PERIODIC REVIEW REPORT

presented by

DUQUESNE UNIVERSITY OF THE HOLY SPIRIT
CHARLES J. DOUGHERTY, Ph.D., PRESIDENT

presented to

MIDDLE STATES
COMMISSION ON HIGHER EDUCATION

June 1, 2013

Initial Accreditation: 1935
Reaffirmation of Accreditation: 2008
Evaluation Site Visit: March 2-5, 2008
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Certification Statement:
Compliance with MSCHE Requirements of Affiliation and Federal Title IV Requirements
Effective November 8, 2011

Duquesne University

is seeking ___ Initial Accreditation
(Check one): ___ Reaffirmation of Accreditation through Self Study
X Reaffirmation of Accreditation through Periodic Review

An institution seeking initial accreditation or reaffirmation of accreditation must affirm that it meets or continues to meet established MSCHE Requirements of Affiliation and federal requirements relating to Title IV program participation, including the following relevant requirements under the Higher Education Opportunity Act of 2008:

• Distance education (student identity verification)
• Transfer of credit
• Assignment of credit hours
• Title IV cohort default rate

This signed certification statement must be attached to the executive summary of the institution’s self-study or periodic review report.

The undersigned hereby certify that the institution meets all established Requirements of Affiliation of the Middle States Commission on Higher Education and federal requirements relating to Title IV program participation as detailed on this certification statement. If it is not possible to certify compliance with all requirements specified herein, the institution must attach specific details in a separate memorandum.

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

__________________________________________  ___________________________
(Chief Executive Officer)  (Date)

__________________________________________  ___________________________
(Chair, Board of Trustees or Directors)  (Date)
MEMBERS OF THE PERIODIC REVIEW REPORT TASK FORCE

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http://www.duq.edu/academics/university-catalogs
SECTION ONE: EXECUTIVE SUMMARY

ABOUT DUQUESNE UNIVERSITY

Duquesne University of the Holy Spirit was founded in 1878 by the Spiritans, the Congregation of the Holy Spirit. It was incorporated in 1882 by the Commonwealth of Pennsylvania as a degree-granting institution and was chartered as a university in 1911. From humble beginnings as a school to serve the children of Pittsburgh’s poor immigrants, Duquesne has become a major American Catholic university. It has a model urban campus, located in the Uptown area of Pittsburgh, Pennsylvania, on “the Bluff” overlooking the Monongahela River and within walking distance of downtown Pittsburgh. The campus is comprised of approximately 50 acres with excellent facilities to support student learning and development as well as faculty teaching, research, and service.

Duquesne has a Carnegie Foundation classification as a Research/High university. The University, founded on the impulse of service, is recognized by the Carnegie Foundation for Community Engagement. More than 9,000 faculty, staff, and students contribute volunteer service annually to the Pittsburgh community and beyond. Duquesne is a national leader in service-learning, the integration of service with academic reflection, and 2,000 students annually fulfill its core curriculum requirement in classes with faculty and 120 community partners. All undergraduate students experience a distinctive core curriculum reflecting the five pillars of its mission: academic excellence, moral and ethical values, ecumenism and inclusion, service, and globalism.

The University maintains a Rome Campus as part of its Study Abroad program. It will also be opening a Dublin Campus in fall 2013 for Study Abroad. It has a strong commitment to Africa and the African Diaspora because the majority of Spiritan seminarians are now African. It maintains a status of contractual agreement and additional locations with three African theological programs: the Dominican Institute, Oyo State, Nigeria; Spiritan International School of Theology, Enugu, Nigeria; and Tangaza College, Nairobi, Kenya.

Duquesne’s Mission

Duquesne University of the Holy Spirit is a Catholic University, founded by members of the Congregation of the Holy Spirit, the Spiritans, and sustained through a partnership of laity and religious. Duquesne serves God by serving students—through commitment to excellence in liberal and professional education, through profound concern for moral and spiritual values, through the maintenance of an ecumenical atmosphere open to diversity, and through service to the Church, the community, the nation, and the world.

Duquesne’s Vision

Duquesne University will consolidate its position in the first ranks of American Catholic higher education by a University-wide emphasis on our Spiritan mission and identity, enhancement of the quality of our students’ experience, and development of our
national reputation for academic excellence. Our goals will be achieved throughout the University—in the lives of students, among faculty and staff, and in all administrative units.

The Duquesne University Corporation and the Board of Directors are responsible for advancing the purposes of the University. They delegate general administrative, academic and managerial authority to the President of the University. The Provost and Vice President for Academic Affairs serves as the chief academic officer and is ultimately responsible for all academic matters in the University and schools. Since August 2001 Duquesne University has enjoyed strong, stable leadership from President Charles J. Dougherty, its twelfth president, and his executive officers. It has also been blessed to have a strong Spiritan presence throughout the campus. Spiritans, as members of the faculty and administration, provide a living, visible reminder of the University’s founding mission and values. This combination of executive leadership, with Spiritan presence and service, has enabled the University to effectively fulfill its mission and commitment to excellence.

Duquesne University currently employs 486 full-time faculty members (fall 2012 data). Ninety-two percent of faculty members have terminal degrees; 260 are tenured, 120 are non-tenured, tenure-track, and 106 are non-tenure track.

Duquesne offers certificate, baccalaureate, master’s, first professional, and doctoral programs. In total it offers more than 150 degrees. More than 10,000 students enrolled in fall 2012 from all 50 states and 87 nations. Enrollment included a record-breaking class of 1,526 first-year freshmen, a total of 5,917 undergraduate students, and 4,128 graduate and professional students. Providing students with many educational choices, its schools include (in the order of their founding): McAnulty College and Graduate School of the Liberal Arts, School of Law, the A.J. Palumbo School of Business Administration and John F. Donahue Graduate School of Business, Mylan School of Pharmacy and the Graduate School of Pharmaceutical Sciences, Mary Pappert School of Music, School of Education, School of Nursing, John G. Rangos Sr. School of Health Sciences, Bayer School of Natural and Environmental Sciences, and the School of Leadership and Professional Advancement.

Enrollment of undergraduates has been robust, with the University SAT average for incoming freshmen remaining significantly higher than the national SAT average and the Pennsylvania SAT average (2013 University Fact Book Preview, p. 8).

The campus has expanded geographically by the prudent purchases of adjacent properties in its urban location and it has made investments in new buildings and facilities renovations. The University’s financial position has improved as rated by external financial services agencies such as Standard & Poor’s and Moody’s Investor Service.

US News & World Report currently ranks Duquesne a top National University, tied at the 120th position. In their “Great Schools, Great Price” list, the University is
listed 44th in the country. It has also ranked Duquesne’s Law School 144th nationally in a list of top law schools across the country. Additionally, it has recently ranked Duquesne’s School of Law’s Legal Writing Program eleventh nationally, the School of Nursing’s online graduate programs seventh, the Physician Assistant program at 25th, and the Graduate School of Education at 91st. Bloomberg Businessweek recently ranked the University’s undergraduate business school in the nation’s top 100 programs for the third consecutive year. The Princeton Review lists Duquesne as one of the top 322 “Green” colleges in the U.S. Forbes ranked Duquesne number 153 among 266 research institutions. US News & World Report recognized Duquesne as one of the top 20 most efficient universities in America, one of only four private universities recognized and the only Catholic school.

ABOUT THE PERIODIC REVIEW REPORT

A Periodic Review Report Task Force was organized in spring 2012. With 27 members, all divisions of the University were represented, as well as the Faculty Senate, the Student Government Association, and the Graduate and Professional Student Council. Six writing groups were given assignments with a time line for completing the document. All task force information, as well as a section on PRR Frequently Asked Questions, was posted on the University’s website. In addition to the task force’s review of the document, it was also reviewed by the President and executive officers, the University community, and the Chairman of the Board of Directors. The report is organized in six sections: 1) executive summary, 2) summary of response to recommendations, 3) major challenges and opportunities, 4) enrollment and finance trends and projections, 5) assessment processes and results, and 6) linked institutional planning and budgeting processes. Two supplementary reports are provided with the P.R.R.: a) “Responses to Recommendations” and b) “Verification of Compliance with Accreditation-Relevant Federal Regulations.”

SUMMARY OF MAJOR CHANGES AND DEVELOPMENTS

In October 2009, Duquesne University adopted a new Strategic Plan 2010-2015 to provide a clear guide for its continued development. The plan includes 87 Items (or subgoals) in its Implementation Document (Appendix A). In keeping with a commitment to accountability, the President and Cabinet reviewed this plan at mid-point to assess progress. A report was issued to the University community in fall 2012, the Strategic Plan 2010-2015 Implementation Document Progress Report (Appendix B). This plan builds on the success of the University’s first-ever Strategic Plan 2003-2008 which was also developed under President Dougherty’s leadership.

Duquesne achieved a Carnegie classification of Research University/High, moving up from Doctoral Research University. Duquesne is one of only seven American Catholic colleges to achieve this designation which includes Boston College, Catholic University of America, Fordham University, Loyola University of Chicago, Saint Louis University and the University of Dayton. Only two American Catholic universities, Georgetown University and the University of Notre Dame, are in the category of
Research University/Very High. This designation is a clear indicator that the University is achieving its Strategic Plan Vision to be recognized in the top ranks of American Catholic universities. It also recognizes the outstanding work of the faculty in research.

The University publicly launched a major fundraising campaign in fall 2008 with a goal of $150 million, the University’s largest ever. That goal was met a year early in December 2011 and the Campaign totaled $164.3 million as of December 31, 2012. The Campaign includes funding for scholarships to support academically-qualified students who would otherwise be unable to attend Duquesne for financial reasons and reflects the University’s ongoing commitment to student access.

Since 2008 there have been some changes in academic leadership. Fr. Ray French, C.Sp., has been named Vice President for Mission and Identity for AY 2013-2014. In AY 2012-2013 two new academic deans were named following national searches: Dr. James Swindal, McAnulty College and Graduate School of Liberal Arts; and Dr. Mary Ellen Glasgow, School of Nursing. National searches in AY 2013-2014 resulted in the following appointments: Dr. Timothy Austin, Provost and Academic Vice President; David Beaupré, Vice President of Management and Business; Dr. Dean B. McFarlin, Dean of the Palumbo-Donahue School of Business; and Dr. Philip Reeder, Dean of the Bayer School of Natural and Environmental Sciences.

Duquesne’s substantive change requests to MSCHE are included in Appendix C. The Institutional Profile is included in Appendix T.

HIGHLIGHTS OF THE PERIODIC REVIEW REPORT

In undergraduate education the University has:

- Continued to exceed national averages for both Doctoral Public and Private institutions in its retention and 6-year graduation rates.
- Adopted a holistic model of student development, the *Dimensions of a Duquesne Education*, in both Student Life and Academic Affairs as a basis for student learning outcomes.
- Implemented its service-learning requirement for all students; it continues to be one of the only Catholic universities in the nation with a comprehensive core curriculum requirement for service-learning.
- Through its new Office for National Fellowships achieved recognition for students with five Fulbright Scholars and two Goldwater Scholarships since 2008.
- Established an annual *Undergraduate Research & Scholarship Symposium*.
- Supported an active liturgical life for Catholics, as well as campus groups such as evangelical Christians, Hillel for Jewish students, and a Muslim prayer room through Campus Ministry.
- Achieved “Good Standing” for every athletic program on the NCAA Academic Progress Rate report, a key indicator of student academic progress.

In graduate and professional education, the University has:
Increased financial support in the form of assistantship stipends and health insurance for selected Ph.D. programs and students.

Established a Distinguished Dissertation Award to recognize and encourage outstanding research.

Implemented a Future Faculty program for doctoral students preparing for academic professions offered by the Center for Teaching Excellence.

Established a Graduate and Professional Student Council as part of the Student Government Association.

To support faculty and academic excellence the University has:

- Added nine endowed faculty chairs. (Appendix D)
- Achieved the Carnegie classification of Research University/High.
- Supported competitive faculty salaries, ranking 2nd for Full and Associate Professors, and 4th for Assistant professors, when benchmarked with 15 selected American Catholic universities and adjusted for cost-of-living (Georgetown, Notre Dame, Boston College, Catholic University, Fordham, Loyola-Chicago, Saint Louis, Dayton, DePaul, Marquette, Seton Hall, St. John’s, U-San Diego, U-San Francisco, U-St. Thomas). (Appendix E)
- Established endowments to support the Gaultier Faculty Fellows in Service-Learning, the University Honors College, the Rome Campus program, African Studies, and the Institute for Energy and the Environment.
- Added ten new minority faculty members as a result of its minority faculty hiring initiative.
- Remained within the top 10 for Pennsylvania colleges and universities in securing research funding.

