnegie Summer Institute.

In addition to our efforts through the Carnegie Foundation, faculty are involved in other professional organizations that promote teaching and learning, such as the Professional and Organizational Development Network, whose mission is to develop and support practitioners and leaders in higher education dedicated to enhancing teaching and learning; the Section on Education of the American Physical Therapy Association; the American Accounting Association; the Professional Association for Accounting Educators; the
Missouri Valley Economics Association; and the International Society for the Scholarship of Teaching and Learning (ISSOTL), the goal of which is to foster inquiry and disseminate findings about what improves and articulates post-secondary learning and teaching. In addition to contributions to organizations related to teaching and learning, Rockhurst faculty, since 2006, have published at least twenty-four articles related to teaching and learning in peer reviewed journals, again attesting to the high value Rockhurst places on effective teaching [RD#382].

Student Services staff members are also involved in national organizations that enhance learning through student activities. For example, staff in Student Development are active members of such organizations as the Association of Fraternity and Sorority Advisors, whose vision it is to be the catalytic force in aligning the fraternity/sorority experience with the changing dynamics and enduring principles of higher education, and the National Orientation Directors Association (NODA), whose mission is to provide education, leadership, and professional development in the fields of college student orientation, transition, and retention. These staff members regularly serve on national committees and present at national conferences.

Our faculty are actively involved in professional organizations related to their disciplines in a variety of ways ranging from membership to key committee participation. A number of these activities constitute recognition of our excellent faculty. From A&S, examples include Chair of the National Committee on Physics Teacher Preparation (2010–11) of the American Association of Physics Teachers; and Regional Delegate of the Modern Language Association (2008–10). From HSOM, examples include serving on the Management, Spirituality, and Religion New Faculty and Doctoral Student Consortium of the 2010 Planning Committee of the Academy of Management; and Co-Chair of the Planning Conference for Colleagues in Jesuit Business Education. From GPS, examples include Missouri Speech Pathology Representative to the American Speech-Language Hearing Association Advisory Council 2010-2013; and Managing Board Member, Medical Advisory Board Member of the Children’s Therapeutic Learning Center, 2011–present.

Faculty Development and Support

Excellence demands a nurturing environment that intentionally addresses teaching effectiveness (and the scholarship that supports it).

New Faculty Development

New Faculty Orientation. Prior to the beginning of the fall semester, a New Faculty Orientation program is held that introduces new full-time and adjunct faculty to individuals and services that will assist them in a smooth transition to teaching at Rockhurst. At this approximately four-hour orientation, participants receive a reference notebook that details policies, procedures, and other pertinent details, as well as a series of short presentations by a variety of personnel (counseling services, Registrar, security, etc.). Additionally, faculty attend FERPA training as part of this orientation. A copy of the Orientation program is available in the ERR [RD#389].
**New Faculty Mentoring Program (through CETL).** CETL annually conducts a formalized new-faculty mentoring program, initiated in 2000. The program aims at providing new faculty with a more in-depth orientation to our procedures and resources, introducing faculty to important pedagogical and assessment strategies, establishing a culture of collaboration and mentoring, and providing new faculty a supportive peer group with whom to interact on a regular basis. Though the program is voluntary, most new faculty take advantage of the opportunity during the first year of their contracts. Those who do not feel that they are able to devote the time for the weekly meetings often participate in their second contract year of teaching. Past titles, based on the needs of the participants, included *Getting to know the University—Important People, Places and Things; Jesuit Mission and Core Values and Ignatian Pedagogy; Beginning with the End in Mind: Development of a Syllabus; Beginning with the End in Mind: Instructional Objectives; What Does it Mean to be a Learning Centered Institution; Classroom Assessment Techniques; Course Embedded Assessment; Service Learning; Scholarship of Teaching and Learning; Cultural Diversity and Global Awareness in the Classroom; and Web-based or Web-Enhanced Instruction.*

The Director of CETL is also available for individual consultation, classroom visits, and other forms of support that the new faculty member requests. While the formal, weekly meetings take place only in the fall semester, some cohorts have requested to meet on a monthly basis during the spring semester.

New faculty are also invited to attend a retreat co-sponsored by the Office for Mission (formerly the Office for Mission and Ministry) and CETL. In years two and three of a new faculty member’s tenure at Rockhurst, the Office for Mission and CETL jointly sponsor small group follow-up opportunities for faculty to come back together. New faculty report that the New Faculty Mentoring Program assisted their integration into the institution; provided them with useful information about course, objective, and syllabus development; active learning strategies; Jesuit pedagogy; and assessment, all of which were incorporated into their courses and teaching during their initial year on campus. Additionally, faculty who participated in this program attended an average of six CETL-sponsored workshops over a two-year period following hire.

**HSOM New Faculty Development Program.** In addition to the New Faculty Mentoring Program offered to all new faculty through CETL, the Helzberg School of Management (HSOM) also offers a New Faculty Development Program for their new tenure-track faculty. The program similarly orients new HSOM faculty to Rockhurst procedures, resources, and students; develops a culture of collaboration about teaching and learning; maximizes the potential for early success in the classroom; identifies development needs and opportunities; and supports early success in the classroom to make possible the economical use of time and energy for scholarship, service, and leadership. The program generally covers two semesters, but begins during the summer (or semester prior to one’s beginning to teach) when the new faculty member meets with the Discipline Coordinator, the Faculty Chair, and the Program Coordinator (if the faculty member is teaching in the Health Care Leadership or Executive Fellows program). Other meetings and class visits follow, as well as mandatory attendance at the CETL New Faculty Mentoring Program. The second semester follows a similar script, in addition to which the new faculty member is introduced to the principles of Course Embedded Assessment (CEA) and must develop a CEA project. Between the end of the first year of teaching and the time when a faculty member goes up for tenure, a classroom visit, a CEA project, and a meeting with the Faculty Chair and/or Division Coordinator are required annually.
Adjunct Faculty Orientation and Training (through CETL). While we invite adjunct faculty to attend the CETL New Faculty Mentoring Program, the reality is that most of them have other full- or part-time positions that prevent their attendance. Nevertheless, some departments have extensive adjunct orientation programs that vary according to the needs of adjuncts in particular departments. For example, the Education Department conducts a two-and-a-half-hour orientation prior to the beginning of the semester; and the Non-Profit Leadership program hosted a Friday afternoon mentoring session for their adjuncts, facilitated by the CETL Director. All faculty received Angelo and Cross’ book *Classroom Assessment Techniques* and Barbara Waalvord’s book *Effective Grading Strategies*. The adjunct cohort continues to get together on a monthly basis with the Director of the Non-Profit Leadership Program to discuss areas of interest.

**Center for Excellence in Teaching and Learning (CETL)**

Having mentioned the many services CETL provides faculty in helping to realize ever more effective teaching at Rockhurst, we wish now to describe systematically its mission, staffing, and programs.

**Mission:** Rockhurst University has demonstrated a sustained commitment to the development of its faculty in the areas of teaching and learning. In the spring of 1999, a Faculty Development Task Force recommended the development of a Center for Excellence in Teaching and Learning (CETL). The University funded CETL, which was established in the fall of 1999. The mission of CETL is to help build successful learning environments through faculty support, development, growth, and renewal. The overall goal of the Center is to advance teaching and learning at Rockhurst.

**Staffing:** The Center comprises three faculty members: the Director, a Faculty-in-Residence for Assessment, and the McGee Chair of Communication. The Director, given a 50% course release from teaching to conduct her CETL responsibilities, assists faculty in developing courses and in instructional strategies to enhance student learning. The Faculty member in Residence for Assessment, given a one-course release to conduct these responsibilities, assists faculty in answering their questions about measuring student learning in their classrooms. Both the Director and the Faculty-in-Residence for Assessment have consulted with other institutions about implementing course embedded assessment into their programs and institutional assessment plans. The third member of the CETL team is a listening cognitivist who holds the McGee Endowed Chair for Communication. With a two-course release to fulfill her responsibilities with CETL and other responsibilities germane to the McGee Chair, she provides valuable resources to faculty in how students learn through listening. All three individuals (Director, Faculty-in-Residence for Assessment, and McGee Chair) are members of the Professional and Organizational Development network.

The Director works closely with both the institution’s instructional technologist and the instructional technology specialist from GPS to provide workshops and consultative services to faculty in technology.

**Programs:** CETL has sponsored any number of programs and workshops over the years, far more than we can develop here. So, a few have been filed in the ERR [RD#390], along with some of the positive feedback on them. However, we shall detail two widely influential CETL initiatives that led directly into our course and program assessment process: Course Embedded Assessment (CEA) and Program Assessment Workshops (PAWs).
The CEA Workshop: In spring 2003, the HLC Evaluation Team suggested that Rockhurst establish “a framework to ensure that all faculty are trained in the design and implementation of course-embedded assessment (CEA)” (Evaluation Report, 29 [RD#1]). The Rockhurst Assessment Plan 2004 subsequently outlined a multi-year strategy for developing faculty skills in the use of CEA. (See Introductory Remarks for a full discussion of Rockhurst’s response to NCA’s assessment concerns.) Once implemented, the plan engendered a culture of consistent and ongoing CEA. Each school or college encourages faculty to continuously develop their teaching based on data they collect during course embedded assessment activities. In fact, faculty in the college and schools are required to conduct, analyze, and submit CEA reports to their respective Deans annually. This expectation fosters a culture of scholarly teaching on campus where best practices in teaching are shared within departments as well as through CETL programs. A three-day CEA workshop is held at least annually though, in its first few years, the workshop was held twice a year. Approximately $9,000 annually support these endeavors through the Office for Assessment.

Assessing actual work produced by students in courses, course embedded assessment evaluates the learning outcomes of a course, rather than the grades of individual students. Using direct and indirect assessment tools, course embedded assessment aims to improve the quality of student learning. The CEA workshop assists faculty in developing the fundamental skills necessary for effective course embedded assessment, including development of measurable learning outcomes, methods of assessment, and data analysis (please see Criterion 3a for examples of workshop results for core and course assessment). An $800 stipend is awarded for participation in the workshop: the first $200 upon completion of a project plan; a second $200 for meeting with one of the CEA workshop facilitators upon commencement of data collection; and the final $400 for completion of the project, including analysis of student learning in the classroom. Since 2003, 110 faculty have participated in workshops, although a challenge has been ensuring that faculty complete the assessments. One potential strategy for addressing this is to talk with faculty who do not complete the assessment projects to understand their reasons. It may be that continued support is needed to help or encourage faculty who have questions or run into obstacles in the process of conducting assessments.

The Program Assessment Workshops (PAWs). PAWs aim to assist faculty in developing and implementing appropriate procedures to assess departmental or programmatic expectations, inform faculty about relevant issues affecting the major/program and student learning, determine whether intended outcomes are being achieved, and use assessment results to improve department/program operations. PAWs grew out of the need to take course embedded assessment more globally. Generally modeled after the format of the CEA workshops, PAWs expect participants to develop an assessment plan, collect data, and meet with department/program colleagues to use outcomes data to improve department/program outcomes. Unlike CEA, PAWs expect, when possible, that a team of two faculty members from the same department attend a workshop together, because a team provides a critical mass within an academic department to promote the assessment of programmatic issues. Team members each receive an $800 stipend for completion of a project that assesses student learning across the curriculum: the first $200 upon completion of a project plan, a second $200 for meeting with one of the PAWs workshop facilitators upon commencement of data collection, and the final $400 for completion of the project.

Since 2008, forty-three faculty have participated in the workshops, representing Biology, Communication, Communication Sciences and Disorders, undergraduate degree programs in Business Administration
(Economics and BSBA), Psychology, History, Philosophy, Education, Physical Therapy, Chemistry, English, Political Science, Fine Arts, Global Studies, Occupational Therapy, Exercise Science, Modern Languages, Non-Profit Leadership Studies, Criminal Justice, Mathematics and Physics, and the Executive Fellows Program [RD#392]. Two examples of program assessments follow.

1. From A&S, two faculty members in the Communication Department, in the senior capstone class, evaluated program goals in light of students’ abilities to articulate the definition and purpose of theory, as well as to provide examples of communication theories. Following the assessment activity, the faculty reported a wide range in students’ ability to define and provide examples of theories. Although some students exhibited an extensive knowledge of what theories are and could readily describe some, others could not articulate the definition or purpose of a theory, or provide any examples. From these data, the faculty saw a need to evaluate the content and sequence of their courses in order to ensure that students are able to demonstrate mastery of the department’s learning objectives related to theory. They additionally identified a need to formalize the department’s strategies for preparing students for the capstone course.

2. From GPS, two faculty members from the Department of Communication Sciences and Disorders outlined a comprehensive plan for assessing learning goals developed during a Program Assessment Workshop in May 2008, as well as during several department assessment and curriculum retreats. As a first step, the faculty revised the department’s program goals, to better reflect the University mission. They then selected both written and oral communication as the learning outcomes to assess. All students accepted into the communication and speech disorders graduate program during AY2008–09 were assessed through two assignments: a written analysis of a research article, which was reviewed by faculty, and an in-class oral presentation. A faculty member and classmates provided feedback, as did the students through their own self-assessments. Although most students demonstrated satisfactory skills in both written and oral communication, faculty identified resources to help the development of some skills. Several students received referrals to the Learning Center for help with writing, and one student received individual sessions with a faculty member for help in organizing thoughts and conveying information orally.

A continuing challenge has been staffing support for CETL. Currently, a single individual with a 50% course release has primary responsibilities for all CETL activities. However, effective AY2012–13 the director receives a two-thirds reduction in his or her teaching load. The other two staff members, mentioned in 3b, are given release time primarily (1) to work with faculty on assessment (Faculty-in-Residence for Assessment) or (2) to provide one to two workshops a semester (McGee Chair). All of the day-to-day duties for the Center are the sole responsibility of the Director. Previously, a Title III grant additionally supported both an instructional technologist and a part-time secretary for CETL. When the grant expired, we were unable to assume responsibility for these two positions. As noted earlier, it was not until AY2011–12 that a full-time instructional technologist was hired and a faculty member from GPS was given a two-course course release to provide instructional technology services. During AY2009–10 and AY2010–11, a continuing objective in the University’s strategic plan has been to increase the CETL director position to a “three-quarter position” effective no later than AY2011–12. To date, our financial challenges have prevented us from meeting this object.
McMeel Family Institute on Service Learning

The McMeel Family Institute on Service Learning was created in 2004 because of faculty interest in further exploring the pedagogical strategy of service learning, so consistent with our mission. The McMeel Institute receives faculty funding from a $250,000 endowed account. Generally six participants are accepted each year. Much like the CEA and PAWs institutes, participation in the McMeel Institute involves a three-day commitment to attend a workshop with subsequent development and inclusion of a service-learning experience in a course, which requires a minimum of ten hours and preferably fifteen to twenty hours of service from each student. Faculty participants receive a stipend of $800 for participation in the Institute and implementation of a service-learning classroom project. To date thirty-eight individuals from nineteen departments have participated.

Global Perspectives Course (re)Design Institute

The Global Perspectives Course (re)Design Institute first ran in AY2009–10 to assist faculty in developing or enhancing courses to educate students to live in and contribute to a global society. This institute directly responded to the new Global Perspectives core requirement, which was implemented in fall 2008, and the subsequent need to help faculty integrate global perspectives into current courses and to develop new courses to meet the core requirement. Faculty meet on three days across the academic year to receive formal instruction in course design and in the requirements that courses must meet to satisfy the global perspectives core requirement. Faculty receive a $750 stipend that comes from the CETL budget for developing or redesigning a course that fulfills the requirements of a global perspectives core course. This initiative is consistent with the University’s Strategic Direction 5, to “…organize, integrate, and implement ongoing and new educational programming for all constituents regarding issues of diversity, multiculturalism, global perspectives, economic inequality, and justice.” To date, ten faculty, representing Modern Languages, Management, Communication Sciences and Disorders, English, Biology, and a non-departmental offering in global health care, have completed the institute and submitted courses to meet the core requirement.

Other Forms of Support for Faculty Development

Presidential Grants for Effective Teaching. The current Presidential Grant program has been in existence since 1977. The purpose of the Presidential Grant is to encourage and facilitate faculty development by enhancing the faculty member’s research and/or teaching capabilities through funding of short term research or study projects carried out other than in the regular semesters of the academic year. Presidential grants support various faculty endeavors, among which a number enhance effective teaching by attendance at summer institutes, visiting other campuses to explore special programs, team teaching, new interdisciplinary courses, new pedagogies, etc. Stipends up to $4,000 are available for Presidential Grants. Eight Presidential grants per year are typically awarded, with the exception of AY2009–10 when financial challenges precluded them. Examples of Presidential Grants can be found in the ERR [RD#30].
Sabbatical Leaves. Our program of sabbatical leaves was initiated in 1980–81. The sabbatical leaves—full-salary for a one-semester leave or half-salary for an academic-year leave—provide time for faculty to participate in more extensive projects related to teaching and learning, or to specific research interests. Often, the sabbatical leave involves a product that can be shared through conference presentation, publication, or workshops. While a good number of our sabbatical projects since 2003 are in our ERR, [RD#31], a few deserve mention for their direct link to effective teaching: a manuscript on Authentic Learning, intellectual and moral development of college-age individuals, development of a young adult’s sense of spirituality, and development of a teaching and learning website for CETL.

Development Funds in Department Budgets. In addition to resources available through CETL, presidential grants, and sabbatical leaves, the University allocates $1,000 per year to each full-time faculty member for professional development. Faculty may use the development money to enhance effective teaching in a variety of ways from researching various pedagogical approaches to traveling to conferences to present the fruits of their scholarship of teaching and learning. There are some additional faculty development funds available through each school/college that focus wholly or in part on effective learning.

HSOM Dean’s Summer Grant Program. The Helzberg School of Management (HSOM) allots approximately $15,000 each year for a Dean’s Summer Grant Program. Special consideration is given not only to proposals leading to refereed publications, but also to assurance of student learning in leadership, ethics, and communication, or in the use of technology.

Miscellaneous Funds in A&S and GPS. While not as formalized as the professional development monies made available to faculty in the Helzberg School of Management, some development funds are available to the Deans of both A&S and GPS to support faculty, in part, to develop effective teaching. The Deans have provided funding, for example, for faculty to attend the Association of American Colleges & Universities (AAC&U) meetings on liberal education, conferences on teaching and learning, or advising. There is no formalized process for requesting these funds; each request is considered on an individual basis.
Rues Distinguished Teaching Fellowship. Newly developed in 2011, the Rues Teaching Fellowship, a gift by the Rues family, arose to fill a direct need for additional resources for CETL. This fellowship supports a course release for a teaching fellow to study some aspect of best practices in teaching, learning, or assessment and to share this information with other faculty through CETL workshops and/or the website. The first award was made in spring 2012 for improvement of student writing by strengthening instruction through best approaches to the teaching of writing.

Special Development Funds in Targeted Departments. Some academic departments have special funds for faculty development, e.g., the Rigby-Knickerbocker Faculty Development Fund for development of faculty in the Psychology and English departments.

As we close this component of Criterion 3, we conclude that Rockhurst University values highly and supports effective teaching. And we base our assessment on the data provided regarding our hiring and junior faculty review processes, as well as our R&T process, all of which give primacy to teaching; the place of effective teaching in the faculty roles documents of each of our schools and college; the regular teaching surveys conducted of all full-time and adjunct faculty; the awards given for effective teaching; the importance of the scholarship of teaching and learning at Rockhurst, along with its focus on assessment and improvement of teaching and learning; the central role and myriad offerings of CETL; and various forms of monetary support available to faculty to develop as teachers.

3c. Rockhurst University Creates Effective Learning Environments.

Sections 3a and 3b have described the assessment and curriculum improvement processes, as well as the evaluation and support for effective teaching. This section will provide information on other areas of institutional support that contribute to effective learning environments, specifically through our Center for Service Learning (CSL), the Advising System, Study Abroad and International Curricular Experiences, Supporting Diversity and Diverse Learners, the Freshman Incentive Program, and the Rockhurst University Honors Program. As we shall demonstrate, the support provided is substantive and has had measurable influence on our learning environments.

Center for Service Learning (CSL)

The Center for Service Learning (CSL) at Rockhurst University, formally established in 1994, supports students as they learn to become “men and women for and with others” through civic engagement, community service, and service-learning. The mission of CSL is to empower individuals to move toward social action, enhancing their sense of meaning and purpose. It supports (1) students by promoting service and tracking it through the Service Transcript Program [RD#395] and (2) faculty by providing them resources when they are offering or planning to offer service-learning projects in the courses they teach.

By serving both students and faculty, CSL has helped greatly to create an environment where service learning has thrived. In fact, our students participating in community service and in service-learning courses give, on average, an aggregate of 30,000 hours of service per year [RD#540]. Given that number, Rockhurst ranks well ahead of its Jesuit and Carnegie Peers on NSSE questions relating to student engagement in service and service learning, as Figure 4.9 shows. Similar patterns were observed for years 2005–10 [RD#138].
The Center for Service Learning (CSL), however, lost a staff position in the fall of 2006, the Assistant Director position, due to budget constraints, which has affected learning support. Fortunately, through our College Bound Program and work study students, we were able to handle the duties of the Assistant Director. But these positions are temporary, and turnover has been high. As a result, the Director has taken on more responsibility for data entry, community service efforts, and communication efforts. With more faculty members implementing service-learning courses and community partner requests increasing, the CSL has not been able to provide professional development opportunities for service-learning faculty beyond the CETL sessions and McMeel Family Faculty Institute on Service-Learning. We are, therefore, looking to the strategic plan and increased revenues to address this need.

### Advising Systems and Support

Advising is, for the majority of faculty, a central means of caring for our students by providing course and career advice. Each Rockhurst freshman is assigned a faculty advisor, and each school has a designated professional advisor to supplement the counseling that students receive from faculty. The faculty and professional advisors work closely with students throughout their programs to help them learn how to register, access grades, obtain financial information, and progress toward graduation.

In AY2010–11, recognizing that the advising experience varied greatly among faculty advisors and their student advisees, the Retention Committee [RD#397] formed an Advising Task Force that articulated basic expectations of faculty advisors and began providing training opportunities for these advisors. The Task Force developed a comprehensive advising plan that included an advising mission statement, advisor training, advisement of special student populations, on-going assessment of advising, and integration of advising and the first-year experience seminars. The Advising Task Force also created a *New Student Advising Handbook* [RD#398].
With three distinct freshman seminars—First Year Seminar (in Humanities), Freshmen in Science, and Freshmen in Business—the first-year experience has always complemented advising by introducing students to the core curriculum, study habits, core values like care for others through service, and so on. Thus, all three direct students to engage with the community in keeping with one of the learning goals of the course [RD#399]. But now the Task Force planned to integrate advising formally into the seminars.

The Task Force surveyed first-time students, transfer students, and advisors on questions related to how well they knew their advisors/advisees, how able the students were to access information, how effective the orientations and first-year seminars were in meeting advising objectives. The full description of the Task Force’s objectives and results can be found in the 2010–11 Academic Advising Report [RD#400].

Results showed that the freshman seminar experiences were highly successful in achieving advising information objectives, though modifications were necessary to achieve the advising goals for the transfer student orientation process. Therefore, we compiled a new student advising guide for transfer students, and modified the transfer student orientation event. Over the next academic year, we will assess these actions.

In order to ensure that faculty advisors have all of the tools necessary for effective advising, the Advising Task Force and CETL partnered on a series of faculty-advisor development workshops. The following topics were covered:

- **March 2011** Advising as Teaching (viewing advising as more than course registration)
- **March 2011** Registrar Information (duties and roles of the Registrar’s office)
- **April 2011** Resources and Referrals (making referrals to other campus resources, such as the Learning Center, Career Center, and Counseling Center)
- **April 2011** Financial Aid and Student Accounts
- **Sept. 2011** Nuts and Bolts of Advising Part I (using degree evaluations)
- **Oct. 2011** Nuts and Bolts of Advising Part II (preparing for student appointments)

In AY 2011–12, the taskforce is continuing its efforts to assess and improve its already successful processes. NSSE results for both freshmen and seniors support the success of Rockhurst’s advising process. Although most of the differences were not statistically significant, students at Rockhurst generally rated the quality of academic advising more highly than did their Jesuit or Carnegie peers, as Figure 4.10 indicates. Similarly, students from Rockhurst more frequently reported discussing career plans with a faculty member or advisor.
Figure 4.10
2011 NSSE Data Regarding Students’ Experiences with Academic Advising

<table>
<thead>
<tr>
<th></th>
<th>Rockhurst</th>
<th>Jesuit Peers</th>
<th>Carnegie Peers</th>
</tr>
</thead>
<tbody>
<tr>
<td>During the current school year, how</td>
<td>FY 2.53</td>
<td>2.18</td>
<td>2.16</td>
</tr>
<tr>
<td>often have you talked about career</td>
<td>SY 2.76</td>
<td>2.49</td>
<td>2.39</td>
</tr>
<tr>
<td>plans with a faculty member or</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>advisor? (1=never, 4=very often)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall, how would you evaluate the</td>
<td>FY 3.33</td>
<td>3.15</td>
<td>3.10</td>
</tr>
<tr>
<td>quality of academic advising you</td>
<td>SY 3.29</td>
<td>2.98</td>
<td>2.94</td>
</tr>
<tr>
<td>have received at your institution?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(1=poor, 4=excellent)</td>
<td></td>
<td></td>
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</tbody>
</table>

Our attention to advising—a form of *cura personalis*—contributes significantly to an environment that values and enhances our students’ learning.

**Study Abroad and International Curricular Experiences**

One of Rockhurst’s learning themes is International and Cultural Understanding, which our Global Perspectives Requirement (GPR) in the core curriculum addresses. Although GPR is one way to meet international and cultural learning objectives, another way is through the combination of international immersion and student learning. We offer Study Abroad programs, for-credit international study experiences, and service trip immersion experiences.

