Holy Family University

Self-Study 2020-2021

Prepared for the Middle States
Commission on Higher Education

Holy Family
UNIVERSITY

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Executive Summary

From its origins as a liberal arts college for women, to its evolution as a comprehensive, coeducational private university, Holy Family University remains true to its mission as a ministry of the Congregation of the Sisters of the Holy Family of Nazareth (CSFN). As a Catholic university, Holy Family seeks direction and inspiration from the life and teaching of Jesus Christ, affirms the values of the Judeo-Christian tradition, and witnesses to the dignity of each person and the oneness of the human family. The University offers baccalaureate, master's and doctoral degrees, and educates students in liberal arts and professional studies to assume lifelong responsibilities towards God, society, and self.

The Self-Study contained herein is presented to the Middle States Commission on Higher Education (MSCHE) as a collaborative product shaped by a dedicated community of faculty, staff and University leadership, whose work on this report over the past two years has resulted in deep reflection on identity and achievement, along with a rededication to Core Values as the lens through which the University innovates its future.

Fortuitously, the process of self-reflection corresponded with the University's development of a new five-year strategic plan. Given shared leadership and oversight of both the Strategic Planning and the Middle States committees, the Self-Study helped to inform the strategic planning process and vice versa. The result has been an important revelation on the University's progress and future path. Specifically, since the last Self-Study, the University has made tremendous strides in innovation, growth and implementation of institutional initiatives. At the same time, much work remains to be done as we embark upon a pathway forward. Some of the areas in which the University progressed the most remain our strongest areas of opportunity.

One example is Mission. Tremendous strides have been made in advancing the University's Mission, including the appointment of a dedicated member in leadership, yet an important opportunity remains to further and more boldly express the University's Catholic identity and continue to instill Mission-driven priorities throughout the institution. The University is committed to achieving an even greater potential of its Mission by serving as a source of education, inspiration, and service to its immediate community and society overall.

The introduction features a brief overview to orient the reader to the institution, along with providing background on the University's historical origins. This section also presents an overview of student enrollment as a means of informing the work.

The MSCHE Standards enable Holy Family University to share targeted insights and examples demonstrating its fulfillment of the Requirements of Affiliation as outlined in the Standards for Accreditation. Following an introduction and brief institutional background, the report presents evidence of compliance with each Standard including an Evidence Summary and Opportunities.

- Chapter 1: Standard I: Mission and Goals is central to Holy Family University as Mission and Core Values are at the heart of the University's unique identity. This section

- highlights the ways in which Mission is actualized throughout all areas of University life, from student, faculty and staff experiences, to the work of the Mission Office.
- In Chapter 2: Standard II: Ethics and Integrity, the University demonstrates its integrative approach to ethics and integrity from its foundational courses within the General Education core, to its extracurricular programming, and adherence to maintaining and updating policies to ensure transparency and proper guidance for the University community.
- Chapter 3: Standard III: Design and Delivery of the Student Learning Experience captures the innovations in curriculum and delivery that have been implemented to meet the changing needs of students. This section highlights the distinct resources and support systems designed to foster student persistence, retention, and success. Finally, this chapter speaks to the University's efforts to recruit and retain talented faculty in support of educational excellence.
- In Chapter 4: Standard IV: Support of the Student Experience, the University outlines its approach to prospective and current students through Admissions, the Counseling Center, the Library, the Career Development Center, student activities and service projects, and resources and programming created to provide students with unique, individualized opportunities for knowledge exchange through classroom and experiential learning.
- Chapter 5: Standard V: Educational Effectiveness Assessment summarizes Holy Family University's investment in assessment tools used by the Institutional Effectiveness Team and the Committee for the Oversight of Blended and Online Learning. The University's comprehensive assessment strategy ensures data driven and iterative decision making.
- Chapter 6: Standard VI: Planning, Resources, and Institutional Improvement showcases Holy Family University's strategies for financial planning, austerity practices, and plans for fiscal solubility through the completion of a new five-year strategic plan which includes exploration of a comprehensive fundraising campaign.
- Within Chapter 7: Standard VII: Governance, Leadership, and Administration, the University discusses its governing policies and processes. Under the exceptional leadership of two presidents during the current review period, the University is well positioned for the future in a sound structure of informed and innovative governance.

Finally, the Conclusion provides a summary of accomplishments aligned with each Standard and areas of focus that will become the foundation of the University's ongoing progress in upholding its Mission through service to the University community.

An Epilogue speaks to the unique circumstances which occurred during the final year of the reporting period, as a means of demonstrating Holy Family University's leadership and resiliency during an unprecedented global pandemic.

Note on Supporting Evidence: Throughout this report, parenthetical citations to sources found in the Evidence Inventory are included.

Introduction

Overview

Holy Family University approaches the 2020-2021 Middle States Commission on Higher Education (MSCHE) Self-Study at an unprecedented time in our collective history—a time in which institutions of higher learning have been forced to reckon with the foundational elements of their existence: the value they provide, the role they play in lives and livelihoods and in fostering social and economic mobility amongst their populations of students, and the cost that accompanies what is intended to be a transformational experience. As we reflect upon our activities from the 2011 MSCHE Decennial Self-Study through today's challenging circumstances of operating seamlessly amidst a global pandemic, we are more optimistic and certain of our path and place in the lives of our students and our community than ever before.

This process of self-reflection arrives at an important time. The University is in the final year of its five-year strategic plan, and has chartered a comprehensive new strategy which was completed in fall 2020. The University has also embarked upon a succession in leadership, as its fifth president will transition her role in June 2021. A Presidential Search Committee was assembled in fall 2020, and the search for the sixth president of Holy Family University is currently underway.

The following reflection highlights the many accomplishments of an administration committed to rededicating itself to Mission-based work while furthering its holistic approach to educating students for meaningful futures. The result of the University's work since 2011 has been innovative curriculum, expanded opportunities for community outreach, and global engagement through internationalization efforts, such as robust study abroad programs. From steady enrollment and a significant increase in program-specific enrollments, along with a demand for residential housing and an increase in grant and philanthropic funding for capital projects, Holy Family University has made significant strides in shaping its path for the future.

With a renewed sense of innovation and momentum as a result of these achievements, the report couples the University's successes with dynamic opportunities for continued growth and development in the near future and for the long-term sustainability of the institution.

Brief History

Founded in 1954, Holy Family University is a ministry of the Congregation of the Sisters of the Holy Family of Nazareth (CSFN). From its beginnings as a women's liberal arts college, the University has evolved as a private coeducational, comprehensive, four-year institution, granting associate, baccalaureate, master's, and doctoral degrees, as well as professional certification programs. The University is incorporated in the Commonwealth of Pennsylvania and licensed by the Pennsylvania Department of Education. As a Catholic university, Holy Family seeks direction and inspiration from the life and teaching of Jesus Christ, affirms the values of

the Judeo-Christian tradition, and witnesses to the dignity of each person and the oneness of the human family. The University embraces diversity and inclusion, ensuring an equitable and just learning community. Holy Family University educates students in liberal arts and professional studies to assume lifelong responsibilities towards God, society, and self.

The main campus of Holy Family University is located in the City of Philadelphia, on a 46-acre site in the northeast section of the city. As the largest city in the Commonwealth of Pennsylvania and the sixth most populous city in the nation, the Greater Philadelphia area is a destination for world-class museums, galleries, libraries, science and technology centers, and national historic sites. The region annually hosts thousands of cultural events that provide students with valuable experiential learning beyond the Holy Family University campus. The Newtown campus is located approximately 15 miles north of the main campus. This campus includes a 44,000 square-foot, state-of-the-art building on a 79-acre tract and is located in Bucks County, the fourth largest county in Pennsylvania, an area of continuing population and industry growth.

The University comprises four schools: Arts and Sciences, Business Administration, Education, and Nursing and Allied Health Professions, along with the Division of Graduate and Professional Studies. Since the University's Middle States Periodic Review Report in 2016, following its 2011 Decennial Self-Study, total enrollment has grown by 21% (see Figure 0.1 below) at its Philadelphia and Newtown campus locations.

In addition to the traditional classroom experience, the University provides online and blended course and program offerings designed to expand the reach of the University beyond its physical campuses and better serve students. Courses are offered with 15-week semesters as well as eight-week accelerated semesters during fall, spring, summer, and a Winterim term.

The University provides nearly 40 undergraduate majors, including concentrations within specific degrees, along with seven graduate and three doctoral degree programs—the Psy.D., Ed.D., and D.N.P. In addition, the University offers a range of certifications as well as an associate's degree in Radiologic Science.