In planning and budgeting the University has:

- Been recognized by US News & World Report as one of the top 20 most efficient universities in America; one of only four private universities and the only Catholic school on the list.
- Opened a twelve-story living learning center, Des Places, fall 2012 that meets LEED gold standards.
- Increased its office and classroom space through the acquisition of Libermann Hall, an eight-story academic building; renovated the Hogan Dining Center; and expanded School of Pharmacy campus facilities.
- Provided salary increases every year for faculty and staff even during the severe 2008 economic downturn.

In assessment, the University has:

- Developed and implemented a comprehensive assessment plan for all divisions of the University, including required Academic Program Reviews.
- Been recognized as a national “best practice” model for Student Life assessment by CampusLabs (now StudentVoice) in May 2012.
- Purchased WEAVEonline assessment software to support continued development of assessment processes and analysis of results in summer 2012.
Duquesne University began its decennial Self-Study in late fall 2005 for a spring 2008 site visit. The Self-Study committee made twenty-five recommendations. The MSCHE site visit team made one recommendation related to linking assessment results with planning and budgeting. It also required a Progress Letter which was due to the Middle States Commission on Higher Education on October 1, 2009. It was accepted by the Commission on November 19, 2009.

**MSCHE SITE VISIT TEAM RECOMMENDATION**

During its March 2-5, 2008 site visit, the visiting Middle States team made one recommendation to Duquesne University.

**Recommendation:** Although there is evidence that many units of the University (a) have articulated expectations for student learning, (b) are regularly engaged in assessing that learning, and (c) are beginning to use assessment results to improve student learning and/or demonstrate that students are achieving key institutional and program learning outcomes, such practices are not universal. While getting all units engaged in the assessment of student learning is a formidable task, it is important and well understood. Indeed, in its 2003 PRR Report, the University committed to having “all programs carry out systematic assessment of student learning,” with a target date of summer 2005. The 2003 PRR also indicated that outcomes assessment would be successfully integrated into the strategic and operating plans of the Institution which would then be woven into budget priorities by the time of the 2007 Middle States review. There is no evidence that this is occurring. Although it is implied that student learning assessment informs institutional decision making, there is little to indicate that assessment is being used systematically in the planning and budgeting process. The Team strongly recommends that attention be given to this matter. Progress Letter due October 1, 2009.

**DU Response:** The University submitted its Progress Letter on September 15, 2009. The Middle States Commission on Higher Education acted to accept the Progress Letter at its session on November 19, 2009.

The Progress Letter outlined specific actions that the University took to ensure that student learning assessment informs institutional decision making and that assessment results are linked to planning and budgeting. This issue is addressed more fully in Section Three: Assessment Processes and Results.

**DUQUESNE SELF-STUDY COMMITTEE RECOMMENDATIONS**

In preparation for the spring 2008 site visit, Duquesne University’s Self-Study Committee conducted a thorough and comprehensive review. Their work resulted in 25 recommendations and addressed all 14 accreditation Standards. The University has made important progress in addressing each issue since the 2008 site visit.
Due to the number of recommendations, this section provides an overview of the University’s responses. A comprehensive report with detailed information for each recommendation is available in the document, “Response to Recommendations.” Please refer to that document. The recommendations fall into four thematic areas:

- Academic Affairs
- Faculty
- Strategic and financial planning
- Diversity

ACADEMIC AFFAIRS RECOMMENDATIONS

Ten Self-Study recommendations (numbers 9, 10, 18, 19, 20, 21, 22, 23, 24, 25) primarily related to Academic Affairs:

- Advising
- Career services
- Core curriculum administration
- Service-learning support
- University Honors College core curriculum review
- Information literacy
- Educational technology
- Institutional assessment
- Assessment coordination and leadership
- Center for Teaching Excellence support

The University has made great progress in each of these areas since spring 2008. Additional personnel and resources have been provided in the areas of advising, career services, core curriculum, service-learning, assessment coordination and leadership, Center for Teaching Excellence, and educational technology. Additional personnel include full-time staff in the University Honors College, Office of Service-Learning, and the Center for Teaching Excellence. The Director of the Core Curriculum, a tenured associate professor, is supported by a graduate assistant and works with faculty committees to approve new proposals for classes and to assess the effectiveness of the core. As a result, the new undergraduate core curriculum has been completely implemented with the first student cohort graduating in May 2011.

Advising has been strengthened by implementing a professional development program for advisors. Advisor positions have been reclassified to improve salaries and professional qualifications, and it has been integrated into Enrollment Management Services to support retention.

Career Services has undergone a comprehensive review with significant improvements in services to students; the Center for Teaching Excellence has expanded programming with the hiring of an Associate Director in AY 2008-2009; service-learning engages 120 community partners and 2,000 undergraduate students annually in service-
learning classes; and the University Honors College has adopted and implemented a new core curriculum (fall 2010) that meets the aims of the general University core.

Led by Gumberg Library faculty, support for information literacy has increased significantly and includes support for both faculty and students in incorporating information literacy into classes. Educational Technology moved to report to Academic Affairs from the Center for Technology Services in May 2012 and continues to expand service to faculty with a record number of classes (1,637) employing Blackboard learning management system (LMS) in fall 2012. The Duquesne University Online Campus was established October 2012 to support online and hybrid course offerings.

Institutional assessment and student learning assessment processes have been significantly strengthened. Assessment across the University is coordinated by the Associate Provost/AAVP for Academic Affairs through the work of three committees: Academic Learning Outcomes Assessment committee (ALOA), Student Life Assessment Team (SLAT), and the Institutional Effectiveness Committee (IEC).

FACULTY RECOMMENDATIONS

Six Self-Study recommendations (numbers 12, 13, 14, 15, 16, 17) primarily related to faculty:

- Faculty service
- Faculty workload balance
- New faculty and teaching assistant mentoring
- Benchmarking full-time/part-time faculty salaries and graduate assistant stipends
- Balance between full-time and part-time faculty teaching
- Faculty grievance process

The University has made substantial progress in these areas. As stated in the strategic plan, the University is committed to providing competitive salaries and benefits to full-time faculty, part-time faculty, and graduate assistants, as well as to other staff members. (Strategic Plan 2010-2015, III, 1.) It consistently benchmarks salaries and benefits and strives to maintain progress in this critical area. The grievance process is entirely confidential and the Grievance Committee’s work is consistent with the process outlined in the Faculty Handbook. Faculty and graduate assistant mentoring occurs in various ways throughout the University with initiatives at the departmental, School, and University levels.

STRATEGIC AND FINANCIAL PLANNING RECOMMENDATIONS

Six Self-Study recommendations (numbers 2, 3, 4, 5, 6, 7) primarily related to strategic and financial planning:

- Developing a web-based progress report on the strategic plan
- Strengthening linkages between assessment results and planning and budgeting
• Developing a plan for discontinuing academic programs
• Developing a formal debt policy
• Sharing information about five-year financial plans with the University community
• Providing financial support for Gumberg Library renovations

The University has successfully addressed all of these issues. As part of President Dougherty’s annual Convocation address each September to the University community, the Office of the President publishes University Accomplishments, which documents progress on strategic and annual objectives and is available online and in hard copy.

Links between assessment results and planning and budgeting have been established. Plans for discontinuing academic programs and a formal debt policy have been developed. The University spent approximately $1.4 million on Gumberg Library renovations in FY 2010-2013.

The President and executive officers held Town Hall sessions in 2009 and 2012 with employees to share detailed financial information and to answer questions from participants. The President and Provost and Vice President for Academic Affairs visit every school biannually to meet personally with faculty, discuss important issues, and take questions. The President also routinely communicates to all faculty and all staff through email updates with important information, such as Faculty Salary Data (Appendix F) and the Strategic Plan 2010-2015 Implementation Document Progress Report (Appendix B).

DIVERSITY RECOMMENDATIONS

Three Self-Study recommendations (1, 8, 11) primarily related to diversity:

• “Recruiting, supporting, and retaining” minority faculty, staff, students, and administrators
• Increasing the diversity of the Board of Directors
• Benchmarking hiring goals and results for minority faculty

As a Catholic, Spiritan University, Duquesne was founded to serve the poor and dispossessed. Its commitment to diversity is profoundly embedded in the mission, identity, culture, and history of the institution. It maintains a strong commitment to ecumenism and inclusion, welcoming persons of all faiths, ethnicities, and socioeconomic statuses.

The University’s enrollment of minority students compares favorably with the minority population of the metropolitan Pittsburgh region. The University’s minority enrollment for fall 2012 was 12.2 percent of the total student body. The metropolitan Pittsburgh region has a minority population of 12.9 percent. The first-to-second year retention rate for minority students entering fall 2011 also compares favorably to the first-time full-time freshmen cohort with a total retention rate of 88.8 percent and a
minority retention rate of 86.9 percent which excludes minority non-resident aliens. (Appendix G).

The University has implemented several strategies to increase minority student enrollment. The fall 2008 freshmen class had 10 percent minority students. The percentage increased to a high of 13.2 percent in fall 2010. A record-sized fall 2012 freshmen class, with over 1500 students, has a minority enrollment of 10.6 percent. Diversity as reflected in key attributes such as race, gender, state of origin and federal Pell grant eligibility was improved through initiatives with the University Honors College and the School of Education (SOE) scholarship program. The SOE initiative resulted in a tremendous increase in headcount for first-year freshmen of 138 (fall 2012) compared to 60 students (fall 2011).

While the percentage of minority students has varied slightly over the past five years, recruiting an ethnically diverse population of academically talented and motivated students remains a priority for Enrollment Management. The University continues to develop new strategies to ensure access and choice for minority students. For example, President Dougherty recently created two (2) quasi-endowments of $1,000,000 each to support minority student enrollment in AY 2013-2014: the Roberto Clemente endowment for Hispanic students and the Posey Cumberland endowment for African-American students.

### First-time Full-time Freshmen by Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Fall 2012 Count</th>
<th>Fall 2011 Count</th>
<th>Fall 2010 Count</th>
<th>Fall 2009 Count</th>
<th>Fall 2008 Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian/Pacific Islander</td>
<td>39</td>
<td>41</td>
<td>42</td>
<td>38</td>
<td>38</td>
</tr>
<tr>
<td>Black/African American</td>
<td>50</td>
<td>55</td>
<td>68</td>
<td>53</td>
<td>52</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>38</td>
<td>32</td>
<td>45</td>
<td>35</td>
<td>30</td>
</tr>
<tr>
<td>Native Alaskan/ American Indian</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>White</td>
<td>1,359</td>
<td>1,166</td>
<td>1,226</td>
<td>1,197</td>
<td>1,270</td>
</tr>
<tr>
<td>Other</td>
<td>33</td>
<td>32</td>
<td>28</td>
<td>27</td>
<td>19</td>
</tr>
<tr>
<td>Not Reported</td>
<td>1</td>
<td>4</td>
<td>0</td>
<td>71</td>
<td>17</td>
</tr>
<tr>
<td>Total</td>
<td>1,521</td>
<td>1,331</td>
<td>1,412</td>
<td>1,426</td>
<td>1,430</td>
</tr>
<tr>
<td>Total Minorities</td>
<td>161</td>
<td>161</td>
<td>186</td>
<td>158</td>
<td>143</td>
</tr>
<tr>
<td>Minorities as a Percent of the Incoming Freshman Class</td>
<td>10.6%</td>
<td>12.1%</td>
<td>13.2%</td>
<td>11.1%</td>
<td>10.0%</td>
</tr>
</tbody>
</table>

Non-resident aliens are distributed by ethnic background. New NCES two question collection format and reporting guideline were implemented in fall 2010. Data is reported in order to compare to prior years.