The Study Abroad office supports students’ semester-long, year-long, or summer curricular experiences. With the exception of AY2009–10 and AY2010–11 (with seventy-two and fifty-four students enrolled), student participation has ranged between twenty-five and forty-five while averaging thirty-four. We would like to see the two peak years become the norm, which will require that it become a priority in our next strategic plan for the Rockhurst World Campus Initiative Fund. The Fund will advance global awareness and competency through service-immersion trips, study abroad programs, a full-time director (as opposed to the present two-fifths FTE), and support for international programs and students on campus. In addition, the HSOM offers programs of international study, which provide multiple international business opportunities. Please refer to the ERR for annual numbers and locations of our Study Abroad Program and HSOM international programs [RD#401].

A&S Departments of Classical and Modern Languages and Literature, Theatre, and Biology also offer international programs. As a component of the Rockhurst World Campus Initiative Fund, we plan to support a central record keeper to collect data on the number of such trips, the number of students involved, and the impact of the experiences on our students.

These programs contribute to our campus appreciation of and respect for cross-cultural learning. In many ways, this section is strongly connected to our next one.
Understanding and Supporting Diversity and Diverse Learners

Rockhurst provides an environment that supports all learners and respects the diversity they bring. Essential to Jesuit values and the environment of a Jesuit university, respect means that we embrace all learners whether they differ in abilities and disabilities, gender, race, ethnicity, age, etc. From a learning perspective, respect of diversity and cultural understanding thrive through a variety of student groups and University-wide activities like World Cultures Day, as well as the many cultural offerings like the Visiting Scholar Lecture Series.

While Rockhurst is not a university that precisely mirrors the diversity of our society, the question of how to be increasingly more welcoming is ever present in strategic planning, academic affairs, and student development discussions and decisions. The following descriptions, moreover, of the Freshman Incentive Program and the Honors Program exemplify University-supported programs for diverse learners.

Freshman Incentive Program (FIP)

The Freshman Incentive Program supports first-time college students who wish to attend Rockhurst University, but whose ACT scores and high school grade-point-averages are below the standard or norm for incoming freshmen. The Rockhurst Admission Subcommittee, upon reviewing a prospective student’s below-average academic history, can admit an incoming freshman into FIP based on one or more of the following factors: individual high school grades, rank in class, letters of recommendation, or successful participation in extra-curricular activities, especially those demonstrating responsibility and/or leadership.

FIP has established the following requirements for its students: enrollment in no more than fifteen credit hours each semester; enrollment in a Reading and Study Skills Class each semester; enrollment in small, core-curriculum classes, which are taught by carefully selected faculty; visits to the Learning Center or with a Supplemental Instructor (SI); and frequent, motivational conferences with the newly appointed FIP director and other faculty advisors.

In AY2011–12, there were thirty-five students enrolled in FIP; historically retention averages 74%. Importantly, Rockhurst has continually reached out—successfully—to a more diverse group of students with this program, which includes the gifted and the less gifted, as well as majority and minority students. The program has traditionally enrolled approximately fifteen to twenty-five students per year. In 2009, the decision was made to expand the program to the current level of approximately thirty-five students and to hire a part-time Program Director. The director regularly meets with students, coordinates the program, assesses outcomes and, in general, focuses on helping his diverse learners succeed.
Rockhurst University Honors Program

The Honors Program serves students who want to challenge themselves to reach greater intellectual heights inside and outside of the classroom. Admission is based on an application and personal essay, with most applicants meeting or exceeding ACT/SAT, GPA, or class ranking criteria. The curriculum delivers most of the honors students’ intellectual and artistic experiences, but the program also sponsors a range of enriching cocurricular activities, including academic conferences, service projects, and excursions to experience the arts.

Honors students may participate in the program while pursuing any undergraduate degree. Beginning in the first year, honors students have special sections of core courses that often have small enrollments. During the sophomore through senior years, honors students earn honors credit through honors options courses. These are either independent study courses or traditional courses where students go deeper into course content or disciplinary methods by including an individually designed project that allows them to explore an area of interest under the mentorship of the professor teaching the course.

Historically, between 8% and 10% of Rockhurst’s full-time undergraduate students participate in the Honors Program. The program is supported by the Program Director (who receives a stipend and one course release per semester) and an Honors Advisory Committee. The committee is chaired by the Director; comprises of honors students, faculty, and staff; and serves in a consultative capacity. The Honors Program assesses its effectiveness and impact by tracking honors student retention and matriculation rates, and aligning its goals with those of the Rockhurst University Strategic Plan and best practices in Honors (as established in Basic Characteristics of a Fully Developed Honors Program by the National Collegiate Honors Council). The Program Director audits honors courses, and indirect assessment includes an annual Honors Student Satisfaction Survey and an Honors Living-Learning Community Satisfaction Survey.

Again, the Honors Program helps to create an effective learning environment by encouraging students to participate more actively in their own learning experiences, for example, by designing their own honors option. More information can be found in our ERR [RD#402, RD#403].
**3d. Rockhurst University Learning Resources Support Student Learning and Effective Teaching.**

Graduate and undergraduate students at Rockhurst University have access to multiple resources on and off campus to enhance learning and effective teaching. National Survey of Student Engagement (NSSE) data from 2007–2010 indicate that our freshmen and seniors feel more positively that they are provided the support needed to succeed academically than do students at other Jesuit and Carnegie Peer institutions, as Figure 4.11 demonstrates.

*Figure 4.11*

Does your Institution Provide Support for you to Succeed Academically?, 2005–11

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
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<td><strong>First-Year</strong></td>
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</tr>
<tr>
<td>Rockhurst</td>
<td>3.31</td>
<td>3.23</td>
<td>3.15</td>
<td>3.24</td>
<td>3.25</td>
<td>3.40</td>
<td>3.45</td>
</tr>
<tr>
<td>Jesuit Peers</td>
<td>3.20</td>
<td>3.16</td>
<td>3.16</td>
<td>3.22</td>
<td>3.23</td>
<td>3.27</td>
<td>3.26</td>
</tr>
<tr>
<td>Master’s Peers</td>
<td>3.03</td>
<td>2.96</td>
<td>3.00</td>
<td>3.04</td>
<td>3.06</td>
<td>3.08</td>
<td>3.11</td>
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<tr>
<td><strong>Senior</strong></td>
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<td>Rockhurst</td>
<td>3.16</td>
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<td>3.26</td>
<td>3.32</td>
</tr>
<tr>
<td>Jesuit Peers</td>
<td>3.09</td>
<td>3.07</td>
<td>3.03</td>
<td>3.11</td>
<td>3.13</td>
<td>3.16</td>
<td>3.08</td>
</tr>
<tr>
<td>Master’s Peers</td>
<td>2.95</td>
<td>2.86</td>
<td>2.87</td>
<td>2.90</td>
<td>2.96</td>
<td>2.96</td>
<td>2.97</td>
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</table>

*Note. 1=very little; 2=some; 3=quite a bit; 4=very much*

In reviewing the resources that support learning and teaching at Rockhurst, we will focus on the Learning Center, the Greenlease Library, Access Services, the Student Success Network, Technological Services, community partnerships, and the funding to deliver the other resources effectively.

**Learning Spaces**

Effective teaching and learning are closely related to the availability and suitability of learning spaces which, therefore, are a significant learning resource. Currently, there are thirty-nine classrooms, seven computer labs, and thirty other labs for departments, such as Chemistry, Biology, Physics, Physical Therapy, Occupational Therapy, etc. The lecture classrooms represent a variety of configurations: Three tiered classrooms hold between 86 and 166 students. One of the three has computer outlets at each seat. Small group classrooms, holding up to twenty students, have mobile furniture allowing for various configurations. And there are classrooms that can accommodate between twenty-five and fifty-six students in configurations with either tables and chairs or desk-arm chairs. A new Campus Master Plan [RD#19], developed in 2009, has given serious attention to the renovation and creation of enhanced learning spaces on campus.

While fiscal constraints have significantly impacted our ability to renovate classroom space, we did stage renovations to Sedgwick over the years. In the summer of 2005, approximately $30,000 was spent for furniture in Sedgwick classrooms. In the spring of 2006, we invested an additional $6,600 on workstations for a
new journalism lab in Sedgwick; and in the following year, an expenditure of approximately $15,000 repurposed a room in Sedgwick so that it could be used as a classroom. We outfitted five classrooms in Sedgwick, the oldest classroom building on campus, with new carpeting, lighting, and seating in 2010. With the help of a McGee Foundation grant, beginning in the spring of 2012, extensive renovations were undertaken to construct state-of-the-art laboratories for the Physical Therapy and Occupational Therapy programs. Given the age of Sedgwick Hall, the Campus Master Plan calls for construction of a new academic building, the design of which began in fall 2011. We are targeting completion in 2014. The first phase of the new academic building will include a 500 seat lecture hall, state of the art classrooms, faculty offices, as well as common gathering and small group learning spaces.

The Learning Center

We shall show that the Learning Center is a valuable learning resource, the many services of which directly enable student learning even as they complement effective teaching [RD#405].

Staffing

The Learning Center is staffed by two full-time positions: a Director and a Learning Strategies Coordinator, and one half-time Writing Coordinator. The Learning Center also employs approximately thirty student tutors, a number that has doubled in the last four years since the current Director of the Center assumed her position. Tutors must have faculty endorsement for the areas in which they tutor, plus high grades in the subject matter. Several tutors work in more than one subject area. Tutors must provide the Learning Center staff with reasons why they are interested in tutoring, as well as go through interviews with the staff. In addition to tutors, the Learning Center employs twenty to twenty-four Supplemental Instruction (SI) leaders each semester, a number that has increased 50% since the arrival of the current Director. SI leaders must demonstrate qualifications and undergo application processes similar to the tutors’.

Programs, Participation, and Impact

Supplemental Instruction (SI) and Study Groups. Supplemental Instruction takes a unique approach to academic support. Rather than targeting students who are at risk, the program identifies high risk courses, mostly those taken by beginning students. All students in these courses have the option of attending study sessions led by student SI leaders, who have already successfully completed the course and are currently attending the class. Study groups are similarly led by students who have successfully completed a class, such as Organic Chemistry, and are recommended by the professor to lead students in intense review of course materials. The difference between the two programs is slight: the study group leaders do not attend the class itself, but they meet regularly with the professor to make sure their materials are in line with the class’s progression. The goal is to help students in historically difficult classes master course content while they develop and integrate learning and study strategies. Generally, SI students earn higher course grades and persist in courses at a higher rate than non-SI participants. SI contact hours in spring 2012 had increased over 200% from the 2007 total of 521 hours, even if we discount several of the higher semester totals. SI courses, moreover, similarly increased from two to eighteen across the same time span. (See the ERR for semester-by-semester numbers for both programs [RD#406].)
SI has succeeded, as illustrated with TH 1000, Christianity I: Foundations. These data represent an intersection between two important learning support systems, FIP and the Learning Center. In 2009, the instructor for this FIP section did not have an SI component for his class whereas, in 2010, it was mandatory for students to attend a weekly SI session, supplementing and affirming what was done in the classroom and what was expected in the reading. A marked improvement on test scores for the first exam and on overall grades occurred, as the figures in the ERR indicate [RD#407].

**Peer Tutoring.** Tutoring is one of the main activities of the Rockhurst University Learning Center. Faculty recommend tutors who are trained to provide assistance to others, either individually or in small groups. Tutoring has the double benefit of offering students assistance with difficult course work while also enabling tutors to deepen their understanding of a subject and sharpen valuable skills in communication and interpersonal relations. The number of tutoring appointments more than quintupled between fall 2006 and spring 2012. (Please see the ERR for semester-by-semester numbers [RD#408].)

Given our elaborate tutoring system, it is noteworthy that data from the NSSE indicate that Rockhurst students more frequently engaged in peer tutoring than did students at similar institutions, particularly in recent years, as shown in Figure 4.12.

*Figure 4.12*

During the current school year, about how often have you tutored or taught other students (paid or voluntarily)?, 2005–11

<table>
<thead>
<tr>
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<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
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<td><strong>First-Year</strong></td>
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</tr>
<tr>
<td>Rockhurst</td>
<td>1.91</td>
<td>2.08</td>
<td>1.96</td>
<td>1.87</td>
<td>1.85</td>
<td>1.98</td>
<td>2.20</td>
</tr>
<tr>
<td>Jesuit Peers</td>
<td>1.83</td>
<td>1.83</td>
<td>1.74</td>
<td>1.84</td>
<td>1.74</td>
<td>1.78</td>
<td>1.77</td>
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<tr>
<td>Master’s Peers</td>
<td>1.68</td>
<td>1.64</td>
<td>1.64</td>
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<td>Rockhurst</td>
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<td>Jesuit Peers</td>
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<tr>
<td>Master’s Peers</td>
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<td>1.84</td>
<td>1.84</td>
<td>1.81</td>
<td>1.81</td>
<td>1.82</td>
</tr>
</tbody>
</table>

*Note. 1=never; 2=sometimes; 3=often; 4=very often*

**Study Strategy Assistance.** Through the Learning Center, students have an opportunity to develop and apply strategies in conjunction with current courses, assessing as they go the techniques taught to them in Learning Center sessions. Student strategies include time management, goal setting, textbook reading and note taking, lecture note taking, test preparation, and test taking. The Learning Center staff also present small and large group workshops for Rockhurst students, focusing on strategies that ensure success in the college classroom, including getting organized, analyzing academic achievement, and generating appropriate strategies for maximizing performance.
**Writing Assistance.** The Center also provides writing assistance to both undergraduate and graduate students. Peer writing assistants and staff members work individually with students to improve critical thinking and writing skills. Students can request a writing tutor in connection with any project ranging from a history paper to a graduate school application. From the planning stage to final editing, students receive assistance throughout the writing process. A statistical analysis on performance grades and Learning Center visits in an English 1110 course revealed that 80% of students who visited the Learning Center at least once during the fall 2010 semester earned a grade of A on Paper 4; 100% of students who visited the Learning Center two times earned a grade of A on Paper 4; and 100% of students who visited the Learning Center at least once earned grades of A or B on Paper 4. In contrast, only 10% of students who did not visit the Learning Center earned a grade of A on Paper 4, and none who earned grades lower than a B on Paper 4 visited the Learning Center for writing assistance during this semester.

The contractual arrangements of the three staff members—a nine-, a ten-, and an eleven-month contract among them—provide several options as we explore how best to cover Learning Center services during the summer months, when graduate programs in GPS and undergraduate studies across all schools continue to be in session.

The number of writing tutors and writing sessions provided by the Learning Center has increased substantially over the past five years, since records have been compiled. In 2007, the Learning Center had one student writing tutor, but the need for writing tutors has grown so much that in AY2010–11, twelve to fourteen writing tutors were needed to meet the demand. The number of student tutors and Supplemental Instruction (SI) leaders has increased by approximately 70%, leading to overspending on the budget. However, the Director of the Learning Center has been able to exceed operating budget for tutors.

**Greenlease Library**

**Staffing and Operations**

Eleven people staff the library, filling six full-time and two part-time funded positions. All staff work on twelve-month contracts. Since 2002, two full-time staff positions have been eliminated. One was a professional librarian position, the primary responsibility of which was research and instruction services. That cut left one librarian available for information literacy instruction for students and faculty, affecting as well one-on-one research assistance. The other position eliminated was a paraprofessional Public Services position, leaving only one full-time paraprofessional position in the department. The Library Director considers the current staff level to be just sufficient to support faculty and student needs. On the other hand, the automation budget has increased over the past three years, allowing the library staff to implement and explore cost-effective technologies and services, which enhance the students’ access to information.
Resources

The library's approximately 350,000 physical format items include books, DVDs, CDs, videocassettes, audiocassettes, journals, newspapers, microfilm, microfiche, slides, and artwork. In addition, the electronic collection includes approximately 100 research databases, 59,000 electronic journals and newspapers, and 2,000 electronic books. Electronic materials are accessible to students and staff both on campus and from remote locations. Importantly, the library staff create information literacy opportunities for faculty and students to become fully aware of the ways that they can undertake inquiry through the library's resources.

Greenlease Library also provides outreach programs to help develop undergraduate and graduate research skills and to enhance learning. These programs include the RockIT program, an online informative quiz that assists students in understanding the ways the library holds and provides information vital for classroom knowledge; classroom visits to inform students about library functions; computer sessions held in the library for specific classes to familiarize students with material specifically targeted for their coursework; and weekly staff time spent in the Learning Center as consultants/tutors for library research services.

The library has developed a series of Research Guides and links to internet sources, in addition to which librarians offer in-depth assistance with research topics, either individually or through classroom instruction. Rockhurst is part of the MOBIUS consortium (a Missouri academic library consortium) through which current employees and students may check out books through an online catalog or directly from other MOBIUS libraries. The Greenlease Library also participates in a reciprocal Courtesy Card program, administered by the University of Missouri-Kansas City libraries, allowing our students to check materials out from other institutional libraries. All of our full-time faculty may also borrow selected items from libraries in the Association of Jesuit Colleges and Universities (AJCU). If additional resources are required, the library has an active inter-library loan program.

There are numerous individual and group study areas in the library. Three photocopiers and a number of microfilm and microfiche, reader-printers serve students, faculty, and staff. Library staff deliver instructional classes in the library computer lab, which is reserved throughout the week for this purpose. When classes are not held, the lab is open to students and employees of the University. The library also has a computer for the visually impaired.

Services

The library is open for eighty-nine hours a week during the regular academic year and sixty hours a week during the summer term. The Public Services department connects the library community and our students, faculty, and staff to information resources and services in multiple formats, including print and electronic. The services include Circulation, Interlibrary Loan, Reference, Collection Development, and Instruction. By providing access to information relevant to research in the most accessible format available, the Public Services department enables the academic success of students and faculty. Providing 24/7 access to library services and resources is a priority accomplished, at least in part, by the many ways of accessing librarian services and databases. The Technical Services department leads the library and our communi-
ties in the content management of library resources and the accessibility of digital resources. They further student and faculty academic success, and they support learning and effective teaching by providing access to relevant scholarly materials in the most accessible format available. The digital preservation of materials deemed relevant for the Rockhurst learning community is a priority.

As mentioned above, people can access librarian services in numerous ways. Students can chat, text, email, phone, or speak in person with a librarian during library business hours. Students can also use the Ask a Librarian 24/7 service to chat online 24/7 with a Rockhurst librarian, an Association of Jesuit Colleges and Universities (AJCU) librarian, or a contracted librarian.

User access to electronic collections from off-campus has improved, while streamlined technology to use the electronic collections now lets users navigate to what they need with fewer steps. Virtual reference chat and text messaging services, embedded into the library’s website, online catalog, and Facebook pages ensure that students, faculty, and staff have 24/7 access to research assistance from librarians. New social media outlets, such as Twitter, have been adopted to communicate with students and faculty. QR code technology (bar-codes that can be read by smartphones) in the online catalog allows users with smartphones to find locations for items in the collection. QR codes also help to direct users to specific topic library web pages and to promote library services such as “Ask a Librarian.” Future enhancements to the library website will allow users with smartphones to access the library web pages and selected databases through mobile applications. Collaborating with the Learning Center, a research librarian has been available in the Center one hour per week since April 2011 to work one-on-one with students.

During spring of 2010, Greenlease Library staff surveyed selected student groups regarding library services to determine the breadth of skills among students to conduct research through library sources. Based on survey results, the library website has been updated to make it easier for users to find what they need. Longer hours have been implemented at the library during spring final exams: the library remains open until 1:00 a.m. on nights it normally closes at midnight. Students also indicated that they wanted more collaborative work space and the library is currently working on repurposing existing spaces to accommodate those requests. The library has also implemented several technology enhancements to reach out to students and faculty. Users are now able to receive automatic email notification or text messaging when new materials are added to the library collection. New eBook collections add titles that were previously available only in print. The removal of print titles that are available in the new eBook collections also allows more collaborative work areas for students.

As noted earlier, the library has faced the challenge created by elimination of two full-time positions in 2002; still, the staff level is just sufficient to support faculty and student needs. Although the library operations budget has also been reduced, the library has reallocated money from the operations budget to enhance the collections. As has become typical for most institutions, the library depends heavily on technology. Increases in our automation budget have enabled us to offer students and faculty access to electronic collections and services considered standard for an academic library.
For fiscal year 2011, the total operations budget (without salaries) for the library was approximately $288,000, of which 70% was allocated for development of both print and electronic collections. An additional 23% of the budget was spent on the technology infrastructure required for services and collections. Consortia memberships, such as MOBIUS, account for approximately 3% of the budget, leaving about 4% to cover operating expenses such as postage, printing, maintenance of equipment, professional development, and new equipment.

To supplement departmental funds, the library does have access to restricted funds that assist in building the collection. During fiscal year 2011, approximately $35,000 in restricted funds were available for print and electronic collections, but only one of these restricted accounts is endowed. The Director of the library continues to work with the Advancement Office in an effort to find donors to assist in updating the infrastructure.

(Please see Criterion 1e for Student Services, including Access Services and the Student Success Network, which are also important learning resources.)

Technology in Teaching and Learning

Rockhurst was recognized for its extensive wireless network when it was ranked Number Twenty-six on Intel’s 2005 wireless college campuses. At that time, we were the only institution in the region to make the nationwide list, as well as the only representative of the nation’s twenty-eight Jesuit colleges and universities. A grant awarded by the Higher Education Wireless Access Consortium (HEWAC) and WiSE Technologies made the network possible. Our campus-wide wireless network provides students, faculty, and staff with Internet access from anywhere on campus, including University buildings, the Commons, residence halls and townhouses, and even athletic fields. The comprehensive wireless network provides members of the Rockhurst Community with the technology that they need to enhance the learning experience.

Congruent with Strategic Direction 15—to “Develop and fully implement a Technology Plan that supports both 2007–2012 Strategic Directions and the responsible stewardship of university assets”—budget priorities have enabled the improvement of technology to support teaching and learning. Consistent and creative dedication of resources has resulted in numerous IT initiatives since 2005 when a wireless network covering all academic, residential, and outdoor spaces was installed. In 2006, Rockhurst began providing laptops to all faculty and staff to replace their desktop systems, with plans to replace every four years, ensuring that the faculty and staff have access to current technology. Additionally in 2006, Rockhurst replaced all lab printers with Xerox multifunction devices, providing students, faculty, and staff with increased resources and options. In 2008, Rockhurst implemented thin client technology to replace all lab computers on campus, earning the designation of Rockhurst as a Laureate by Computer World Honors program. In 2009, all student email accounts were moved to the Microsoft hosted solution called Exchange Labs, whereby students went from having 30mb of email storage to 10GB. Rockhurst also implemented, in 2009, a Campus Portal from Campus EAI for all students, faculty, and staff with an integrated single sign-on for all applications, allowing easier and more efficient accessibility to such programs as WebCT/Blackboard, the course management system; VPN; OracleWeb; etc.
The use of mobile technology through the use of smart phones and tablets is also enhancing the learning opportunities for students. Currently, the Education Department has twenty-five iPads available for student use and one for faculty use primarily in a course on Technology in the Classroom. Several of the other graduate programs are currently investigating the possibility of providing iPads for use in graduate courses. The Education Department has twenty laptops available for department faculty to check out for use in classes. As discussed below, moreover, Rockhurst has made a commitment to a common audience response system (clickers) to be used across all courses. All classrooms and laboratories on campus have an array of technologies including SMART AirLiners, document cameras, DVDs, computers, projection, and other multi-media tools that are upgraded on a regular cycle, while interactive white boards are mounted in three classrooms, with one additional mobile interactive white board available for use.

Computer Services

Computer Services aims to facilitate and promote the use of information technologies in support of the academic, administrative, and community service goals of the University. To support students, staff, and faculty in using technology effectively, Computer Services employs seventeen individuals. Eight of these individuals provide direct support for students, faculty and staff in using technology, including assistance with WebCT/Blackboard, technology in the classroom, personal or institutional computers, email, telephone, VPN, or other account issues. Additionally, Computer Services supports eighteen student computer labs in ten buildings.

The computer Help Desk is open fifty-nine hours a week during the academic year and forty-five hours a week during the summer. The Help Desk provides a comprehensive array of links on their website to their most requested hand-outs, brochures, and flyers [RD#409] as well as multimedia and Teacher Station Information and Troubleshooting Guides [RD#410]. While the staff from Computer Services are readily available to assist faculty with technology in the classroom, they also provide online assistance.
Instructional Technologist

During AY2011–12, we added a position to assist faculty in the use of instructional technology to enhance student learning. This instructional technologist works individually with faculty in using WebCT/Blackboard, LiveText, and website development, and also works closely with CETL to provide educational seminars for faculty. GPS has also designated course release time for a faculty member in the Education Department to serve as an instructional technologist for faculty in that school. This faculty member also works with CETL to provide workshops for faculty across the University. Hiring a full-time instructional technologist along with a two-course release for a faculty member in GPS to serve in this capacity, represent significant commitments to address a long-standing need in instructional technology.

Technology to Support Teaching and Learning

**Audience Response Systems:** In the fall of 2009, with the guidance of the Information Technology Committee (ITC), we standardized the use of the eInstruction clickers for all classes requiring the use of a response system, because numerous courses in the sciences and in GPS use clickers on a regular basis. ITC felt this was the one system that met the needs of all academic areas. Prior to this time, students had to purchase multiple clickers for different classes. Standardization of one system allowed students to purchase one clicker, which can be used across multiple classes. Students register their clickers on-line for each class (at a fee per semester, up to a maximum of three semesters). The software for this system, installed on all campus teaching stations, is available free of charge to faculty through Computer Services. Five modules to assist faculty in using the eInstruction system are available through both Computer Services and CETL websites.

**Interactive White Boards:** SMART™ board technology has been incorporated into three classrooms over the past four years. We run annual workshops on the use of SMART boards, interactive white boards that promote interactive learning in the classroom.

**Course Management Systems:** WebCT/Blackboard, the course management system, has been available on our campus since fall 2000. Students and faculty can access WebCT/Blackboard through any computer either on or off campus. Over the past four semesters, approximately 32% of course sections that we have offered have had a WebCT/Blackboard component associated with the section. Rockhurst's full-time Instructional Technology Specialist spends about half of her time maintaining the system and instructing faculty in the use of WebCT/Blackboard.

**E-Portfolio Systems:** Rockhurst also supports the use of LiveText, a flexible web-based/online tool that can be used for collaboration, portfolio development, assignments, and assessment. A web-based help site is available on the Computer Services website and in our ERR [RD#412]. Helzberg School of Management, the Department of Occupational Therapy, the Department of Communication Sciences and Disorders, the Education Department, and selected areas of the College of Arts and Sciences use LiveText.