The University's programs are recognized by national, state and/or regional accreditation associations and learned societies. This recognition reflects the University's commitment to academic excellence. In addition to accreditation by the Middle States Commission on Higher Education, the University is accredited by the Commission on Collegiate Nursing Education (CCNE), the Accreditation Council for Business Schools and Programs (ACBSP), the International Fire Science Accreditation Congress (IFSAC), the National Association for the Education of Young Children (NAEYC) and the Joint Review Committee on Education in Radiologic Technology (JRCERT). Appropriate degree and certification programs are approved by the Department of Education of the Commonwealth of Pennsylvania, the Pennsylvania State Board of Nursing, and the Veterans Administration.
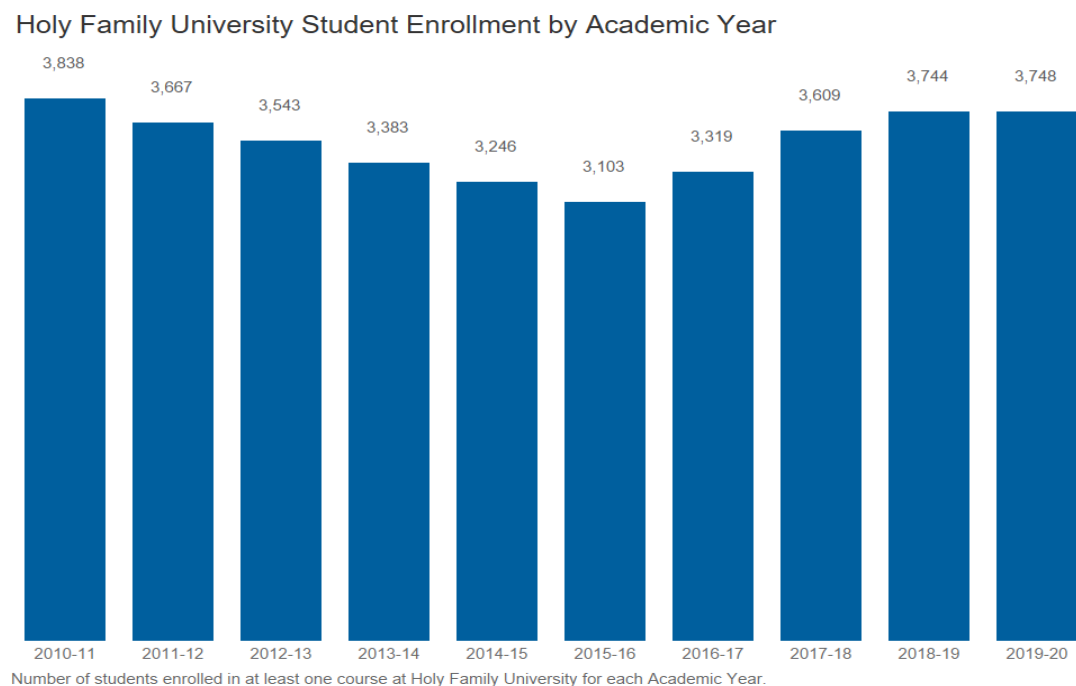
The University holds institutional membership in 57 international, national, regional and/or state associations including the American Association of Colleges for Teacher Education and the American Association of Colleges of Nursing.

The University is a member of the Southeastern Pennsylvania Consortium for Higher Education (SEPCHE). SEPCHE consists of eight independent institutions of higher education in the Greater Philadelphia area. Member institutions include Arcadia University, Cabrini College, Chestnut Hill College, Gwynedd-Mercy University, Holy Family University, Immaculata University, Neumann University, and Rosemont College.

Student Enrollment

Tremendous effort has been placed on recovering from an enrollment decline from 2010-2011 through 2015-2016. While undergraduate enrollment remained stable during this time, graduate enrollment saw a dramatic decline throughout this period. From 2016-2017 through 2018-2019, the University has seen a marked increase year over year in overall enrollment. In light of uncertainty and skyrocketing unemployment rates as a result of the pandemic, the slight increase in the University's 2019-2020 enrollment numbers is noteworthy. Figure 0.1 demonstrates not only methodical recovery over a declining enrollment trend but also the stable upward trajectory of enrollment across undergraduate and graduate enrollment over the past 10 years. This reflects both the consistent quality of the student experience, and the need to further explore growth markets.

Figure 0.1: Undergraduate and Graduate Student Enrollment by Academic Year

Holy Family University Student Enrollment by Academic Year

2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
3,838	3,667	3,543	3,383	3,246	3,103	3,319	3,609	3,744	3,748

Number of students enrolled in at least one course at Holy Family University for each Academic Year.

As Figure 0.2 affirms, the University's undergraduate enrollment has remained steady over the past 10 years, with 2019-2020 seeing its highest total of 2404 in undergraduate enrollment.

Figure 0.2: Undergraduate Student Enrollment by Academic Year

Holy Family University Undergraduate Student Enrollment by Academic Year

2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
2,392	2,335	2,365	2,399	2,335	2,225	2,215	2,319	2,335	2,404

Total number of students enrolled in at least one course at the undergraduate level for each Academic Year.
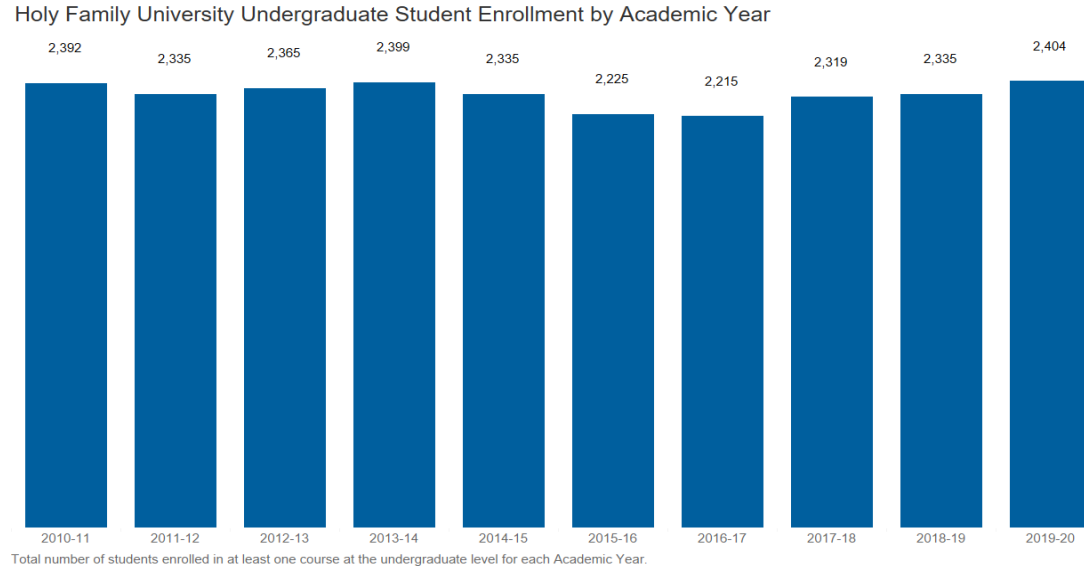
Figure 0.3 shows that graduate student enrollment has seen a steady uptick from a drop to 911 in 2015-2016 to a robust 1364 in 2019-2020. This is due to dedicated and intentional efforts to create and revise curriculum and program offerings and modalities to better serve the needs of this population, including programs that meet the needs of the current job market, and flexible teaching and learning modalities that meet the needs of the students.

Figure 0.3: Graduate Student Enrollment by Academic Year

Holy Family University Graduate Student Enrollment by Academic Year

Student Acad Level
Doctorate
Graduate

Academic Year	Total	Graduate (count / percent)
2010-11	1,483	1,473 / 99.3%
2011-12	1,356	1,335 / 98.5%
2012-13	1,203	1,175 / 97.7%
2013-14	1,011	982 / 97.1%
2014-15	933	900 / 96.5%
2015-16	911	885 / 97.1%
2016-17	1,129	1,107 / 98.1%
2017-18	1,319	1,291 / 97.9%
2018-19	1,433	1,392 / 97.1%
2019-20	1,364	1,320 / 96.8%

Number of enrolled students in at least one course at the graduate-level (graduate or doctorate) each Academic Year. The graduate level shows the total number of students and percent of students enrolled in graduate courses (non-doctorate). The top number represents the total number of students enrolled at the graduate-level.