Diversity as a percent of the incoming first-year full-time freshman class increased from fall 2008 (10%) to fall 2010 (13.2%), and showed a decline from fall 2010 (13.2%) to fall 2011 (12.1%) and again to fall 2012 (10.6%). The fall 2011 and fall 2012 minority counts have remained the same (161), minorities as a percent of the incoming class have declined due to the fall 2012 record enrollment. The percent change in number of minorities has increased by 12.6% from fall 2008 to fall 2012.
The University has pursued several initiatives to support diversity. The President’s Advisory Council on Diversity was created in 2005 to provide ongoing information about diversity issues on campus. The group consists of 24 members including students, faculty, staff and administrators. The Council is charged with the task of advising the President on ways to increase diversity on campus and to foster a climate that is welcoming and respectful of everyone. It fosters an even greater awareness of the importance of diversity to the University community.

The University has implemented programs to support the recruitment and retention of minority faculty, minority staff members, and minority students. The new minority faculty hiring initiative has been successful with an approximate annual allocation of $240,000. Since 2008, these funds have resulted in ten new minority hires in the McAnulty College and Graduate School of Liberal Arts and the Schools of Business, Education, Music, and Nursing. However, the net increase in minority faculty members has only been three during this period. Clearly this is an area where the University will continue to focus its efforts.

**Full-time Minority Faculty Hires**

<table>
<thead>
<tr>
<th>FT Faculty</th>
<th>Fall 2008</th>
<th>Fall 2012</th>
<th># Change, 08-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Minority Faculty</td>
<td>33</td>
<td>36</td>
<td>3</td>
</tr>
<tr>
<td>Total Faculty</td>
<td>463</td>
<td>479</td>
<td></td>
</tr>
<tr>
<td>% Minority of Total Faculty</td>
<td>7.1%</td>
<td>7.5%</td>
<td></td>
</tr>
</tbody>
</table>

Duquesne also implemented a Minority Development Internship Program in 2007. This program provides full-time, temporary employment for college-educated minority persons who are unemployed or underemployed and provides the University with the opportunity to recruit and retain qualified staff members. Eight interns have participated since its beginning with six now holding permanent, full-time positions at the University. One intern currently remains in the program.

The Minority Development Internship Program was expanded in 2010 to rotate part-time minority interns through various programs to strengthen their clerical skills. Three of four interns have obtained permanent employment at the University. As part of its commitment to equitable pay, the University’s own minimum wage scale is $13 per hour for FY 2012-2013. This will increase to $14 per hour in FY 2013-2014.

The diversity of the Board of Directors remains essentially unchanged, although it continues to be an important factor in identifying and recruiting new Board members. Esther Bush, President and Chief Executive Officer, The Urban League of Greater Pittsburgh, was named to the Board of Directors in 2009. This relationship provides for an opportunity to strengthen ties with the urban, minority community and potentially expand Board diversity.
## Board Membership by Gender and Race

<table>
<thead>
<tr>
<th>Year</th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
<th>Men of color</th>
<th>Women of color</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>20</td>
<td>6</td>
<td>26</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>2009</td>
<td>18</td>
<td>6</td>
<td>24</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2010</td>
<td>20</td>
<td>6</td>
<td>26</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2011</td>
<td>21</td>
<td>8</td>
<td>29</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2012</td>
<td>20</td>
<td>8</td>
<td>28</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>
SECTION THREE: MAJOR CHALLENGES AND OPPORTUNITIES

Duquesne University has identified two major opportunities and two challenges to be addressed in the next five-year period before its MSCHE self-study. Its history of growth and development over more than a decade shows that it is well-positioned to capitalize on its major opportunities. Duquesne’s leadership has been highly successful through adverse conditions in higher education, such as the Great Recession in 2008, which have been detrimental to many institutions. It has succeeded by taking a proactive role in managing its future rather than simply reacting to circumstances. Therefore, the challenges are recognized as a part of the landscape of being an institution of higher learning rather than as insurmountable impediment to success.

OPPORTUNITY: ENROLLMENT MANAGEMENT
(Standard 8: Student Admissions and Retention)

Duquesne University consists of ten schools of study with more than 150 degree options. This diversity of program offerings provides it with the capability to respond to market opportunities, economic volatility, and trends in student college selection behavior. A recent example is the national volatility in law school enrollments. These market forces and trends impact new and continuing student choices and enrollment behaviors such as: undergraduate persistence and graduation rates, graduate student enrollment patterns, international student initiatives and Duquesne’s need to leverage the importance of a liberal arts education, independent of major.

Persistence and Graduation Rates: In January 2010, the President created a University-wide Retention Committee as part of a systematic effort to better manage freshmen retention and graduation rates. Its current undergraduate retention [persistence] rate (~87 percent average for freshman cohorts over the past five years) and undergraduate, six-year graduation rates (~75 percent) are above the national averages for all doctoral institutions, public and private (retention, Private: 80 percent, Public: 79 percent; 6-year graduation, Private: 65 percent; Public 56 percent, USDE, NCES).

Through the formal retention committee, the University has made the management of the student life cycle a priority as part of an effort to increase the freshmen retention rate to 90 percent and the six-year graduation rate to 78 percent over the next four years. The University achieved an 88.8 percent freshmen retention rate last fall—the second highest in the University’s history—primarily due to the collaborative efforts of the Retention Committee.

Increases in Duquesne’s retention and graduation rates are aligned with its mission of service to students. Increases in these key performance indices will also provide additional revenue for the University and improve its position with key external constituents such as independent credit and ranking entities.

Graduate Enrollment: Graduate and professional enrollments across Duquesne’s ten schools of study continue to represent both an opportunity and a challenge. As of fall
2012, approximately 41 percent of Duquesne’s enrollment headcount (34 percent FTE) was at the graduate and professional level. The University recognizes the opportunity to enroll more graduate and professional students into certain (under-enrolled) programs within its schools of Business, Education, Law, Leadership, Liberal Arts, and Sciences.

The University has put in place an infrastructure to translate its successful undergraduate enrollment and retention strategies to the graduate and professional school level. In fall 2011, the University appointed its first director of graduate admissions; a director of marketing and communication within Enrollment Management; a new assistant dean for enrollment management within the School of Law; realigned additional funding for marketing-communication efforts; and developed unique scholarship opportunities to attract additional graduate students.

**International Opportunities:** The University is committed to a new strategic focus on and investment in the recruitment of international students from China, India, Brazil and Southeast Asia. This initiative builds on existing relationships with recruitment agents in the identified target markets. Duquesne will promote undergraduate and graduate degree programs of particular interest (e.g. business, natural sciences, etc.) to specific international student market segments.

**McAnulty College and Graduate School of Liberal Arts - Sharpening, Focusing and Articulating an Identity:** Liberal arts education is the well-recognized pathway to the acquisition of critical thinking and essential writing and communication skills. McAnulty College and Graduate School of Liberal Arts is the largest school at the University. It is also the one in which Duquesne competes with the largest range of public and private institutions. McAnulty’s dean has been charged with developing a more strategic effort to articulate the vitality and value of a liberal arts undergraduate education.

The continued refinement of the undergraduate University Core Curriculum to ensure distinction, linkage to Duquesne’s mission, and alignment to employer skill expectations must remain a priority. The University must identify and leverage market-centric graduate liberal arts programs and brand certain undergraduate programs as gateways for admission into graduate and professional schools. The strategic focus will allow it to further differentiate the McAnulty College of Liberal Arts within a complex, price sensitive and dynamic marketplace.

**OPPORTUNITY: ONLINE (DISTANCE) EDUCATION**
(Standard 8: Student Admission and Retention)

According to *Going the Distance: Online Education in the U.S., 2011* (formerly the Sloan C Online Survey), “Nearly one-third of all students in higher education are taking at least one course online.” Approximately 13.1 percent of Duquesne students were enrolled in an online course in fall 2012, with 8.6 percent categorized as enrolled in an online program (Office of Institutional Research and Planning).
With its first fully online graduate program introduced in 1997, the Ph.D. in Nursing, Duquesne was an early adopter of distance education. Over the past 13 years, the University developed a number of highly successful online programs with the majority of those students enrolled in the Schools of Leadership (undergraduate and graduate), Nursing (graduate) and Education (graduate). With stable, traditional (face-to-face) enrollments, no centralized distance learning unit, and no strategic emphasis on distance learning, the University has not sustained a reputation as a leader in distance learning nor have its online enrollments grown substantially. Additionally, the market has become much more complex and competitive with the entry of many public, private and for-profit institutions offering expanded distance learning opportunities.

Also noted in *Going the Distance*, there is a “10 percent growth rate for online enrollments, which far exceeds the 2 percent growth in the overall higher education student population” and “65 percent of higher education institutions now say that online learning is a critical part of their long-term strategy.” The Provost and Vice President for Academic Affairs, as well as senior academic leadership, is unanimous in recognizing the growing impact online education will have in the higher education marketplace and the need to better leverage it for the near and long-term future of Duquesne University. Through the thoughtful and strategic expansion of distance education and educational technologies, the University seeks to achieve the following goals: 1) expand student recruitment, enrollment, and net tuition revenue, 2) improve student retention, 3) enhance market competitive advantage, and 4) expand the geographic recognition of the University’s brand, identity, and mission.

Duquesne University is engaged in a systematic plan to achieve the goals described above. On May 1, 2012, the department of Educational Technology was transitioned from Computing and Technology Services (Division of Management and Business) to the Division of Academic Affairs. This is a strategic move to better support faculty access to distance education technologies. Instructional designers will assist faculty in moving select face-to-face courses to high-quality online and hybrid courses that will leverage the most current online instructional design principles. Through this initiative, the University has the opportunity to prepare faculty to use these various learning technologies to promote student learning and increase student engagement that aligns with its mission of social justice and service. Duquesne also expects that this initiative will enhance new online program development and market opportunities.

Additionally, in October 2012 a strategic and centralized focus on University distance education was established by President Dougherty in order to maximize opportunities to expand recruitment and enrollment of online students, ensure high quality online programming, and promote a consistent marketing identity. The new entity, *Duquesne University Online Campus*, serves as a hub to coordinate and support all online and hybrid programming across the University. A new director was named effective November 1, 2012.

* Source: *Going the Distance: Online Education in the U.S., 2011* by the Babson Research Survey Group, November 2011
CHALLENGE: REVENUE GENERATION IS HIGHLY CONCENTRATED
(Standard 3: Institutional Resources)

Duquesne University, similar to most private higher education institutions in the United States, derives the majority of its revenues from Student Income (Tuition & Fees and Auxiliary revenue). In the fiscal year ending June 30, 2012, the University received 86 percent of its revenues from students, 3 percent from endowment and investment income, 4 percent from gifts and pledges, 5 percent from grants and contracts, and 2 percent from other sources (see Exhibit A, pg. 18). This highly concentrated source of revenues, a particularly high dependence on Student Income, does not compare favorably with other similarly sized private colleges and universities with a long term Moody’s credit rating of A (see Exhibit A, pg. 18).

Graduate and professional enrollments across Duquesne’s ten schools of study continue to represent both an opportunity and a challenge. Graduate enrollment peaked in fall 2010 at 3,374 and is down 268 FTE or -8 percent through fall 2012. Most recently, from fall 2011 to fall 2012, graduate enrollments declined by 3.1 percent. The largest shift occurred within the School of Law which experienced a 13 percent enrollment decline from fall 2011 to fall 2012 and a 21% decline from fall 2008 (Appendix H). These shifts appear to reflect a national downward trend in graduate enrollments. Over the current fiscal year, the University has worked to better manage graduate and professional school enrollments through a more defined admission, marketing and school-specific enrollment objective infrastructure.

It has been a priority for the University to build a more robust endowment. In fall 2008 the Office of University Advancement publicly announced its campaign goal of $150 million, its largest goal ever. It met that goal an entire year early by December 2011. The campaign total was $164.3 million as of December 31, 2012. Nine endowed faculty chairs have been established since 2008 (Appendix D). Endowment funds have also been dedicated to supporting the Gaultier Faculty Fellows in Service-Learning, University Honors College, Rome Campus Program, African Studies, Institute for the Energy and Environment, and several merit scholarship programs. Additional staff positions have been established in University Advancement, such as the Executive Director of Corporate Relations, to support further development.