**Virtual Private Network (VPN):** VPN is available to all students, faculty, and staff who have a Rockhurst-issued computer. VPN provides the same resources that are accessible at one’s desk on campus even when one is off-campus. Those using a non-Rockhurst computer have a more restricted access, but can still access all files on the three major RU networks, each of which supports classroom learning. Guides on using VPN technology are available on the Computer Services website as well as in the ERR [RD#411].
Workshops and Seminars: Forty-nine workshops on incorporating technology into the classroom or workplace have been sponsored through CETL since 2005. Workshops include a variety of hands-on experiences with WebCT/Blackboard; Microsoft Office Suite, including PowerPoint and Publisher; use of SMART technology and interactive teaching stations including SMART AirLiners, a wireless slate; LiveText as an e-portfolio system; audience response systems (clickers); and website design. Discussion groups and presentations on the use of wikis, blogs, podcasts, etc., have also been offered for faculty. (Please see Criterion 4c, in conjunction with this section, for a more complete picture of how we prepare our students to work in a technological society.)

Promoting Partnerships that Enhance Student Learning

Rockhurst supports numerous partnerships to enhance student learning, including community businesses for Cooperative and Internship education, clinical/medical facilities to provide fieldwork experiences for health science students, school districts to support integrated observations and student teaching, non-profit agencies to support internships for Non-Profit Leadership students, law enforcement agencies to support internships in criminal justice, non-profit or relief agencies to support domestic and international service trips, and community partnerships to support service learning.

Cooperative Education and Internships

Administered by the Office of Career Services, the Cooperative Education Program (Co-op) is a career-related program that allows students to engage in hands-on, paid work experience related to their major course of study, while earning academic credit. The Co-op program enhances and reinforces academic learning by blending theory with practice. A similar non-credit/non-paid experience (internship) is also available for students. The number of companies participating in the Co-op/Internship program varies according to the number of students who enroll for academic credit, as noted in Figure 4.13:

![Figure 4.13](image)

Students in Co-op Program (Internships), AY2005–06 to AY2011–12

<table>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>36</td>
<td>17</td>
<td>47</td>
<td>34</td>
<td>24</td>
<td>20</td>
<td>30</td>
</tr>
</tbody>
</table>

Moreover, the Jesuit Consortium provides Rockhurst students who wish to pursue co-op or internship opportunities in other parts of the country an opportunity to access listings through other Jesuit colleges and universities.

The Office of Career Services routinely evaluates the effectiveness of the Co-op experience. Changes between pre- and post-test survey questions consistently indicate that our students gain an enhanced appreciation for the challenges in the professional workplace [RD#413]. Further, as the Assistant Director of Career Services said in an email to the faculty (April 20, 2012),
As the coordinator of the co-op program through Career Services, I visit with interns and their supervisors at companies throughout the region. With nearly every visit made over the past six years I have heard rave reviews about our students, and how well Rockhurst has prepared them.

This week, as I heard yet another Rockhurst student praised for academic preparation, maturity, and work ethic, I found myself wishing that faculty could hear from these employers as well. It’s very rewarding to get such consistent feedback about how well our students perform in the professional world.

Clinical Experiences, Internships, and Student Teaching

The significance of rich, variable, and valuable clinical practice sites and internships for students is important to many of our programs. Clinical experiences range from short-term, part-time, integrated experiences to full-time, long-term clinical experiences lasting up to several months. Some examples of these clinical learning opportunities appear in Figure 4.14, along with the numbers of sites and students needing placements, both of which speak to the supportive resources that we provide our students:

Figure 4.14
Clinical Learning Opportunities

<table>
<thead>
<tr>
<th></th>
<th>CSD (Undergraduate and Graduate)</th>
<th>Non-Profit Leadership (Undergraduate Certificate Program)</th>
<th>OT (Masters)</th>
<th>PT (Clinical Doctorate)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number of clinical/internship sites</td>
<td>90+</td>
<td>30+</td>
<td>250+</td>
<td>460+</td>
</tr>
<tr>
<td>Average Total Number of students needing placement yearly</td>
<td>60</td>
<td>13</td>
<td>40</td>
<td>134</td>
</tr>
<tr>
<td>Types of sites (specialization)</td>
<td>• Acute care • Acute Rehab. • Long term Care • Pediatric/Early Intervention • Public and District schools</td>
<td>• Boys and Girls Clubs • Catholic Charities • Migrant and Refugee Services • The Hope Center • Komen Race for the Cure • Nonprofit Leadership</td>
<td>• Acute Care • Acute Rehab. • Long term Care • Outpatient Facilities • Pediatric/Early Intervention • Public and District Schools • International Sites</td>
<td>• Acute Care • Acute Rehab. • Skilled Nursing Facilities • Outpatient Facilities • Pediatric/Early Intervention • Schools</td>
</tr>
</tbody>
</table>
Internships. Sports Science majors in the business or health tracks participate in internships at business or health-related agencies, serving a minimum of 100 hours. Students complete weekly reports and participate in problem-solving assignments at the agency and may shadow supervisors and/or assist with client care. Criminal Justice majors participate in a one-semester internship that allows them to apply content and skills from their criminal justice curriculum. Education majors engage in early and integrated, authentic-learning experiences. Prior to the student teaching semester, students engage with various suburban and urban schools (approximately twenty hours per semester). All student teaching experiences are seven weeks each, for a total of fourteen weeks per student teacher.

Pro Bono Physical and Occupational Therapy Clinic. Established in 2001, the Pro Bono Clinic is a partnership between the Kansas City Free Health Clinic and the Departments of Physical Therapy and Occupational Therapy at Rockhurst University. The clinic enhances the quality of life for those who are uninsured or otherwise unable to pay for therapy services, while providing opportunities for students to supplement their clinical decision-making skills, under the supervision of Rockhurst faculty, by gaining hands-on experience in evaluating and educating patients. The Clinic also gives some students administrative experience as Student Clinic Administrators (typically students in their final year of study) oversee all aspects of the clinic from scheduling volunteers and ensuring documentation is completed and signed to maintaining educational files and supplies. Please consult the ERR for further details on the level of participation in the Clinic [RD414].

Stroke House. Students in the physical therapy program also provide weekly services at the American Stroke Foundation's Stroke House, where they have led exercise groups for survivors of stroke since 2006. Typically, four to eight second-year students and twelve to twenty stroke survivors work together each week, with the physical therapy students guiding the stroke survivors through an hour of exercises and activities designed to improve balance and reduce falls. During AY2010–11, twenty-five PT students served over forty stroke survivors. This learning opportunity excellently complements courses in management of neuromuscular patients. The students indicate that having this opportunity allows them to see, in a very real way, the significant functional challenges facing stroke victims. (By the way, the physical therapy students have sponsored a spring community run, raising over $8,000 for the Stroke Foundation.)
Domestic and International Service Immersion Trips. Students have the opportunity to participate in domestic (Joplin MO, New Orleans, West Virginia) and international (El Salvador, Guatemala, Honduras, Nicaragua, Belize) service trips. By engaging in such activities as rebuilding communities after natural disasters in Joplin and New Orleans, working with Hand-in-Hand Ministries in Nicaragua or Handmaids of the Sacred Heart of Jesus in El Salvador, students fulfill the University’s mission (articulated by the former Jesuit Superior General, Fr. Peter Hans Kovenbach and etched on the Bell Tower): “Students must let the gritty reality of this world into their lives so they can learn to feel it, think about it critically, responding to its suffering, and engage it constructively.” These trips move students to a deeper understanding of the University’s commitment to solidarity and justice. The number of students has nearly quadrupled while the number of their accompanying faculty/staff companions has held steady over the past decade, as indicated in Figure 4.15:

Figure 4.15
Participation of Students and Faculty/Staff in Service Immersion Trips, 2003–12

<table>
<thead>
<tr>
<th></th>
<th>Students</th>
<th>Faculty/Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003–04</td>
<td>28</td>
<td>15</td>
</tr>
<tr>
<td>2004–05</td>
<td>35</td>
<td>8</td>
</tr>
<tr>
<td>2005–06</td>
<td>58</td>
<td>15</td>
</tr>
<tr>
<td>2006–07</td>
<td>68</td>
<td>14</td>
</tr>
<tr>
<td>2007–08</td>
<td>71</td>
<td>15</td>
</tr>
<tr>
<td>2008–09</td>
<td>88</td>
<td>17</td>
</tr>
<tr>
<td>2009–10</td>
<td>90</td>
<td>18</td>
</tr>
<tr>
<td>2010–11</td>
<td>96</td>
<td>19</td>
</tr>
<tr>
<td>2011–12</td>
<td>87</td>
<td>16</td>
</tr>
</tbody>
</table>
Service Learning Partnerships

Currently, fifty-five courses across the University offer service-learning opportunities. Service learning, as pedagogy tying course content to societal and community engagement needs, receives extensive treatment throughout Criterion 5.

Scholarship of Teaching and Learning (SoTL). The University has strongly supported initiatives linked to the Carnegie Foundation for the Advancement of Teaching and Learning and has been an integral partner in the Carnegie Academy for the Scholarship of Teaching and Learning (CASTL). Prior to development of the CASTL program, Rockhurst provided funds for an initial conference on the scholarship of teaching and learning. Once the CASTL program was designed, Rockhurst was designated as the leader of one of twelve CASTL Clusters; ours focused on mentoring new scholars of teaching and learning. As a cluster member, Rockhurst had a financial obligation to send a participant to a summer planning meeting and to the annual SoTL event called the Colloquium. The Cluster developed the Carnegie Summer Institute. The first Institute was held at Rockhurst and was supported largely through a $50,000 grant from the Mabee family. This money also assisted in funding travel obligations for planning meetings and Colloquia. Once the Summer Institutes became an annual event, as a cluster member, the University was required to support at least one participant in the Institute. Rockhurst has also had two designated Carnegie Scholars whose funding, from the Carnegie Foundation, the University supplemented with an additional $1,500–$3,000 per year for the years when they were Scholars.

Conclusion: Student Learning and Effective Teaching

Student Learning and Effective Teaching: Strengths

Learning Outcomes and Effective Assessment

1. Since 2005, under the leadership of the Committee on Rockhurst Assessment (CORA) and various permutations of our present Office of Assessment, in cooperation with the Center for Excellence in Teaching and Learning (CETL), Rockhurst has continued direct assessment of student learning through Course Embedded Assessment (CEA), while also expanding the use of CEA to assessment of modes and programs.

2. Seven University learning themes were developed and approved in 2007. Since that time, in line with Rockhurst’s Strategic Plan 2007–12, departments, modes, and programs have aligned their learning goals with the University learning themes as well as with their respective school’s or college’s learning goals, creating a coherent array of shared goals and measureable objectives, that is, desired outcomes, across campus.

3. We have consistently collected indirect measures of student achievement and perceptions through the Student Satisfaction Inventory (SSI) and National Survey of Student Engagement (NSSE), among other instruments, to make decisions about what we do to transform our students.

4. We have been effective in nurturing a culture that recognizes the value of assessment and the role of assessment in improving academic and administrative processes.
Valuing and Supporting Effective Teaching

1. Our Rank and Tenure (R&T) process, especially regarding junior faculty review, provides ample feedback to help people develop their teaching and scholarly endeavors.

2. CETL, as well as the schools and college, complements the R&T process through various pedagogical workshops and continuing development programs, which encourage the scholarship of teaching and learning.

3. Varied funds are available to faculty for teaching development, including funded institutes to help faculty to incorporate service learning and/or global perspectives into their courses.

Effective Learning Environments

1. Our Center for Service Learning (CSL), Advising System, Study Abroad and International Curricular Experiences, Diversity Initiatives, Freshman Incentive Program (FIP), and Honors Program have had measurable influence on our learning environment.

2. Among the notable actions to build or enhance aspects of our learning environment, we

   a. established the McMeel Family Institute on Service Learning in 2004 to enable faculty to incorporate service learning into their courses, with notable success;

   b. created an Advising Task Force in AY2008–09 that led to the integration of advising with our freshman seminars and to a series of advising workshops through CETL;

   c. initiated the Global Perspectives Course (re)Design Institute in AY2009–10 to help faculty plan new courses or revamp existing ones to meet the criteria of the core curriculum’s global perspectives requirement; and

   d. hired a Director for our Freshman Incentive Program (FIP), effective AY2011–12 (when we also began running courses in study skills), to help FIP students to succeed.

Learning Resources

1. The Learning Center has remarkably supported our students and faculty—i.e., learning and teaching—by increasing hours of supplemental instruction, courses served by supplemental instruction, and tutoring sessions, along with their notable work on study skills and writing proficiency.

2. The Greenlease Library has done much with its resources to nurture information literacy through a variety of media while expanding the number of books and journals available for use through partnerships and electronic databases.

3. We especially work to identify and reach out to at-risk students through our Student Success Network.

4. Award-winning instructional technology, together with an Instructional Technologist, enhances our students’ learning experience.

5. And any number of internships and volunteer services put our students into situations that enhance both their professional and service learning.
Student Learning and Effective Teaching: Opportunities and Plans

Learning Outcomes and Effective Assessment

1. In the process of accreditation review, we discovered our next step in assessment: assessing the core. CIC, when first charged with assessing the core, approached the process by assessing the modes and proficiencies. Through discussion, CIC has come to see the core as more than the sum of its parts, requiring another level of assessment, and that is the level the members will be working toward in AY2012–13. As they see it, they will need to articulate core goals that cut across the modes to address a core experience from which we expect students to benefit.

2. CIC is further reflecting on how they might prepare themselves to carry out their plans, for example, in terms of training or conference attendance and succession plans to prepare new members and new chairs.

3. And, as CIC has proceeded, an alternative has surfaced of appointing a person to oversee the core—separate from CIC—who would take on (among an array of responsibilities) the management and oversight of core assessment. At this point, this is merely an interesting option to explore.

4. CORA concurrently sees itself helping CIC in its deliberations about core assessment and, ultimately, in its assessment of the core. CORA also sees itself exploring ways of directly assessing the seven learning themes.

5. Considerable progress has been made in program assessment, but we need to continue the momentum that we have built up in some programs, even as we refine and enhance assessment in other programs where progress has moved at a slower pace. An Office of Institutional Effectiveness will likely continue the momentum, for which reason we will be including it in our Strategic Plan for 2013–17.

Valuing and Supporting Effective Teaching

We need to develop and implement summative, direct assessments of student skills and knowledge related to our seven University Learning Themes across campus, though the Helzberg School of Management (HSOM) is doing this now. Thus far, there has been some discussion about how we might use existing activities (like senior theses or capstone projects) to do this efficiently and consistently across the University.
Effective Learning Environments

Study Abroad has not seen the consistent growth that Service-Immersion Trips have. Despite four of the nine years, between AY2003–04 and AY2011–12, meeting or exceeding the average of forty students, the remaining five years show numbers rather consistently in the twenty-five to thirty-three range. Moreover, we begin the period with thirty-two students and end with thirty-one students. We would like to see some consistent growth here that would retain some of its year-to-year gains. The Advancement Office, therefore, will play a key role in establishing a Rockhurst World Campus Initiative Fund to further global awareness through both service-immersion trips and study abroad programs, as well as to support a full-time director of the Study Abroad Program, along with international students and programs on campus.

Learning Resources

Resources remain a concern. Given financial constraints since our Strategic Plan went into place in FY2007-08, lost positions and flat budget lines have restricted what the learning center, the library, and CETL can accomplish. UPBC has been looking for efficiencies; new, revenue-generating programs; increased enrollments of first-time college students and transfer students to provide more funds; and people to enhance our learning environments. Of course, the Advancement Office is also looking to raise funds, though in the short-term the focus is on raising money for the new academic building.
Criterion Four
Rockhurst University promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, professional practice, and social responsibility in ways consistent with its mission and Jesuit identity. Through our curricular and co-curricular programs, we aspire to transform our students into lifelong learners. Ignatian Pedagogy, drawn from the Spiritual Exercises of St. Ignatius Loyola (founder of the Jesuits), sets out a paradigm for teaching and learning at all Jesuit universities—experience, reflection, action, and assessment. This paradigm, coupled with our core curriculum, is a central means of realizing our mission.

Rockhurst demonstrates that it values a life of learning by striving to create a learning community centered on excellence in undergraduate liberal education and graduate education. Through our core curriculum, we nurture in our students a breadth of knowledge and skills, as well as various modes of inquiry; through Ignatian Pedagogy, we inculcate the habit of reflecting on such knowledge or skills or modes of inquiry as preparation for action—useful action in a global, diverse, and technological society. Ignatian Pedagogy, moreover, encourages students, as well as faculty and staff, to reflect upon, i.e., assess, their actions in an ongoing process of improvement [RD#55]; after all, magis presumes that we can always make what is good even better.

4a. Rockhurst University Demonstrates, through the Actions of its Board, Administrators, Students, Faculty, and Staff, that it Values a Life of Learning.

Commitment to Lifelong Learning

A central principle of the educational experience at Rockhurst University is the notion that faculty teach students “not what to think but how to think.” Our mission and core values state that Rockhurst is “Pledged to academic freedom and freedom of conscience within a framework of moral values, ethical behavior, civility, and respect” [RD#416], suggesting strongly two points central to our educational mission: (1) critical thinking and (2) respect for diversity of thinking.
Our core values, as presented under previous criteria, drive learning and freedom of inquiry. Specifically, our core values include a belief that “God has created us with the ability—through reflection and discernment—to discover God’s guidance and will in every part of creation. We are called to apply this reflection and discernment to our lives and our human relationships, seeking always to discover how God wishes us to interact with others and the world around us. . . . We are committed to the examined life; therefore, we strive: To seek for a greater knowledge of all creation” [RD#72].

These principles, supported by the Charter of Rockhurst University and the bylaws of the Board of Trustees, capture our commitment to lifelong inquiry: “The University fulfills its corporate purposes and carries out these dedications by means appropriate to a University in our society, that is, through teaching and research, by the discovery, preservation and communication of knowledge” [RD#162].

The Rockhurst Student Creed states that at Rockhurst University we believe that community is purposeful (a place where faculty and students share academic goals and work together to strengthen teaching and learning on the campus); open (a place where we uncompromisingly protect freedom of expression and belief and powerfully affirm civility); and just (a place where we honor and respect the value and integrity of each person) [RD#78].

Consistent with these various values and commitments, our Strategic Plan 2007–12 asserts a key strategic direction: “Achieve national recognition as a learning-centered institution that is known for excellence and challenges all students to realize their full potential” (Strategic Direction 3) [RD#28]. The action steps to achieve this goal include a number of initiatives that inculcate lifelong learning in our students through the ongoing learning of our faculty and staff:

1. Increasing the knowledge of Rockhurst faculty and staff about how students learn and facilitating the skillful application of that knowledge in faculty/staff interactions and work with students;

2. Facilitating student learning through development of effective learning skills and strategies, the use of effective learning strategies in curricular and extracurricular experiences, and better coordination of curricular and extracurricular learning experiences;

3. Facilitating student learning by an integrated, learner-centered approach to writing and thinking; by academic assistance through individualized peer tutoring; and effectively aligning and reinforcing classroom instruction with Learning Center support services; and

4. Creating the infrastructure necessary to maintain and support a campus culture that is focused on student learning, both inside and outside of the classroom.

At Rockhurst, we demonstrate a commitment to lifelong learning among our administrators, faculty, staff, and students through development activities and academic achievements. Towards this end, we have means in place that encourage lifelong learning among all levels of the community, that is, budget lines for administrators, faculty, staff, and students. Under this criterion, we address in some detail our financial support of the various means to promote lifelong learning, along with some notable achievements among the member groups of our academic community.
Academic Administrators and a Life of Learning

Rockhurst funds attendance of academic administrators at meetings related to higher education, including meetings conducted by organizations, such as the Association of Jesuit Colleges and Universities (AJCU), Council of Graduate Schools (CGS), Association of American Colleges and Universities (AAC&U), and the Higher Learning Commission (HLC). In addition to promoting participation in conferences devoted to excellence in higher education, we help academic administrators remain current on issues in higher education by supporting their public presentations, their consultation with regional or national organizations, as well as their application for and review of grants. For instance, the former Dean of the Helzberg School of Management (HSOM) has been a part of several AACSB (Association to Advance Collegiate Schools of Business) accreditation site visits and has acted as an accreditation consultant to several business schools both in the U.S. and internationally, including business schools in Spain, South Korea, and India. And Rockhurst has supported these endeavors. During AY2012–13 the Interim VPAA is engaged in the Chief Academic Officers’ New Institute of the American Council on Education (ACE).

Faculty and a Life of Learning

Rockhurst has the means of helping faculty to grow in their disciplines. Similar to our commitment to the professional development of administrators, we strive to support faculty in their research endeavors and the dissemination of what they discover in their inquiries. In their respective faculty roles documents, each school and college strongly emphasizes the central place of scholarship in the ongoing role of faculty at Rockhurst:

1. “Scholarship contributes to the intellectual vitality of the faculty and the University. Through scholarship we work to stay abreast of developments in our disciplines, to apply and integrate those developments in new ways, and to make advancements in our respective fields. Through publishing and presenting our ideas in academic venues, we converse with our disciplinary peers, who continually draw our intellects outward and prevent us from becoming insulated in our thinking. Scholarship, at its best, rejuvenates and humbles, presenting us with new opportunities to learn and reminding us of the limits of our own knowledge and perspectives” (A&S) [RD#381].

2. “Scholarship enriches faculty teaching, enlivens classroom learning, and reflects the same Jesuit commitment to lifelong learning among faculty that HSOM seeks to instill in our students” (HSOM Maintenance of Accreditation Report, Appendix 4, 135) [RD#422].

3. “Excellent teachers create and support learning environments which result in high student achievement by continuously reflecting, growing, and collaborating as a professional. They continually use evidence to evaluate and adapt practice to meet the needs of learners.”

“This responsibility includes discovering and exploring new knowledge that reinforces and revitalizes teaching” (GPS) [RD#379].

Each faculty member has the opportunity to receive support for her or his scholarly research, as detailed under Criterion 3b, through a variety of grants and funding sources. But chief among them are Sabbatical Leaves, open to all full-time faculty members after completing six years of service; Presidential Grants; funds
available through the respective Deans; targeted disciplinary and department funds; as well as the $1,000 allocation per fulltime faculty member in each department budget. The latter primarily funds travel to conferences to keep members current in their fields and to help support the dissemination of scholarly output through paper and poster presentations [RD#31].

In addition to faculty growth supported by sabbaticals and Presidential Grants, we provide support for teaching and instructional activities (please see discussion of these funds in our Introductory Remarks) [RD#425]. Faculty stipends are available through the Center for Excellence in Teaching and Learning (CETL) for individual faculty to develop skills in such areas as course embedded assessment, curricular assessment, etc. CETL offers an extensive program schedule throughout the academic year to allow faculty across the various schools to engage with each other on teaching techniques, as well as to keep abreast of the latest developments in the scholarship of teaching and learning. (Criterion 3b details more fully the important role of CETL at Rockhurst and the reach of its programming.)

Staff and a Life of Learning

General support also exists within the Rockhurst community for staff development. Funding for staff development is available from various sources, ranging from departmental budget lines to University budgets intended for travel, professional development, and professional memberships, as well as to grants. Departmental leaders are active in encouraging staff to take advantage of these opportunities. For example, during AY2010–11, the School of Graduate and Professional Studies (GPS) sent its Director of Advising to the annual meeting of the National Academic Advising Association and the Advising Assessment Institute, which led to a number of on-campus faculty advising workshops, development of new advising guidelines, and a proposal for implementing new advising guidelines for first-time college students. Academic support departments also provide funding for staff to participate in conferences and education that specifically enhances the work of the unit. In 2011, the Greenlease Library applied for and received a grant to fund staff at a week-long immersion program for developing a digitization program [RD#426].

Staff members, furthermore, are eligible for tuition remission for courses taken at Rockhurst—a popular benefit for our employees and their dependents. During AY2010–11, twenty-six employees and twenty-eight dependents took advantage of this benefit. The Office of Mission and Ministry funds various learning opportunities, including the Ignatian Colleagues Program. This eighteen-month program of learning, leadership, and service offers faculty and staff the opportunity to grow in their understanding of and to carry on our rich Jesuit heritage. Through the Human Resources department, all employees are able to take advantage of free professional and personal development opportunities, in person and through webinars, from Rockhurst University Continuing Education Center (RUCEC) and the New Directions Employee Assistance Program. Additional management and technology opportunities delivered through webinars and workshops are available for a small fee through our library’s membership in the Mid-America Library Alliance [RD#77, RD#428]. The Center for Arts and Letters (CAL) provides our community a range of cultural offerings—lectures, performances, readings, films, study trips, and exhibits—which foster growth outside of many people’s professional disciplines (please see Criterion 5c for all of the CAL programs and 5d for attendance data on the CAL). Taken together, such opportunities for staff development have proven popular and successful in advancing the education of our employees, even as they underscore our commitment to lifelong learning.
Rockhurst University

Students and a Life of Learning

Rockhurst variously promotes student educational activities inside and outside of the classroom to nurture a habit of learning that we hope will last a lifetime. For example, faculty throughout Rockhurst’s various schools mentor student research projects: research projects in courses, as well as individual research projects outside of class. Though such joint research often generates publications or posters and/or paper presentations, the ultimate goal of such collaboration is to engender the habit of lifelong learning.

In HSOM, for example, several graduate and undergraduate courses require research papers, as do any number of A&S courses, as well as majors that require capstone projects and theses. As further incentive, during April of every year, the Festival of Student Achievement (discussed in more detail below) celebrates the achievements of students who produce outstanding student research.

Several departments in GPS require students to complete major research projects as an important component of their degree requirements. For instance, every student in the Physical Therapy (PT) program completes a research project under the mentorship of a faculty member to fulfill the requirements of a five-course research sequence:

1. **Research Course 1**: Students learn the basics of research and learn about research using human subjects.
2. **Research Course 2**: Students prepare their research designs, as well as engage in quantitative research and statistical analysis of data.
3. **Research Course 3**: A student group (three to six students) works with their faculty mentor to identify a topic and develop a research proposal. In the process of preparing the research proposal, they submit to the University’s Institutional Review Board (IRB) and create any other supporting paperwork that is necessary.
4. **Research Course 4**: Students collect their data.
5. **Research Course 5**: Students analyze their data and complete their research products.