6

STANDARD I

MISSION AND GOALS
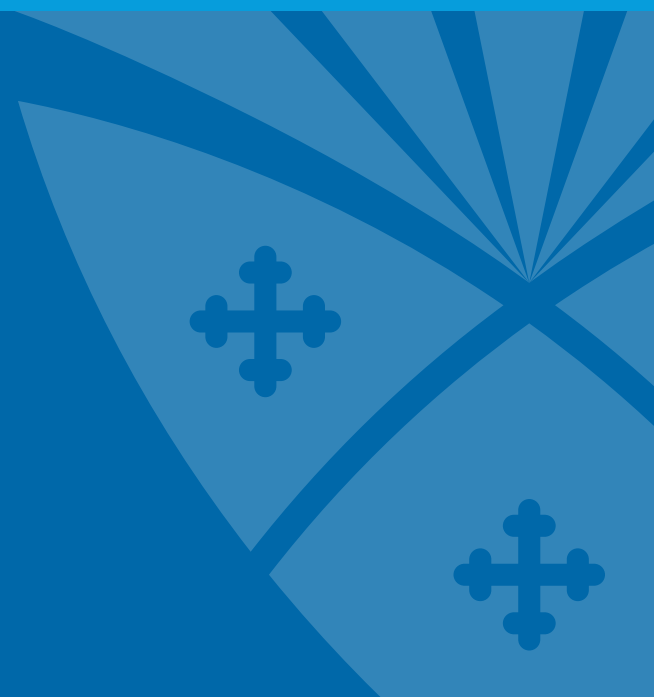
Chapter 1—Standard I: Mission and Goals

Introduction

The institution's mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution's stated goals are clearly linked to its mission and specify how the institution fulfills its mission.

The review of evidence demonstrates that Holy Family University is a Mission-driven institution that meets the needs of its students, while providing a benefit to the greater community. The evidence in this chapter addresses Requirements of Affiliation (ROA) #7 and #10. The University's Mission, Core Values, and goals are well-articulated and communicated to guide decision-making and inform the student, faculty, and staff experience and the culture of the campus community, as described in the Living the Mission section of this chapter. While significant progress has been made since the last Self-Study, work remains in this core area of opportunity to exemplify and realize the full potential of the University's Catholic identity and Mission-based educational goals.

Mission Statement

Holy Family's Mission and Core Values are informed by and aligned with the Mission of the Congregation of the Sisters of the Holy Family of Nazareth (CSFN), an international Congregation of women religious which founded and sponsors the University through its corporate member, CSFN Mission & Ministry, Inc. (MMI) (see *Sponsorship–A Call to Serve, p. 2*).

Lifelong Responsibilities Towards God, Society, and Self

As a Catholic University, Holy Family University draws its inspiration from the life and teaching of Jesus Christ, depicting the oneness of the human family and the dignity of the human person in his prayer "that they all may be one just as we are" (Jn 17:22).

This depiction of the dignity of the human person and the oneness of the human family is further refined and focused in the charism of the Congregation of the Sisters of the Holy Family of Nazareth which charges its members with service to families in order to establish and sustain communities of love and hope, in celebration of the oneness of the human family.

Responding to these incentives of the Church and the founding Congregation, the University endeavors to provide an educational environment that fosters and reinforces the oneness of the human family and the dignity of each person. This is achieved through programs, policies, and activities informed by its Mission and related Core Values of family, respect, integrity, learning, vision, and service and responsibility.

Accordingly, Holy Family's Mission statement asserts that it "seeks direction and inspiration from the life and teaching of Jesus Christ, affirms the values of the Judeo-Christian tradition, and witnesses to the dignity of each person and the oneness of the human family in educating students to assume lifelong responsibilities toward God, society, and self."

It is service to family, as defined in this educational context, that is the foundation and impetus behind the University's efforts and that which distinguishes the institution in the marketplace (see *University Mission and Values*).

In furtherance of Standard I, the current iteration of the University's Mission Statement and Core Values were approved by the University's Board of Trustees in 2000 (see *Minutes of the Board of Trustees Meeting - Nov. 2020*) and have been reviewed in accord with this standard at various times since their adoption. The most recent review was during the year-long strategic planning process during SWOT analyses engaging various stakeholders including Trustees, faculty, staff, students, and members of the President's Advisory Council (see *2020 Strategic Planning SWOT Categories*). In fulfillment of Standard I, such reviews have found the institutional goals and envisioned outcomes to be realistic and appropriate for higher education, consistent with the Mission, and relevant and achievable. As a result, they have been endorsed without significant change (see *Chapter 6*).

Living the Mission

Realization of the University's Mission requires a holistic and intentional effort engaging the campus community and its stakeholders in the design and execution of focused programs and practices that support and reinforce the Mission education and implementation necessary to achieve the desired outcomes of the University as a whole. This focused effort is woven into the fabric of institutional priorities, programs, initiatives, and strategic decisions. Below are key strategic areas through which the Mission is seamlessly promulgated. Each area assures that the community remains committed to alignment with the Mission's Core Values as evidenced through a mindful approach to modeling and reflecting these values in word and deed.

Mission Office

To emphasize the foundational role of the Mission in all of the University's undertakings, the position of Vice President for Mission was created in 2013 as a member of the President's Senior Administration, supporting Mission integration in numerous essential ways.

One example of the way in which the Mission Office promotes awareness throughout the University occurred soon after creation of the Office as a distinct entity. At that time, a series of videos was produced by the Congregation for use in its sponsored ministries to facilitate understanding of the relationship between the Congregation's charism and the ministry's unique expression of that charism in its own Mission and work. After review of these materials and dialogue with the President and Senior Administrators, the Vice President for Mission organized and executed a two-year program and facilitated sessions extending their use to

educate the Board of Trustees and all members of the campus community, including students. Building on the momentum of this initial program, the Vice President for Mission also published these materials on the University's website, where they remain available for ongoing review and dialogue by members of the campus community as well as its external stakeholders (see *Mission Alive Videos, Office of Mission - Step 2 Summer 2019*).

In many similar and/or related ways described throughout this chapter, the Mission Office and leaders of the campus community sustain the centrality of the Mission in all aspects of institutional endeavor from setting institutional goals and ongoing professional development to realization of student learning outcomes.

Throughout this Self-Study, evidence of the assessment and evaluation of experiences and projects informed by the University Mission is also a recurring theme, brought to life through the experiences of our students and the work of faculty and staff. The University's Vice President for Mission performs a critical role in overseeing assessment and examination of Mission-related work throughout the University. The Mission's assessment plan connects directly to the 2016-2020 Strategic Plan through the first theme outlined in that plan (discussed later in this chapter). The Mission's assessment plan measures the following:

- *Awareness of Mission* for personnel in relation to Human Resources policies and procedures that incorporate the Mission and Core Values;
- *Awareness of Mission* for the Board of Trustees through assessing the recommissioning document for Trustees;
- *Awareness of Mission* for students through examining National Survey of Student Engagement (NSSE) results (though the NSSE was not run prior to the Office's most recent assessment cycle);
- *Visibility & Presence of Family* through collecting data related to family-focused events and communications related to the University Mission;
- *Awareness of the Charism of Family* through the implementation of CSFN Program Videos and accompanying reflections, as well as an annual summary report provided by the Vice President for Mission;
- *Reflecting on Core Values* through the analysis of surveys collected after dialog lunch events;
- *Strengthening and Reflecting on Catholic Intellectual Tradition* through the analysis of surveys collected after Faithful Listening–Faithful Learning events in addition to Faculty Mentor Questionnaires (see *Office of Mission - Step 2 Summer 2019)*.

This assessment plan is the first of its kind for this Office, and the assessments conducted by the Vice President for Mission demonstrate the University's commitment to assessing Mission work throughout the University. Summarized, the data demonstrates that Mission-related work is occurring throughout the community and that many stakeholders are given the opportunity to learn about the Mission and Core Values in diverse venues and settings. NSSE data will provide greater insight into students' understanding of the Mission [see *Office of Mission - Step 2 Summer 2019*]. In response to assessment, the University now emphasizes the Mission as part

of the hiring process through its recruitment advertising and a formal interview with the Vice President of Mission for all final candidates.

Mission Education for the Board of Trustees

In fulfillment of Standard I, members of the Board are immediately introduced to the Mission and its critical importance to the University. Awareness and opportunity for engagement with the Mission is set forth through a process comprising specific touchpoints. This begins with an initial interview with the President to assess alignment of potential members' interests and their willingness to carry forth the Mission through service to the Board.

As part of the orientation and onboarding process for new members, Trustees receive educational training on the Mission, as well as a CSFN Mission Ministry Inc. (MMI) publication on Board expectations and the critical role that each member plays in advancing the Mission (see *Criteria for CSFN Sponsored Ministry Board Membership; Trustee Orientation Agenda - September 2020*). Trustees are also granted access to use the various Mission-related materials available on the MMI portal maintained by the Congregation as well as being directed to the Mission-related materials available to them on the University website (see *CSFN Sponsored Ministries Website*).

Each year, Board leadership is invited to take part in the MMI Summit for CSFN, a meeting designed to enhance understanding of the roles of sponsored ministries in general, and the nature and purpose of CSFN sponsored ministries in particular. This event also provides a forum for leaders from a cross-section of CSFN sponsored ministries to dialogue and explore questions related to Mission and sponsorship overall.