CHALLENGE: COMPETITIVE AND CONSTRAINED HIGHER EDUCATION ENVIRONMENT
(Standard 3: Institutional Resources)

Although Duquesne has enjoyed a stable financial situation throughout the recent economic crisis that began to unfold in fall 2008, it has not been immune to the pressures facing higher education nationally. Increasing consumer price sensitivity, diminishing financial support from state governments, increasing federal regulatory activities, societal calls for access, affordability and more accountability from universities, and changing roles and demands on faculty have all created conditions within higher education that
have challenged the status quo of business as usual and created anxiety about how higher education may be changing.

Duquesne has addressed these pressures through prudent planning and action. Due to diminishing financial support from state governments, Duquesne has responded by increasing its institutional financial aid. During 2003-2007 its institutional financial aid budget grew at the same pace as operating expenses. During 2008-2014 its institutional financial aid budget has doubled and has grown at a pace four times faster than operating expenses. Commentary on this data is provided in Appendix I.

Duquesne has responded to increasing federal regulatory activities by committing personnel resources to make sure that the University is in compliance with all regulatory requirements. The associate vice-presidents in each executive area are responsible for monitoring these issues and for coordinating the appropriate University response. For example, several offices worked together to meet the Gainful Employment regulations of the 2008 Higher Education Opportunity Act.

The University is well-positioned to respond to societal calls for more accountability from universities. As a Catholic, Spiritan University, Duquesne has always recognized that accountability to key stakeholders is an essential aspect of good stewardship. Duquesne has been recognized nationally by U.S. News & World Report as one of the top 20 most efficient American universities, one of only four private universities, and the only Catholic university in the list. The University’s operational processes, such as its comprehensive assessment program, business continuity planning, and management and business procedures, as well as its strategic planning and implementation reviews, all support effective management of resources and demonstrate accountability.

The changing roles and demands on faculty at Duquesne reflect the national higher education environment. Although Duquesne University provides competitive salaries for adjunct liberal arts faculty,* the adjunct faculty in Duquesne’s McAnulty College and Graduate School of the Liberal Arts decided to pursue unionization in spring 2012. The University has challenged the ruling of the National Labor Relations Board (NLRB) on this issue based on its religious identity. It has always been committed to paying its adjuncts fairly and hopes to resolve this issue positively over time.

*The Pennsylvania average per three-hour course is $2,700; all 4-year private not-for-profit average per three-hour course is $3,000; Duquesne has paid $3,000 per three-hour course in FY 2013 and is increasing that to $3,500 for FY 2014.

*Source: http://adjunct.chronicle.com/colleges/?searchterm=pittsburgh&entity=college
Operating revenue continues to be primarily student dependent with tuition & fees and auxiliary revenue of $226 million accounting for approximately 86% of total operating revenue of $263 million.

The University’s student dependent revenues averaged 86%, which compares unfavorably to Moody’s average of 76% owing primarily to other schools’ higher level of endowment and investment income.
SECTION FOUR: ENROLLMENT AND FINANCE TRENDS
AND PROJECTIONS

This section of the report provides data on both enrollment and financial projections for the current year and three future years, including the major assumptions on which the projections are based. The University’s operating and capital budget forecast is reviewed and approved annually by the Board of Directors, with the FY 2013-2016 budget forecast approved in May 2012. As illustrated in this section, Duquesne University has been able to maintain a stable enrollment during the current economic downturn, including enrolling the largest incoming freshmen class in University history in fall 2012, and is in sound financial condition while continuing to meet our mission and implement Strategic Plan 2010-2015.

ENROLLMENT: MAJOR ASSUMPTIONS AND PROJECTIONS

The University has integrated a number of enrollment assumptions into its forecasts. Duquesne anticipates that School of Law demand will remain below its historical ten-year average. Currently enrollment growth on the undergraduate side is expected to be driven by increases in the schools of Business, Natural & Environmental Sciences, and Health Sciences. However, capacity constraints in certain schools will limit how much these programs and schools can grow. Additionally, graduate enrollment has declined over the prior two years, since peaking in fall 2010, and continues to present the University with unique challenges.

Four-year Projected Full-time Equivalent (FTE) Enrollment by Level

<table>
<thead>
<tr>
<th></th>
<th>Fall 13</th>
<th>Fall 14</th>
<th>Fall 15</th>
<th>Fall 16</th>
<th># Change</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>6,045</td>
<td>6,112</td>
<td>6,118</td>
<td>6,136</td>
<td>91</td>
<td>1.5%</td>
</tr>
<tr>
<td>Graduate &amp; Professional Practice</td>
<td>3,013</td>
<td>2,995</td>
<td>3,039</td>
<td>3,033</td>
<td>20</td>
<td>0.7%</td>
</tr>
<tr>
<td>Total</td>
<td>9,058</td>
<td>9,107</td>
<td>9,157</td>
<td>9,169</td>
<td>111</td>
<td>1.2%</td>
</tr>
</tbody>
</table>

ENROLLMENT TRENDS

Maintaining and growing enrollment is vital to the health of Duquesne University, as 86 percent of the budget (FY 2012) was student revenue dependent. Duquesne manages enrollment strategically, implementing plans to grow incoming classes where capacity is available (Education), capping programs where demand is greater than capacity (Physician Assistant) and forecasting both undergraduate and graduate enrollment.
Specific to undergraduate, law, and pharmacy enrollment, Duquesne maintains a five year enrollment forecast, taking into account expected matriculation figures, as well as attrition and graduation rates. These forecasts are developed on a school-by-school, and in some cases, specific program basis.

For fall 2012, Duquesne enrolled 10,045 students, with its largest freshmen class ever, and the sixth largest fall enrollment in University history. Undergraduate enrollment accounted for 58.9 percent, graduate 35.6 percent, and law for 5.5 percent of this number. Duquesne University’s highest institutional enrollment of 10,368 total students occurred in fall 2007.

**Five-year Historical Full-time Equivalent Enrollment (FTE) by School**

<table>
<thead>
<tr>
<th>Fall</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th># Change</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberal Arts</td>
<td>1,815</td>
<td>1,962</td>
<td>1,948</td>
<td>1,826</td>
<td>1,740</td>
<td>(75)</td>
<td>-4%</td>
</tr>
<tr>
<td>Nat &amp; Enviro Sci</td>
<td>494</td>
<td>513</td>
<td>533</td>
<td>553</td>
<td>599</td>
<td>105</td>
<td>21%</td>
</tr>
<tr>
<td>Business</td>
<td>1,476</td>
<td>1,512</td>
<td>1,464</td>
<td>1,482</td>
<td>1,558</td>
<td>82</td>
<td>6%</td>
</tr>
<tr>
<td>Education</td>
<td>804</td>
<td>820</td>
<td>817</td>
<td>722</td>
<td>780</td>
<td>(24)</td>
<td>-3%</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>894</td>
<td>913</td>
<td>976</td>
<td>1,034</td>
<td>1,039</td>
<td>145</td>
<td>16%</td>
</tr>
<tr>
<td>Law</td>
<td>707</td>
<td>700</td>
<td>687</td>
<td>640</td>
<td>557</td>
<td>(150)</td>
<td>-21%</td>
</tr>
<tr>
<td>Music</td>
<td>367</td>
<td>343</td>
<td>342</td>
<td>327</td>
<td>310</td>
<td>(57)</td>
<td>-16%</td>
</tr>
<tr>
<td>Nursing</td>
<td>549</td>
<td>580</td>
<td>596</td>
<td>598</td>
<td>642</td>
<td>93</td>
<td>17%</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>1,522</td>
<td>1,532</td>
<td>1,557</td>
<td>1,551</td>
<td>1,535</td>
<td>13</td>
<td>1%</td>
</tr>
<tr>
<td>Ldrship &amp; Prof Adv</td>
<td>436</td>
<td>409</td>
<td>381</td>
<td>390</td>
<td>367</td>
<td>(69)</td>
<td>-16%</td>
</tr>
<tr>
<td>College in High School</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>(2)</td>
<td>-67%</td>
</tr>
<tr>
<td>Total</td>
<td>9,067</td>
<td>9,286</td>
<td>9,304</td>
<td>9,125</td>
<td>9,128</td>
<td>61</td>
<td>1%</td>
</tr>
</tbody>
</table>

Fall 2012 first-time full-time freshmen enrollment was significantly above expectations, at 8 percent above the budgeted projections. This increase was driven mainly by freshmen enrollments in the School of Education and the School of Natural & Environmental Sciences. These two increases, among others, resulted in the fall 2012 freshmen class being the largest in University history.

Retention and Graduation rates continue to be strong indicators of Duquesne’s success. While retention rates at four year private colleges have dropped nationally, rates at Duquesne have remained steady, as the following chart displays.
Retention Compared to 15 Key Admission Competitors

<table>
<thead>
<tr>
<th>Cohort</th>
<th>One Year Retention Rate</th>
<th>*Benchmark</th>
<th>Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2007</td>
<td>88%</td>
<td>82%</td>
<td>6%</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>87%</td>
<td>85%</td>
<td>2%</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>84%</td>
<td>85%</td>
<td>-1%</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>87%</td>
<td>85%</td>
<td>2%</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>89%</td>
<td>N/Av</td>
<td>N/Av</td>
</tr>
</tbody>
</table>

* Average of Duquesne University's Key Competition. Duquesne's Key Competition consists of the top 15 institutions where Duquesne University first-time, full-time freshmen applied, in addition to Duquesne University for that fall term.

Additionally, Duquesne’s freshmen retention rate remains far above the national average, when compared to Ph.D. institutions, both public and private.
FINANCE TRENDS AND FORECASTS

Operating Revenue and Expenditures Summary

Duquesne University’s operating revenue has grown over a five year period from $228 million in FY 2007 to approximately $260 million in FY 2011 or 14 percent. Operating revenue grew to approximately $262 million in FY 2012 due to one-time unrestricted gifts offset by lower graduate enrollment. As a result, operating revenue is budgeted to increase marginally to $263 million in FY 2013 due to anticipated lower graduate enrollment and steadily grow through FY 2016. Operating expense budget reductions, including a voluntary resignation program, were implemented in FY 2012 and a balanced budget has been achieved for FY 2013-2016. Fall 2012 new freshmen enrollment has rebounded significantly from fall 2011 and is the largest in Duquesne’s history. As a result, management anticipates a $5.2 million positive variance on tuition and fee and room and board revenue in FY 2013 compared to the FY 2013 budget due to the higher enrollment. In fall 2012, the Board of Directors authorized a 2 percent mid-year salary increase for eligible employees in FY 2013.
Duquesne University’s total assets increased 19 percent from $480 million in FY 2007 to $573 million in FY 2012. Total net assets increased from $307 million in FY 2007 to $344 million in FY 2012. This represents a 12 percent increase in total net assets.

In FY 2012, the market value of Duquesne’s endowment recovered to approximately the same value as FY 2007 at $177 million and $175 million respectively (excluding pledges). Over the six year period, between FY 2007 and FY 2012, the endowment experienced a loss of market value due to the economic downturn in FY 2008 and FY 2009. Duquesne continues to be heavily tuition dependent with endowment income representing less than 1 percent of the total operating budget, and therefore was able to withstand the significant decreases in the endowment with little impact on operations. FY 2013 operating budget includes a change to the endowment spending policy from 5.3 percent to 5 percent approved by the Board of Directors. The change in the endowment spending policy is to help preserve the purchasing power of the endowment.
Duquesne University’s rate of return for FY 2012 was -1.6 percent, which is less than the institutional average of those institutions with endowment values of $101-500 million at -0.7 percent in the annual endowment survey conducted by the National Association of College and University Business Officers (NACUBO).