The Rockhurst Deans’ Undergraduate Research Fellowships are open to all undergraduate students. A faculty panel evaluates these projects and a faculty mentor oversees each project. An important source for funding graduate student research comes from graduate student fees. Graduate student fees support registration, travel, and other associated costs of presenting graduate research projects at professional conferences. The School of Graduate and Professional Studies (GPS), for instance, allocates student activity fees, based on head counts, to each of the graduate programs (Physical Therapy [PT], Occupational Therapy [OT], Communication Sciences and Disorders [CSD], and Education) to facilitate student involvement in research. In AY2010–11, the funding totals were $11,638 for PT, $5,314 for OT, $5,488 for CSD, and $13,517 for Education. Priority for funding of this type is typically given to applicants who present at national or regional conferences.

We have detailed in this section how Rockhurst encourages its campus constituents to develop a habit of learning that will last a lifetime. In the next section, we will focus on the more immediate outcomes of such encouragement and support as we look at the scholarly output of faculty and students.
Scholarship and Research in the Jesuit Tradition

In light of the place that lifelong learning holds in our mission and core values, as well as the financial support that we provide members of our community to engage in ongoing research, i.e., ongoing learning, it seems logical that research and scholarship would play important roles in promotion and tenure decisions, as well as in our courses and our expectations of our students.

Faculty Productivity

Because we promote lifelong learning by encouraging faculty to engage regularly in scholarship, we consider scholarly accomplishments in decisions regarding promotion and tenure (detailed fully under Criterion 3b). Our tenure and promotion policies, as articulated in the Faculty Handbook, state that tenure requires, among other achievements, “Evidence of scholarship and research, particularly scholarly publications. . . . Evidence of continuing professional development, which may include direction of or significant participation in research projects, participation in the scholarly activities of learned societies, professional consultative service and professional clinical activity.” Advancement to the rank of Full Professor “supposes, in addition to distinguished fulfillment of the requirements of the previous ranks, evidence of very successful teaching, of marked contribution to University academic life, and such outstanding qualities of scholarship as to merit recognition among scholars and educators” (III.B.4.b.4-5; III.B.4.d, Faculty) [RD#76].

Scholarship at Rockhurst, which draws heavily upon the principles set forth in Boyer’s Scholarship Reconsidered, uses the classifications set forth in Boyer’s typology as a guideline for evaluating faculty for tenure and promotion: the Scholarship of Discovery, Scholarship of Integration, Scholarship of Application, and Scholarship of Teaching. These guidelines have been approved by the faculty and integrated into manuscripts, such as the Faculty Roles and Responsibilities Documents, which help to guide Rank and Tenure deliberations [RD#379, RD#381, RD#422]. In addition, these roles documents set out the schools’ differing expectations for scholarly achievement.

The program of faculty sabbaticals and development grants described earlier demonstrate institutional support for scholarly work. Additionally, to encourage scholarship among faculty in graduate and undergraduate programs, we have lowered standard teaching loads from twenty-four to eighteen hours, while maintaining the travel and expense allocation at $1,000 per faculty member in each department. Encouraging and more actively supporting scholarship activities at the undergraduate level remains an important challenge to be addressed over the long term. Though reducing teaching loads by one-fourth represents a significant increase in development funding, we would like to increase the $1,000 figure, which has gone unchanged since our last accreditation visit.

In any event, faculty have increasingly been active in presenting papers at regional, national, and international conferences; and in publishing papers, chapters in books, and books. Over the past decade, faculty and staff have an enviable record of scholarly output, as the numbers in Figure 5.1 indicate. The annual bibliographies of faculty scholarship from 2003–2011 provide more detail on the topics and outlets. We have placed the bibliography of faculty scholarship for AY2003–04 through AY2010–11 in our ERR [RD#382]. Samples of faculty research, finally, are publicly displayed at the entrance to each of the schools.
Public acknowledgment of faculty accomplishments takes many forms at Rockhurst. Since 1988, the Daniel L. Brenner Scholarly Achievement Award has gone annually to the individual work of faculty scholarship judged by faculty peers to be of the highest merit. The award, announced at our annual faculty dinner, comes with a significant monetary gift.

Student Productivity

We previously detailed how we encourage and support student research as a means of engendering the habit of lifelong learning. We now turn to the fruit of such encouragement. In HSOM, for example, over the last decade, two top research papers from one course have been entered into a contest, among a select group of universities, for the Gould Award, which is sponsored by DST Corporation and the Boston Foundation on a topic of relevance to the mutual fund industry. In 2010, the national winner of the Gould Award was a Rockhurst student who won for his paper on *Clearing up the Confusion: An Analysis of the Types of Mutual Fund Investments and their Benefits/Detriments*.

During April of every year, as mentioned above, the Festival of Student Achievement celebrates the achievements of students who produce outstanding student research. The three-day Festival of Student Achievement includes poster presentations, an awards ceremony, and an art exhibition [RD#270, RD#273]:

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### Figure 5.1

Scholarly Products by School, 2003–2011*

<table>
<thead>
<tr>
<th>Product</th>
<th>Books</th>
<th>GPS</th>
<th>HSOM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art Exhibition</td>
<td>4</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Book</td>
<td>22</td>
<td>17</td>
<td>3</td>
</tr>
<tr>
<td>Book Chapter</td>
<td>24</td>
<td>8</td>
<td>19</td>
</tr>
<tr>
<td>Book Review</td>
<td>40</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Conference Proceedings</td>
<td>5</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Encyclopedia Article</td>
<td>7</td>
<td>47</td>
<td>2</td>
</tr>
<tr>
<td>Journal Article</td>
<td>87</td>
<td>3</td>
<td>169</td>
</tr>
<tr>
<td>Literature Review</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Newsletter Publication</td>
<td>5</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Online Work</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Performance</td>
<td>34</td>
<td>57</td>
<td>0</td>
</tr>
<tr>
<td>Posters</td>
<td>18</td>
<td>255</td>
<td>0</td>
</tr>
<tr>
<td>Presentations</td>
<td>451</td>
<td>4</td>
<td>303</td>
</tr>
<tr>
<td>Research Study</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>702</td>
<td>400</td>
<td>500</td>
</tr>
</tbody>
</table>

*Data for 10–11 only for A&S; data NA for A&S 07–08, 09–10.*
1. At the Outstanding Student Research seminar, one Rockhurst student, for example, presented his research on Using Computer Modeling to Design Novel Conducting Polymers. For this event, research papers and projects are transformed into posters encapsulating discoveries of scholarly investigations.

2. The event also includes a Student Awards ceremony for departmental and University-wide honors, which are given prominent space annually in the Commencement Program.

3. In recent years, artistic submissions have grown so dramatically that in 2011, a prominent local artist was chosen from outside the Rockhurst community to select those pieces that were ultimately displayed.

Various graduate programs at Rockhurst require students to engage in research or scholarly projects as a condition for earning graduate degrees. For example, graduate students in CSD, OT, and PT programs must complete a research or scholarly project as part of their respective degree requirements. In March 2012, the PT department celebrated student research achievements by inviting several PT students to present their research on topics like The Effect of Ventilatory Strategies on Sit to Stand Biomechanics and Muscle Performance; Clinical Instructor Factors Which Influence Learning During Physical Therapy Internships According to Student Physical Therapists; The Efficacy of Video Feedback for Learning a Gross Motor Task; etc. Student groups are also required to present the results of their research in a poster format at the spring meeting of the Missouri Physical Therapy Association, which is a peer-reviewed process. Many student groups, moreover, have gone on to present their research in poster or platform format at the prestigious American Physical Therapy Association (APTA) national meeting. The PT program, moreover, has been very successful in the acceptance of faculty and student presentations at regional and national conferences, with over fifty research papers presented between 2006 and 2011.

Since 2007, when the Rockhurst Deans’ Undergraduate Research Fellowships were first offered, we have awarded thirty-three fellowships for such inquiries and endeavors as An Investigation of Heidegger’s Account of “Care” in Comparison to the Nursing Literature’s Interpretation; Prayer and The Womanist Theological Perspective; Evaluating the Success and Possibility of Monogamous Relationships in Relocated Timber Rattlesnakes; Investigation of Self-Similarity in Tree Branching: A Mathematical Model of the Observed Distribution of Tree Branching; China’s Economic Growth: How China’s Culture is Changing and the Implication for Entrepreneurs; and a novel titled Faith Alone [RD#438].

As we note, Rockhurst actively encourages collaboration of faculty and students as a means of inculcating the habit of lifelong learning, but also to nurture the love of scholarship, including the need for sharing what we learn with our peers. Many faculty and students engage in research projects independently and collaboratively at both the undergraduate and graduate levels. An excellent example of faculty-student research collaboration can be found in our Chemistry program. Faculty in this program have an impressive track record of involving undergraduate students in research activities that culminate in peer-reviewed presentations and/or publications. One faculty member, in particular, co-authored forty-six presentations and nine manuscripts with undergraduate chemistry students from 2005 to 2011 [RD#439].
Several of our majors, at both the undergraduate and graduate levels, are primarily research based with some departments requiring capstone presentations. The History Department, for instance, offers a senior capstone course that culminates in a public presentation of student research [RD#440]. Some of the titles in 2010 included *The Transition from Religious to Secular Drama in England during the Tudor Period*, *Nationalism and Identity: Ottoman Influences on Renaissance Venice*, and *Crime and Punishment in Elizabethan England*.

Along these same lines, from 2005–12, twenty-one English majors presented thirty-five juried works—poetry, non-fiction prose, literary analyses—prepared (with faculty guidance) for classes, for their Senior Theses, or for their own enjoyment—at the annual Sigma Tau Delta International English Honor Society Convention. Many of these same students, as well as others, have prepared a student journal of the literary and visual arts, Infectus, which was recognized in 2011 and 2012 with a national Literary Arts Journal Award from Sigma Tau Delta. One student recently had her Senior Thesis—*Unfinished Symphonies: Searching for the God Within*—published in *Dimensions*, the Newsletter of Rockhurst University’s Thomas More Center for the Study of Catholic Thought & Culture (40 [March 2012]: 9–22) [RD#441].

Our Office of Public Relations and Marketing (PRM) publicizes such exceptional accomplishments by students and faculty as Fulbright Awards and National Endowment for the Humanities Fellowships. Thus, for example, a 2008 article of the *Rockhurst Magazine* highlighted one member of Theology and Religious Studies for his National Endowment for the Humanities Fellowship [RD#442]. Additional venues include the University website and *The Kansas City Star*.

**4b. Rockhurst University Demonstrates that Acquisition of a Breadth of Knowledge and Skills and the Exercise of Intellectual Inquiry are Integral to its Educational Programs.**

As a Catholic and Jesuit institution, Rockhurst shares a long tradition with similar institutions of asking all of its undergraduate students to experience a rather large core of courses from the arts, humanities, and sciences that aim to introduce them to a broad range of disciplines, modes of inquiry, and proficiencies, and by these means to liberate them from inherited, but unexamined, assumptions.

**The Undergraduate Liberal Core: Breadth of Inquiry, Knowledge, and Skills**

All Rockhurst undergraduates are expected to complete our extensive liberal core curriculum requirements prior to graduation, regardless of academic major or school. Even the Accelerated Nursing Program, designed for students who have already “completed a baccalaureate degree in a field other than nursing at a regionally accredited institution,” expects students to take courses in fields like philosophy or theology and religious studies prior to attaining their nursing degrees [RD#443].

The liberal core was developed to cultivate a thirst for learning in our students and to train their minds to grapple with the complexities of a diverse and ever-changing contemporary world. Our core curriculum “reflects the Jesuit ideal of a well-rounded education and the development of inquisitive, life-long learners.” It is built around “The Seven Classical Modes of Inquiry,” by which is meant “the methods or systems by which the human intellect pursues some essential knowledge, truth, or aspect of truth . . . in a way that
encourages the full development of students in various aspects of their humanity” [RD#72]. These modes of inquiry comprise the Artistic, Historical, Literary, Theological, Philosophical, Scientific-Relational, and Scientific-Causal modes. In addition to the modes of inquiry, the core includes three proficiencies or skills (in Mathematics, Oral Communication, and Writing), as well as a Global Perspectives requirement. In short, our core curriculum engages all of our students in learning a breadth of disciplines and skills under the framework of seven modes of inquiry, directly addressing Criterion 4b.

The curriculum comes under the purview of faculty, with the courses generated by the collective decisions of the various departments or by the interests and concerns of individual faculty members in consultation with their departments. Whether a course counts toward the core curriculum, or whether it satisfies only the needs of a major, minor, or an elective, varies considerably. Some departments choose only to offer courses that satisfy the core, whereas others offer courses that do not count toward the core. For example, the English Department’s literature courses all satisfy the literary mode requirements, but only a select few of the biology courses in the Catalog satisfy the scientific causal mode requirement.

All course offerings require the approval of our Undergraduate and Graduate Curriculum Committees. The Undergraduate Curriculum Committee (UGCC) is made up of representatives from all of the schools of the University. Its primary function is “reviewing and approving changes in the undergraduate curriculum in terms of courses, programs and majors, and policy as presented in the Rockhurst University Catalog.” In addition to this, “all elements of the University have access to the information shared during committee activities. This underscores a critical feature of the committee which is to aid the various elements of the University as they work to improve the curriculum in terms of courses, programs and policies” [RD#199]. The Graduate Curriculum committee plays the same role for graduate programs across the campus.

In order for a course to qualify for the liberal core, it must meet Aims and Criteria set out by the appropriate mode of inquiry or proficiency, as discussed under Criterion 3a and illustrated in the ERR [RD#356]. The Core Implementation Committee (CIC) determines whether proposed courses meet the appropriate aims and criteria. CIC is charged with implementing a core curriculum based on seven modes of inquiry, three academic proficiencies, and a global perspectives requirement. CIC is responsible for reviewing and approving new core courses, facilitating core assessment, recommending procedures and strategies for incremental improvement of the core curriculum, and promoting greater understanding of the core curriculum and the role of a core curriculum in a Jesuit university.

CIC, whose membership consists of elected or appointed representatives from each of the seven modes and the three proficiencies, is a University committee that reports to the Faculty Senate. The CIC representative for the Global Perspectives Requirement is the Chair of the Global Studies program or his/her designee. In addition, the CIC includes one representative each from the Helzberg School of Management (HSOM), the School of Graduate and Professional Studies (GPS), and Research College of Nursing (RCN). The evaluation and approval of core courses links CIC with our seven University learning themes—Leadership, Communication, International and Cultural Understanding, Critical and Creative Thinking, Ethics and Social Justice, Academic Knowledge, and Self Formation—particularly Communication (communication proficiency), International and Cultural Understanding (GPR), and Academic Knowledge (the CIC assurance that core course proposals align with modal aims and criteria). These three areas are emphasized because the course proposal process calls for explicit reflection on them.
The standards of academic knowledge are assured by asking the faculty member writing the proposal to explain how the course will meet the aims and criteria of the mode. These modal criteria are in turn mapped back to our learning themes, thereby demonstrating that the themes will be served through the proposed course. In addition, the proposal asks the writer to explain if and how the course will satisfy the Communication Proficiency and the Global Perspectives Requirement (GPR). In short, academic knowledge is emphasized because that applies to every course, and the other two because of specific demands incorporated into the approval process.

For each course proposal for the liberal core, CIC asks faculty members submitting the proposal to reflect on the extent to which the course grapples with certain Critical Issues—including cultural diversity, ethics and values, gender, race and ethnicity, and social justice—determined by the Curriculum Task Force that helped to shape the core curriculum in the 1990s [RD#447].

Beginning in 2008, we instituted a new “Global Perspectives Requirement” for all baccalaureate degrees. The requirement was instituted because, “in becoming global citizens committed to service in the contemporary world, Rockhurst students [need to] develop knowledge of, and appreciation and respect for, world cultures and a commitment to global, lifelong learning.” Consequently, they must “learn to apply critical thinking skills that foster development of the competencies and behaviors required to live in a global community.” As such, students were required to “successfully complete at least one approved three-hour, upper-division course with a GPR designation. Students can also fulfill this requirement with two semesters of the same college-level second language” [RD#448].

As part of our strategic planning process, we adopted seven learning themes that reflect our mission. As expressed in Strategic Direction 2 of the University’s Strategic Plan 2007–2012, Rockhurst seeks to transform lives and form leaders in the Jesuit tradition by creating and sustaining “an integrative experience for students to develop skills, competencies, and values in . . . seven areas,” which were listed and explained earlier (in the Introductory Remarks and Criterion 3a) and placed in our ERR [RD#28]. (Please consult Criterion 3a for a full explanation and Figure 4.1 for a detailed illustration of how the learning themes provide an overarching unity to our modal and proficiency assessments due to our careful alignment of modal and proficiency goals and objectives with the learning themes.)

National Survey of Student Engagement (NSSE) data for 2006 through 2010 (directly linked to our learning themes) indicate that Rockhurst freshmen and seniors consistently report that their Rockhurst experience has positively impacted their knowledge, skills, and personal development, specifically, as they relate to our seven learning themes [RD#450]. Figure 5.2 below provides compelling evidence that the coursework at Rockhurst creates an intellectually stimulating environment that nurtures a broad spectrum of skills and disciplines as well as ways of pursuing knowledge. Out of the 139 first-year students surveyed in 2006, only 20% claimed that their coursework emphasized “syntheses and organization of ideas into new more complex relationships.” However, in the same year, more than twice that proportion of seniors (44%) claimed that their coursework emphasized such synthesis and organization. Clearly, as students progress, the importance attributed to synthesis, organization, and interpretation—the essence of lifelong learning and scholarly endeavors—plays a more and more integral role in the Rockhurst educational experience.
An examination of the mean values in the survey leads to the same conclusion. From 2005 to 2010, the results consistently show that seniors claim a far more central role for scholarship and research than do first-year students; in every year, ratings from Rockhurst seniors exceeded scores from students at our Master’s peers; in only two years, however, did our seniors’ ratings exceed those of seniors at our Jesuit peers. The pattern of senior-freshman ratings from 2005 to 2010 reverses itself in 2011, the one year that our freshman scores exceed freshman scores at our Jesuit peer institutions. Notably, this reversal occurred because of increased awareness of our freshmen as opposed to a drop in our seniors’ awareness.

Figure 5.2
Critical Thinking at Rockhurst: Students’ Perceptions

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rockhurst</td>
<td>2.94</td>
<td>2.90</td>
<td>2.94</td>
<td>2.96</td>
<td>3.01</td>
<td>3.00</td>
<td>3.16</td>
</tr>
<tr>
<td>Jesuit Peers</td>
<td>3.02</td>
<td>3.00</td>
<td>3.03</td>
<td>3.05</td>
<td>3.10</td>
<td>3.13</td>
<td>3.08</td>
</tr>
<tr>
<td>Master’s Peers</td>
<td>2.81</td>
<td>2.78</td>
<td>2.82</td>
<td>2.85</td>
<td>2.90</td>
<td>2.91</td>
<td>2.96</td>
</tr>
<tr>
<td>Rockhurst</td>
<td>3.11</td>
<td>3.23</td>
<td>3.12</td>
<td>3.16</td>
<td>3.28</td>
<td>3.09</td>
<td>3.13</td>
</tr>
<tr>
<td>Master’s Peers</td>
<td>3.03</td>
<td>2.99</td>
<td>3.03</td>
<td>3.03</td>
<td>3.08</td>
<td>3.07</td>
<td>3.06</td>
</tr>
</tbody>
</table>

Each of the modes of inquiry that make up the liberal core, as well as the three proficiencies and one requirement, aligned their individual modal aims and criteria with the seven learning themes that guide the University as a whole. At this time, only the GPR map is not finalized, awaiting Senate approval of its aims (please see the documents in our ERR for documentation) [RD#451]. Such alignment has facilitated the process of assessing the liberal core as a whole, as well as the individual modes of the core, with respect to the broader objectives for learning at Rockhurst. In fact, some of what we have been doing appeared in a recent article, “How Do We Know if we are Doing Well? The Challenges of Core Curriculum Assessment,” in Conversations, on Jesuit Higher Education [RD#452]. But, as the article makes clear, core assessment is especially challenging for Jesuit institutions (and others like them) because “we are . . . interested in the assessment of values embedded in our educational mission, of evidence that students have learned to link faith, reason, and justice” (32).

Our Liberal Core Curriculum ensures that all of our undergraduates (including transfer students) share what we value greatly in a Rockhurst education: knowledge across a broad range of disciplines and skills, as well as a range of ways or modes of inquiry. As we showed under Criterion 3a and will show under Criterion 4c, moreover, we can point to positive outcomes of our core (as well as our undergraduate majors) that help to enhance what we are doing. And our students perceive what we are doing very positively.
Graduate Programs: Inquiry and Knowledge, plus Practice

We assess our graduate programs, in particular, by addressing how effectively the programs establish a foundational knowledge base upon which students can develop depth of expertise. As noted in the 2010–2012 Rockhurst University Catalog:

Graduate education is characterized by advanced study in a selected discipline or interdisciplinary program. Hallmarks of a graduate education include integration of information related to both theory and practice, advanced analytical skills, disciplined inquiry and refined communication skills. Rockhurst University’s graduate programs build on the institution’s Catholic and Jesuit traditions, emphasizing excellence in values based education and developing leaders committed to service for others [RD#72].

The mission and goals of graduate education at Rockhurst address the importance of a strong knowledge base for students in the respective programs, as well as the development of positive learning and research experiences. Graduate education at Rockhurst largely comprises graduate professional education. As such, given the various emphases within the respective professions, we cannot readily require that graduate students take common core courses. Nonetheless, opportunities do exist within the professional graduate programs for interdisciplinary interactions between students and faculty throughout the respective curricula.

The programs in CSD, OT, and PT provide opportunities for students to participate in collaborative service projects that enable faculty, students, and other members of the Rockhurst community to team with community agencies, fulfilling the institution’s mission by preparing leaders in service to others, as do the graduate programs in the HSOM (please see the many Partnerships that Enhance Student Learning in Criterion 3d). Graduate study in the HSOM similarly focuses on student development of expertise in contemporary business practices. Faculty in the HSOM use a wide variety of teaching approaches with common emphases on reality-based, action-learning case studies, projects, simulations, and team-based activities. Courses blend theory and application to ensure both a broad-based understanding of contemporary business and the capacity to appreciate how technology, globalization, and social change are shaping the future business environment.

Co-Curricular Opportunities: Breadth of Inquiry, Knowledge, and Skills

The Finucane Service Project: Rockhurst works to link curricular and co-curricular activities that support inquiry, practice, creativity, and social responsibility. We want our students to learn about the city and the world by serving both. When freshmen arrive on campus for the first time, we initiate this process with the Finucane Service Project even before classes begin. The Finucane Service Project, named in honor of the late Reverend William Finucane, S.J., teams freshmen with faculty, staff, administrators, alumni, and members of the Board of Trustees for an afternoon of community service to neighborhood groups and organizations. Freshman seminars continue this process by writing a service component into their class syllabi. In addition, freshman seminars require that students attend Rockhurst lectures or movies that are tied to the year’s learning theme. The Center for Service Learning continues to bridge curricular and co-curricular activities by actively working with professors across the curriculum.
As reported in the 2011 National Survey of Student Engagement (NSSE), 45% of first-year students participated in service-learning or community-based projects as part of their regular courses, outpacing other Jesuit and Carnegie class schools [RD#454, RD#455]. Such important linkage of curricular and co-curricular activities provides our students—graduate and undergraduate—the opportunity to take the knowledge, skills, and modes of inquiry from the classroom into the boardroom, so to speak. In doing so, we begin to test the usefulness of what goes on in our classrooms. But we shall detail this point in 4c with notable examples.

The Greenlease Library: By providing academic support, the Greenlease Library bridges inquiry and practice. The library staff provide outreach programs to help develop undergraduate and graduate research skills and to enhance learning, including the RockIt program, an online informative quiz that helps students to understand the ways the library holds and provides information vital for classroom knowledge; research instruction sessions, both in the classroom and in the library, to familiarize students with material specifically targeted for their coursework; and time weekly in the Learning Center for library research services. The library has also established Information Literacy Competencies for University students, as recommended by the Association of College and Research Libraries. The library, then, has created information literacy opportunities, both on their website and in direct contact with students, faculty, and staff, to help patrons learn how library resources, which include staff and physical materials, support inquiry. The opportunities that the library makes available for students to hone their inquiry skills (1) supplement classroom experiences, (2) strengthen and broaden the students’ abilities to engage in research and learning, and (3) help to form habits that enable lifelong learning. (Please find student survey data supporting these claims and claims in the next paragraph, in our ERR [RD#456, RD#457, RD#458].)

The library has actively sought to further engage students in curricular and co-curricular inquiry by asking for feedback on ways that the library’s physical space can better serve students in course work and community work. With student feedback in mind, the library has acted to carefully minimize the physical space needed for shelving and offered newly opened space to groups and individuals as an open-ended meeting place that can be adapted to the learning needs of those participants. Many courses require students to engage in group work, such as group presentations, papers, or problem sets. By being responsive to these curricular trends, the library has provided a place where this learning can occur.
The Learning Center: At Rockhurst, the Learning Center also provides opportunities for students to enhance the learning they encounter in the classroom. By meeting with faculty and responding to their needs, the Learning Center has developed specific tutoring programs, such as one-on-one French or Spanish pronunciation tutoring or writing, etc. Through peer tutors and supplemental instruction, students support other students and, in the process, deepen their own understanding of classroom materials. As reported in the 2011 National Survey of Student Engagement (NSSE), 31% of seniors frequently assisted fellow students by tutoring or teaching, a higher percentage than at our Jesuit and Master's peer institutions [RD#455].

Alumni stories often demonstrate how the Rockhurst educational experience has encouraged lifelong learning. For instance, an October 2010 undergraduate alumni survey asked the following question: “Please identify one thing you are doing now, or have done recently, of which you are particularly proud. Was there anything about your Rockhurst student experience that contributed in some way to this experience you describe?”