On an annual basis, Board members are asked to recommit to service in their roles, and in effectuating the Mission. Trustees are asked annually to complete a self-assessment, and each member is assessed by the Governance Committee on criteria including those related to Mission awareness and support in furtherance of appointment/reappointment (see *Trustee Self and Board Assessments*).

Ongoing Mission Education for the Workforce

From candidates and newly hired personnel to seasoned faculty and staff, the University's Mission remains a constant in shaping and evaluating performance. As a final step in the hiring process, all faculty and staff candidates are expected to review the University's Mission and are invited to discuss its perceived application in their own area of endeavor. The Vice President for Mission assists the President with these interviews, recommending all faculty and staff for hire.

As part of their orientation at Holy Family University, new employees are provided with information on the CSFN Mission, along with the University's Mission. They are then invited to a series of discussions centered on the Mission, and asked to share their insights with the group. These discussions are hosted by the Vice President for Mission, and at least one of the sessions

is conducted by the President in an effort to relate Congregational sponsorship to the work of the employees in the University's specific ministry (see *Mission Alive Videos*).

In addition, Human Resources hosts an Ambassadors program, pairing a current employee with a newly hired member of the community to share insights and guidance. This personalized connection is another way the University emphasizes the value of family as one of the core pillars of the University's Mission (see *Role of the Ambassador*).

Within their annual goals, each Vice President is asked to engage their respective area of responsibility in a project or other undertaking which aligns with a specific Core Value of the Mission. This annual reaffirmation of the Mission aims to sustain awareness and engage the campus community in expressing the Mission in their daily lives. Various approaches have been taken to this request, from hosting educational sessions for the local community through the Family Center and participation in the projects offered by the local chapter of Habitat for Humanity, to involvement with the city-wide sponsored Martin Luther King Day of Service.

All employees experience the Mission through opportunities for reflection—from the Opening Meeting, to opportunities for Mass and the Rosary, to featured speakers on campus who offer perspective on topics that reflect how the community might continue to showcase the Mission in their everyday work (see *Opening Meeting – Mission Reflections*).

Staff and faculty evaluations also incorporate an element of assessment reflecting a call to action as part of their ongoing Mission education. Accordingly, part of the Performance Development process for staff, asks individuals to consider and discuss how various parts of their work and activities throughout the year have actually reflected their service to the Mission and Core Values. Likewise, faculty Performance Development plans, dossiers for third-year reviews, promotion, and multiple-year contracts include a section detailing faculty and staff service to the Mission in their specific areas of endeavor (*see Evaluator PDP Guidelines; Performance Development Plan (PDP) Overview; Faculty Personnel Policies Manual;* and *Chapter 5—EvaluationKIT*).

Mission Education for Students

The educational programs of the University enroll a broad range of students from associate degree candidates to those pursuing doctoral degrees. In agreement with Standard I, each degree program includes clearly stated goals and outcomes which can be traced back to that of the Mission, Core Values, and goals of the University as a whole and expressed in the context of a particular discipline and program (see *General Education Committee Handbook (Section 4)*). With the 2014-2015 Course Catalog, the University moved from publishing program goals to publishing program learning outcomes in keeping with recommendations from assessment consultants. These recommendations were made as part of the 2010-2015 Title III grant related to assessment. Each learning outcome incorporates rigor appropriate to the level of study, including design and conduct of independent research suitable for an introduction to basic inquiry at an undergraduate level as well completion of advanced and/or terminal degrees (see

Doctoral Program in Educational and Organizational Leadership; Nursing Research Documents; DNP Scholarly Project Syllabi, SEPCHE Honors Conference 2019 Webpage).

Certain programs, particularly at the undergraduate level, provide special emphasis on Mission education concurrent with Standard I. For example, the First-Year Experience is required of all first-time, full-time undergraduate students and engages students in co-curricular and extracurricular activities with the intention of developing academic, social, and personal skills important to undergraduates transitioning from high school to higher education (see *Standard IV*). In providing these important skills, however, the instruction is designed to acquaint the students with the University's Mission and Core Values and culminates in a Mission-related service project and presentation for the campus community (see *First Year Experience Webpage; First Year Experience (FEXP) 2020 Syllabus Blueprint*).

The University also provides Student Orientations for new students and transfer students (see *Standard IV*). These orientation programs, which occur several times during the summer as well as in the fall and spring for select programs, also include an introduction to the University Mission and Core Values (see *Student Orientation Webpage*). (Note: On-campus orientations were replaced with online orientations during Summer 2020 due to the COVID-19 campus closure; see *Summer Orientation Update Email*).

The General Education core curriculum exemplifies the University's focus on student learning and outcomes. It was developed by a General Education Committee steeped in Mission, requiring all undergraduate students to take two theological literacy courses and two social consciousness courses, among other broad-based offerings (see *Standards III and IV*). The University Mission and Core Values are central to these courses, and faculty take great care to ensure that the University Mission and Core Values are reflected in class experiences, readings, projects, and outcomes (see *General Education Committee Handbook*).

In addition to the General Education Committee, two other groups oversee curriculum and academic programs at all levels across the institution. To ensure that student experiences (both in and out of the classroom) are connected to the University Mission and Core Values, program and curricular development processes are vetted through the Academic Council as well as the University Curriculum Committee. Both entities are charged with ensuring that educational outcomes are integrated with the University's Mission and Core Values (see *Academic Council - Policy Manual Description*; *University Curriculum Committee - Policy Manual Description*).

Informing University Initiatives, Programming and Publications

The University's Mission drives the decision-making and promotion of many initiatives and programs. One prominent example of Mission-informed programming can be found in the Presidential Lecture Series. The 2018-2019 Presidential Lecture Series centered on the theme *Who Is My Neighbor?* and combined theological and multi-disciplinary scholarship in order to foster a more civil, respectful, and cohesive society (see *Know Your Neighbor Series - Spring 2019*). In many respects, this series modeled what already happens regularly in the classroom

through the First-Year Experience Courses and General Education requirements, discussed previously.

Another example is the programming sponsored by the Mission Office. The Faithful Listening–Faithful Learning Scholars Program (FLFLSP) embodies Standard I by bringing students and faculty together in an open dialogue. The conversations are reflective of the Catholic Intellectual Tradition, which recognizes the search for Truth as unending and inclusive (see *Faithful Listening–Faithful Learning Scholars Program Webpage*). In addition, Faculty/Staff Dialog Luncheons offer attendees time to consider their part in the larger scope of the University Mission and the Mission's connection to their work and daily life outside of the University. Past topics for discussion have included *sharing our faith traditions*, *finding inspiration in myself and the other*, and *teaching as vocation* (see *Faculty & Staff Dialog Luncheon Flyers*).

Both of these programs directly engage with the Mission and Core Values as they are lived across the University community and demonstrate how the Mission and Core Values are relevant to all members of the University community regardless of personal faith tradition. From fall 2019 through February 2020, attendance at the luncheon dialogs grew to and nearly exceeded capacity. The number of student scholars in the FLFLSP more than doubled in early 2020, just prior to the COVID-19 pandemic. The three Faculty/Staff Dialogs and three FLFLSP Dialogs per semester are now occurring online. The 13th mission event annually is a Mission Appreciation Luncheon for faculty and staff presenters and mentors at which certificates of appreciation are presented by the University President.

The Holy Family University Family Center provides resources to families through education, counseling, consultation, and advocacy (see *Holy Family University Family Center Webpage*). The events and activities of the Center correlate with the University's position as a ministry of the CSFN and benefit families and individuals in the neighboring communities.

The University Mission and Core Values are prominently reflected in the University's publications. For example, the semiannual publication *Holy Family University Magazine* profiles alumni, faculty, and staff who embody the mission in their careers, their vocations, and their personal lives (see *Holy Family University Magazine Webpage*).

The University maintains a Mission webpage under the governance of the Mission Office. Materials posted here represent the Mission and Core Values from a variety of perspectives and include Mission Alive videos showcasing faculty and staff reflections presented over a number of years as part of the semiannual meetings conducted at the beginning of each semester (see *University Mission and Values*).

Campus Activities

In a deliberate effort to engage students and connect them to the Value of Family and the University's Mission, the Student Engagement Office, under the Division of Student Affairs, provides programs through 24 student organizations designed to pique student interests. These

activities are centered on academics, the arts, civic engagement, social activities, and societal issues. Participation in events sponsored by both local and national chapters of Habitat for Humanity continue to be one of the most prominent and popular year-round, offering an Alternative Spring Break for volunteers to travel while also helping build homes for families in need. New organizations grappling with questions of diversity, inclusion, and the rights and needs of the disabled have been proposed and added to the roster of Mission-related and supporting programs (see *Registered Student Organizations Manual*; *Registered Student Organizations Webpage*).