**Summary of Average Compounded Rates of Return**
Fiscal Year Ending June 30, 2012

<table>
<thead>
<tr>
<th>Endowments</th>
<th>1-Yr %</th>
<th>3-Yr %</th>
<th>5-Yr %</th>
<th>10-Yr %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greater than $1.0 Billion</td>
<td>0.8</td>
<td>10.6</td>
<td>1.7</td>
<td>7.6</td>
</tr>
<tr>
<td>$501 Million - $1.0 Billion</td>
<td>0.4</td>
<td>10.3</td>
<td>1.2</td>
<td>6.6</td>
</tr>
<tr>
<td>$101 Million - $500 Million</td>
<td>-0.7</td>
<td>10.2</td>
<td>0.7</td>
<td>6.0</td>
</tr>
<tr>
<td>$51 Million - $100 Million</td>
<td>-1.0</td>
<td>9.7</td>
<td>1.0</td>
<td>5.7</td>
</tr>
<tr>
<td>$25 Million - $50 Million</td>
<td>-0.5</td>
<td>10.1</td>
<td>1.0</td>
<td>5.8</td>
</tr>
<tr>
<td>Less Than $25 Million</td>
<td>0.3</td>
<td>10.4</td>
<td>1.5</td>
<td>5.7</td>
</tr>
<tr>
<td>Duquesne</td>
<td>-1.6</td>
<td>12.3</td>
<td>0.0</td>
<td>6.1</td>
</tr>
</tbody>
</table>

Sources: 2012 NACUBO Endowment Study
Fund Evaluation Group

In February 2013, Standard and Poor’s (S&P) reaffirmed Duquesne’s long standing A- credit rating with a stable outlook. Moody’s Investor Service assigned an A2 long-term rating in February 2013 with a stable outlook. In their report, S&P cited the University’s “strong operating performance and conservative fiscal management, which is partially mitigated by financial resources that are below average for the rating category.” In S&P’s opinion, “the University’s stable enrollment and demand metrics provide additional support for the rating.”

Please refer to the audited financial statements for FY 2010 through FY 2012 included in Appendix J. The Integrated Post-Secondary Education Data System (IPEDS) financial data for 2011, 2012 and 2013 is available in Appendix K.
Restructuring and Issuance of Debt

In FY 2008, Duquesne worked proactively to refinance all of its variable rate tax-exempt debt (approximately $30 million) to a fixed rate. As a result of this refinancing, 100 percent of the University’s tax exempt debt is now at a fixed rate.

In FY 2011, the University issued $53.5 million in tax-exempt fixed rate bonds to provide funding for a portion of the construction and furnishing of the new Des Places living learning center and the first phase of the University’s ten-year housing renewal plan. Duquesne plans to issue approximately $17 million in tax-exempt bonds in FY 2013 to fund additional renovation projects in the ten-year housing renewal plan.

CAPITAL PROJECTS

Duquesne has completed numerous capital projects over the last six years. A listing of select major projects completed is included below.

<table>
<thead>
<tr>
<th>Capital Projects 2008-2013</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Banner ERP Implementation</td>
<td>$7,000,000</td>
</tr>
<tr>
<td>Power Center Construction</td>
<td>$29,100,000</td>
</tr>
<tr>
<td>Student Union 2nd Floor Renovation</td>
<td>$2,600,000</td>
</tr>
<tr>
<td>Rooney Field Grandstands</td>
<td>$3,700,000</td>
</tr>
<tr>
<td>Libermann Hall Acquisition</td>
<td>$3,500,000</td>
</tr>
<tr>
<td>Keller Fieldhouse</td>
<td>$2,300,000</td>
</tr>
<tr>
<td>A.J. Palumbo Center Athletics Locker Room</td>
<td>$1,500,000</td>
</tr>
<tr>
<td>Des Places Living Learning Center</td>
<td>$34,500,000</td>
</tr>
<tr>
<td>Hogan Dining Center Renovation</td>
<td>$4,300,000</td>
</tr>
<tr>
<td>Gumberg Library study area renovations</td>
<td>$400,000</td>
</tr>
<tr>
<td>Pharmacy Mellon room renovations</td>
<td>$87,000</td>
</tr>
<tr>
<td>School of Law classroom renovations</td>
<td>$128,000</td>
</tr>
<tr>
<td>Pharmacy Wellness Center</td>
<td>$806,000</td>
</tr>
<tr>
<td>TV &amp; DVD Studio</td>
<td>$182,000</td>
</tr>
<tr>
<td>Classroom Technology Upgrades</td>
<td>$400,000</td>
</tr>
<tr>
<td>School of Music Rehearsal Hall renovation</td>
<td>$625,000</td>
</tr>
<tr>
<td>School of Law Legal Research and Writing Center</td>
<td>$385,000</td>
</tr>
<tr>
<td>Gumberg Library Music Center Renovation</td>
<td>$182,000</td>
</tr>
<tr>
<td>Pharmacy expansion to meet accreditation requirements</td>
<td>$1,613,000</td>
</tr>
<tr>
<td>Physics Department new offices and laboratories</td>
<td>$3,900,000</td>
</tr>
<tr>
<td>School of Education Canevin Hall renovation</td>
<td>$1,200,000</td>
</tr>
<tr>
<td>Libermann Lecture Hall renovations</td>
<td>$852,000</td>
</tr>
<tr>
<td>Libermann Hall Occupational Therapy Lab renovations</td>
<td>$152,000</td>
</tr>
<tr>
<td>Mellon Hall Science Lab Renovation (18 Labs)</td>
<td>$2,300,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$101,712,000</strong></td>
</tr>
</tbody>
</table>
MULTI-YEAR OPERATING BUDGET

The University maintains a five year operating budget model which is reviewed and approved annually by the Board of Directors. In May 2012, the Board of Directors adopted the FY 2013-2016 budget.

Revenue Budget

The operating budget is comprised of net tuition and fees (73 percent); auxiliary enterprises (16 percent); net assets released from restriction (6 percent); and other income (5 percent).
Net Tuition and Fees and Auxiliary Enterprises: All tuition and fee rates increased 4.75 percent and room and board rates increased 4 percent in FY 2013. The University monitors its position in the marketplace and strives to keep tuition, room and board increases as low as possible to remain competitive with its peers. Data has been included below that illustrates where Duquesne’s tuition, fees, room and board are versus its competitors.

### Academic Year 2012-13

<table>
<thead>
<tr>
<th>Institution</th>
<th>Tuition &amp; Fees</th>
<th>Room &amp; Board</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>St. Joseph's University</td>
<td>$37,830</td>
<td>$12,704</td>
<td>$50,534</td>
</tr>
<tr>
<td>Washington &amp; Jefferson College</td>
<td>38,310</td>
<td>9,960</td>
<td>48,270</td>
</tr>
<tr>
<td>Drexel University</td>
<td>36,090</td>
<td>11,115</td>
<td>47,205</td>
</tr>
<tr>
<td>University of Dayton</td>
<td>33,400</td>
<td>10,520</td>
<td>43,920</td>
</tr>
<tr>
<td><strong>Duquesne University</strong></td>
<td><strong>30,034</strong></td>
<td><strong>10,198</strong></td>
<td><strong>40,232</strong></td>
</tr>
<tr>
<td>Gannon University</td>
<td>26,526</td>
<td>10,050</td>
<td>36,576</td>
</tr>
<tr>
<td>Robert Morris University</td>
<td>24,189</td>
<td>9,730</td>
<td>33,919</td>
</tr>
<tr>
<td>University of Pittsburgh</td>
<td>16,590</td>
<td>9,870</td>
<td>26,460</td>
</tr>
<tr>
<td>Penn State University</td>
<td>16,444</td>
<td>8,700</td>
<td>25,144</td>
</tr>
<tr>
<td>Temple University</td>
<td>13,596</td>
<td>10,276</td>
<td>23,872</td>
</tr>
<tr>
<td>Ohio University</td>
<td>10,282</td>
<td>11,048</td>
<td>21,330</td>
</tr>
<tr>
<td>The Ohio State University</td>
<td>10,037</td>
<td>10,392</td>
<td>20,429</td>
</tr>
<tr>
<td>Indiana University of Pennsylvania</td>
<td>8,672</td>
<td>9,842</td>
<td>18,514</td>
</tr>
<tr>
<td>Slippery Rock University</td>
<td>8,807</td>
<td>9,206</td>
<td>18,013</td>
</tr>
<tr>
<td>James Madison University</td>
<td>8,808</td>
<td>8,288</td>
<td>17,096</td>
</tr>
<tr>
<td>West Virginia University</td>
<td>6,090</td>
<td>8,508</td>
<td>14,598</td>
</tr>
</tbody>
</table>

**Source:**
Institution's Website

**Note:**
(1) Public and Quasi-Public pricing has been reported as in-state pricing.
Expense Budget

The expense budget for FY 2013 is comprised of labor and benefits (63 percent); non-labor (23 percent); depreciation (7 percent); utilities (4 percent); and interest expense (3 percent). The University took measures to hold down and even lower expenses for the fiscal 2013 budget, including establishing an *ad hoc* committee on staffing strategies to review and make recommendations for full-time non-faculty vacancies created by the voluntary resignation program.

Duquesne University
Operating Expenses by Class
FY2013

<table>
<thead>
<tr>
<th>Expense Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Labor &amp; Benefits</td>
<td>63%</td>
</tr>
<tr>
<td>Non-Labor</td>
<td>23%</td>
</tr>
<tr>
<td>Depreciation</td>
<td>7%</td>
</tr>
<tr>
<td>Utilities</td>
<td>4%</td>
</tr>
<tr>
<td>Interest</td>
<td>3%</td>
</tr>
</tbody>
</table>

Labor and Benefits: In FY 2013, the expense budget for labor and benefits, is decreasing by -3.2 percent over the FY 2012 actual expenditures. This decrease is due to not granting a salary increase pool for employees and additionally, the savings the University anticipates from the voluntary resignation program implemented in FY 2012. Due to higher than anticipated enrollment in fall 2012, the Board of Directors authorized a 2 percent mid-year salary increase for eligible employees in FY 2013.

Non-Labor (supplies, purchased services, and other expenses): Non-labor expenditures are expected to increase by 7.1 percent in FY 2013 over FY 2012 actual expenditures. The University has opened a new 400 bed residence hall which will increase the housing capacity on-campus and will require additional expenses to operate the building. The additional anticipated students residing on campus will result in additional food service contract expense. The University also anticipates growth in its retail pharmacy operation, in its second year of operation, which will increase the cost of drugs sold expense to the University.
SECTIONS FIVE: ASSESSMENT PROCESSES AND RESULTS

DUQUESNE’S FOUNDATION FOR ASSESSMENT

Duquesne University’s mission, values, and strategic plan provide the foundation for the university-wide assessment plan. Duquesne University’s Strategic Plan 2010-2015 defines ten overarching goals which serve as an expression of its core values. Its commitment to meaningful assessment is explicitly found in Goal VIII “ASSESSMENT will be coordinated University-wide and used as a means of planning.”

Through assessment the University is able to demonstrate progress in achieving its mission and values as embodied in the remaining goals of the strategic plan.

ASSESSMENT AND ACCOUNTABILITY

Assessment provides Duquesne with the opportunity to document its accomplishments, celebrate its successes, demonstrate good stewardship, and develop as a University. It is an essential element of peer review by regional and specialized accreditation bodies. It is a way to demonstrate accountability to the University’s key stakeholders and, most importantly, to those generations of students who have made Duquesne a great American Catholic university.

ASSESSMENT RESOURCES

Duquesne has adopted a developmental model for implementing, improving, and sustaining its assessment processes throughout the University. Assessment activities are coordinated by the Associate Provost/Associate Academic Vice President for Academic Affairs. A comprehensive University assessment plan, adopted since the MSCHE 2008 site visit and developed in consultation with key committees, was approved by the Academic Council and the Provost and Vice President for Academic Affairs.

Faculty and staff members with expertise in assessment serve as peer consultants to colleagues throughout the University. Since 2008 many additional resources have been dedicated to supporting assessment. These include an assessment website, a dedicated budget to support assessment activities including mini-grants for faculty, financial support for required Academic Program Reviews, the purchase of WEAVEonline assessment software, the purchase of SEDONA software for faculty scholarship and grant support, and workshop opportunities for faculty and staff. These resources are in addition to the significant expenditures made in each school to meet specialized accreditation standards.

INSTITUTIONAL EFFECTIVENESS

Duquesne’s approach to institutional effectiveness is rooted in its commitment to “serving God by serving students.” This commitment is reflected through the thoughtful stewardship of all University resources entrusted to it, including human, physical, and
financial resources. Through various means the University assesses its progress, including:

- Dashboard indicators for finance, budget, and enrollment, including admission, retention and graduation rates
- Regular review of faculty and staff performance
- Annual reports
- Specialized accreditation and external review processes and
- Benchmarking with various types of peer groups

As of fall 2012 the Institutional Effectiveness Committee (IEC) serves as an advisory group to the Associate Provost/Associate Academic Vice President for Academic Affairs on issues related to assessment processes across the University. Initially it was conceived as a coordinating body to review summary reports from all divisions of the University and to ensure that assessment was becoming routinely embedded in operations. As the IEC assessed its own work, it became apparent that assessment was routinely embedded in each division of the University and that it had fulfilled its original purpose. Subsequently, it was reorganized to maintain communication and support for ongoing assessment.