Sample responses below underscore our insistence that we emphasize acquisition and application of knowledge and skills both inside and outside of the classroom:

1. “I am currently in graduate school. I truly believe Rockhurst more than prepared me for my studies by providing a rich, diverse foundation of knowledge as well as providing me the skills to acquire new tools to advance my learning further.”

2. “I am taking some time out to travel and gain experiences outside academia and America, which I probably never would have done if I hadn't had Rockhurst to expand my perspective beyond what I know and is comfortable and into the unknown.”

3. “I have taken on extra responsibilities outside of my normal job requirements in order to show leadership. I think my business classes at Rockhurst pushed me to put myself in an uncomfortable situation that in turn would help me to be more confident taking on a leadership role.” [RD#460, RD#461].

At Rockhurst, our Ignatian Pedagogy views action as the outcome of reflection (upon experience, knowledge, skills, modes of inquiry) and discernment—action to serve, to make God’s good world better. A Rockhurst education, therefore, is always an education for doing, making, creating. It always intends to be useful.

4c. Rockhurst University Assesses the Usefulness of its Curricula to Students who will Live and Work in a Global, Diverse, and Technological Society.

Rockhurst, as a Jesuit university, educates its students to serve, to make God’s good world better. We do not merely look upon knowledge as an end in itself. We engage our students in learning as a process of self-transformation that will ultimately lead them to transform a global, diverse, and technological society through service for and with others. Although we discuss assessment of student learning and effective
teaching in great detail under Criterion 3a, we are placing three approaches to assessment in the ERR (encompassing both graduate and undergraduate programs) from the HSOM, as well as our Assessment Office and Committee on Rockhurst Assessment [RD#462].

**Useful or Applied Learning Illustrated**

In fall 2009, a unique partnership was established between Conception Abbey (a Benedictine monastery) and the Helzberg School of Management (HSOM). The President of Rockhurst, Fr. Curran, who had been frequenting Conception Abbey during his monthly retreats, learned from the monks that they could use some help in managing the financial affairs of the Abbey. Fr. Curran sought the help of the Rockhurst Executive MBA (EMBA) program. The project at Conception Abbey in many ways reflects Rockhurst’s core values, as well as the usefulness of our education.

Of the monks, one Executive Fellow (a marketing and communications manager in Kansas City) said, “These are bright men who just have a different calling than a lot of us. They’re not looking at quarter-to-quarter, which is pretty standard for us. They like to tell jokes about the millennia.” With that in mind, the Fellows had to apply their knowledge of a global, diverse, and modern technological market to a world withdrawn from, but wanting to succeed in, that world. This demanded, then, that they immerse themselves in monastic culture.

The Executive Fellows began their service project by analyzing the monastery’s money-making ventures: the anachronistically named Printery House (which seemed ripest for a market makeover) and the Abbey’s card publishing operation (which was struggling, dipping slightly into the loss column during a recession-rattled 2009). Although “The monks said they don’t always have the sharp-eyed appreciation of what it takes to win in the marketplace,” they did share the goal of keeping the abbey afloat. Applying their Rockhurst education in service to the Abbey illustrates the usefulness of a Rockhurst education [RD#463]. The outcome was a business plan that made recommendations regarding marketing, pricing, and branding. The business plan recommended updating card designs many of which were quite outdated. The business plan recommended that the cards be marketed as being a distinct product of Conception Abbey. (The cards as originally designed did not make their linkage to the Abbey very explicit.) As one of our EMBA consultants noted, “They also have a great opportunity to capitalize on the goodwill factor—to go after those people who think, ‘I’d love to support the monks. They have a great opportunity to tell their story.’ It would help sell cards, but also help to get more people to know about the Abbey itself.”

Mr. Douglas Lindsay is yet another example of how a Rockhurst education prepares our students for life and lifelong learning in the contemporary world—global, diverse, and technological. Doug completed over three years towards his Bachelor’s in biochemistry when he was struck by a debilitating illness that had seriously affected his mother and his aunt; it would leave him bed bound for the next eleven years of his life. His family illness had yet to be diagnosed; so, no cure was on the horizon. Yet with his biochemistry studies and his core preparation from Rockhurst, which well prepared him to continue learning (we do claim that we focus on how to think and not what to think), he not only diagnosed his disease (which the founder of the world’s first large autonomic dysfunction research center half-jokingly called Lindsay Syndrome); but he also ultimately discerned (by experience, knowledge, and reflection) a treatment and, then, the cure.
A fully detailed narrative of Mr. Lindsay’s post-Rockhurst journey of exploration and research in the new technological and global world comprises two documents in our ERR [RD#464]. But we shall list a few facts with pride and admiration. He “studied my symptoms and condition as closely as the physiology, endocrinology and pharmacology texts I read.” However, he was navigating deep and unknown waters: “But if I’d have to pursue this further on my own, I’d need a strategy.” He first acquired a computer with Internet access; and, with skillful use of the tools of a technological society, he discovered a “nonprofit devoted to the kinds of problems the St. Louis specialists told me didn’t exist.” By 2002, he was ready to share his learning with others, with “experts in the field”: he presented his thoughts “to the Society for Amateur Scientists” conference, and his thoughts were “published in Clinical Autonomic Research.” Then, he needed to “keep developing my treatment on my own.”

By determination and the persuasive appeal of what he had learned, he found a collaborator—again, a major researcher—who would help with dosage and delivery of the medication that Doug had concluded would help him. While treatment helped, Doug was still very ill. But, with diligence and research skills, he discovered the cause of his disease: adrenal medullary hyperplasia (barely thirty cases of which he could find worldwide). He still had to convince other brilliant minds in the field that he was correct, as well as discover a nearly unknown surgery, a medullectomy (pioneered by an Argentinean Nobel Prize winner; and variously tried on rats, cats, and dogs, as well as “on at least two humans in Denmark during World War II”). As Doug circled the globe electronically to make his discoveries, he had ultimately to convince his collaborator to have one of his colleagues do that surgery. Coincidentally (or providentially), the surgery, which Mr. Lindsay discovered, had been “pioneered by the man who trained [his collaborator’s] mentor.” In any event, Mr. Lindsay had his first surgery on one adrenal gland on September 17, 2010; in May 2012 he came walking onto the Rockhurst campus, having driven from St. Louis on the way to a friend’s wedding in Manhattan, KS. His news: on June 18, 2012, he was to have an operation on his other adrenal gland by a surgeon at Washington University in St. Louis. If things go better than they did during the earlier surgery—his gland was removed; the medulla alone was not removed—he would avoid Addison’s disease and be able to live the life he had anticipated as a Rockhurst University undergraduate. The surgery had not yet occurred at the time that we had completed our self-study.

Career Services’ Co-ops and Internships similarly (though on a much smaller scale than Mr. Lindsay’s) extend the application of curricular activities off campus through work opportunities at organizations like Hallmark Corporation, Cerner, Morgan Stanley Smith Barney, Heart to Heart International, and Harvesters [RD#465]. Science students regularly work as interns at the nationally reputed Stowers Institute for Medical Research and the University of Kansas Medical Center. As reported in the 2011 National Survey of Student Engagement (NSSE), 63% of survey respondents indicated that by their senior year they had participated in some form of practicum, internship, field experience, co-op, or clinical assignment, compared to 59% of students in other Jesuit schools and 47% in the same Carnegie classification [RD#454, RD#455]. We clearly value the application of what is learned in the classroom to life and work in the contemporary world. Moreover, as we will show in Figure 6.1 in Criterion 5b, community partners value greatly what our students bring to their organizations, corroborating the observations of the Coordinator of the Co-op Program, presented earlier in Criterion 3d, that our community partners highly praise our students’ performance.
Along these lines, a recent National Science Foundation grant of $111,132 for a project on \textit{Collaborative Research: Physics of Medicine} (jointly awarded to Rockhurst and Loyola University-Maryland in May 2012) focuses on changing undergraduate physics education to emphasize the application of physics to medicine [RD#468]. The main project goal is to create collaboratively three upper-division active learning physics modules in fiber optics and light delivery, nuclear physics and nuclear medicine, and pressure in the human body that relate physics principles to medicine. The modules will enhance student learning through their implementation in a Physics of Medicine (POM) Program currently in place at Rockhurst and in development at Loyola.

Our POM Program was first implemented in 2009 as a minor to deepen students’ understanding of the applicability of physics principles to medicine. The program was developed to present a new, interesting way to engage undergraduate science students in physics by focusing on the relevance of physics to medicine. Through building upon the requisite eight hours of introductory/general physics taken by most pre-medical students, the goal of the POM Program is to increase students’ knowledge in physics so as to better equip their science training. Students have been attracted to this exciting new program because of the value of learning the relevance of physics to their interests in medicine. Through a combination of active learning curricula, discussion, lecture, homework (both deep conceptual and problem solving), research articles, service learning at a hospital, guest speakers from the medical community, and field trips to medical facilities emphasizing the physics of medicine, the POM Program has grown quickly to become a recognized program on our campus, and the previously small number of students in upper-division physics courses has grown substantially. The largest growth has been seen in the traditionally low number of women enrolled in upper-division physics courses.

As the principal investigator in the project put it, the project contributes to Science, Technology, Engineering, and Mathematics (STEM) education. The transformative nature of the project is inherent in the design of the POM Program with active learning and curricula related to students’ interests in medicine. This approach enables students to make interdisciplinary connections, enhance conceptual understanding, and analyze quantitatively. Data from the project will contribute to the STEM body of knowledge on the performance of students (content/attitude) in upper division physics courses that apply physics principles to the medical field. This project broadens the participation of underrepresented groups by increasing the number of minors and potential majors in physics, and by increasing the underrepresented female student population in physics. As a benefit to society, this project will lead to a better prepared generation of healthcare professionals and improved understanding of nuclear power.

Of course, usefulness does not merely mean addressing student needs or needs of local institutions near us or like us—e.g., Jesuit Catholics helping monastic Catholics just down the road. But, in keeping with our Jesuit roots, usefulness means going out of our comfort zone to aid diverse cultures across the globe, whether by helping others to use cutting-edge technology or by using technology ourselves to raise those less advanced. One need only recall globetrotting Jesuits like St. Francis Xavier and Matteo Ricci in the Far East (who respected and learned the culture of others, as the Fellows had to immerse themselves in the Abbey’s values; or as Mr. Lindsay had to immerse himself in the culture of advanced scientific research across the globe). Further, useful education does not comprise a set of prescriptive ways of thinking or acting; rather, it
entails the knowledge of how to think, how to discern—with reflection—the way to act or proceed. Ignatius regularly deferred to those Jesuits on the ground in foreign places, rather than dictate to them, trusting that they would know best how to act in their circumstances.

In keeping with our Jesuit tradition, the 2007–2012 Strategic Plan identifies “Transforming Lives Consistent with Core Jesuit Values” as a primary concern. But it specifies that this process must “Integrate, and implement ongoing and new educational programming for all constituents regarding issues of diversity, multiculturalism, global perspectives, economic inequality, and justice.” In addition, particular attention is paid in the plan to preparing students with “International and Cultural Understanding: The appreciation of cultural differences and commonalities, and the ability to interact with sensitivity and alertness as citizens of the world” [RD#28].

Diversity and Education for the Contemporary World

As noted earlier there is a Global Perspectives Requirement (GPR) for all baccalaureate degrees. The requirement was instituted because, “in becoming global citizens committed to service in the contemporary world, Rockhurst students [need to] develop knowledge of, and appreciation and respect for, world cultures and a commitment to global, lifelong learning.” This demands that they “learn to apply critical thinking skills that foster development of the competencies and behaviors required to live in a global community.” As such, beginning in 2008, students were required to “successfully complete at least one approved three-hour, upper-division course with a GPR designation. Students can also fulfill this requirement with two semesters of the same college-level second language” [RD#72].

With respect to the Rockhurst Learning Theme #3, “International and Cultural Understanding,” results are mixed. The National Survey of Student Engagement (NSSE) and the Student Satisfaction Inventory (SSI) asked both first-year students and seniors about diversity [RD#450]. For instance, the 2010 NSSE includes this question: “In your experience at your institution during the current school year, about how often have you had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values?” Rockhurst seniors indicated a higher frequency of such “serious conversations” in three of the five years surveyed than First-Year students. Senior scores, moreover, tended to be slightly higher than for seniors at comparable Master’s level universities, but slightly lower than for their peers at comparable Jesuit universities.

Similarly, students were asked, “During the current school year, about how often have you tried to better understand someone else’s views by imagining how an issue looks from his or her perspective?” Scores for seniors were higher than for first-year students in all five years. While Rockhurst’s first-year scores tended to be lower than scores at both comparable Master’s universities and Jesuit universities on the question, averages for our students tended to be comparable to or to exceed the benchmarks for both comparison groups by senior year.

Asked “To what extent has your experience at Rockhurst contributed to your knowledge, skills, and personal development in understanding people of other racial and ethnic backgrounds?”, both first-year students and seniors underperformed the benchmarks at both the Master’s and Jesuit universities; there appeared to be no significant difference between the scores for first-year students and seniors. Finally, student responses
to the question “To what extent has your experience at Rockhurst contributed to your knowledge, skills, and personal development in increasing your awareness of the relationship between global and local issues?”, demonstrated that growth was consistent from first year to senior year, although Rockhurst typically underperformed the Jesuit university benchmarks. (Since this question was only given to Jesuit schools, there is no Master’s benchmark [RD#138].)

These surveys indicate that Rockhurst continues to have room for growth in students’ understanding and appreciation of other perspectives, particularly with respect to diverse racial and ethnic perspectives. But the surveys also point to the positive effect we are having on students from the time they enter Rockhurst until they leave, indicating that we are preparing our students to live and work in a diverse, global society, especially through the efforts of our Diversity and International Studies and Global Perspectives Committees. Of course, these survey results suggest that we might need to do more in recruiting, enrolling, and retaining minority students. (See our Introductory Remarks for a more detailed discussion of diversity among our students, as well as the data in our ERR [RD#473].)

Still, in response to Fr. Curran’s call to increase international and minority enrollment, the Associate Vice President for Enrollment conducted research during 2011 and consulted with the Director of the International Students at Saint Louis University, another Jesuit university, which has a large international student population. Based on this research, we decided to concentrate on India and China because these two countries currently are sending the most students to the USA, they have the largest high school student bodies from which to choose, and they have the largest percentage of English speaking students.

We signed agreements with agents in both countries to promote Rockhurst as an option for students. The outcomes, however, did not meet our expectations for several reasons. First, we were unable to travel to meet with the agents due to limited financial resources. Second, we lack an English as a Second Language (ESL) program to support students with limited language skills. Although we considered partnering with the nearest public university for ESL classes, that university dropped their ESL classes due to budget constraints. Currently, therefore, our athletic department is doing the primary recruitment of international students, with other international students finding us on their own. The Admission Office averages twenty-five to thirty international applications each year [RD#474, RD#475].
Our National Survey of Student Engagement (NSSE) scores on diversity related questions also suggest that we need to continue to support the two committees at Rockhurst that help identify issues regarding international and cultural understanding; and we need to integrate their recommendations to the Vice President for Academic Affairs (VPAA) into our strategic plans for AY2013–17. Each year the Diversity Committee and the International Studies and Global Perspectives Committee set their objectives, especially working to nurture a welcoming culture at Rockhurst, sensitive to and respectful of the diversity of both our campus community and our global society. Their work on those objectives has been included annually in the Progress Reports on Implementation of Strategic Plan 2007–2012. (Please see the Introductory Remarks for further discussion of our Diversity Committee's role and achievements, especially regarding Admissions.) Figure 5.3 lists entries for each committee for AY2011–12:

Figure 5.3
Strategic Plan 2007–2012: Objectives in Diversity and Global Perspectives, AY 2011–12

**AY 11–12 Objective 5–1: Multicultural Opportunities.** Diversity Committee, in conjunction with various departments and schools, will continue to identify and support multicultural opportunities for students - and support diversity of membership in student organizations.

**AY 11–12 Objective 5–2: Diversity Website.** Diversity committee will sustain efforts to serve first generation students by enhancing the newly developed diversity website to provide opportunities to share diverse perspectives.

**AY 11–12 Objective 5–3: Faculty Global Perspective.** By May 2012, the Global Perspectives Committee will offer two sessions for faculty interested in introducing global perspectives in their courses through the Center for Excellence in Teaching and Learning (CETL).

**AY 11–12 Objective 5–4: Global Perspective Co-Curricular.** By May 2012, the Global Perspectives Committee will sustain efforts to provide co- and extracurricular activities that support global perspectives [World Cultures Day, RU international student gathering dinner, support book discussion group, promote community cultural events, encourage students study abroad].

**AY 11–12 Objective 5–5: Global Perspectives through Film.** By May 2012, the Global Perspectives Committee will sustain efforts to support the spring film series that support global perspectives for faculty, staff, and students.

Another element that plays a role in our preparation of students to live, work, serve in a diverse and global society is the extent to which Rockhurst students engage in Study Abroad programs. While Rockhurst has hired a Study Abroad coordinator and the number of students engaging in Study Abroad programs has increased, Rockhurst continues to lag behind our Jesuit counterparts: up to 17% of our students have a Study Abroad experience by their senior year, compared to 24% at other Jesuit schools; only 43% of our freshmen plan to study abroad, compared to 57% of freshmen at other Jesuit schools. Furthermore, the
number of students engaged in study abroad for a semester or longer has been consistently small: though slowly increasing, it rarely exceeds forty-five students a year [RD#455]. Study Abroad, therefore, presents us an opportunity for creative strategies.

In fact (as noted in Criterion 3c), our new strategic plan will include, as a priority for the Advancement Office, the establishment of a Rockhurst World Campus Initiative Fund. It will be used to advance global awareness and competency through service immersion trips, study abroad programs, a full-time director (as opposed to the present two-fifths FTE), and support for international programs and students on campus. Although the increasing number of students involved in service immersion trips (detailed under Criterion 3d) does fill some of the shortfall in numbers here, we plan on enhancing our achievements on all fronts connected to diversity and global understanding through this Initiative Fund.

**Usefulness in Preparing for a Technological Society**

Our students come to us with a life experience of using technology for a variety of purposes. Rockhurst has made significant investments in technology resources available to students, including the technology infrastructure that provides internet access, drives for file storage, a course management system for web-enhanced learning, smart technology in every classroom, social media, remote access to the University network through a single sign-on portal, and applications for mobile devices. (See Criterion 3d for the broad array of learning technologies available at Rockhurst, as well as other details on technology in our ERR [RD#478].)

Additional technologies are used throughout the curriculum. For example, students in the Helzberg School of Management (HSOM) and the Education department of the School of Graduate and Professional Studies (GPS) use the LiveText e-portfolio system to organize a student’s body of work and reflections throughout his or her coursework. An audience response system (eInstruction clickers), used by faculty and students in the sciences, allied health, and education areas, enhance student interaction with faculty in the classroom and the ability of faculty to assess and respond to an information need quickly. Students in the Education department employ tablet technologies such as iPads. In hopes of reducing the digital divide, the Education department has incorporated a service project in the Technology in the Classroom course by offering workshops and training to teachers and community members alike in technology instruction and in the overall use of technology for a variety of programs [RD#479, RD#478].

In schools or departments where specific technology is a major component of occupational practice, the technology is well incorporated in curricula as well as explicitly mapped to school learning outcomes and our seven learning themes. For instance, the Math and Physics department in the College of Arts and Sciences (A&S) incorporates mathematical programming software—Mathematica—into their calculus curriculum, while numerous disciplines like Economics and Finance in the HSOM use technology like Microsoft Excel [RD#481, RD#482]. In fact, incorporating technology is one of the central learning goals of HSOM (Learning Goal 5: Information Analysis & Application); and it is intertwined throughout the curriculum in courses like BUS1800A Microcomputer Applications and BUS3100 Management Information Systems. Education and Nonprofit Leadership Studies, departments in GPS, also pursue technology as a learning goal [RD#483, RD#484]. Interestingly, in the examples above, technology as a learning goal is variously linked to one or another of Rockhurst’s learning themes, including Communication, Academic Knowledge, or Critical and Creative Thinking.
In other departments there are courses that include preparation in communicating through technology, the use of specific technologies, and the impact of technology in the world. The University Catalog lists courses such as EN3190 Technowriting: the Technologies of Written Communication from the Alphabet to the World Wide Web; “BL3640 Bioinformatics; PL3840 Philosophy of Technology; TH3200 A Modern Search for God; MG4170 Leadership in the 21st Century; OT5170 Research I: Evidence Based Practice [RD#72]. A 2011 survey of GPS faculty indicates a widespread use of course management systems, Microsoft Office applications, and smart technologies in the classroom [RD#486, RD#487].

One example of an academic support area that both extensively uses technology as well as engages with students and faculty to develop information literacy skills (which include appropriate use of technology) is the Greenlease Library. The academic library is integral to student learning and faculty research. The library has heavily invested in infrastructure technologies to organize complex information resources available locally and worldwide. Built on top of these infrastructure technologies are discovery services through which students and faculty search to retrieve what is in the collection of their own university libraries, as well as libraries worldwide. In addition to traditional face-to-face interactions, librarians have incorporated a variety of technologies, such as chat services, social media, and mobile applications, to reach out and engage students and faculty in discovering needed information resources. As information in the disciplines has exploded over the last century, information experts such as librarians work with students and faculty to develop their information literacy skills (and the technological skill this involves) that will serve them not only as students, but also as lifelong learners. Librarians meet students in a variety of settings to develop these skills: in the library, in the classroom, in virtual rooms electronically. (Please see Criterion 3d for the broad array of learning technologies available to our students and faculty.)

Currently, however, we do not have a systematic approach to developing student information literacy skills, such as a dedicated for-credit Information Literacy course taught by librarians. Still, we believe strongly that our students are being well prepared to use technology to further their own learning, that our graduates will be well prepared to enter a world demanding mastery of technology to succeed and to serve. We believe this, in large part, due to examples like Doug Lindsay’s use of technology to navigate some deep waters in adrenal research. But we need to focus more attention on crafting learning outcome-statements regarding technology, so that we might gather data that support our feelings on this score. We can, in the meantime, use our newly re-energized alumni relations to begin gathering data on just how well our present alums were prepared at Rockhurst.

**Useful Knowledge: Professionals Inform our Programs**

Many departments, programs, and schools use advisory boards that include external experts, as well as students, when seeking input on curriculum. Examples include the Advisory Boards for Occupational Therapy, Physical Therapy, the Criminal Justice Program, and the Helzberg School of Management. The creation and use of these advisory boards has deepened relationships with professional colleagues in the city and region, brought intellectual and material benefits to the campus community, and opened new doors for students seeking a variety of career paths. For instance, the Physical Therapy “Board members asked how the department responded to students or parents who ask ‘why Rockhurst?’ for entry-level DPT studies. The board
suggested that employers in the Midwest do value Rockhurst graduates more highly than graduates of other programs. The board suggested that the department should survey employers in the Midwest in an attempt to quantify their preference for Rockhurst graduates and to better determine the qualities of Rockhurst graduates that make them more attractive to employers. Board members suggested that the department post testimonials from both graduates and their employers on the Rockhurst website” [RD#488]. We have placed other minutes suggesting the value of advisory boards in our ERR, along with the constitution of one such board [RD#489, RD490, RD#491].

Rockhurst University faculty and staff also work in a broader community, where a vast network of contacts, resources, and ideas can benefit their departments and programs. For instance, faculty and staff participate in a wide range of professional activities, including board memberships, conferences, consulting, clinical practice, teaching and serving overseas, and addressing a wide range of external audiences. Such connections led to an FBI agent recently serving as course instructor in the new Criminal Justice program, educating students about the links between theory in criminology and application in federal jurisdictions. Other affiliations with local boards of directors have engaged faculty and staff with community leaders, whose insights can improve the usefulness of courses, curricula, and the general educational experience on our campus [RD#492].

Similarly, fieldwork and other off-campus learning endeavors, including activities like research, internships, study abroad, and service learning (covered earlier) have provided undergraduate and graduate students at Rockhurst with opportunities to apply skills and knowledge in a variety of settings while contributing to their personal and professional development. In turn, such experiences also provide Rockhurst faculty with an opportunity to gain insights into student performance in these external activities, providing rich information for on-going curricular assessment and improvement of academic programs on campus. A recent student service trip to Haiti, organized by the Helzberg School of Management and comprising several Economics students, aimed to develop an appreciation of the challenges facing developing economies, e.g., poverty, unemployment, malnutrition, etc. The trips have led to incorporating material on the link between malnutrition and economic development in a number of courses, such as Macroeconomics.

**Formal Assessment Tools**

Rockhurst values and pursues continuous improvement in teaching and learning in all of its programs, as we detailed under Criterion 3a. But in summary, schools have established program goals, which align with the learning themes for the University, as well as assessment methodology, timelines, and action plans to guide continuous program review. Having indicated our focus on learning that is useful for service and living in a global and international society, we now examine how we assess the outcomes of such learning. Curricular evaluation takes many forms, ranging from the University-wide assessment activities coordinated by the Committee on Rockhurst Assessment (CORA), to program-level assessment, to assessment conducted on a course by course basis. Numerous types of data are aggregated and analyzed in an ongoing fashion in this process. The Office of Assessment and Office of Institutional Research gather and evaluate other data, including graduation rates and retention rates, as well as the nature and extent of student participation in high impact educational practices (e.g., service learning and research with faculty).
We collect data on the quality and usefulness of the general student experience at Rockhurst, as well as specific curricula, through a variety of means, including nationally normed surveys. For example, we use survey instruments from Noel-Levitz to gauge our students’ satisfaction on a wide range of issues that comprise their educational experiences. (We have cited a good deal of such nationally normed data in developing Criterion 4.) Similarly, academic departments use data from current and former students conveyed formally through surveys and informally by other channels for inclusion in department newsletters, for instance, as key tools to evaluate their academic programs and determine how well students were prepared for the activities they pursued following graduation. Several recent department newsletters are in the ERR [RD#493].