Campus Ministry enlivens Standard I by focusing on a combination of spiritual formation and leadership development within the student body. Campus Ministry gatherings are informed by the Documents of Vatican II on The Church, the Liturgy and the Laity, and the documents of the National Conference of Catholic Bishops on Lay Leadership and Young Adult Ministry, including: "Sons and Daughters of Light" and "Empowered by the Spirit." These documents serve as treasured foundational sources and guideposts on the journey into fuller integration of life and faith. In a diverse campus community, membership encompasses a wide variety of faith traditions, and this diversity ensures suggested input from Catholic and non-Catholic traditions and media sources. Campus Ministry initiatives are intended and directed to the glory of God, love of neighbor, and the care of our common home in fulfillment of the six dimensions of campus ministry articulated in the Catholic Bishops' Pastoral Letter on Campus Ministry "Empowered by the Spirit." The University faith community runs as a collaborative body in which members are encouraged to offer suggestions about initiatives for Campus Ministry meetings and activities. Students are invited, encouraged, and challenged to lead as well as demonstrate the various tenets of the University Mission and Core Values in specific programs, such as the annual March for Life in Washington, DC, the Bear Mountain Spiritual Retreat, and the Student Interfaith Dialogue, as well as service opportunities.

Throughout the year, students are invited to participate in various campus activities that share simple acts of service and the University's collective family spirit with the greater community. In 2020, students, faculty and staff participated in the Greater Philadelphia Martin Luther King Day of Service, the largest Martin Luther King Day event in the nation. Moving forward, the University has established a Martin Luther King, Jr. Day of Service Committee composed of faculty, staff, and students to plan the University's Martin Luther King, Jr. Day of Service, celebration, and educational initiatives. In 2020, the University established a partnership with Our Lady of Hope, a local parish, which has a substantial immigrant population, and will provide health-related, educational, business, and literacy-related support through this collaboration.

For the 2020-2021 academic year, the Student Engagement Office (SEO) is producing several new service initiatives, such as working with the Data Governance Committee to define service at Holy Family in addition to better understanding the sense of service felt by the community. Another initiative includes the creation of an "ACE Team," Ambassadors for Civic Engagement. The ACE Team will be composed of student leaders such as Resident Advisors (RAs), student-athletes, and Registered Student Organization (RSO) officers. Utilizing social media and virtual registration drives, this team of students will educate their peers on voter registration, poll

worker registration, Jury Duty, and also Taxes. In an effort to encourage service on campus, SEO is creating and maintaining a volunteer database where service sites, contact information, and projects may be tracked to build upon the University's relationships with the community.

The members of the Senior Administration promote participation in opportunities for staff and faculty in Mission-centric activities such as: Martin Luther King, Jr. Day of Service, community drives (including disaster relief efforts for Puerto Rico, the Philippines, and the Bahamas), Mission and Core Values Awards ceremonies, CSFN Core Values video screenings, Presidential Lecture Series, daily Mass and special liturgies, the Faithful Listening–Faithful Learning Scholars Program, the Faculty and Staff Dialog lunch series, and the Busy Person's Retreat (see *March for Life Links, Faculty Staff Dialog Lunch Flyer, Busy Person's Retreat,* and *Busy Student Retreat*).

Lifelong Learning and Employee Assessment

As noted previously throughout this chapter, the University's programs and activities are subjected to ongoing assessment to offer the best possible environment for students and all members of the campus community to achieve their full potential as required by the tenets of the University's Mission.

The more formal Performance Development Process conducted annually through the Human Resources Office (staff) and Professional Development Plans, third-year reviews, and dossiers prepared for promotion and multiple-year contracts (faculty) as well as numerous standardized surveys (i.e., NSSE, HERI, AICUP) and instruments constructed by the Office of Assessment, provide important insights supporting this continuous improvement in all areas of the University's endeavors (see *HERI Faculty Survey Results - 2018; HERI Staff Climate Survey Summary - 2019; NSSE 2020 High-Impact Practices; 2019 AICUP First Year Student Survey; Chapter 5-EvaluationKIT*).

Mission Promotion

The Mission and Core Values are publicly presented on the University website alongside videos expounding the Mission and Core Values for interested parties, including viewers outside of University stakeholders (see *University Mission and Values*). Printed copies of the Mission and Core Values are readily available throughout the campus, and the Mission and Core Values are also central to many of the University's events, meetings, and processes and help shape all programming at Holy Family University.

In 2014, Holy Family University conducted a rebranding exercise to ensure that the institutional brand expressed the Value of Family in accordance with its Mission. The website and various marketing and recruiting materials express the Value of Family as a distinct representation of the brand and the Holy Family University experience from admissions to graduation and beyond. Assessment of these activities is under the auspices of the Marketing and Communications assessment plan (see *Chapter 5, Electronic Communication Assessment*).

Strategic Planning

The University's 2016-2020 Strategic Plan—Family: A Value for Life, connects very specifically to the University's Mission and Core Values in several ways (see *Strategic Plan 2016-2020 - Family - A Value for Life*). Those aspects of this strategic plan that relate to the Mission and Core Values have been energetically implemented throughout the University community under the direction of the Vice President for Mission. Specifically, Theme 1 (of 4) charges the University to increase awareness of the CSFN Mission and Core Values in relationship to and expressed through the University's Mission and Core Values; to advance Mission integration; and, to strengthen Catholic identity in terms of the Catholic intellectual tradition (CIT) and Catholic social teaching (CST). This has resulted in significant programming, as discussed throughout this chapter, relating the University's Mission and Core Values as a complement and unique ministerial expression to those of the sponsoring Congregation. In addition, the goals and activities associated with the remaining three themes of this plan were prioritized, and resources were funded for implementation using a scheme weighting Mission relevance as a leading criterion overall.

It should also be noted that a new Strategic Plan, Advancing Knowledge ~ Transforming Lives, was finalized and approved by the Board and MMI in fall 2020, and the University Mission remains central within this upcoming Strategic Plan as the initial pillar and a pervasive theme throughout its various related pillars and initiatives (see *Strategic Plan 2021-2026 - Advancing Knowledge - Transforming Lives*).

While much has been accomplished with regard to its lived Mission since the University's 2011 decennial MSA visit, this new strategic plan charges us with further expanding our understanding and expression of the Core Values as they relate to our Catholic identity, manifesting God's presence in the world through lived witness to the life and teachings of Jesus Christ (See *Strategic Plan 2021-2026 - Advancing Knowledge - Transforming Lives*).

COVID-19 Impact

In response to the COVID-19 global pandemic, the decision was made and the community was informed on March 12, 2020 that the University would shift to entirely online instruction through the end of the spring semester. The University remained online through the summer semester.

After significant planning in conjunction with the Commonwealth of Pennsylvania and the Philadelphia Department of Public Health (PDPH) (see *Return to Campus - Fall 2020 Plan*), the University reopened in fall 2020 for in-person classes. A comprehensive communications strategy was implemented to keep the campus community informed about the policies and procedures put in place to keep everyone safe.

Following three reported positive cases (two at the Philadelphia campus and one at the Newtown campus), the University transitioned all face-to-face classes at both campus locations to online/synchronous courses for the remainder of the fall semester with the exception of

simulation labs, science labs, nursing practice labs and art studios. This decision was made to ensure against further disruptions to students' schedules. Faculty and staff continued to work on campus until the November 20 directive from the Philadelphia Department of Public Health noting that employees who could work remotely must do so. All services for students--from financial aid, to tutoring, to counseling services--continue to be operational in a virtual environment.

These decisions were thoughtfully conceived and enacted with the University's Mission and Core Values in mind. The University charges itself with caring "for students, faculty, and staff as members of a diverse but interconnected family" (see *University Mission and Values*). In the spirit of protecting everyone on campus and those connected to members of the campus community, the University exercised an abundance of caution to ensure it could provide a safe and secure environment while maintaining its unwavering commitment to offering an effective and meaningful educational experience.

Evidence Summary

Because the University's Mission and Core Values are so vital to its identity and distinct foundational experience, these elements are at the heart of Holy Family University's programming, decision-making, and culture. The Mission and Core Values are *lived* at Holy Family University through the educational and co-curricular experiences of our students and the onboarding and long-term careers of our faculty and staff. Through the work of a unique, dedicated Mission Office, the Mission and Core Values permeate the institutional dynamic in ways that are both tangible—through the University's website, print materials, and events sponsored by the Mission Office, and intangible—through the supportive and personalized approach to each member of the community by each member of the community, subscribing to the tenet of the dignity of each person and the oneness of the human family. It is also important to highlight the dedicated efforts the University has undertaken to understand and assess the Mission-related initiatives and how the Mission and Core Values inform Holy Family University's future.