The IEC is comprised of representatives of all University divisions: Academic Affairs, Advancement, General Counsel, Management and Business, Mission and Identity, Office of the President, Student Life, and representatives from the Academic Learning Outcomes Assessment committee (ALOA), and the Student Life Assessment Team (SLAT).

ASSESSMENT OF INSTITUTIONAL EFFECTIVENESS

Assessment of Strategic Plan 2010-2015

Duquesne’s vision, mission, and strategic priorities guide its operations and planning. The current Strategic Plan 2010-2015 was developed with broad input from the University community and was adopted by the Board of Directors in October 2009. It has three broad strategic priorities, each supported by nine specific strategies. The executive officers are responsible for working with the President and with each of their divisions to meet the goals of the plan. The original Implementation Document (Appendix A) provided detailed goals with 87 Items (subgoals) for the plan. The Strategic Plan 2010-2015 Implementation Document Progress Report, (Appendix B) a mid-point review by the President and Cabinet, was shared with the University community in fall 2012.

Division planning and assessment

Every executive division (Academic Affairs, Advancement, General Counsel, Management and Business, Mission and Identity, Office of the President, and Student Life) develops its annual and longer-term goals in alignment with the University’s mission and the strategic plan. The vice presidents receive annual reports from every area of the University within the scope of their responsibilities. Many of these activities have routinely occurred for years at Duquesne, but they are now aligned purposefully
with the vision, mission, and strategic plan. An example of an academic administrative annual report is included in Appendix L.

**Regular review of faculty and staff performance**

Faculty members are reviewed according to the *Faculty Handbook* (pg. 17) on teaching, research, and service. All staff members are reviewed annually according to the *Duquesne University Administrative Performance Appraisal Form* (Appendix M). This process includes an employee self-appraisal, a meeting to review performance with the supervisor, and the supervisor’s appraisal.

The Student Evaluation System (SES) (Appendix N) is the course evaluation system completed by students. It was adopted in AY 2008-2009. Dr. James B. Schreiber, Professor and Editor-in-Chief: *The Journal of Educational Research*, conducts a statistical analysis of the SES results each fall. Results are posted internally in Duquesne Online Resources and Information (DORI) to provide information and ensure accountability to the academic community. In its fifth year of adoption, AY 2012-2013, the Provost and Vice President for Academic Affairs appointed an *ad hoc* faculty committee to review the instrument. Their report was completed in April 2013 and shared with the University faculty on DORI.

**Benchmarking and dashboard indicators**

The Offices of Planning, Budgeting and Institutional Research and Enrollment Management are responsible for providing longitudinal data, current information, and future projections on a wide array of metrics. The University *Fact Book* is publicly available on the University website and serves as the common data source for all areas.

Additionally, many areas throughout the University routinely conduct various types of assessment in order to maintain or improve services as needed, provide benchmarking information to support budget requests, and demonstrate that its activities are consistent with the University’s mission and goals. Planning, Budgeting and Institutional Research maintains a university-wide list of surveys and studies conducted (Appendix O).

The University participated in the Delaware Study in AY 2008-2009, AY 2009-2010, and AY 2011-2012. The Delaware Study is made available to department chairs, deans, and central administration for planning purposes. Academic Affairs has used the Delaware Study to develop workload expectations in many of the schools based on the comparison data of organized class sections per FTE faculty. These analyses result in adjustment of use of adjuncts in particular schools. Duquesne University benchmarks its direct cost per credit hour taught against comparable peer groups. This is useful in setting tuition rates for new programs, determining expected margins across disciplines, and helps with making budget adjustments for changing markets.

Although it has regularly participated in the UCLA Higher Education Research Institute (HERI) survey of faculty, most recently in AY 2010-2011, results are
informative but limited in use since the pool of potential peers who participate is so small.

**Specialized accreditation and external review processes**

Duquesne has achieved and maintains specialized accreditation in many of its academic programs within its professional schools. (See Statement of Accreditation status). In 2009, as part of implementing a comprehensive assessment program, it adopted Academic Program Review (APR) guidelines. APRs are required for all academic programs that are not reviewed by specialized external accreditors. In addition to an extensive self-study, the APR requires a site visit by external reviewers. Approximately 65 academic programs, primarily in the McAnulty College and Graduate School of Liberal Arts, the Bayer School of Natural and Environmental Sciences, Mylan School of Pharmacy and Graduate School of Pharmaceutical Sciences (except the Doctor of Pharmacy degree), and the School for Leadership and Professional Advancement now participate in this process. A sample A.P.R. report is included in Appendix P and a schedule for Academic Program Reviews is available on the assessment website.

**STUDENT LEARNING OUTCOMES**

Assessment at Duquesne reflects its complex identity as a Research University/High as well as an American Catholic university rooted in the Spiritan tradition. The core curriculum, a central distinguishing experience for all undergraduate students at Duquesne, is assessed at the University level. Academic programs, including all undergraduate, graduate and professional programs, assess student learning outcomes. Departmental and program faculty within each discipline develop, implement and review all assessment plans and outcomes; they then share their findings through their annual reports which describe how the faculty will use results for improving student learning and academic programs. Examples of annual assessment reports on student learning outcomes are available in Appendix Q.

**ASSESSMENT OF STUDENT LEARNING**

Duquesne has adopted a holistic model of student learning outcomes through the use of the *Dimensions of a Duquesne Education*. The Dimensions serve as the primary organizing framework for linking Duquesne’s mission to student learning outcomes in Academic Affairs and Student Life.

As the only Catholic, Spiritan University in the world, Duquesne University’s mission and values are shaped by our unique identity and heritage. Reflecting our emphasis on holistic student development, the *Dimensions of a Duquesne Education* serve as an organizing framework for assessment by linking the University mission statement to outcomes in Academic Affairs and Student Life. Assessment activities enable us to document the success of our students and faculty, and to demonstrate our thoughtful and intentional approach to fulfilling the aims of our mission to our stakeholders.
Integrity between our mission, our student experiences, and our outcomes truly results in an Education for the Mind, Heart, and Spirit. (from the Dimensions of a Duquesne Education brochure)
<table>
<thead>
<tr>
<th>Dimensions</th>
<th>Academic Components</th>
<th>Student Life Components</th>
</tr>
</thead>
</table>
| Understanding and Knowledge      | • Understand the nature of the human experience through the lens of liberal arts, creative arts and sciences  
• Know essential ideas, skills, and methodologies required by specific disciplines | • Understand the nature of the human experience through the lens of engagement on campus and in the community  
• Draw parallels between academic knowledge and co-curricular engagement  
• Develop essential ideas, skills, and methodologies for life management, civic engagement, and interpersonal effectiveness |
| Intellectual Inquiry and         | • Demonstrate effective research and communication skills  
• Apply critical thinking and problem-solving skills  
• Demonstrate intellectual curiosity  
• Exhibit dedication to continuous growth and to excellence | • Demonstrate effective intrapersonal and interpersonal communication skills  
• Apply critical thinking and problem-solving skills in real-world settings  
• Demonstrate intellectual curiosity  
• Exhibit dedication to continuous growth and to excellence  
• Participate in campus and community programming which extends learning opportunities |
| Communication                    |                                                                                        |                                                                                        |
| Ethical, Moral, and Spiritual     | • Recognize the importance of faith and spiritual values  
• Apply ethical, moral and spiritual principles in making decisions and interacting with others  
• Practice honesty and integrity in personal, academic, and professional domains  
• Respect the dignity of all persons | • Recognize the importance of faith and spiritual values  
• Apply ethical, moral and spiritual principles in making decisions and interacting with others  
• Practice honesty and integrity in personal, academic, and professional domains  
• Respect the dignity of all persons  
• Actively embrace opportunities to understand social justice and root causes of social concerns |
| Development                      |                                                                                        |                                                                                        |
| Diversity and Global Mindedness  | • Demonstrate appreciation of diverse cultures, religions, and persons  
• Learn from diverse schools of thoughts and be open to new ideas and perspectives  
• Appreciate the importance of community in local and global contexts  
• Recognize the individual’s potential to effect change in organizations, environments, and society at large | • Demonstrate appreciation of diverse cultures, religions, and persons  
• Learn from diverse schools of thought and be open to new ideas and perspectives  
• Appreciate the importance of community in local and global contexts  
• Recognize the individual’s potential to effect change in organizations, environments, and society at large  
• Cultivate awareness of diversity and also cultural competencies |
| Leadership and Service           | • Demonstrate the academic and professional expertise needed to be leaders  
• Understand the moral and ethical framework necessary to be a just leader  
• Exhibit leadership and teamwork skills  
• Promote social justice  
• Demonstrate a spirit of service, social responsibility, and personal sense of stewardship for the community | • Demonstrate leadership in social, service, and community settings  
• Understand the moral and ethical framework necessary to be a just leader  
• Exhibit leadership and teamwork skills  
• Promote social justice  
• Demonstrate a spirit of service, social responsibility, and personal sense of stewardship for the community |
**Academic Learning**

All undergraduate, graduate, and professional degree programs assess student learning. Student learning outcomes are publicly available for each academic program in university catalogs. A University-wide faculty committee, Academic Learning Outcomes Assessment (ALOA), supports and promotes assessment planning and development across all academic programs. Each year ALOA reviews approximately 15 percent of the annual assessment reports. The purpose of the review is to determine if the assessment process is effective and to identify what steps the committee should take to support further assessment development.

Furthermore, the Associate Provost/AAVP for Academic Affairs develops an “Assessment Summary Report” annually which provides a summary of key results in each academic program. This confidential report is shared with key stakeholders, such as the IEC, ALOA, and the Provost and Vice President for Academic Affairs, both as a means to demonstrate accountability in this important area and to provide information for linking assessment results to planning and budgeting.

Using multiple methodologies, including qualitative and quantitative measures, student learning outcomes are documented by Academic Affairs, the Schools, and academic programs through various means including:

- **Assessment reports for every academic program,** the core curriculum and the University Honors College; academic programs, the core curriculum director, and the University Honors College director submit annual assessment reports documenting assessment results as well as any resulting changes in curriculum, pedagogy, or resource allocation.

- **Academic Program Review (APR):** every academic program participates in an APR at least once every 7 years with self-studies and external reviewers, either following university guidelines or through external specialized accreditation bodies.

- **Alumni/ae surveys:** are conducted periodically to capture information about alumni/ae. Duquesne’s undergraduate survey, piloted in spring 2011, was administered in spring 2012 and spring 2013. It aims to solicit responses from alumni/ae who graduated one year and five years previously. This psychometrically sound instrument was developed by representatives from across campus. A graduate and professional alumni/ae survey is being developed and will be conducted in AY 2013-2014. Both of these surveys will be administered annually to gather longitudinal data. Additionally, several academic programs and schools survey alumni/ae.

Annual assessment reports are due on September 1. Beginning with AY 2012-2013, all schools and academic support units will submit annual assessment reports, results, and actions taken to close the loop in WEAVEOnline. This software enables academic programs to systematically track progress in assessing student learning outcomes. It provides the capability to track and analyze progress on University initiatives including the strategic plan, the *Dimensions of a Duquesne Education*, and the core curriculum.
Due to the information available in the software, the annual assessment questions for reporting student learning outcomes were revised to avoid duplication of responses.

**Co-Curricular and Extra Curricular Learning**

Recognizing that critical student learning takes place outside the academic curriculum, Duquesne conducts comprehensive assessment through its Division of Student Life. Student Life directors and representatives of other University divisions comprise the Student Life Assessment Team (SLAT).