Each year, all departments and programs submit an annual assessment report to their respective Deans, furnishing a copy to our assessment coordinator. These reports assist the Office for Assessment by providing documented assurances of learning and continuous curricular assessment, necessary for continuous improvement. These annual reports also provide CORA with an opportunity to engage in trend analyses for educational programs, providing an ongoing method of evaluation and informed decisions regarding developmental efforts in the coming academic year. Criterion 3a not only discussed assessment, but it also provided the assessment data gathered, and highlighted decisions and actions based upon the data. An overview of direct and indirect assessment across campus, along with the oversight for it, can be found in our ERR [RD#494].

In this section, we assumed what was discussed and detailed in Criterion 3a, and we added illustrations of our effectiveness in preparing people to apply what they learn, survey data indicating that we are preparing students to be sensitive to a diverse and global society, the extensive reach of technology into our classrooms as both teaching aids and subject matter, and advisory board minutes to illustrate the place of professionals in helping us to impart useful knowledge to our students.

4d. Rockhurst University Provides Support to Ensure that Faculty, Students, and Staff Acquire, Discover, and Apply Knowledge Responsibly.

Rockhurst University’s mission and core values all point to responsible acquisition, discovery, and use of knowledge: leadership, finding God in all things, magis (making God’s good world better), cura personalis (caring for the whole person), contemplation in action (including service to others and justice), and wisdom (especially a concern for truth). Consistent with our mission and values, our academic and co-curricular services aim to support responsibility in the acquisition, discovery, and application of knowledge.

Support for Acquisition and Discovery of Knowledge

Greenlease Library Services

To further the research options available for the development of learning, Greenlease Library participates in lending programs that help to nurture responsible discovery of knowledge. The lending programs include MOBIUS, a Missouri consortium, and the Association of Jesuit Colleges and Universities (AJCU) Direct Reciprocal Library Borrowing Agreement for AJCU faculty. Criterion 3d explains how the library staff are
maintaining quality library services despite budget constraints (primarily through reallocation of resources and increases in the automation budget) to achieve their aims. These efforts have not gone unnoticed. Recent student surveys from AY2009–10 and AY2010–11 indicate a very high level of student satisfaction with library staff (courtesy, responsiveness, knowledge, effective teaching) and resources [RD#456, RD#457].

The Learning Center

The Learning Center offers programs to support learning (all of which were detailed under Criterion 3d). Chief among the programs are a Supplemental Instruction (SI) program and a growing peer tutoring program in a myriad of courses (including History, Psychology, Statistics, Mathematics, Anatomy, Biology, Chemistry, Spanish, French, Genetics, Business, Economics, Finance, Accounting, Anthropology, and Criminal Justice). Both programs, in addition, emphasize study skills and time management. Some tutors, furthermore, focus on useful proficiencies: oral and written communication, as well as computer technology. What we would emphasize here, without repeating information from earlier sections, is that the Center supports SI and peer tutors in acquiring and applying knowledge responsibly by providing them the opportunity to develop leadership and academic skills.

Other Support Services

Additional support services, detailed elsewhere in our self-study, also direct students toward responsible acquisition, discovery, and application of knowledge. Please see Academic Advising (in Criterion 3c), as well as such support services as the Student Success Network, the Counseling Center, the Access Office, and Student Services (in Criterion 1e). One additional support service not mentioned elsewhere does deserve mention in this component of Criterion 4 because it truly does try to help at-risk students to conduct themselves responsibly: the Academic Support Action Plan (ASAP). To provide support for students who have been academically dismissed and readmitted or whose academic progress has been less than satisfactory, several campus entities, including the Learning Center, Counseling Center, Student Services, and the Academic Review Board, collaborate in order to help students access resources intended to improve academic skills, that is, to enable responsible behavior once readmitted.

Support for Responsible Acquisition, Discovery, and Use of Knowledge

Academic/Curricular Support

We are ever mindful of encouraging and expecting ethical behavior of our employees and students, and results of our 2010 alumni survey (as noted in Criterion 1c) supports this contention: nearly 100% of the people surveyed indicated that their Rockhurst education had prepared them to confidently live out their values [RD#460]. All Rockhurst undergraduates take PL3100 Ethical Theory, offered by the Philosophy Department as part of the core curriculum. This class explores the fundamental factors involved in moral decision making and the discovery of ethical principles in order to achieve a critical and reasoned understanding of the meaning and basis of morality. Ethical Theory is taken after students have already explored foundational concepts of philosophy in PL1100 Reality and Human Existence (Catalog 135) [RD#72].
When combined with upper-level electives, such as Business and Ethics, Justice, War and International Ethics, Justice Within Society, International Distributive Justice, Seminar in Ethics, Seminar in Medical Ethics, and Natural Law Ethics (Catalog 139-40) [RD#72], students have a strong foundation for making responsible decisions that impact their world. Nursing students are expected to take the Seminar in Medical Ethics, as well as Theology, Morality, and Health Care, offered by the Department of Theology and Religious Studies. HSOM has also developed a Social Justice Track for students, which “prepares students who want to take their study to the service of others whether it is directly, through organizations, or through the development and implementation of relevant policy” (Catalog 206) [RD#72]. This track includes a significant leadership component of the philosophy courses listed above.

Our Institutional Review Board (IRB) educates faculty and student researchers in how to conduct research ethically and legally. This board, made up of faculty from each school, including at least one non-scientist member, as well as a community member with no direct relationship with the University, has eight members who are appointed for three-year terms. The IRB is accountable to the Vice President for Academic Affairs (VPAA) who appoints the chair and the members [RD#501]. As part of the University’s oversight of ethical and legal research, a Research Integrity Officer (RIO) and a Deciding Official (DO) review allegations of misconduct, which are detailed in our ERR [RD#502].

Our intranet site provides extensive information to University employees regarding policies, resources, protocol forms, human subjects training, and federal guidelines. Our public website serves to educate the larger Rockhurst community about ethical issues in human participant research, including compliance with federal, state, and University regulatory requirements for human participant research. The website links to the Collaborative Institutional Training Initiative (CITI), the program which trains faculty and students for ethical research [RD#503].

The faculty, student, and employee handbooks include their respective Codes of Conduct sections [RD#78, RD#77, RD#76]. These articulate the policies and procedures which guide students and employees toward appropriate behaviors and practices of academic life. For faculty, the Academic Honesty policy is part of their handbook, while the University Catalog contains the Academic Honesty policy for students [RD#72]. The Faculty Handbook states that: “Consistent with the mission and purpose and the Judeo-Christian principles the University seeks to foster within its whole community, it is expected that academic honesty and integrity guide the actions of all its members. It is the responsibility of every person in the academic community—faculty members, students and administrators—to ensure that dishonesty is not tolerated” (VII.A.1, Some Policy Statements Affecting Faculty) [RD#76].

The Academic Affairs Council (AAC) has identified the issue of copyright, intellectual property, and social media policies at Rockhurst as one deserving attention. AAC reviewed copyright, fair use, and intellectual property issues of the Association of Jesuit Colleges and Universities (AJCU) and comparable universities [RD#509]. After much reflection, the matter has been referred to our law firm for information regarding intellectual property law, including sample policies, to help AAC in preparing official policy and procedures that seem most to answer our needs. Once a policy and procedures have been crafted, they will go to Faculty Senate, as well as Student Senate and affected administrative and staff offices, for discussion and, ultimately, endorsement.
In the meantime, however, information guides on plagiarism, copyright, and fair use are available on the library’s website. The Greenlease Library has established Information Literacy Competencies for Rockhurst University Students [RID#510]. These competencies are based upon the Association of College and Research Libraries Information Literacy Competency Standards for Higher Education. The library, moreover, provides bibliographic management software to the entire campus community to facilitate systematic storage of research information and to aid in appropriate citation and attribution of research.

Along these lines, the Center for Excellence in Teaching and Learning (CETL) has hosted presentations by faculty and librarians on plagiarism and fair use of copyrighted materials. The library is updating its web pages on copyright and fair use to include information on intellectual property.

The curriculum further inculcates responsible use of knowledge for the benefit of society through Service Learning, which plays a major role in the First Year Seminar, Freshmen Introduction to Business Seminar, and the Freshmen in Science Seminar, courses that typically account for 80% of the entering first-year class. While those courses that include a service learning component depend on the individual instructor’s chosen approach to the curriculum, service learning is a feature of an impressive range of courses at both the undergraduate and graduate levels (e.g., Biology Field Trip—Nicaragua; Francophone Cultures; Senegalese Literature & Culture; Leadership and Organizational Behavior; Fieldwork I Evidence Based Practice).

Co-curricular Support

Rockhurst also houses a range of Student Leadership organizations that promote social responsibility in acquisition, discovery, and use of knowledge. (Please see Criterion 1e for our many other organizations and programs.)

1. **P.E.E.R.S: Positively Educating Each Rockhurst Student**: P.E.E.R.S. is an organization dedicated to teaching students about topics like drugs, alcohol safety, and stress management.

2. **RAKERS: Random Acts of Kindness Sharers**: With its goal to identify those individuals and groups on campus who deserve recognition, encouragement, or congratulations, RAKERS simply aims to say “thank you” or “we support you” in a creative way. Although most projects are not considered service projects, they do carry on the Jesuit tradition of “men and women for others.”
3. **Voices for Justice**: First established in 2001 by a group of students who protested at the annual School of the Americas peace rally, Voices for Justice stands for “Jesuit University Students Together in Concerned Empowerment.” Voices for Justice is a nationally recognized Jesuit student organization seeking social justice in a number of fields. The organization is also concerned with Fair Trade products, especially coffee, and how a wide-range of wrongs in the world can be made right through inspiration and action (faith and works), education, solidarity, and empowerment for all people.

4. In addition, Rockhurst has student organizations dedicated to promoting intercultural awareness: e.g., the Asian Club, Black Student Union, and Student Organization of Latinos [RD#511].

Rockhurst’s Campus Ministry sponsors multiple Service Immersion Trips, discussed in Criterion 3d. These week-long experiences, which include manual labor, cultural immersion activities, relationship-building, as well as daily prayer and reflection, lead students to a deeper understanding of the Gospel’s call to solidarity and justice. Extensive trip preparation and follow-up move students toward the lifelong path of becoming women and men for others. [RD#268]. The service immersion trips occur during Winter Break in January and Spring Break in March. We proudly point to a 113% increase in student participation from twenty-eight students in Ay2003–04 to eighty-seven students in Ay2011–12. (Figure 4.15 in Criterion 3d provides annual data for the past nine years.) Among the destinations for these trips, we find Belize, Camden, NJ, El Salvador, Guatemala, Honduras, New Orleans, Nicaragua, and West Virginia. Numbers by locale are in our ERR [RD#513].

Beginning in 2006, the National Survey of Student Engagement (NSSE) asked first-year students and seniors several questions directly pertaining to Social Justice. Data from 2006 through 2010 suggest that students experienced significant growth during their time at Rockhurst in the areas of *Making Ethical Decisions in Personal Situations*, *Making Ethical Decisions in Professional Situations*, and *The Ability to Look Critically at Society and its Institutions*. In each year, both freshmen and seniors were significantly above the Master’s benchmark and, in the last two years, freshmen were above the Jesuit universities’ benchmark. Seniors continue to rise to very near the Jesuit universities’ benchmark [RD#450].

Rockhurst’s Visiting Scholar Lecture Series, one of several cultural programs organized and promoted through the Rockhurst Center for Arts and Letters, has been bringing speakers to campus for over half-a-century. A significant percentage of these speakers have primarily focused on social responsibility. In recent years, titles have included, for example, *Philanthropic Leadership: Making God’s Good World Better* (Claire Gaudiani); *Tattoos on the Heart: A Theology of Compassion and Kinship* (Rev. Greg Boyle, S. J.); *Ethical Leadership: Challenges and Choices* (Andrew Card); *Guantanamo Bay and its Implications for the Rule of Law* (Lt. Cmdr. Charles D. Swift, Retired); *Residential Segregation in Kansas City: Origin, Development, and Consequences* (Kevin Fox Gotham) [RD#72].

In addition to the Visiting Scholar Lecture Series, HSOM’s Center of Leadership and Ethics was formed with the intent of “embracing ideas such as strategic philanthropy, in which organizations respond to real community needs in a way that aligns with their organizational mission and is good for business.” The Center has sponsored a speaker series that allows experts in a variety of fields to impart wisdom with regard
to ethical leadership. In recent years, talks have included *And Who is My Neighbor? Trade, Migration, and the Jesuit University* (Rev. Douglas Marcouiller, S.J.), and *Inspiration, Philosophy, and Leadership: A Catholic’s Perspective* (Rev. Robert Spitzer, S. J.) [RD#516].

Students benefit from their curricular and co-curricular educational experiences during their time at Rockhurst University and move forward into the world (1) prepared with the abilities to be “men and women for and with others” and (2) committed to Learning, Leadership, and Service in the Jesuit tradition.

**Conclusion: Acquisition, Discovery, and Application of Knowledge**

**Acquisition, Discovery, and Application of Knowledge: Strengths**

**Valuing a Life of Learning**

1. The means are in place to encourage lifelong learning among all levels of the community, that is, budget lines for administrators, faculty, staff, and students.

2. Administrators and staff participate in a variety of professional activities and make connections in the local, national, and international communities.

3. We have a well-qualified faculty who have increasingly been active in scholarship.

4. Collaboration between faculty and students is actively encouraged to nurture the love of scholarship and lifelong learning.

**Breadth of Knowledge and Skills, Exercise of Intellectual Inquiry, and Educational Programs**

1. The Core Curriculum provides undergraduate students with a breadth of knowledge and skill and the opportunity to engage in intellectual inquiry consistent with our core Jesuit values.

2. The Global Perspectives Requirement for all baccalaureate degrees helps to transform students into global citizens committed to service in the contemporary world; to develop knowledge of, along with appreciation and respect for, world cultures; and to inculcate a commitment to global, lifelong learning.

3. Our professional graduate programs offer the opportunity for interdisciplinary interactions between students and faculty throughout the various curricula.

4. We have a variety of co-curricular opportunities for students, as well as other members of the University community, that enhance students’ classroom learning and allow students to develop and apply their leadership abilities.

5. Freshmen and seniors consistently report that their Rockhurst experience has positively impacted their knowledge, skills, and personal development, through both the curriculum and domestic and international service.
Usefulness of Curricula in a Global, Diverse, and Technological Society

1. We offer opportunities for useful or applied learning through partnerships, co-ops, internships, service learning, and fieldwork.

2. Our Diversity and International Studies and Global Perspectives Committees have a consistent record of achievements in nurturing the campus community’s understanding and appreciation of diverse perspectives: racial, ethnic, gender, religious, etc.

3. Technologies are in place that enhance learning and access to information.

4. Our programs and departments listen to professionals through active advising boards and use what they hear to enhance their programs.

Support for Responsible Acquisition, Discovery, and Application of Knowledge

1. Academic support through the Learning Center and the Greenlease Library is available for students to deepen their understanding of classroom materials and develop information literacy skills for research and lifelong learning.

2. We have developed mechanisms for ensuring our work keeps to high ethical standards and that our students learn of and emulate responsible/ethical behavior in their classes and throughout their experiences at Rockhurst. Alumni surveys suggest a good deal of success on this point.

Acquisition, Discovery, and Application of Knowledge: Opportunities

Valuing a Life of Learning

1. Rockhurst needs a University-wide strategy to enhance undergraduate research. While there are programs like undergraduate summer research fellowships, there is no University-wide program that funds undergraduate student research during the regular school year, travel to conferences to present student research papers, etc. This needs to be addressed annually and perhaps in our next strategic plan.

2. The expectations for faculty research are high and often reflect accreditation requirements like those of the Association to Advance Collegiate Schools of Business (AACSB). While expectations have risen with time, funds at the department level that support faculty scholarship have not risen, though institutional allocations to professional development have risen significantly, as detailed in the Introductory Remarks.

Usefulness of Curricula in a Global, Diverse, and Technological Society

1. While significant strides have been made in incorporating more of a global perspective in the curriculum, Rockhurst needs to do more in this regard. Part of the issue here is due to the inherent nature of the institution. Rockhurst has traditionally attracted a student body that is mostly drawn from Kansas City and surrounding areas in the Midwest. Hence, it lacks a significant international student population that is increasingly common in larger state universities. This lack of international student diversity is one reason that our students seem less aware of the relationship between global and local issues than their peers.
2. The Study Abroad Coordinator position will, as plans proceed, be increased to a full-time position, as part of a broad Rockhurst World Campus Initiative Fund, but until the funding is in place, this goal remains an opportunity.

3. We need a systematic approach to the development of technology aptitude, including precisely crafted outcomes. No required University-wide course exists to teach students the use of work product technologies, such as the suite of Microsoft Office applications. In addition, students would benefit from a required information literacy skills course—addressing a list of desired outcomes—to provide students with knowledge about scholarly resources and discovery skills that would apply across the curriculum and aid in their development as lifelong learners. In the meantime, we might call upon our newly re-energized alumni relations to begin gathering data on just how well our present alums were prepared at Rockhurst to live and succeed in our technological society.

Support for Responsible Acquisition, Discovery, and Application of Knowledge

1. The complexity of the information landscape and the need for experts like librarians and learning center instructors to help students and faculty access and evaluate information make Rockhurst’s financial constraints a concern.

2. The Academic Affairs Council (AAC) has identified the issue of copyright, intellectual property, and social media as an area that needs a formal policy and procedures. Adoption of such will be a priority in AY2012–13.
Much as the often repeated line at Rockhurst University—Learning, Leadership, and Service in the Jesuit Tradition—appears on the campus Bell Tower, so too do the following words that echo our mission, vision, and core values:

“You are called by the Society of Jesus to be men and women who reflect upon the reality of the world around you with all its ambiguities, opportunities, and challenges, to discern what is really happening in your life and in the lives of others, to find God there and to discover where God is calling you, to employ criteria for significant choices that reflect Godly values rather than narrow, exclusive self-interest, to make decisions in the light of what is truly for the greater glory of God and the service of those in need, and then to act accordingly.”


Fr. Kolvenbach’s words explicitly set out engagement and service as central to the functions of our University. During the last strategic planning process, moreover, we identified two Critical Issues that reflect our commitment to community engagement: Transforming Lives Consistent with our Jesuit Values and Enriching and Building Community, as detailed in the ERR [RD#28]. These issues challenge us to “make God’s good world better.” To this end, we integrate educational program issues like diversity, multiculturalism, global perspectives, economic inequality and justice, insofar as they point towards community engagement activities, specifically, ones that extend student learning beyond the campus through innovative and imaginative programs and partnerships that celebrate community.

While we have room for additional growth, we believe that we are meeting this challenge as evidenced by a variety of measures, but none more telling than the Carnegie Foundation bestowing on Rockhurst the Advancement of Teaching Community Engagement Classification in 2010. Rockhurst is the only institution in the greater Kansas City metro area to receive this distinction. The Community Engagement Classification allows the Foundation to recognize important aspects of the institution’s mission and actions that are not represented in the national data for the all-inclusive classification. This recognition speaks to our strong community partnerships, as well as our willingness to make God’s good world better and to remain in the city for good.
In the pages that follow, we will successively address each core component outlined under Criterion 5: Service and Engagement. Under each component, we shall discuss two constituent groups: alumni and the larger community. In doing so, we believe that we advance a very strong case that Rockhurst University “identifies its constituencies and serves them in ways both value.” To be sure, we engage our students and faculty in various ways, trying to learn what they need and want; within the limits of our resources, we try to meet their needs and wishes; they, in turn, value our efforts. But we have discussed such matters in conjunction with these constituents throughout previous criteria. We have chosen, therefore, to discuss under Criterion 5 those whom we serve and engage in the city and the world.

5a. Rockhurst University learns from the Constituencies it Serves—Alumni, Supporters, and the Community—and it Analyzes its Capacity to serve their Needs and Expectations.

Alumni and other Stakeholder Constituents

Alumni and Constituent engagement is a vital part of any university community, as it is at Rockhurst. In order to sustain and increase alumni involvement, Rockhurst must know and understand the needs and expectations of this diverse constituency.

Alumni Surveys

The Office of Alumni and Constituent Relations creates an intricate online alumni survey every two to four years to help in tracking changes in our alumni’s opinions, as well as measuring how successfully we have adapted to these changes (as detailed in our ERR [RD#518, RD#149]). The survey feedback is vital to our alumni programming. Nor is alumni feedback a one-time event; rather, it is an ongoing process of measurement, action, and re-measurement. The alumni survey focuses on four key areas of alumni perceptions of Rockhurst:

1. Awareness and knowledge of University programs,
2. Participation,
3. Philanthropy and Giving to Rockhurst, and
4. Demographics.

Having direct feedback from our alumni (as from other stakeholder constituents) enables us to guide future planning efforts for all departments and create a more uniform approach to engaging our alumni. Departments that especially benefit from alumni surveys are Alumni Relations, Advancement, Career Services, Student Services, as well as the schools and college.

Event Surveys

We also communicate with our alumni (and others) through event surveys (a copy of a recent one is in the ERR [RD#520]). By conducting post-event surveys we are able to extrapolate information that not only increases attendance numbers, but also aids alumni staff in developing programs that meet the specific needs of our constituents. Over the past four years, the number of alumni events has increased significantly.
In 2007, there were five annual alumni events held in Kansas City, with little or no effort to hold events outside of the metro area. In 2011 the alumni office hosted forty-two annual events that included spiritual opportunities, service projects, social receptions, and sporting events throughout the country.

Feasibility Studies

Rockhurst also learns from its alumni and other stakeholder constituents through feasibility studies conducted prior to fundraising campaigns. When we identify our priorities, whether involving facilities or programs, we conduct a feasibility study to verify with our constituents (1) that the proposed project is needed and of value, and (2) that sufficient philanthropic resources are available to fund the project. This critical information supplied by our alumni helps us determine future courses of action. (Bentz Whaley Flessner performed the most recent feasibility study in 2008 [RD#521]).

Parent Initiatives

In addition to communicating with our alumni and other constituent donors, the Office of Alumni and Constituent Relations has partnered with Student Development to coordinate Parent Involvement Initiatives. These programs help support parents and the developmental needs of students. Rockhurst hosts an annual Family & Alumni Weekend each fall, which is open to all alumni, parents, friends, and current Rockhurst students. From Parents Orientation and Family Weekend Events to Commencement and Hawk Walk, various events are designed to welcome families into the Rockhurst community and to listen to their wishes, concerns, and needs.

Student Development also sends an email to parents once every six weeks or so during the course of the semester. This email not only conveys information that is critical to parents’ support of their children's academic success and personal development; but it also acts as an invitation for parents to reach out to our Assistant Dean of Students (who oversees retention), as well as other University staff and faculty, with questions, recommendations, and requests for assistance. While there have been significant gains in the number of alumni and parent events and communication with these constituencies, there still remains opportunity for growth (e.g., increasing the accuracy and breadth of our database, the frequency of events with these groups, etc.).

Community

We recognize that engaging the broad, off-campus community is a reciprocal relationship; we also realize that our understanding of community needs and opportunities may be limited or skewed. So, it is incumbent upon us to engage our partners with a sense of humility and willingness to learn. Our efforts to intentionally engage the community allow us to extend our educational mission—as individuals and as an institution. We have a wide array of mechanisms for systematic assessment of community needs and perceptions of the institution's engagement with the community. For every means of assessing community perceptions of our engagement, we provide evidence (under subsequent components) that we are internally sharing, reflecting upon, and acting in response to the data provided by the various means.
Assessment and Surveys

We regularly solicit feedback from community service sites on the kind and quality of service provided by our students. This includes service-learning projects affiliated with academic courses, internships and cooperative education opportunities, domestic and international service trips, and the all-University Finucane Service Project carried out on the first full day of Orientation with new students (and many other campus constituents). The community partner surveys inform us of successes and areas for improvement, which help in planning future partnerships. For example, the Service Trip Committee not only adjusts the domestic and international service trip locations and activities annually based upon such feedback, but it also responds to our nearby community partners regarding their experience with our student teams, the ongoing changes in our partners’ needs, and our ability to deliver effectively and safely on these objectives.

The Center for Service Learning (CSL) and the Office of Community Relations and Outreach partner each year on a satisfaction survey of community partners, results of which are available in the ERR [RD#522]. In the spring of 2011 survey, 75% of the respondents agreed or strongly agreed that they had an opportunity to provide feedback and input into the planning for student experiences at their organization. In addition to this, CSL partnered with a doctoral student from another university to hold Community Conversations with service-learning partners in the summer of 2011 [RD#523]. These conversations focused on the mechanics of service learning from the community partners’ perspectives. The information gained through these conversations will assist CSL staff in planning future programs: for example, community partners stated that they greatly appreciated the faculty workshops that both introduce faculty and partners to discuss community needs and cement mutually beneficial partnerships. Through this feedback, CSL plans to offer more opportunities for faculty and community conversations.

In addition to program specific evaluations, collaborative partnerships and reflection allow us to understand more comprehensively the difference we are making for a particular community partner; and, as we reflect upon the feedback from those whom we serve, we discover opportunities for learning and change. For example, recognizing that physician-leaders need skills beyond those learned in medical school and graduate medical education, our Helzberg School of Management (HSOM) established a unique partnership with Kansas City University of Medicine & Biosciences (KCUMB) [RD#524]. This collaboration established the dual degree Doctor of Osteopathic Medicine-Master of Business Administration in Healthcare Leadership, which the two institutions offer jointly [RD#525]. The MBA in Healthcare Leadership offers a specialized MBA curriculum designed to develop physician-leaders of conscience and competence, preparing these students for success in the complex and rapidly evolving healthcare industry. Since its inception in 2001, the dual degree program has grown substantially. From twelve graduates in its first class in 2004, the program grew to thirty-five graduates in 2011, pointing out just how carefully we have listened and responded to this constituency’s needs.

Professional Networks

As discussed with more supporting data in Criterion 4c, a number of academic programs have advisory boards comprised of community members engaged in professions affiliated with these programs. A sampling of the programs with such boards includes the recently formed Criminal Justice program [RD#526], Occupational Therapy program, and Physical Therapy program. The Helzberg School of Management
has an advisory board comprised of business leaders from the greater Kansas City community. The boards are instrumental in providing administrators and faculty members with direct feedback on community needs related to each professional area and how students and graduates are engaging these needs through their work.