Opportunities

- In conjunction with development of the Strategic Plan 2021-2026, the Strategic Planning Steering Committee identified the University's strengths as a Mission-driven institution of higher education. A strong opportunity remains to reinforce and further express the University's Catholic identity as central to its Mission, across all aspects of the institution, by advancing those initiatives and efforts related to diversity.

STANDARD II

Chapter 2—Standard II: Ethics and Integrity

Introduction

Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.

At the February 2020 Plenary of the Congregation of Catholic Education, Pope Francis stated, "Never before, has there been such a need to unite efforts in a broad educational alliance to form mature people, capable of overcoming fragmentation and opposition and rebuild the fabric of relationships for a more fraternal humanity."

Holy Family University embraces the fulfillment of this faithful instruction as integral to its mission and essential to its nature as a Catholic institution. The University expresses ethics and integrity both tangibly (e.g., policies, employment practices, compliance mechanisms) and culturally (e.g., climate of diversity, impartiality in practices, honesty in communications). Students, faculty, and staff are strongly encouraged to personify and promote these tenets.

The review of evidence demonstrates that Holy Family University develops policies to articulate standards for ethics and integrity, fosters practices to bring policies to life, and periodically reviews their intention and implementation. All policies are readily accessible for review on the University website. The evidence in this chapter addresses ROA #5, #6, and #8.

Included below are examples of the University's commitment to policies and practices that protect, inform, and impact students, faculty, and staff in significant ways. In doing so, these guidelines give clear evidence of the University's commitment to a culture and environment which "advocates free and conscientious pursuit of truth and responsible use of knowledge" in accord with the exercise of academic freedom, intellectual freedom, and freedom of expression.

University Policies Overview

A climate of respect is paramount at Holy Family University to promote a faith-based culture of care and support that centers on listening, acceptance, inclusion, and a range of perspectives. This climate is supported by documented employment practices and grievance procedures for students, faculty, and staff that are comprehensive, fair, and impartial.

As a result, the University has developed and maintains a series of policy manuals that define and govern institutional structures and processes. Manuals are reviewed and updated annually as needed and are available to all faculty and staff through internal access to ADP, the University's secure payroll and resource website. Organization charts, also available via ADP, are updated no less than on a quarterly basis. Student manuals and handbooks are provided

through the University's website (see *University Policies Webpage*), as well as through various academic program offices. A process of routine review and revision, paired with availability and communication through ADP or the website ensures that all members of the University community have easy access to up-to-date policies and remain informed of any changes to policy or procedure.

Holy Family University provides seven core policy manuals to guide institutional practice:

- University Governance;
- Student Handbook;
- Undergraduate Catalog;
- Graduate Catalog;
- University-Wide Employment Policies;
- Staff Manual; and
- Faculty Personnel Policies.

In addition, more targeted policy manuals and procedures include the following:

- School-specific or program-specific handbooks (School of Education, and School of Nursing and Allied Health Professions, Psy.D. Handbook);
- Division of Extended Learning Undergraduate and Graduate Student Handbooks;
- The Blended and Online Course Policy and Procedures Manual;
- Adjunct Faculty, Personnel, Classroom and General Management Manual;
- Student-Athlete Handbook; and
- Holy Family University Athletics Fundraising Policy.

Collectively, these policy documents reflect the core of Holy Family University's governance structure and its commitment to the safety and equitable treatment of faculty, staff, and students.

During the past decade, as the University has experienced growth in enrollment and programming, policy manuals and handbooks have been updated or added accordingly. For example, in 2016, the Committee for the Oversight of Blended and Online Learning (COBOL) Policy and Procedures Manual was published to guide committee work and University practices related to blended and online learning. Also, in 2016, the School of Education published the Doctoral Student Handbook to guide the newly launched doctoral degree.

More recently in 2019, the Athletics Fundraising Policy was created to align practices with NCAA policy and regulations and guide student-athletes and Athletics staff when fundraising. Currently, Human Resources is rewriting the University-Wide Employment Policies and the Staff Handbook. Upon completion of the work, Campus Community Policies will be retired as it is duplicative to the Student Handbook and the University-Wide Employment Policies. A new IT Security Policy has been drafted for publication in 2020 to cover technological advancements and the ever-evolving security landscape to protect the privacy, security, and safety of students, faculty, and staff.

The University also remains informed of suggested and required changes and updates to governing policies through updates provided in communications, webinars, publications and events or conferences related to institutional accreditation (MSCHE, CHEA) and professional accreditations (CCNE, FISAP, ACBSP, JRC-ERT), as well as membership organizations (AGB, AICUP, NACUBO, NAICU, CIC, ACE, AACU, ACCU) and various regulatory agencies (PDE, SARA, USDOE, SEVP). These updates also inform University policy changes and the updating of relevant materials as necessary and appropriate.

Student Policies and Practices Related to Ethics and Integrity

The University is committed to keeping students informed of relevant policies. The primary vehicles for this information are the Student Handbooks and the Undergraduate and Graduate Catalogs. Together, these publications communicate essential policies, including the University's grievance procedure (see *Student Handbook - Grievance Procedures*), equal opportunity/non-discrimination policy (see *Student Handbook - Equal Opportunity & Nondiscrimination Statement*), and the Student Code of Conduct (see *Student Handbook - Student Code of Conduct*). The Student Handbook also contains the Academic Honesty Policy which applies to students in all undergraduate and graduate programs. All documents and policies are reviewed on an annual basis. Should changes be required mid-year, these updates are communicated to the full University community (see *Student Handbook*).

To ensure that students are kept informed of relevant policies and information, the University also maintains a Higher Education Opportunity Act (HEOA) website (see *HEOA Website*) with up-to-date information. The University sends a Consumer Information email to all currently enrolled students each semester. This message includes financial consumer information as well as information and hyperlinks regarding The Family Educational Rights and Privacy Act (FERPA), the Annual Security & Fire Safety Report, and other important policies and information.

A Financial Aid Brochure is also available on the University website and is mailed to all prospective undergraduate students. These practices effectively communicate the types of aid available to students as well as the related obligations incurred in conjunction with certain forms of financial assistance (see *Financial Aid Booklet*).

Holy Family University is dedicated to ensuring an environment free of discrimination or harassment of any kind, and promotes equal opportunity and inclusion in its employment and education. Accordingly, in July 2020, the Office of Equity and Inclusion was created in an effort to provide a space for the campus community that would serve as the driving force for policy development, reporting, and programmatic initiatives on behalf of diversity, equity, and inclusion. This office works collaboratively with the Diversity and Inclusion team regarding initiative planning and execution, and works in tandem with the Dean of Students and Title IX Coordinator in addressing discrimination. The creation of this office was in response to increased reporting of sex- and gender-based instances of harassment, as well as increased reporting of instances of discrimination by University students. Reporting increased 200% between 2017 and 2019 (see *Title IX Annual Reports*).

To ensure compliance with federal and state civil rights laws and regulations, and to affirm its commitment to promoting the goals of fairness and equity in all aspects of the educational program or activity, in August 2020, Holy Family University revised existent internal policies and procedures for both students and employees addressing allegations of discrimination or harassment (see *Employee - Harassment & Sexual Harassment Policies*, *Employee - Equal Opportunity Policy; Student Handbook - Equal Opportunity & Nondiscrimination Statement; Student Handbook - Harassment Policy*). Additionally, the University adopted a revised Nondiscrimination statement.

An internal policy revision, such as the *Sexual Harassment & Nondiscrimination Policy*, requires cross-campus and multi-functional collaboration of University administration and policy oversight units. Specific to this policy, the Title IX Coordinator served as lead developer of the policy, working in tandem with the Director for Equity & Inclusion/Deputy Title IX Coordinator and the Associate Vice President of Human Resources. The policy writing, review and implementation process included bi-weekly meetings with Senior Administration and procedural planning connections with the Title IX Strategic Planning Committee. This collaborative approach to policy oversight and development demonstrates the University's commitment to its mission through collaborative dialogue and interaction, and mutual concern and attention to the needs of all those whom we serve.

Employee Policies and Practices Related to Ethics and Integrity

The employee-University relationship is dictated by a commitment to ethical policies and practices on behalf of both parties. This relationship is informed by University-wide employment policies, which apply to faculty, staff, and student employees.

The University's Equal Opportunity Policy (*Employee - Equal Opportunity Policy*) demonstrates the University's commitment to fair hiring practices, and the Recruitment and Employment Policy (*Employee - Recruitment and Search Policy*; *Faculty - Search Policy*) ensures fairness in advertising for positions. The University is also committed to treating employees fairly once hired, and policies such as the Harassment Policy (*Employee - Harassment & Sexual Harassment Policies*) and the Confidentiality of Employee Records Policy (*Employee - Confidentiality of Records Policy*) protect employees during their time of employment. The Whistleblower Policy (*Employee - Whistleblower Policy*) ensures individuals of an opportunity to confidentially report fraud, abuse, and other misconduct in the workplace through the University's contract with a third-party reporting resource, EthicsPoint.