*The mission of the Student Life Assessment Team (SLAT) is to advance the strategic plan of Duquesne University by coordinating the assessment initiatives of the Division of Student Life. SLAT facilitates the development of a comprehensive assessment process for Student Life programs, services, and facilities. SLAT supports the Division of Student Life’s dedication to student success in co-curricular learning, in accordance with the Dimensions of a Duquesne Education.*

**Student Life Assessment Goals:**

- To create an annual Student Life Assessment Plan to ensure Student Life staff input, collaboration, and shared responsibility for the success of the Student Life Assessment Plan
- To utilize and disseminate findings on divisional contributions to student learning, satisfaction and retention
- To provide opportunities for assessment training and recognition of assessment efforts
- To promote opportunities for collaboration and efficiency in assessment between and among University Divisions, and with other assessment groups such as the Academic Learning Outcomes Assessment (ALOA) Committee and the Institutional Effectiveness Committee (IEC)

SLAT purchased StudentVoice (formerly CampusLabs) software in order to develop valid and routine assessments of co-curricular learning. Additionally, SLAT has used this system to partner with Academic Affairs to assess learning that occurs across organizational boundaries, including the Undergraduate Alumni Survey, Academic Integrity Survey, Advising Survey, and NASPA Benchmark Studies. Duquesne was recognized as a national model for “best practice” in student life assessment by CampusLabs in May 2012. A Student Life annual assessment report is available in Appendix R.

**The Scholarship of Assessment**

A visible sign of Duquesne’s commitment to using assessment to achieve its institutional goals is the growing record of scholarship and recognition for its assessment efforts. Some examples include presentations at the IUPUI Assessment Institute, National Academic Advising Association (NACADA), American Association of Colleges of Nursing, and publications about assessment efforts in numerous books and peer reviewed journals.
CLOSING THE LOOP WITH ASSESSMENT FINDINGS

In the annual assessment reports for Academic Affairs, department chairs, deans, and academic administrative directors list or briefly describe the most significant changes they made based upon assessment findings. This may include results that have led to changes in curricula, pedagogy, or resource reallocation. The first reports in the revised format were submitted fall 2009 for AY 2008-2009. Although the annual Assessment Summary Reports provide voluminous documentation of assessment findings and resulting changes, they also reveal that faculty understanding of student learning outcomes and assessment is still developing. This section provides selected examples of closing the loop for improvement in student learning outcomes and institutional effectiveness. Examples of annual assessment reports for Academic Affairs and Student Life are available in Appendices Q and R.

Examples of changes in curriculum and pedagogy based on assessment results

- **Undergraduate physics**: based on an assessment rubric administered to BS seniors completing their Senior Research requirement, senior writing was deemed deficient. Senior research course was restructured so students get much more feedback from advisor as they write bachelor’s thesis; during 2009-2010 will add required readings in professional science literature with required reports on article content in three major courses with goal of improving writing in senior bachelor’s thesis (from 9.01.2009 assessment summary)

- **Ph.D. English**: based on internal and external reviewer recommendations revised Ph.D. program and implemented changes fall 2008 entering class; required areas of coverage for coursework was streamlined to include four general areas; encouraging students to take a 3-hour directed readings course to prepare for doctoral exams; revised curriculum sequence to ensure coverage while enabling students to complete coursework in a more timely manner (from 9.01.2009 assessment summary)

- **BS in Professional Studies**: Academic Program Review indicated the need for a clearer definition and articulation of academic quality, particularly in the design and delivery of online classes. To facilitate this, SLPA contracted with Quality Matters, “a faculty-centered, peer review process that is designed to certify the quality of online and blended courses” (from 9.01.2011 assessment summary)

- **BA in Art History**: analysis of majors’ portfolios indicates that students learn formal analysis fairly quickly and are able to employ it in introductory level courses and later if the methodology has been systematically taught and practiced (from 9.01.2011 assessment summary)

- **BA in Psychology**: as a consequence of our planned curricular revision our new course, Senior Integrative Project (PSYC 470) which will be the capstone course, complete with a portfolio requirement specifically tailored to the learning outcomes, will include an extensive review process by faculty to measure, validate, and seek direct evidence for learning outcomes, exit interviews, and exit presentations. (from 9.01.2012 annual assessment report)
**Highlights of the 2012 Undergraduate Alumni Survey**

Undergraduate alumni reported that their experience at Duquesne improved the following characteristics and faculties either “very much” or “somewhat.”

- Appreciation for diverse cultures: 85 percent
- Civic engagement: 71 percent
- Critical thinking skills: 93 percent
- Development of a spirit of service: 70 percent
- Development of faith and spiritual values: 65 percent
- Interpersonal communication skills: 92 percent
- Leadership skills: 90 percent
- Life management skills: 83 percent
- Respect for the dignity of all persons: 87 percent
- Teamwork skills: 91 percent
- Understanding of social justice issues: 70 percent
- Understanding of moral and ethical issues: 85 percent

**OUTSTANDING EXAMPLES OF HOW ASSESSMENT FINDINGS RESULTED IN EFFECTIVE CHANGE**

The examples described below provide three illustrations of how Duquesne uses assessment to evaluate its effectiveness in achieving institutional mission and goals as well as student learning. Each example highlights the efforts of teams and how they worked across institutional boundaries in order to help the University more effectively fulfill its mission.

The Undergraduate Retention Initiative provides an example of a data-driven approach to understand freshmen to sophomore retention. It reflects the University’s culture, which enabled faculty, staff, and administrators from all University divisions to work together and improve student satisfaction and retention. This effort also shows how the University was able to better serve its students and use resources efficiently.

The Community Engagement example demonstrates how Duquesne uses Service-Learning, student volunteer efforts, and Campus Ministry initiatives to meet the mission’s goal to serve Duquesne’s community. Furthermore, it shows how faculty and staff worked together to measure student learning in curricular and co-curricular instances.

Finally, the University Honors College example shows how Academic Affairs and Student Life worked together, sharing resources and efforts in order to provide distinctive learning experiences for students both in the classroom and the Honors living learning center, Assumption Hall.
Undergraduate Retention Initiatives

Duquesne’s historical retention rate of 87.6 percent has been significantly higher than the national average of 80.2 percent for Ph.D. private universities and 76.7 percent for Ph.D. public universities. (ACT, National Collegiate Retention and Persistence to Degree Rates, 2012) However, in fall 2010, Duquesne’s freshmen-to-sophomore retention rate (for freshmen who entered in 2009) fell from an eight-year average of 87.6 percent to 84.2 percent. These non-returning students cited poor academic performance, affordability, disappointment with campus life, and the elimination of four varsity sports among the top reasons for their decisions to leave.

In response to this drop in the retention rate, President Dougherty established the Retention Committee. Its charge is to identify student behaviors that correlate to attrition and then to create collaborative, practical procedures targeted at those undergraduates who do not return to their Duquesne education the following academic year. The group works to reduce the rates of attrition at every stage of undergraduate matriculation. The Committee has focused its efforts on the following general goals:

- Develop a clear and accurate understanding of historical retention and graduation rates at Duquesne and share that knowledge among its members and stakeholders throughout the University;
- Identify student behaviors that correlate to attrition and then discover or create practical procedures for perceiving and tracking those behaviors;
- Establish achievable goals for improving retention rates at every stage of undergraduate matriculation; and
- Provide collaborative advice and leadership for implementing appropriate and sustainable methods of improving University-wide retention rates.

The Retention Committee established minimum retention goals for the freshmen classes that entered the University in 2010 through 2014 (five years). The University attained its first benchmark goal, an 87 percent freshmen-to-sophomore retention rate for the 2010 freshmen cohort, returning to the University’s historical average. For the fall 2011 cohort, Duquesne achieved a retention rate of 88.8 percent for returning sophomores.

<table>
<thead>
<tr>
<th>Fall Cohort</th>
<th>Minimum Retention Rate Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>87% (goal met)</td>
</tr>
<tr>
<td>2011</td>
<td>89% (goal met)</td>
</tr>
<tr>
<td>2012</td>
<td>89%</td>
</tr>
<tr>
<td>2013</td>
<td>90%</td>
</tr>
<tr>
<td>2014</td>
<td>90%+</td>
</tr>
</tbody>
</table>

To achieve these results, committee members in collaborative partnerships across campus implemented the following initiatives based on assessment of why students leave (poor academic performance, affordability, disappointment with campus life):
• Created a searchable inventory of existing retention initiatives across the University through a survey of faculty and staff.
• Developed a system for using the University’s COGNOS business intelligence software to identify baccalaureate students who are not on track to graduate in four years and devise appropriate interventions.
• Developed follow-up procedures for advising and assisting students who signal (through requesting transcripts, not registering for classes, not applying for housing, etc.) that they may not be returning to the University.
• Developed a standard exit interview questionnaire for students intending to leave the University.
• Created communications targeting fifth-year undergraduates that explains financial aid options and assistance.
• Created the proposal, subsequently accepted by University administration, for lowering the cumulative GPA requirement from 2.5 to 2.0 for retaining University grants.
• Streamlined the mandatory steps and devised web-based assistance for internal transfer students.
• Instituted a first-year experience survey of students at the end of the freshmen year.
• Targeted students who are at risk for attrition by identifying them through on-hold registrations as well as student accounts in arrears (in excess of $1,000) and focused intervention efforts on those groups.
• Implemented a first year student engagement referral program that matches entering freshmen with university organizations and activities.
• Extended Student Government Association bus service to provide residential student community access to off-campus activities.
• Enhanced student Weekend Programming with student programs such as “Launch your Late Night” and “DU Weekends.”
• Living Learning Center renovations and new construction of Des Places Hall;
• Renovated the Hogan Student Dining Center.
• Dining service extended to late evening hours at multiple dining locations.

**Community Engagement**

Duquesne University is committed to community engagement across the institution. The 2011 Impact Report outlines the overall impact of Duquesne on the Pittsburgh region. This example focuses on the assessment of community engagement opportunities for students through a) the service-learning educational requirement for all undergraduates in the core curriculum, b) Spiritan Campus Ministry community engagement projects in Mission and Identity, and c) the Duquesne University Volunteers (DUV) program and Greek Life in Student Life. These groups have collaborated on various initiatives and events, such as the spring break Pittsburgh Plunge, spring cleanup, cross-cultural mission experiences, and the Laval Project.
In 2007-2008, two self-studies were conducted in which academic community engagement was examined. Duquesne’s Self-Study recommended that student learning and program outcomes be assessed annually for the service-learning program. The Carnegie Classification for Community Engagement self-study concluded that community perceptions of the institution’s engagement and the impact of engagement activities on the community should be assessed.

The Office of Service-Learning (OSL) in Academic Affairs immediately pursued these recommendations and implemented an array of assessments that capture outcomes related to student learning and community partnership quality. This informed the service-learning program in enhancing student learning and social responsibility, in contributing meaningfully to Duquesne’s local communities, and in documenting its impact on key stakeholders. Assessments included:

- Comprehensive assessment of Service-Learning: included pre-post surveys of student views of service-learning (2009), study of the degree to which service-learning was institutionalized as a teaching method (2010), study of community partner perceptions of the impact of service-learning and student readiness (2010), and faculty evaluation of student learning (2009).
- 2011 student focus groups to determine curricular relevance and contribution to social responsibility.
- 2012 study of community partner perceptions of the impact of service-learning and student readiness.

Important findings from these assessments drove programming and budget allocations. In particular:

- Faculty desired opportunities to learn from one another’s course design and to plan collaboration with community partners. A year-end retreat was developed and permanently funded from the OSL budget.
- Community partners found that student readiness for effective community work and competency to work with diverse populations varied greatly across the student population. In response, a student guide to service-learning was written by a team of students with focus on community readiness. An annual event (co-sponsored by Academic Affairs and Mission and Identity) was implemented to introduce students to the dimensions of diversity and privilege that may be encountered in the service relationship. The community that most often hosts Duquesne students involved in community engagement (service-learning and otherwise) is the Hill District, a largely African American community adjacent to the University. An entire orientation series has been developed to introduce students to the cultures, assets, and histories of this community and its residents. The orientation series is available to all students involved in community engagement and is offered collaboratively between Academic Affairs and Mission and Identity. Student Life’s Office of Greek Life is also a key participant in the series.

Little direct evidence of student learning was available at the programmatic level. A pilot assessment was implemented (spring 2012) through a faculty learning group that
included participants across disciplines and levels of students. An endowed faculty fellowship was created, the Gaultier Faculty Fellow. Dr. Amy Phelps, one of its first recipients, (AY 2012-2013) conducted quantitative assessment of student learning across a significant number of service-learners. In total, more than $20,000 has been allocated to these strategies and funding for assessment will continue to be allocated in future years.