Professional networks offer students the opportunity to interact with professionals in the field even as they advise program directors of the professional expectations their graduates will encounter. Rockhurst has, for instance, teamed up with the Association of Fundraising Professionals (AFP) Mid America Chapter to develop and deliver an enhanced fundraising curriculum for current Rockhurst students and community members [RD#527]. A committee of AFP members worked with the director of Rockhurst’s Nonprofit Leadership Studies program to review fundraising education programs and to design an undergraduate concentration in fundraising, along with learning outcomes. This committee also assisted with recruitment of adjunct faculty applicants from a pool of Certified Fund Raising Executive (CFRE) candidates. The first courses in the concentration were offered in fall of 2010. Newly hired adjunct faculty members and students were extremely positive. In response to community need, therefore, we offer a Fundraising Leadership certificate program for non-degree seeking students.

Rockhurst University Neighborhood Committee (RUNC)

Rockhurst is committed to ensuring that relationships with neighbors are mutually beneficial. For example, the Rockhurst University Neighborhood Committee (RUNC) was formed in response to a failed zoning hearing, at which we had sought approval for additional parking. Although neighborhood relations were strained over the issue [RD#528], relationships with our neighbors today are very positive after two years of open dialogue on the committee. The Neighborhood Committee has been instrumental in the development of the Campus Master Plan and the subsequent approval of it by the Kansas City Council [RD#19]. The Plan included the recently completed parking garage that will allow us to construct a new academic building on space currently dedicated to parking [RD#530]. This parking structure, moreover, has commercial space for University and public services, including one section on which we are negotiating a lease to a local health care provider, Research Medical Center, for an urgent care type health facility. (At the time that we printed this self-study, the lease had not been finalized.) Notably, students and neighbors alike will use this health clinic—a positive outcome of dialogue with and feedback from our neighbors.

Another example of the collaboration between neighborhood leaders and Rockhurst is reflected in the Community Action Network (CAN) Center. Since the early 1990s, the CAN Center—headquartered in a University house offered rent-free to the community—has served the 49/63 Neighborhood, of which Rockhurst is a member. Two Kansas City Police Officers are assigned to the Center to work closely with the neighborhood to solve problems and prevent crime. Neighborhood leaders note that the consistent police presence has resulted in a decrease in the disruptiveness for which the area was known. The CAN Center is a positive presence in the neighborhood that provides valuable resources. Providing space close to campus helps build connections among our students, the neighborhood, and the police officers who are working to strengthen our community.

By intentionally engaging with our community, as exemplified in Criterion 5a, we have shown our commitment to our urban community. This engagement, moreover, helps our neighbors and other commu-
nity members to be more patient when engaging us on some of the challenges that come with having our University in their back yards. Understanding the impact that we are having on the community also invites others to join with us in our efforts to advance Rockhurst’s mission, vision, strategic plan, and Campus Master Plan.

While we have a wide array of mechanisms for systematic assessment of community needs and perceptions of the institution's engagement with the community, there is no centralized record keeping of this information. Each program, department, and school maintains its own records. Because of this, there is no coordinated effort to improve or strategically plan partnerships within the community. The situation offers us an opportunity to maintain a database of community partnerships and needs, so that programs can collaboratively work with community organizations.

5b. Rockhurst University has the Capacity and the Commitment to Engage with its Identified Constituencies and Communities, as Demonstrated in the Subsections of this Component.

Alumni and other Stakeholder Constituents

The Office of Alumni and Constituent Relations is charged with engaging over 19,000 alumni in all 50 states and 11 countries in the life of the University [RD#531]. The Alumni staff comprises two full-time employees: the Director and the Assistant Director of Alumni and Constituent Relations. The primary responsibilities of this two-person team are to actively engage alumni throughout the alumni life cycle, creating opportunities and outlets for networking, pride and spirit, spirituality, service, learning, connections with students, as well as giving and creating legacy.

The staff helps to bring these various opportunities to fruition through meaningful and diversified programming, online communication, awards and recognition, networking, athletics, student development, philanthropy. Strategic goals are variously measured, but necessarily include a high correlation between two forms of alumni engagement: event attendance and alumni giving. For this reason, collaboration between the Offices of Alumni Relations and of Annual Giving has been paramount in the planning and execution of unified efforts to connect fund raising and friend raising. In pursuing these goals, the Office of Alumni and Constituent Relations relies upon several groups—the University Alumni Association, the Student Alumni Association, and the newly-formed Leaders Council—as well as effective communication.

Important Alumni Components

University Alumni Association: We developed a strategic plan for alumni outreach in 2007 in an effort to engage alumni throughout the country. By identifying the largest populations of alumni, we began to develop regional chapters, each supported by an advisory council. These councils provide local alumni leadership, so that event programming, as well as admission and recruiting efforts, fit each chapter’s specific needs. Currently, regional chapters are located in Kansas City, St. Louis, Washington, D.C., and Omaha. We plan to develop future regional chapters in Denver, Chicago, San Diego, and New York City between 2012 and 2014.
Rockhurst redesigned the Alumni Association to allow for input and collaboration from alumni nationwide. With increased regional outreach, the Rockhurst University Alumni Association now provides the opportunity for alumni across the nation to participate in strategic decisions that will impact our future direction. As part of the strategic plans for 2012 to 2014, we will develop a National Alumni Board. This advisory board, comprising alumni across the country, will create a diverse leadership.

In 2009, an emphasis on young alumni intensified. Young alumni are defined as those individuals who graduated no more than ten years ago or who are under the age of thirty-five. To attract this group, we added three new alumni events in AY2010–11 specifically targeting the unique needs of this population. At the same time, the University successfully developed the Kansas City Young Alumni Council (KC YA Council). Since July 2010, there have been nine events sponsored by the KC YA Council, with a total attendance of 1,000 alumni. Recruitment efforts for this new Council concentrated on a diverse representation in graduation years, professional backgrounds, and ethnicity.

The Student Alumni Association: In 2009, as the University Alumni Association began to evolve, so, too, did the Student Alumni Association, notably with an emphasis on diversifying the leadership team [RD#532]. This student organization modified its mission/purpose to focus on educating the entire student population on the benefits of being a member of the Rockhurst University Alumni Association in order to cement a lifelong mutual engagement between our students/alumni and Rockhurst.

The Rockhurst University Leaders Council: In October 2011, an eight-month process to redefine a key constituent group—the Regents—concluded. Established in 1955, the Rockhurst Regents had served the University through various activities, such as mentoring, mission and ministry, and community engagement. However, in the past ten years, the organization had become too large to serve the University effectively and, for a small staff, to manage effectively. An Ad Hoc Committee, reporting to the President, began the process of restructuring the organization into a more cohesive unit with a precisely defined purpose, bylaws, term limits, and financial expectations. As a result of this work, the Rockhurst Regents was officially retired in October 2011. A new organization took its place: The Rockhurst University Leaders Council. We invited all members of the Rockhurst Regents to join the new organization and become a part of this new strategic direction. The Leaders Council serves Rockhurst in a volunteer capacity with the sole purpose of promoting the University’s mission, programs, and resources to external stakeholders in a way that raises the profile and presence of Rockhurst University in the community. The means of achieving these goals include serving as mentors for academic, financial, administrative, as well as spiritual, leadership; providing long-term and community-wide perspective; and demonstrating commitment to ethical practices, promoting equality, and championing organizational excellence.

Communication: But, quite frankly, to use these organizations successfully, the Alumni Office needed to redesign its communication with our alumni and other constituents. Fortunately, in 2007, the staff had already anticipated the necessary changes, especially by increasing online communication with our constituents. We focused on acquiring accurate email addresses and increasing online event registrations to improve our percentage of accurate email accounts. Whereas the alumni database contained 2,913 current email addresses in 2008, our database contained 13,207 current email addresses in 2011 (over a 350% increase), strongly suggesting the success of our redesign and our strategy.
Communication plays a critical role in engaging our alumni constituency. Electronic newsletters, combined with the Rockhurst Magazine [RD#533], event postcards, and other communications, keep alums informed and engaged. We send the alumni e-newsletter quarterly to 13,000 alumni. The Rockhurst Magazine, the Annual President's Report [RD#534], and other hardcopy communications go out to 26,000 alumni and friends, again speaking strongly to our capacity and commitment to engagement with these most important constituents.

As we move from Alumni to the broader Community, we want to emphasize the very important work on communication that has been done in keeping with Critical Issue #4 in our Strategic Plan, “Establishing Rockhurst’s Identity and Increasing Public Awareness”: specifically, by increasing “the institution’s capacity for sustainable strategic brand management.”

The Office of Public Relations and Marketing has worked diligently over the course of several academic years to provide all of campus with new brand standards. These standards were created out of concentrated effort to define the Rockhurst University brand, as perceived by internal and external target audiences. Market research and brand discovery exercises aided the PRM office in creating the first-ever brand identity guidelines. Distributed to all Rockhurst employees in summer 2012, these guidelines help campus communicators articulate the integrity of the Rockhurst brand in a unified and consistent manner. They also inform everyone from new student workers to long-time personnel on the newly refined brand best practices, University approved imagery, fonts, logos, color palettes, and more. Additional information and materials on our ongoing branding effort are available in the ERR [RD#535].

Community

Rockhurst University has also created organizational, curricular, and co-curricular structures that engage the community. Our annual budget, therefore, allocates funds to encourage and support students, faculty, and staff involved in community service programs, such as the Center for Service Learning (CSL), Community Center, Service Immersion Trips, the Nonprofit Leadership Studies Program, and others.

Organizational Structures

Rockhurst’s organizational structure includes several offices that link the campus to its surrounding community. We have already mentioned most of these offices like the Community Center, Conference Services, Career Services, and the Center for Service Learning under previous Criteria and previous components of Criterion 5, but each deserves a bit more discussion as it demonstrates our commitment to community engagement and capacity to fulfill that commitment.

The Community Center: Opened as an outreach to the 49/63 Neighborhood and greater community in 2002, this stand-alone facility on campus has continued to grow in popularity and continues to provide free meeting space for nonprofit community agencies, civic groups, school district affiliated groups, and neighborhood organizations [RD#536]:
The mission of the Community Center is to serve the needs of residents in the surrounding neighborhoods. It proposes to offer free educational and recreational opportunities to neighborhood residents, as well as community service projects focused on meeting the needs of neighborhood residents; forging partnerships with members of our shared community; and promoting residents’ participation in the daily life and events of the Rockhurst University community.

Conference Services: Providing community groups and organizations the opportunity to utilize our facilities for a variety of events, Conference Services engages the community by creating mutual agreements with Kansas City organizations [RD#537]. Through these agreements, both parties share the commitment of promoting learning opportunities for ethnically diverse students. We currently have a mutual agreement with INROADS and Harmony. In addition to these two organizations, other partners that use Conference Services include Kaplan, Oxford Seminars, Gateway Field Hockey, Huw Williams Soccer, Teach for America, GameBreaker Lacrosse, Mid-America Arts Alliance, Challenger Sports, and K-Fest.

Career Services: Assisting students and alumni through all phases of their career development, Career Services provides leadership to the Rockhurst community on career development topics and develops positive relationships with employer partners and other external constituencies of the institution [RD#538]. Rockhurst University Career Services is a member of the Career Offices of Small Metropolitan Colleges (COSMC) consortium, which currently includes Baker University, Benedictine College, Missouri Western State University, Ottawa University, Park University, William Jewell College, and Rockhurst. A group interview day, typically held in late February, provides area college and university students with the opportunity to speak with local and regional employers on the campus of one of the consortium members. Following the event, employers are encouraged to complete second round interviews at a single career center office where all students can participate. This coordinated effort allows employers to streamline their interview process with multiple students from multiple campuses, even as it similarly streamlines the students’ job search.

In addition to the collaborative programs that Career Services coordinates with area universities, it provides a number of other benefits and resources to area employers. Employers may forward position vacancies to Career Services for student and alumni viewing. Career Services also handles employer requests for résumé referrals in connection with the Cooperative Education program, internships, and full-time employment, as well as MBA and/or alumni candidates. Further, Career Services invites employers seeking full-time and internship candidates to visit campus to conduct open or pre-select interviews in our facility. Career Services
works with employers to help develop a higher profile for their organizations on campus via group presentations and recruiting tables set in high traffic areas on campus. Finally, through the Rockhurst University Co-operative Education (Co-op) program, employers gain access to a diverse pool of highly qualified candidates and establish an effective and efficient pipeline of bright and talented employees to fill future staffing needs.

Curricular Structure

There are many opportunities for students and faculty to engage with the community through our curriculum. From service projects in the first-year seminars to the Executive MBA Consulting Corps to the Non-profit Leadership Studies internship program, our students are engaged in meeting the needs of the community. Learning opportunities that experientially engage with the community include service-learning courses, practicum experiences, internships, and capstones.

The Center for Service Learning (CSL): The hub for community organizations to express volunteer and project needs, CSL connects a community organization to the appropriate University contact, whether that is a service-learning course for a semester project, a student organization for a one-time project, or a University office for a collaborative effort to address community need.

CSL was formally established in 1994 to promote and organize community service projects and course-based service learning at Rockhurst [RD#539]. The mission of the Center is to empower individuals to move toward social action, enhancing their sense of meaning and purpose. The Center supports students enrolled in service-learning classes by providing placement information, assisting classroom reflection sessions, and coordinating Meet the Community Partner sessions. In addition to promoting service, the Center helps students track service hours through the Service Transcript Program [RD#540]. By recording a student’s volunteer service to the Rockhurst, Kansas City, national, and international communities, Service Transcripts help to summarize and communicate this engagement to other parties, for example, to qualify for desired student housing at Rockhurst, or for graduate program scholarships and assistantships at other universities, or for positions with potential employers.

Successfully supporting faculty, students, and community organizations in a variety of service-learning courses, CSL has seen the number of courses more than double since AY2004–05, increasing from twenty-one to fifty in AY2011–12. (No complete records are available for years prior to the arrival of our present director, but please see Criterion 1c for additional related data, as well as the ERR [RD#136].)

We measure the effectiveness of service-learning courses for community partners by the end-of-year survey, initiated in AY2010–11 (with eighteen community partners responding). In the first survey, 67% of the respondents either agreed or strongly agreed that Rockhurst students’ service learning met the needs of their organizations [RD#522]. The respondents also indicated that students helped to fulfill the missions of their respective organizations in a variety of ways, but especially by enhancing service offerings and in developing new connections, as shown in Figure 6.1. We ran the survey again at the end of AY2011–12; results will be available at the time of our visit.
Two specific examples illustrate well how service-learning courses affect community partners. First, in the Helzberg School of Management’s Executive Fellows MBA Program (EMBA), two important partnerships have emerged that are now fully integrated into our curriculum: partnerships with Conception Abbey, detailed earlier under Criterion 4c, and Operation Breakthrough [RD#522]. While our students are helping the community, they are developing their skills in implementing change for organizations that need this help.

In 2001, an Executive Fellows student got his peers together to start a diaper drive for Operation Breakthrough, a local organization that provides a safe haven for hundreds of at-risk children and youth in Kansas City. That student stayed involved to help initiate the EMBA’s corporate citizenship course where student teams would visit Operation Breakthrough and work with the staff to identify projects that would help the organization. These projects since 2001 have ranged from developing marketing videos to setting up summer internships for high school children in the program. In 2009, the EMBA cohort contracted with Operation Breakthrough to take on more strategic challenges, working with the board to deal with governance issues and succession planning. In the spring of 2010 the current graduating class was able to facilitate a successful succession plan and implementation by the organization’s board. Thus, the class cohort now operates as a true consultant, working to help clients develop processes that help them help themselves. (Please see our ERR for courses with service-learning components [RD#544].)
The Nonprofit Leadership Studies Program: Utilizing service learning in a number of courses to respond to community needs and enhance student learning, the Nonprofit Leadership Studies Program has—through service-learning projects—developed ongoing relationships and programs with a number of community organizations [RD#527]. Not only is such experience valuable for students’ professional lives, but it is also valuable for the organizations to meet potential employees and maintain a productive relationship with the University. We have placed several examples of Nonprofit Leadership projects in the ERR [RD#546]. Along the same line, students majoring in Criminal Justice and Nonprofit Leadership Studies are required to complete an internship; Education majors complete practicums and student teaching semesters [RD#547]; Communication Sciences and Disorders [RD#548], Nursing, Occupational Therapy [RD#549], and Physical Therapy students complete clinical experiences.

Co-curricular Structure

The Center for Arts and Letters (CAL): Founded in 1989, CAL is an alliance of arts and cultural programs at Rockhurst. The programs not only engage the on-campus community, but the greater Kansas City community, too. For example, it supports the University’s mission of instilling a love of learning and an awareness of moral responsibility in its students through the nationally recognized artists, lecturers, and performances brought to campus under Center auspices. CAL promotes each of its eleven programs widely in the Kansas City metropolitan community, inviting all who wish to attend and, in many cases, without charge [RD#550]. The affiliate programs appear in Figure 6.2.

Figure 6.2
Affiliate Programs of the Center for Arts and Letters

- Center Study Trip
- Film Series
- Greenlease Gallery of Art
- Midwest Poets Series
- Musica Sacra Chorus and Orchestra
- Plays-in-Progress Workshop
- Return to the Classics
- Rockhurst Chorus, Chamber Singers, and Women’s Chorale
- Rockhurst Review
- Rockhurst Theatre
- Visiting Scholar Lecture Series

The Center for Leadership and Ethics: Housed in the Helzberg School of Management (HSOM), the Center for Leadership and Ethics primarily focuses on improving the quality of life for members of our community through the development of principled leaders who are prepared to shape the world around us
Consistent with Rockhurst's mission of learning, leadership and service, the Center embraces such ideas as strategic philanthropy, by which organizations respond to real community needs in a way that aligns with their organizational missions. The Center's programs reinforce the values that drive individuals to create a better community with a clear sense of connection with one another. The Center engages individuals and area businesses, governmental agencies, and non-governmental organizations by several means, ranging from a speaker series, workshops, and colloquia, to consultation on sustainable economic development for the common good. A recent speaker, the Reverend Robert Spitzer, S.J, for example, delved into organizational ethics and leadership in his talk, *Leadership and Principle-Based Ethics*.

**Athletics:** Rockhurst offers a number of sports camps to the community [RD#552]. Each summer, the athletic coaching staff and team members offer baseball, basketball, and volleyball camps, and leagues for area youth. Grade school and high school camps, high school varsity summer leagues, varsity summer shootouts, and college league play help young players learn fundamentals of the games, develop their skill levels, and have fun.

**Co-curricular Community Service:** In the Jesuit tradition, Community Service is a paramount piece of the culture and experience at Rockhurst. Students participate in co-curricular community service, in addition to the service-learning courses mentioned earlier in this section. In fact, such volunteer service averages an aggregate 30,000 hours per year [RD#540]. Students play an integral role in the implementation and planning of campus-wide community engagement events. For example, students who achieve the role of new student orientation coordinators plan the campus-wide Finucane Service Project. The student coordinators communicate with community partner agencies to facilitate a unique community service experience for freshman orientation groups while also re-establishing ties between the University and the community partner agencies for a new year. Community partners welcome new students to the Kansas City community and introduce students to their organizations and the opportunities to serve throughout the year. Safe Trick-or-Treat is another student-led project which offers neighborhood children a safe place to celebrate Halloween with their families. The families enjoy a haunted house and treats. Each year an average of 600–800 visitors attend and more than 80 students volunteer for Safe Trick-or-Treat.

Rockhurst students create their own service experiences with community organizations, and participate in numerous other service activities throughout the year, including *Leftovers with Love* and **RU College Bound**:

1. **Leftovers with Love**, a program initiated in fall 2008 by the Voices for Justice student group [RD#554], finds a team of Rockhurst students taking leftover food from the cafeteria twice each week to a local Catholic facility, St. James Place, where the food is provided to clients in need; and

2. **RU College Bound**, another dynamic and growing mentorship program led by Rockhurst students, aims to provide local high-school and middle-school aged youth with tools for academic success free of charge [RD#555]. This program integrates a solid academic foundation with an innovative approach to mentorship and an array of college preparation activities.

**Community Work Study:** Rockhurst students, who qualify for the Federal Work Study program [RD#556], tutor or mentor youth in the community through Community Work Study. Rockhurst partners with agencies, such as the Kansas City Urban Youth Center, Operation Breakthrough, Jumpstart KC,
YMCA, and St. James United Methodist Church, to offer students the unique opportunity to integrate work experience with community service. Students who served as mentors and tutors in these after-school programs completed an aggregate 2,940 hours in 2010 [RD#557].

We encourage our students to act on their commitments and values through service to others outside of our immediate community as well. Each year Campus Ministry sponsors domestic and international service-immersion trips to places like Guatemala, Belize, El Salvador, New Orleans, West Virginia (Appalachia), and Camden, NJ. The days are filled with labor (building/painting homes and schools, as well as other work in shelters and the communities) while evenings focus on prayer and reflection. These service-immersion opportunities help students and their faculty and staff companions to seek understanding, as well as build relationships and solidarity through service for and with others.

We close this section with a very clear assessment: Rockhurst University has a great capacity and commitment to engage with our identified constituencies and community groups. And we base our assessment on the substantive data provided about the various offices, programs, services, and initiatives engaging our students, faculty, and staff with alumni and community partners. As we move from capacity and commitment, we shall examine just how responsive these activities are to the various needs and wishes of the groups served.

5c. Rockhurst University demonstrates its Responsiveness to those Constituencies that depend on it for Service.

Alumni and other Stakeholder Constituents

Diverse Alumni Events

The Office of Alumni and Constituent Relations relies on surveys to inform their strategic planning and outreach. The Office has diversified alumni events to include athletics, mission, spirituality, networking, and continuing education based on information garnered from event surveys. Alumni efforts have also increased in regions where large populations of alumni reside. Our constituents indicated that a wide variety of events and regional presence was important for them to maintain a strong connection to the University. Based on these survey results, we were able to act accordingly.

It is also noteworthy that our alumni survey concentrates on responses by generation so that we can better understand the varying needs of our diverse alumni base. In 2009, we approved and filled a new position for the Office of Alumni and Constituent Relations, Assistant Director, to focus primarily on young alumni initiatives and online communication strategies. In response to feedback, we increased the number of events and activities by 67% from 2010 to 2011, as detailed in the ERR [RD#558].

Of course, some opportunities are important across the generations. As shown in Figure 6.3, all generations recognized the importance of activities and events that linked them to the University and its current activities. This information was helpful, for example, in deciding to merge Alumni Weekend with Family Weekend, and in guiding the design of programs, like the service project, which were specifically fashioned to invite alumni families and current student families together [RD#559].
In addition to the partnership with the Office of Alumni and Constituent Relations for the Family & Alumni Weekend Events, the Student Development Office has created Parent Involvement Initiatives to assist parents in addressing the developmental needs of students. The Parent Initiatives represent our proactive response to what increasingly seemed like best practices at other institutions and our own recognition of the importance of the parent-student relationship to Rockhurst. Our initiative, therefore, includes the activities that we have placed in the ERR [RD#560].

**Community**

A recent and unique way that we have served the community is by responding to the need for civil dialogue regarding issues of mutual concern for the broader Kansas City community. In response to this need, our President invited two current mayors (and graduates of Rockhurst)—Mayor Sylvester (Sly) James of Kansas City, MO, and Mayor Joseph Reardon of Kansas City, KS—to speak, during the summer of 2011, at a forum on civil discourse. This event highlighted the interrelated nature of the challenges and opportunities faced by the Greater Kansas City Metro area. In announcing a joint commission on Google Wireless, the event also highlighted the innovative and synergistic advantages of coming together around important initiatives [RD#561].
In addition to the community engagement activities described earlier under this criterion, Rockhurst continues to respond to its constituents and the wider community through the development of the Rockhurst University Neighborhood Committee (RUNC) and a number of community outreach programs.

Rockhurst University Neighborhood Committee (RUNC)

RUNC was formed in 2008 to foster better communication and relationships between the University and the neighborhood in which it resides. (Council minutes are available in the ERR [RD#562].) RUNC includes representation from the three strong neighborhood associations that surround our campus (Troostwood, Troost Plateau, and the 49/63 Neighborhood Coalition) and from the following University units: President’s Cabinet, Student Development/Residence Life, Security, Community Relations, Physical Plant and Technology, and Public Relations. RUNC subcommittees also offer opportunities for us to engage our neighboring public university, University of Missouri-Kansas City, as well as the nearby Stowers Research Institute.

RUNC tackles significant issues that affect many urban institutions. The first major issue, which sparked the creation of this committee, was the neighborhood’s concern over institutional expansion and campus planning in relation to residential communities. With frank dialogue and numerous meetings, RUNC was able to agree upon elements of our Campus Master Plan that work well for both the neighborhood and Rockhurst. One result, mentioned earlier (in Criterion 5a) is the new sustainable, green-wall parking garage with first floor storefronts to benefit the community [RD#563].

RUNC continues to address issues related to student life, including the state of off-campus student housing. Members of the community find it important to include students in discussions of neighborhood livability and safety. They want to encourage students to build positive relationships with long-term residents and homeowners to improve the overall health of the neighborhood and quality of life. Student leaders who live in off-campus housing and student senate representatives participate in discussions to lend their insights, expertise, and student perspectives on issues such as safety, adverse student behavior, and student volunteerism.

RUNC has branched into subcommittees to address public engagement and healthy neighborhood issues more directly [RD#564]. The Public Engagement subcommittee formed to get more residents involved in the life of the neighborhood and to generate a sense of hope. These developments happened in response to the tragic death of a young teen near our campus. Fr. Curran then launched the Hope Initiative to have the lasting impact of creating hope in our community. Our strategy has included discussions with community leaders to uncover needs and ideas, current resources, existing efforts, and partnerships with other organizations.

To keep children and families inspired, the Public Engagement subcommittee decided to host a Back-to-School Rally at the Rockhurst Community Center where families would receive free school supplies, interact with community groups, and access information on youth programs that provided services throughout the year. Participating organizations included the Girl Scouts, Cub Scouts, the Kansas City Zoo, and LINC Caring Communities. School supplies left over from the event were donated to the neighborhood school, Troost Elementary. By hosting a neighborhood block party, the Healthy Neighborhood subcommittee
followed suit with a program to bring long-term neighbors and college students together. The most recent block party brought together approximately seventy-five people from the area. It was an opportunity for them to get acquainted in a relaxed environment.