The University's support and evaluation of employees is also informed by policies safeguarding equity in performance evaluation as outlined in the University Employment Policies Manual sections (*Employee - Evaluation Policy*). During the past 10 years, the Office of Human Resources has implemented several important practices for current and new employees. Performance Development Plans (PDPs) were introduced for all staff members to provide them with the opportunity to develop and achieve performance improvement goals with input from direct supervisors (*Performance Development Plan (PDP) Overview*).

The Performance Development Process is an ongoing, cyclical process that integrates establishing expectations, planning and goal setting, ongoing, honest communication and feedback, and formal evaluation, in which supervisors and employees each play an important role.

Supervisors identify outcomes, set standards for expectations, clearly communicate expectations, measure performance, coach for performance, guide the employee through frequent conversations and feedback, and evaluate. Employees are responsible for fulfilling their role by achieving expectations, goals, and objectives; acknowledging their accountability, and being receptive to coaching and feedback.

The Performance Development Form (PDF) is designed to reflect and evaluate past performance with the intent to identify performance strengths and opportunities in order to define development goals, facilitate assessment, and dialogue to achieve the objectives of the Performance Development Process. These processes help promote a University employment environment where all employees are supported and evaluated fairly and equitably.

The Employment Conflict of Interest Policy (*Employee - Conflict of Interest Policy*) obliges all employees to avoid conflicts of interest and disclose any potential conflicts of interest to the Associate Vice President of Human Resources. Collectively, these policies, along with communications and resources available on the University website and through ADP–the University's secure payroll software system–ensure that both the employee and the University are held to ethical standards and provided essential guidance on best practices. It is important to note that these policies represent just some of those found in the University-wide Employment Policies Manual. They have been selected to demonstrate that the employee's time at the University is continuously informed by policy designed to ensure fairness, transparency, and safety.

The Office of Human Resources also collaborated with the University President and the Vice President for Mission to create a New Employee Onboarding Program to help new employees when beginning their employment. Through this program, a cohort of new employees can meet and dialogue with the University President and the Vice President for Mission while learning about the Mission and Core Values.

In this same context, the University has created an Ambassador Program that pairs new employees with a more experienced employee who welcomes new employees to campus and ensures they are armed with the tools they need to begin employment successfully. This effort is guided by the University's policies, the University Mission and Core Values, data collected through Human Resources surveys, and a commitment to employees. The past decade of advancements in employment practices is evidence of the way in which Holy Family University continues to seek out best practices to better serve employees throughout their University careers.

Faculty Policies and Practices Related to Ethics and Integrity

Because the faculty employment experience is unique in academia, it is essential to review policies and practices specific to faculty. Previously discussed policies and practices are applicable to all employees, but faculty play a unique role on campus. The relationship between faculty and the University is informed by the Faculty Personnel Policies.

Faculty employment begins with the advertisement of and search for a faculty position, both of which are informed by the Guidelines for Search, Appointment and Orientation of Faculty Policy (*Faculty - Appointments, Evaluation, and Promotion Policies*). This policy is designed to help the University advertise equitably and conduct a fair, impartial search. The Types of Faculty Appointment Agreements Policy (*Faculty - Appointments, Evaluation, and Promotion Policies*) outlines the different types of faculty appointments. Faculty are also asked to avoid and/or disclose any conflicts of interest through the Conflicts with University Responsibility and Outside Activities Policy (*Faculty - Conflict of Interest Policy*).

Once hired, several policies promote fairness and equity for faculty. The Orientation of New Faculty (*Faculty - Orientation Policy*) guides the beginning of the faculty experience. Faculty are evaluated according to the Annual Review of Full-Time Faculty, the Third-Year Review of Full-Time Faculty, and the Review of Faculty for Promotion in Rank policies and accompanying procedures (*Faculty - Appointments, Evaluation, and Promotion Policies*). The Evaluation of Teaching, Scholarship, Service, and Mission and Review of Adjunct Faculty (4.5.7) policies outline the evaluation practices for faculty (*see Faculty - Appointments, Evaluation, and Promotion Policies*). Each of these policies is designed to ensure that faculty evaluation, review, and promotion is uniform and appropriate across faculty (see *Chapter 5—EvaluationKIT*).

The University maintains policies guiding faculty support and protection designed as guidance throughout their employment. Faculty and administrators can reference Academic Freedom at Holy Family University (*see Faculty - Academic Freedom Policy*) as the official policy regarding academic freedom for faculty. Faculty Development, Faculty Compensation, Dispute Resolution, and Faculty Governance are also key policies designed to protect and inform faculty.

The University also provides policies and procedures regarding separation from the University through the Separation Policy (*see Faculty - Separation Policies*). This section of the manual includes information on resignation, retirement, medical termination, and progressive discipline.

It is important to note that these policies are just some of those found in the Faculty Personnel Policy Manual. They are featured here as they demonstrate the continuum of policy guidance to ensure equity and to protect full- and part-time faculty. These policy guidelines cover the lifespan of the faculty member's employment at the University–from advertisement of openings (*Faculty - Search Policy*) through separation (*Faculty - Separation Policies*). They also protect academic freedom and support individual faculty development and scholarship, which are hallmarks of the University and the academy at large.

University-Wide Programs to Create a Culture of Truth and Responsible Use of Knowledge

Many University programs are informed by detailed policy and the University's commitment to ethics and integrity across the institution. The Mission and Core Values (presented in detail in Chapter 1) provide guidance on the ethical framework of these programs.

The University-wide programming relative to ethics and integrity includes several efforts undertaken by the President's Office. For example, the University's Diversity & Inclusion Team was initially expanded in 2017 with the creation of an Office for Diversity and Inclusion (see *Diversity and Inclusion Team Webpage*). The expansion of the Diversity & Inclusion Team, however, paralleled and, in some instances duplicated initiatives to foster diversity and understanding undertaken in Human Resources and Student Affairs. As a result, the self-standing Office of Diversity and Inclusion was eliminated and its work integrated across several existent departments throughout the University.

In a further effort to promote understanding and acceptance of diversity, the President's Office also sponsored a dedicated series of presentations throughout the 2018-2019 academic year dedicated to the topic of "*Who is My Neighbor?"* The program invited guest speakers to address diversity from various religious, ethnic, racial, and gender perspectives in dialogue with members of the campus and surrounding community. The Holy Family University Distinguished Writers Series, open to the broader community, featured Philadelphia's Poet Laureate Raquel Salas Rivera in 2019 and Author R.O. Kwon in 2020. This further expanded the University's efforts to advance various views and forms of expression.

Through the Division of Student Affairs, the University also offers the "It's On Us" Program. Made possible by three consecutive Pennsylvania state grants (2017-2019), this program promotes respect for the individual by giving students a voice when they have experienced any form of sexual misconduct and provides funding for ongoing educational training programs for the campus community.

The University also has an Institutional Review Board (IRB) and an Institutional Animal Care and Use Committee (IACUC) which guide research across the campus. While the IRB has been in existence for many years, the IACUC was launched in fall 2018 in conjunction with increased animal research being pursued in the natural sciences at the University. Both groups ensure that University-sponsored research adheres to federal guidelines and aligns with the University's commitment to protecting all those involved in research on and off campus. These groups are especially important for the University's graduate students, many of whom conduct research with human and animal subjects on behalf of thesis and dissertation research. The University's expansion of graduate programming, including doctoral degrees in several disciplines, along with corresponding and appropriate subject protections during the past decade, is indicative of the institutional commitment to sound research practices (see *IRB and IACUC Mission Statements and Websites*).

Ethics and integrity drive the University's approach to the safe and secure maintenance of student information and records. The University is in full compliance with relevant state and

federal laws governing student records, particularly the provisions stipulated in the Family Educational Rights and Privacy Act (FERPA). Specific departments and officials have been assigned and empowered to carry out this sensitive task. See Chapter 4 for a detailed account of how the University maintains confidential student information and privacy.

Within the scope of University-wide policy and practices, the student experience at Holy Family University is designed to be reflective of the University's commitment to ethical and values-based programming.

The full student experience at Holy Family is bookended by two important courses related to ethics. The First-Year Experience (FEXP 100) is designed to guide incoming students through their transition to college life within the context of the University's Mission and Core Values. This course includes assignments, readings and a *Teneor Votis* Commitment Pledge that allow students to experience Holy Family University's Mission as active participants and put values into action. The course incorporates video segments on core areas (see *YouTube Channel Videos*).