Spiritan Campus Ministry (SCM) offers community engagement experiences both locally (e.g., Laval Project in the Hill District) and outside Pittsburgh (e.g., Immokalee, FL, New Orleans, Dominican Republic). SCM conducts post-trip/experience debriefing sessions with student participants to assess the program and the impact it has had on student learning and development (i.e., faith, cultural competences, social change, interpersonal and intrapersonal relationships).

The Laval Project was begun in 2012 to integrate social change teaching with student engagement in the Hill District. Many students report in debriefing sessions that when they came to Duquesne, they were told to avoid the Hill District, because it is perceived as being dangerous. Now they have learned to recognize the assets of this community (e.g., significant contribution to jazz, literature, geographical location) and the struggles people in the Hill have encountered.

Examples of student feedback responses include: “I am glad we had the pre-meetings before the trip to learn about the cultural and underlying issue affecting this community.” “I didn’t know what to expect on the trip, I thought I was just going to do service, I learned so much more about myself, and the complexities of issues affecting this community.” The feedback also indicated a need for more preparation. As a result, SCM has increased the educational preparation for all the community engagement experiences. Particularly, it has added a four-hour all group educational program introducing students to the Spiritan charism and methodology of Justice, Peace, and Integrity of Creation.

Since 2008, the Duquesne University Volunteers (DUV) program in Student Life has sought to improve student learning outcomes through community engagement by doing post-service assessments with students regarding experiences and outcomes. Students identified areas that they believed promoted their growth and continued participation in service with specific sites. It is now possible for student service hours to be reported through StudentVoice software in self-identified service experiences. Learning outcomes and reflection are primary components of this reporting beginning in fall 2012.

University Honors College

The University Honors College (UHC) at Duquesne serves all majors and schools across the University. The honors core curriculum was fully revised and aligned to meet the aims of the university core curriculum, effective fall 2010. Additionally, the University Honors College ran a communication self-audit and recognized the need for full-time, professional office staff. A full-time Office Assistant was hired in July 2011. The improvement in data accuracy and operations efficiency has been dramatic.
Since 2008 the University Honors College has established student focus groups. Although a Student Advisory Committee existed prior to that point, it now meets regularly and purposefully. Dr. Kathleen Glenister Roberts, Associate Professor of Communication and former core curriculum director, was appointed as UHC Director in January 2011. She moved her office to Assumption Hall, dedicated honors housing, and has been available to meet with students, prospective students, and parents. It is clear from her regular interaction with students that they consider Assumption Hall Living and Learning Center (LLC) to be the “heart” of the University Honors College. They intuit residence together as one of the most desirable benefits of membership.

Given that honors students represent a specific student population with unique needs, the University Honors College has integrated curricular initiatives and learning outcomes into the “space” of Assumption Hall LLC. The description below speaks to two goals at Duquesne University: to target special student populations (within athletics, for example, or the Spiritan Division, and now the UHC); and also to develop unique partnerships across divisions of the university. In this case, Assumption Hall LLC is the result of a significant integration of Student Life through its Office of Residence Life with Academic Affairs and its University Honors College.

Regardless of when students complete their honors course requirements, they are members of the University Honors College throughout their time at Duquesne University and the honors experience is designed to have lasting impact. By working together, the Office of Residence Life and the UHC are able to integrate Student Life and Academic Affairs in targeted ways that accelerate the learning emphases in the curriculum and also encourage a deep engagement with their peers outside the classroom. This partnership provides honors students with a “home”: at first in a very literal sense, but later through co-curricular engagement and staff support.

Assumption Hall LLC, in collaboration with Academic Affairs, provides:

- Spacious residence for students in the University Honors College. The rooms are the largest available to freshmen on campus and are considered by students to be a major perquisite of the UHC.
- The offices of the University Honors College and the Office of National Fellowships and a dedicated seminar room for UHC courses. The seminar room, opened in fall 2012, is a permanent sign of the special integration in the building between Academic Affairs and Student Life. The UHC and Office of Residence Life shared the cost equally for refurbishing the classroom, and students, faculty, and staff have been highly enthusiastic about this addition to the learning community. The room is intimate in size and ambience – as required by the smaller, discussion-based courses that distinguish the Honors College—and has been equipped with state-of-the-art technology.
- A smaller group of resident peers. While the rooms are larger, Assumption Hall is the smallest of the LLCs on campus in terms of population. This allows honors students, who are statistically more likely to experience social adjustment challenges, to develop relationships in a more personal environment.
• Resident Assistants who are themselves members of the University Honors College, or who are specially trained to understand the unique needs of students with exceptional academic gifts.

• A shared Graduate Assistant who works for both Residence Life and the UHC. This GA reports to both directors and coordinates efforts in student development and programming (see chart below).

• Special programs which support students’ engagement with the learning emphases of the University Honors College. Faculty who are teaching honors courses during a given semester attend these programs as facilitators or special guests. (The chart below illustrates joint programming efforts.)

<table>
<thead>
<tr>
<th>Honors College Emphasis</th>
<th>Dimension of DU Education</th>
<th>Examples of Initiatives in Assumption Hall LLC, created by Honors College and Office of Residence Life</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global Perspectives</td>
<td>#3, #4</td>
<td>Monthly events that teach students about the specific world area focus for the academic year. The Honors College Director invites faculty in specialty areas to teach courses in the curriculum, and these are buttressed by the programs provided by the Office of Residence Life as well as Campus Ministry. For instance, in 2011-12 the world area focus was Africa and the Diaspora. Nigerian staff and faculty in the Honors College hosted a Nigerian dinner for students in just one example of Global Perspectives series.</td>
</tr>
<tr>
<td>Creative and Critical Thinking</td>
<td>#1, #2</td>
<td>Drawing on Josef Pieper’s theory of leisure, the integrated staff in Assumption Hall is committed to providing opportunities for honors students to experience alternative modes of thinking. Study breaks are different from other LLCs on campus: we invite students to create something in a bounded environment, learning about new art forms for instance, so that their minds are stimulated in different ways.</td>
</tr>
<tr>
<td>Education in the Humanities</td>
<td>#1, #2</td>
<td>Faculty are regular visitors to Assumption Hall. Typically, we begin with something the students already enjoy and find familiar, such as their favorite books, and invite faculty to speak about those topics on a sophisticated level. The <em>Faith Journeys Through Fantasyland</em> series, for instance, is very popular with students on a Catholic Spiritan campus because it provides discussion with faculty about their favorite novels by J.R.R. Tolkien, J.K. Rowling, or C.S. Lewis.</td>
</tr>
<tr>
<td>Leadership and Service</td>
<td>#3, #5</td>
<td>All of the programs are student-run and student-led. Assumption is the headquarters for our Signature Partnership with Daisy Wilson Artists Collective, and the board of DWAC has visited Assumption multiple times over the past year. Assumption Hall also is home to more programming by the Integrated Honors Society, a group that maintains a lifeline between the Honors College and its upper class leaders. IHS coordinates several service projects for the community throughout the year.</td>
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</table>

**CONCLUSION**
Duquesne University is meeting its strategic plan goal to coordinate assessment University-wide and to use it as a means of planning.
SECTION SIX: LINKED INSTITUTIONAL PLANNING
AND BUDGETING PROCESSES

There will be responsible STEWARDSHIP of all University resources—human, financial and physical. (Strategic Plan 2010-2015, Goal VII).

STRATEGIC PLAN 2010-2015

Under the leadership of President Dougherty, the Strategic Plan 2010-2015 for Duquesne University was developed in 2009. The plan was drafted in consultation with the academic deans, directors, Faculty Senate president, members of the Spiritan community, and the Cabinet. A draft plan was then presented to the University community followed by Town Hall meetings and conversations within each School to solicit comments and refine the document. The final plan was adopted by the Board of Directors on October 9, 2009.

The strategic plan provides a clear guide for realizing the vision, mission, and overarching goals of the University. The strategic plan Vision states:

Duquesne University will consolidate its position in the first ranks of American Catholic higher education by a University-wide emphasis on our Spiritan mission and identity, enhancement of the quality of our students’ experience, and development of our national reputation for academic excellence. Our goals will be achieved throughout the University—in the lives of students, among faculty and staff, and in all administrative units.

Significant accomplishments in achieving this vision include: moving from a Carnegie classification of Doctoral Research University to Research University/High, one of only seven American Catholic universities in this category; providing competitive faculty salaries, ranking 2nd for professors and associate professors and 4th for assistant professors when benchmarked with fifteen American Catholic doctoral universities and adjusted for cost-of-living; achieving recognition as a Carnegie Community Engagement institution; and implementing a distinctive core curriculum requirement for service-learning for all undergraduate students, one of only a few universities in America to do so.

Upon adoption of the strategic plan by the Board of Directors, an implementation plan was developed with specific actions for achieving the strategic plan. During AY 2011-2012 the President and executive officers conducted a mid-point review of the five-year plan in order to document achievement and to revise planned implementation steps as needed. A formal report, Strategic Plan 2010-2015: Implementation Document Progress Report (Appendix B), was published in fall 2012. It is available to the University community on DORI, the University’s password-protected intranet. This report provides effective communication and transparency in reporting to key stakeholders about the realization of strategic planning goals.
LINKS BETWEEN PLANNING AND BUDGETING

Duquesne’s approach to institutional effectiveness is rooted in its commitment to “serving God by serving students.” This commitment is reflected through the thoughtful stewardship of all University resources entrusted to it, including human, physical, and financial resources.

An Institutional Effectiveness Committee (IEC) serves as an advisory group to the Associate Provost/AAVP on issues related to assessment processes across the University. It is comprised of representatives of all University executive divisions: Academic Affairs, Advancement, General Counsel, Management and Business, Mission and Identity, Office of the President, Student Life, and representatives from the Academic Learning Outcomes Assessment committee and the Student Life Assessment Team.

Every major unit manager within each executive division of the University completes an annual report which assesses progress on annual operating goals and describes linkages to the University strategic plan and mission.

The executive officers serve as the strategic planning implementation team. Through the annual reporting process they are able to align annual operating goals with the University’s strategic plan and to ensure that assessment results are linked to the planning and budgeting processes. The University assesses its progress through various means including:

- Dashboard indicators for finance, budget, and enrollment, including admission, retention and graduation rates.
- Regular review of faculty and staff performance.
- Annual reports.
- Specialized accreditation and external review processes.
- Benchmarking with various types of peer groups.

ANNUAL BUDGET PROCESS

A strong sense of stewardship, rooted in Duquesne’s mission and commitment to excellence in all aspects of its operations, has supported the development of well-defined planning and budgeting processes (Appendix S).

Each budget unit, including departments, directors and deans, develops and submits annual budget requests, both operational and capital budgets, to the appropriate Vice President. Budget requests for additional resources require a rationale based on analysis and data. The Vice Presidents make recommendations to develop a preliminary budget which is reviewed by the President. Next the University Budget Committee, comprised of representatives from all areas of the University, and the Audit and Finance Committee of the Board review the preliminary budget parameters. This Budget Committee presents recommendations to the President, who makes final decisions based
on strategic planning and operational priorities. The President then submits the final budget proposal as a recommendation to the Board of Directors for approval.

The Office of Management and Business works very closely with the Offices of Academic Affairs and Student Life to meet the operational and strategic goals of the University. This work ranges from providing information about enrollment trends on a program-by-program basis to planning for capital budgeting, campus expansion, new buildings, renovation of existing facilities and financial support for the recruitment and retention of faculty and staff.

All budget managers are provided with information and support through various offices, including the Office of Planning, Budgeting and Institutional Research. Academic Affairs receives additional support from the Associate Provost/AAVP for Administration.

The University participated in the Delaware Study in AY 2008-2009, AY 2009-2010, and AY 2011-2012. The Delaware Study is made available to department chairs, deans, and central administration for planning purposes. Academic Affairs has used the Delaware Study to develop workload expectations in many of the schools based on the comparison data of organized class sections per FTE faculty. These analyses result in adjustment of use of adjuncts in particular schools. Duquesne University benchmarks its direct cost per credit hour taught against comparable peer groups. This is useful in setting tuition rates for new programs, determining expected margins across disciplines, and helps with making budget adjustments for changing markets.

New program approval guidelines, developed since fall 2008, require a marketing review by the Enrollment Management Group to determine feasibility, and must include proposed funding for additional marketing resources, library resources, and educational technology support. An additional analytical process, “Performance Indicators Review & Improvement Procedure for Academic Programs,” was adopted in fall 2012.