As an expression of Rockhurst’s commitment to the community and in response to growing safety concerns, Operation Promise Land and 49/63’s CAN Center moved into homes during AY2010–11 that we offered rent-free in keeping with our goal to work with and help stabilize the neighborhood [RD#565]. Students coordinate fundraisers, such as the *Hopkins Skip and Run* event, to benefit Operation Promise Land, the nonprofit community organization founded in memoriam of the deceased community member.

RUNC has had a positive impact on the city, the neighborhood, the University, and the students. It has strengthened the neighborhood by streamlining communication and building trust that did not exist beforehand. In addition to the neighborhood, the city has been strengthened through our Campus Master Plan with which each entity is in agreement, thus protecting the interests of each party. RUNC has positively affected the student body because the committee, as an extension of a caring community, is part of the students’ college experience.

**Outreach Programs**

Many departmental outreach programs respond to community needs and enhance the learning experience of the students. For example, each year we host *The Department of Energy’s Science Knowledge Bowl* [RD#566]. Teams of students, representing high schools from Kansas and Missouri, participate in the event, demonstrating their knowledge of trivia in chemistry, physics, biology, math, and computer science. For the past twelve years, we have also been involved in running the annual *Science Olympiad* competition, including hosting the competition every other year. During this event, high school students from Missouri and Kansas demonstrate their science experiments and knowledge for an audience of their peers, teachers, and future professors.

In addition, we host the annual *S.H.A.R.E. in Science Education, Inc.* activities [RD#567]. S.H.A.R.E. in Science Education, Inc. is a not-for-profit organization dedicated to supporting and advancing science education in the greater Kansas City area. Begun in 1988, S.H.A.R.E. is operated by officers and a board of directors selected from a cross-section of area school districts, businesses, and professional science related
societies. Activities sponsored by this organization include annual science and math summer day camps for elementary-aged children; science and math day camps for students enrolled in the Kansas City, Kansas School District; workshops for preschool teachers designed to support the integration of science and math activities; and workshops for elementary and secondary teachers on science and math related topics.

Students in Physics 2800 and 3200, moreover, transform an ordinary classroom lab into a **Haunted Physics Laboratory** through the presentation and explanation of several Halloween-related physics experiments [RD#568]. The inquiry-based pedagogy used to teach the accompanying physics course for the Haunted Physics Lab gives students the opportunity to learn physics in an interactive and creative manner. The annual Haunted Physics Lab has drawn hundreds of students and visitors from all over the Kansas City area to this Rockhurst event.

**The Pro Bono Clinic**, discussed earlier under Criterion 3d, was developed by faculty and students from Occupational Therapy (OT) and Physical Therapy (PT) to complement both our learning and service mission. Developed in cooperation with the Kansas City Free Health Clinic, this midtown clinic serves the needs of people who are uninsured. The Pro Bono Clinic enhances the quality of life for those citizens while our faculty and students live out moral and economic responsibilities as citizens of this community. Graduate students from OT and PT, in their final year of study, serve as clinic administrators. Assisted by faculty mentors, the clinic administrators organize and run each clinic. OT and PT students volunteer to assist with evaluations and patient education, while academic and/or clinical faculty from OT and PT supervise all students.

Career Services, the Center for Service Learning, and the Nonprofit Leadership Studies Program coordinate an annual **Nonprofit Service and Internship Fair** that features a wide array of nonprofit organizations and year-of-service opportunities. Begun in 2008, this one-day campus-wide event brings local nonprofit organizations to campus and introduces students, faculty, and staff to a myriad of volunteer, internship, and career opportunities available in our community. In addition to helping to create awareness about each participating organization, the event generates greater awareness of nonprofit leadership education and the sector in general. In 2011, the event was restructured to provide greater interaction between students and nonprofit representatives. The Nonprofit Speed Networking for Hawks allowed students and nonprofit representatives an opportunity to speak for two minutes about their programs and experiences before moving on to the next. After the round-robin networking, there was an opportunity for more interaction and questions during an open networking time. Other student-led, co-curricular programs also respond to community needs, including Leftovers with Love and RU College Bound, which we described earlier.

**5d. Internal and External Constituencies Value highly the Services that Rockhurst University Provides.**

**Alumni and other Stakeholder Constituents**

Through surveys and other communication with alumni and constituents, the Office of Alumni and Constituent Relations has received numerous indications of just how much these groups value our services and activities. As detailed earlier, we recently established the first **Young Alumni Advisory Council** that serves the Kansas City metro area and represents over 3,000 young alumni in the area [RD#569]. Whereas there were
four applications received for council membership in 2010, twenty-one applications were received in 2011. The increase in participation demonstrates a desire to remain involved in the life of Rockhurst and speaks to the positive response among young alumni to our efforts to engage them.

In 2010, we celebrated our 100th anniversary during Family & Alumni Weekend [RD#520]. This unique opportunity provided the Office of Alumni and Constituent Relations the occasion to communicate with our constituents by requesting personal stories, memories, and feedback on their educational experiences. These individual responses were collected, celebrated, and shared through a Centennial website. These unique stories, available in the ERR, clearly demonstrate how our alumni value their Rockhurst education [RD#571].

During the Centennial Celebration, moreover, friends and alumni were able to view the memorabilia and treasures of the University’s TimeBox, created and sealed in 1985. A number of new items were added before the TimeBox was sealed for another twenty-five years. As Fr. Curran emphasized, in dedicating a new plaque to commemorate the TimeBox, it is an important historical cache that serves as a way of communicating with future generations of alumni and other constituents.

While we are encouraged by the increased participation rates of our young alumni, they have not translated into increased giving. This presents an opportunity for the Office of Advancement to engage with alumni who invest their time in University activities and events. In April 2011, the Office of Advancement held a focus group for young alumni to explore motivations to giving and preferences in communication methods. The focus group acknowledged a desire to give back to the specific programs that influenced them and an appreciation of personal calls from students. This information will greatly help the Office to plan strategically. (For further survey results, please consult our ERR [RD#572].)

Community
The greater Kansas City community has supported and valued the services that we have provided as evidenced through community surveys; participation rates in our various programs; community giving; and local, regional, and national recognition programs.

Surveys
Several offices and departments utilize surveys to provide feedback for continual improvement and to reflect on successes of the programs. Various academic departments invite representatives from community partners to serve as advisory board members, guest lecturers, or adjunct faculty members. And, through all three means, departments and programs learn how strongly the community appreciates their efforts.

Each year, the Office of Community Relations and Outreach and the Center for Service Learning ask community-partnering organizations about their experiences within the service-learning courses and community engagement activities. As noted earlier in 5b, the spring 2011 survey indicated that 63% of the eighteen respondents agreed or strongly agreed that the college students increased the partner organization’s capacity to serve community needs [RD#522]. The students serving at the sites allowed the organizations to complete more or new projects, as well as identify additional volunteers or other contacts, as Figure 6.4 shows.
Rates of Attendance, Use, Participation, and Giving

The value of our services can be reflected by the rates of attendance at and participation in our programs by community members, as well as their use of our facilities.

**Attendance:** For allied programs in the Center for Arts and Letters (CAL), attendance varies from year to year depending upon the number and nature of the offerings and the environment in the community. After 9/11, for example, topics about Islam and the Middle East greatly resonated with the community; after the failures of Enron, WorldCom, and Adelphia, amid widespread scandal, business ethics became a hot topic; poets, plays, films, etc., similarly can and do strike the fancy of the community in one year more than in another. Nonetheless, as we look at the attendance numbers in Figure 6.5, we can point with pride to the average total attendance each year of about 8,500 people at our programs; what is more, we can state with pride that such attendance says that our community strongly values what we offer them through CAL.
### Figure 6.5

**Annual Attendance at CAL Events, 2003–12**

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**Use of Facilities:** As mentioned earlier, the Rockhurst University Community Center exists to serve the unmet needs of residents in our neighborhood [RD#536]. The number of organizations utilizing the Community Center for meetings and events has grown from thirty-five in 2006 to fifty-five in 2010, a 157% increase that shows just how important the availability of this facility is in the minds of our neighbors. In 2010, the 55 organizations that used space did so for a total of 2,808 hours, which is the economic equivalent of approximately $144,000. (Annual Community Center reports from 2006 to 2010 are in the ERR [RD#575, RD#576, RD#577, RD#578, RD#579].)

**Participation:** Our students interact with corporate and nonprofit organizations through a number of internship programs, detailed at great length under this criterion [RD#527, RD#581, RD#582]. The continued participation of these corporate and nonprofit organizations demonstrates, in large part, the value of these programs to them. Of the 212 organizations that have welcomed student interns, 40 (18.8%) have participated in the internship program for multiple years.

Rockhurst has maintained many of the same Community Work Study sites that began the program in 2007 [RD#557, RD#584]. The exceptions to this are a school that has closed and one that moved out of the area. In addition to the original sites, CWS has added sites due to the demand from students and the community.
Foundation and Corporate Giving: Another estimator of value is corporate and foundation giving, which highlights programs and services believed to be of value to the greater community. Overall dollars from foundations and corporations have increased due to project-specific funding from foundations. Another reason for the increase in dollars is the growth of donor advised funds, which are managed through a community foundation or trust department (see Figure 6.6 below). As dollars have increased, however, we have seen a somewhat steady decline since FY2007 in the number of foundations and corporations giving to Rockhurst because we eliminated the annual gala and the St. Louis golf tournament, and we brought the Kansas City golf tournament in-house. The economy has also played a great role in the declining number of corporate donors.

Figure 6.6
Annual Foundation/Corporation Giving, FY2003–12

Local and National Recognition
Rockhurst University has been recognized for service and engagement from local, regional, and national organizations, speaking directly and convincingly to how highly outside organizations value Rockhurst’s community engagement.

Local and Regional Recognition:
1. reStart, Inc. awarded Rockhurst University the 2009 Youth Volunteer Award for the service of our students through service-learning courses, volunteer opportunities, and the Finucane Service Project.

2. The Community Blood Center of Kansas City awarded Rockhurst University the 2010 Outstanding College Award for students’ efforts to increase pints donated.

3. Girl Scouts of Northeast Kansas and Northwest Missouri awarded the Rockhurst Community Center with the 2009 Silver Award of Excellence for providing a safe place for girls to gather.
National Recognition:

1. Carnegie Foundation awarded the Advancement of Teaching Community Engagement Classification to Rockhurst in 2010.

2. National American Humanics Inc. awarded the Nonprofit Leadership Studies/American Humanics program the 2009 Community Service and Volunteerism Benchmark Award.

3. The President’s Higher Education Community Service Honor Roll has included Rockhurst University for five consecutive years from 2007 through 2011.

4. The Great Lakes Valley Conference named the Rockhurst University Baseball Team winner of the 2010 NCAA Division II Community Engagement Award of Excellence.

While Rockhurst University very much appreciates the awards for our service to and engagement with our community, we continue to look for ways to improve upon our endeavors in keeping with our mission and especially our Ignatian core value of magis.

Conclusion: Engagement and Service

Engagement and Service: Strengths

Alumni and other Stakeholder Constituents

1. Alumni increasingly are hearing from us through communication from the Alumni Office where much of the communication aims to discover not only how alumni can serve Rockhurst, but how Rockhurst can meaningfully continue to serve them.

2. The Alumni Office has increasingly engaged with other departments (Admission, Athletics, Student Development, etc.) to combine and integrate events so that alumni stay connected to the broader Rockhurst community. They have also developed in the past several years more regional alumni groups in cities where a larger proportion of our alumni live, including Kansas City, St. Louis, Omaha, and Washington, DC.

3. The PRM office created the first-ever brand identity guidelines. Distributed to all Rockhurst employees in summer 2012, these guidelines have helped campus communicators articulate the integrity of the Rockhurst brand in a unified and consistent manner.
Community

1. Over the past ten years the University has significantly grown in its engagement with the surrounding community. The Center for Service Learning, the Office of Community Relations and Outreach, Career Services, Advisory Boards, the Rockhurst University Neighborhood Committee, and individual departments and schools reaching out to community partners, have all played key roles in helping us better meet the needs and expectations of others and, in return, receive their support for issues important to the University (such as endorsement of our Campus Master Plan).

2. We are proud of our relationships and partnerships with many organizations within the community and of the recognitions we receive because of the service and value that Rockhurst brings to community members. Most significant is the reception from the Carnegie Foundation of its Advancement of Teaching Community Engagement Classification in 2010. We were the only university or college in the greater Kansas City metro area to receive this recognition.

3. The contributions and accomplishments of our campus community members are notable and have been recognized by many organizations outside of Rockhurst.

Engagement and Service: Opportunities

Alumni and other Stakeholder Constituents

1. One of the ongoing challenges in our mobile society is maintaining an accurate and comprehensive database of contact information for alumni, as well as current information on things like employment, family status, etc.

2. Along with maintaining an accurate database, the Alumni Office—in conjunction with our Advancement Department—needs to enhance the percentage of alumni who give on an annual basis to Rockhurst.

3. A related constituent group whom we have an opportunity to better understand and serve is our parents. While we are active in attending to the questions, needs, and views of individual parents, we have not done any active survey work or focus groups with parents. Because this constituent group is a key supporter of our students and the University, it is vital that we listen to and understand their needs more fully than we have in the past.
Community

1. We need to grow in our relationship with the Mayor’s Office, City Council, and other governmental agencies and offices, so that we can effectively understand and meet their expectations while also receiving advice and support from them for strategic initiatives that we are pursuing. Toward this end, we have already begun increasing communication with the Council members on issues like our Campus Master Plan and our interactions with neighborhood associations.

2. We need centralized record keeping of information linked to our community service, as well as a coordinated effort to improve or strategically plan partnerships within the community. The situation offers us an opportunity to maintain a database of community partnerships and needs, so that programs can collaboratively work with community organizations.

3. Not only would such coordination document our community accomplishments and contributions, but it would also enable us to apply for significant grants or regional and national awards much more efficiently.
In closing our self-study, we believe that our strengths (demonstrated throughout each criterion and listed at the end of each) outweigh the challenges that we face (similarly noted and listed). Based upon these strengths and plans to address our challenges, we believe that Rockhurst University warrants continuing accreditation. But rather than merely reiterating all of these strengths and challenges, we have chosen to review them within the framework of our Strategic Plan 2007–2012 that has guided our actions and informed our decisions over the past five years and which we have cited frequently in this self-study. Not only does this approach organize our review, but it will also serve us as we prepare our Strategic Plan for 2013–2017.

To be sure, some strengths and challenges might fit under more than one of our four Critical Issues and eighteen Strategic Directions; but we have placed them where they are with reason. We shall concisely review matters below; but we have placed in the ERR a comprehensive and verbatim compilation of every strength, threat, opportunity, and/or plan (by criterion) within the context of our Strategic Plan 2007–2012 [RD#588].

**Pathways to the Vision: Eighteen Strategic Directions**

Our Strategic Plan first began to take shape in fall 2006 with a widely participative process—that found our President inviting faculty, staff, students, community members, alumni, and Board of Trustee members to get involved. And this process, which ultimately arrived at the following Critical Issues and Strategic Directions, is a strong model of shared governance at Rockhurst when all is working well. For example, the Faculty Senate and administration (primarily the Vice President for Academic Affairs) have been working together to streamline our committee structure and finalize a Faculty Grievance Procedure—ongoing activities that are both strengths and opportunities.

**Critical Issue #1: Transforming Lives Consistent with Core Jesuit Values**

*Strategic Direction 1: Identify & celebrate how Rockhurst’s Jesuit identity influences what, how, and why students learn while promoting Ignatian pedagogies.*
We have pointed to much in the various criteria that is positive here: faculty including elements of mission (like service) in their syllabi; co-curricular activities centered on mission; various measures by which Rockhurst operates with integrity; an advising program integrated into our first-year seminars; our core curriculum built around seven modes of inquiry, three proficiencies, and a global perspectives requirement; and mechanisms that ensure our work keeps to high ethical standards. In keeping with these standards, our Academic Affairs Council (AAC) has made it a priority for AY2012–13 to adopt a formal policy and procedures to address issues of copyright, intellectual property, and social media.

**Strategic Direction 2:** Cultivate a learning and living environment, permeated by our core values, that provides an integrative experience in these seven areas: Leadership, Communication, International And Cultural Understanding, Critical And Creative Thinking, Ethics And Social Justice, Academic Knowledge, And Self Formation.

Our schools and college, along with our modes, departments, and programs, have aligned their learning goals with our University learning themes to provide an integrated learning experience to our students. But, despite the integrated experience, we need to continue familiarizing students with a broader array of mission components than learning, leadership, and service. We also need to implement direct assessment of outcomes related to our learning themes.

**Strategic Direction 3:** Achieve national recognition as a learning-centered institution that is known for excellence.

Our strategic plan intentionally sets out excellence as a strategic direction, even as our Rank and Tenure process, pedagogical workshops through the Center for Excellence in Teaching and Learning (CETL), and a range of support services (e.g., the Center for Service Learning [CSL], Advising, Study Abroad, Freshman Incentive Program [FIP], the Learning Center, Greenlease Library, etc.) have had measurable influence on effective teaching and student learning.

Our administrators, staff, faculty, and students, moreover, are actively involved in the kind of professional development, research, and scholarly productivity that speaks to their commitment to lifelong learning. On the other hand, we could well do with developing a University-wide strategy to enhance undergraduate research, including funding for travel to conferences, presentation of papers, and so on.

**Strategic Direction 4:** Achieve national recognition for preparing the student for life-long transformational service.

Our students participate in service learning in class, out of class, locally, and abroad; in fact, they begin such learning before classes begin (during student orientation prior to fall semester) through the Finucane Service Project. The McMeel Family Institute, moreover, supports faculty efforts to incorporate service learning into their courses. Various co-curricular activities complement what goes on in class both by involving students in service and allowing them to apply their leadership abilities.

Because the effects of such transformative and transformational service may take years to surface, we realize that we need to do more to survey our alumni three to five years after graduation to document the effectiveness of our preparation in this area.
Strategic Direction 5: Organize, integrate, and implement ongoing and new educational programming issues of diversity, multiculturalism, global perspectives, economic inequality, and justice.

We have made progress in nurturing an inclusive culture on campus through a variety of events and initiatives, many of which the Diversity Committee has spearheaded. Toward this end, we added a Global Perspectives Requirement (GPR) to our core curriculum and initiated the Global Perspectives Course (re)Design Institute to help faculty revamp existing courses to meet the GPR criteria.

Still, opportunity remains to deepen the sensitivity of our campus culture to diversity of thought, religion, race, ethnicity, and so on; to enhance our study abroad program (especially as we strive to build our World Campus Initiative Fund); and to recruit international students as well as a racially/ethnically diverse faculty and staff.

Strategic Direction 6: Sustain programs and practices that strengthen the Jesuit and Catholic identity of Rockhurst.

From the Board of Trustees’ participation in and funding of mission related activities—including their approval of a Cabinet-level post for the head of the Office for Mission—to faculty and staff participation in mission related activities, as well as in programs to prepare leaders of Jesuit institutions, Rockhurst has done outstanding work in strengthening our Jesuit and Catholic identity. We have done a good deal to sustain our mission focus.

Strategic Direction 7: Sustain Rockhurst’s commitment to assessment at the classroom, program, and University levels.

In the seven years since HLC accepted our assessment plan, we have accomplished a good deal. We use both the National Survey of Student Engagement (NSSE) and the Student Satisfaction Index (SSI), along with a number of other instruments, to listen to our students and act upon their expressed needs. Our Offices of Assessment and Institutional Research, newly formed in AY2011–12, supported our self-study process admirably, even as the Assessment Office clarified procedures for reporting and posting assessment done at the course, mode, and program level.

The Assessment Office, moreover, worked closely with the Core Implementation Committee (CIC), the Committee on Rockhurst Assessment (CORA), and CETL to continue the good work of Course Embedded Assessment (CEA), which has served us so well since 2005, while helping CIC to think of core assessment in broader terms—which it has begun to reflect upon and plans to continue exploring in AY2012–13. CORA’s AY2012–13 plans similarly call for it to explore ways of directly assessing our seven learning themes.

Despite such success, we still are looking to establish an Office of Institutional Effectiveness that would centralize the presently diffuse processes of assessment in administrative departments while it also oversees academic assessment, including the plans of CIC and CORA.
Critical Issue #2: Enriching & Building Community

Strategic Direction 8: Increase enrollments while sustaining the high quality of incoming students.

With the help of Noel-Levitz, we have adopted strategies for recruiting and tuition discounting/scholarships that have increased enrollments significantly since our last accreditation visit and promise a very strong enrollment in fall 2012, one in excess of the target number of 385 new first-year students. We have done this while maintaining our academic standards. Nonetheless, we continue to face challenges given the economy, shifting demographics, and increased competition for students.

While we have been creative in adapting to these challenges—including new recruiting materials, strategies, discounting policies, recruitment of transfer students, building relationships with two-year colleges, new programs through partnerships with the University of Missouri-Kansas City—we still are financially limited in how much we can do in our recruiting, in developing new programs to attract students, and so on, by lower-than-planned enrollment in recent years.

Strategic Direction 9: Develop a comprehensive student retention plan with benchmarks and appropriate strategies; develop a corresponding graduate retention program for each graduate program.

Our undergraduate retention rates and graduation rates are very strong compared to similar institutions, while our graduate enrollment—especially in the health sciences—has been growing.

Strategic Direction 10: Identify resources and develop programs to celebrate and build up the gifts and talents of Rockhurst faculty and staff.

We have a number of funds available to faculty for teaching development, including development of course embedded assessment, program assessment, as well as incorporation of service learning and global perspectives into existing courses. In addition, there are budget lines to support administrators, faculty, staff, and students in their professional and scholarly pursuits. On the other hand, funds at the departmental level for faculty development have not risen in the past decade, despite a significant increase in institutional allocations to professional development.

Strategic Direction 11: Recruit and support a more diverse University community.

In attempting to enhance the diversity of our community, we have expanded our Freshman Incentive Program (FIP) and hired a Director for FIP in order to recruit and support students from racial, ethnic, economic groups who are underrepresented in colleges generally and Rockhurst particularly. Further, our Student Success Network diligently identifies and reaches out to at-risk students to help them to succeed. But we need to do more, especially in recruiting international students, which we believe that our planned World Campus Initiative Fund will help us to do.
Strategic Direction 12: Strengthen existing and build new strategic partnerships that both enhance a Rockhurst student experience and bring value to the community.

We have traditionally done much with applied learning through co-operative education experiences, internships, service learning, and fieldwork. Our various program advisory boards, furthermore, provide a channel for professionals to give input on how classroom experience can be enhanced along these same lines. Partnerships, however, also encompass our alumni (through our increasingly successful outreach to them), our neighbors, and firms involved in our service learning internships. In fact, we have been so successful in this effort to strengthen and build partnerships that the Carnegie Foundation awarded us its Advancement of Teaching Community Engagement Classification in 2010.

Still, we must continue to build on our accomplishments by maintaining an accurate and comprehensive database of our partners, reaching out to our partners with greater knowledge of their needs, growing in our relationship with local government, and centralizing our record keeping of data linked to our community service.

Critical Issue #3: Ensuring Financial & Infrastructure Strength

Strategic Direction 13: Balance the University budget by AY2008–09 without use of Seminar Corporation revenues or endowment resources in excess of the amount designated for operations and develop an effective debt management strategy.

The University Planning and Budgeting Committee (UPBC) in rather short order (after 2006) enabled Rockhurst to live within its means, turning million-dollar deficits into million-dollar surpluses, by implementing a comprehensive budgeting and planning process. By employing contribution margin analyses and by linking enrollment and financial aid management to the budgeting process, the UPBC has been able to manage the operating budget more easily. Of course, as it has done so, there have been requests for equitable scrutiny of all areas of the University. In addition, despite well intentioned efforts at transparency, UPBC is being encouraged to communicate more widely that any member of the University might submit a proposal to UPBC.

Though helping to balance Rockhurst’s budget, UPBC continues to struggle with the impact of Rockhurst University Continuing Education Center (RUCEC) on the University’s consolidated financial statements, debt covenants, and Fiscal Responsibility Ratios.

Strategic Direction 14: Enlarge and sustain a “culture of philanthropy and stewardship” in order to advance the Rockhurst mission and provide all stakeholders the opportunity to fulfill their own philanthropic interests and to see their endeavors benefit our University.

Both fundraising and endowment investment returns have been successful, though we need to increase the endowment to relieve our tuition dependence, reduce the deferred maintenance list, offer more funded scholarships, and reach and maintain compensation goals for faculty and staff. Toward these ends, we need to increase the percentage of alumni who give to Rockhurst annually.
Strategic Direction 15: Develop and fully implement a Technology Plan.

We have done an award-winning job in Information-Technology and Instructional-Technology initiatives to enhance our students’ learning experience and to support faculty and staff. As we look to the future, we need to craft technology outcomes and, perhaps, look to a University-wide course to teach students the use of work product technologies. We might also look to survey our alumni about how well they were prepared to live and succeed in our technological society.

Strategic Direction 16: Eliminate $19.6 million in deferred maintenance by spring 2013.

Though we did make some progress on our deferred maintenance in 2008 and 2009, budget constraints in recent years have slowed matters considerably. As noted under Direction 14 above, fundraising is an important component of our future plans to address deferred maintenance, among other opportunities and challenges.

Strategic Direction 17: Provide direction for the on-going creation of both five-year and twenty-year campus master plans.

Our campus Master Plan (created after 2006 as part of our strategic planning process) guides our campus development today and will do so for the next twenty years in terms of both new construction and renovation of existing buildings.

Critical Issue #4: Establishing Rockhurst’s Identity/Increasing Public Awareness

Strategic Direction 18: Increase the institution’s capacity for sustainable strategic brand management.

The Public Relations and Marketing (PRM) Office created the first-ever brand identity guidelines and distributed them to the campus faculty and staff in summer 2012. These guidelines will help us articulate in our communications the integrity of the Rockhurst brand in a unified and consistent manner. PRM has done an excellent job, moreover, in promoting our mission and truthfully telling the Rockhurst story in our advertising. Although some faculty would like to see more emphasis in our promotional material and advertising on learning and academic excellence, plans were already in place to do just this on our website and in other materials.
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