The University's General Education capstone course (GNED 400) is an interdisciplinary seminar that provides students with a culminating educational experience and integrates elements of the General Education curriculum with the various academic majors. Designed around an annual theme, the course provides a Mission-focused lens for the understanding and assessment of various social, economic, political, and cultural issues. This course also requires students to complete the *Teneor Votis* Commitment Pledge.

Introduced as part of the University's revision of its General Education curriculum in 2010, GNED 400 themes have included human rights, food, the American Dream, and climate change. The General Education curriculum and GNED 400 design is overseen by the General Education Committee, which is an interdisciplinary committee that meets on a monthly basis. This committee reviews all course proposals for General Education courses, helps ensure that the General Education curriculum is being designed and delivered thoughtfully, and dedicates itself to annual assessment and revision of the program. The pair of courses that begin and end undergraduate students' experience, occur in addition to the General Education curriculum that highlights, among other concepts, *theological literacy*, *social consciousness*, and *national and global perspectives*. Through this comprehensive approach, the student curricular experience for all undergraduate students is reflective of the University's ongoing commitment to providing an education that has ethics at its core and offers students opportunities for ongoing exploration of ideas designed to prepare them to think critically and ethically as tomorrow's leaders (see *Chapter 5, Educational Goals and General Education Assessment*).

During the past decade, the expansion of programming in General Education, including GNED 400 and FEXP 100, increased opportunities for engaging with scholarship expectations and practice in and beyond class. The growth of extracurricular volunteer opportunities showcases the University's commitment to provide students with prospects to learn about and apply

ethical frameworks as they engage in experiences that advance their understanding of their place and purpose in the world through the lens of ethics and integrity.

Students' understanding of scholarly research, citation, and information literacy is supported through coursework as well as through the Library and Center for Academic Enhancement (CAE), both of which offer in-person and online guidance. For example, the English Department and Library collaborate to ensure that all English 102 courses include a mandatory library session focusing on research and citation. The session is available for English 101 courses as well. These trainings are reviewed and updated annually to remain current. To accomplish this, the Library conducted a survey of faculty in spring 2019, and survey findings indicated an acute need for information literacy, which led to the creation of a "Fake News" tutorial for English 101 sections. These efforts are designed to ensure that Holy Family University students receive guidance regarding academic honesty and scholarly research and citation expectations.

Student organizations also provide opportunities for students to gain knowledge and understanding of ethics and integrity as well as diversity and inclusion. The Student Government Association (SGA) has a Diversity and Inclusion representative to ensure that all student populations have a voice and a sense of belonging. *Fusion* is an organization that celebrates diversity on campus*, Interdisciplinary Disability Education and Acceptance (IDEA)* is an organization dedicated to making the campus more inclusive of people of all abilities, and *Spectrum* is the University's LGBTQIA+ student alliance.

The University also houses a Campus Ministry and a Habitat for Humanity Campus Chapter. The Habitat for Humanity Campus Chapter is affiliated with Habitat for Humanity of Bucks County, providing service hours at build sites and in the Habitat ReStore to raise funds and help build homes for families in need. Each year since 2006, the Habitat for Humanity Campus Chapter sponsors an Alternative Spring Break in which students participate in a week-long service project. The chapter and its members also act as advocates in the community through education and fundraising.

In 2019, the University joined with Our Lady of Hope Parish in North Philadelphia to provide community outreach and education. The School of Nursing and Allied Professions conducted four health information sessions, and the University was welcomed at a Table of Faith celebration as an important community partner.

These are just some of the organizations and activities that students may join that align with the Mission and Core Values of the University and provide students with extracurricular opportunities to engage in ethical work and practice (see *Registered Student Organizations Webpage; Registered Student Organizations Manual*). An example of the work done by these organizations includes *Spectrum's* 2017 work guiding the University to SafeZone Training, which has resulted in more than 100 faculty and administrators receiving training. *Spectrum* continues to provide training each semester. University students, as well as faculty and staff, also participate in an annual Martin Luther King Jr. Day of Service. In recent years (2017-2019), the University paired with the Jewish Relief Services in Northeast Philadelphia for a day of service, and in 2020, Holy Family University students, faculty, and staff joined other area schools and

organizations in the Greater Philadelphia Martin Luther King Day of Service—the largest Martin Luther King Day event in the nation. These examples demonstrate some of the ways service by the campus community expresses ethics and integrity through the oneness of family and the University's role in the greater community.

COVID-19 Impact

Throughout the COVID-19 response, the University remained committed to ethics and integrity in various ways. First, the University provided information through regular communications, such as emails, updates to the website, the LMS, social media, and a series of Town Halls to ensure all members of the community were included in the process and informed. As new information became available and decisions were made, the University took great care to effectively and thoroughly communicate updates through appropriate channels with transparency and honesty.

Aligned with this work, the University deployed a series of surveys to students, parents, faculty, and staff to better understand the needs and concerns of all members of the campus community. This project helped University leadership make important decisions with the best interests of various stakeholders in mind.

Evidence Summary

The University is committed to the moral imperative of enshrining ethical practices throughout the teaching and learning experience through instruction, modeling, and policies built on integrity to the community and to the Mission. Holy Family University maintains a repository of policies and practices designed to positively impact the community across curricular and extracurricular programming and initiatives. Programs such as General Education are evidence of the University's ongoing work to help each Holy Family University student gain knowledge of ethics through theoretical and applied learning. New policies, such as the COBOL Policy and Procedures Manual (2016) and the Athletics Fundraising Policy (2019), demonstrate that as the University expands its offerings and innovates programmatic components, it concurrently crafts meaningful policy to contextualize and guide that work.

Throughout the last decade, the University has attempted to maintain a consistent process for policy development and dissemination. As documented multiple times throughout this chapter, maintaining the currency of policy and procedure as well as their publication, dissemination and implementation remain a challenge as internal changes as well as external regulatory guidelines multiply. As a result of the University's expansion of programming and the increase in related policy development, in 2020, the University launched the Policy Administration Committee. This group is charged with standardizing processes for the creation and review of institutional policies and related procedure manuals, as well as the development of a single repository that will house University policies. A position has also been described which will serve as a clearinghouse for policy approvals and publication. Even with these improvements, however, it is incumbent upon the University to develop an intranet site through which inward-facing materials and documents may be published with reliable security and confidentiality.

Opportunities

- The University's newly formed Policy Administration Committee will develop a process for request, review, revision or retirement which should be implemented to ensure that all University policies continue to be updated, maintained, and accessible to members of the Holy Family University community in both public and secure repositories as applicable.

STANDARD III

DESIGN AND DELIVERY OF THE STUDENT LEARNING
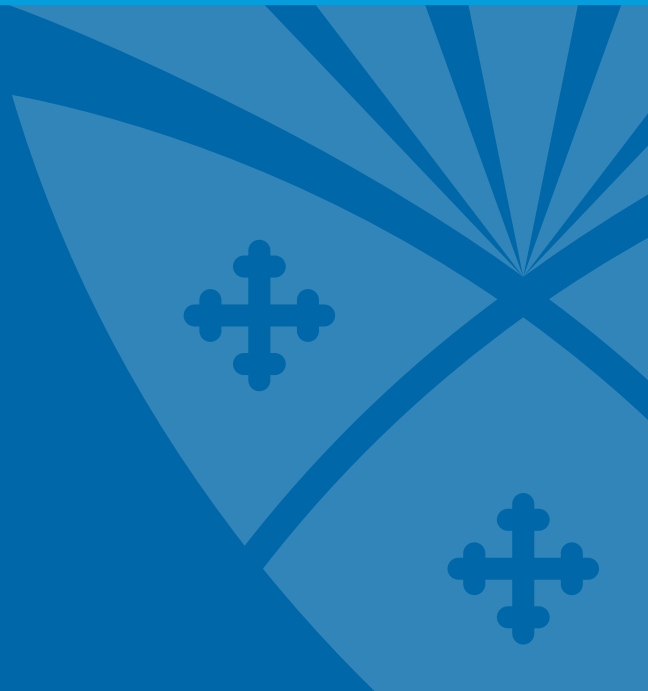
Chapter 3—Standard III: Design and Delivery of the Student Learning Experience

Introduction

An institution provides students with learning experiences that are characterized by rigor and coherence at all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education expectations.

The review of evidence demonstrates that Holy Family University has rigorous academic programs that are taught by qualified faculty. Moreover, it is clear that students are provided sufficient learning opportunities and information to complete their programs. Finally, the University engages in ongoing review of the quality and relevancy of its programs.

Design and delivery of the student learning experience are fundamental to student success, particularly the elements related to rigorous programs that prepare students for future success, interaction with accomplished faculty, and student progression toward degree. The evidence in this chapter addresses Requirements of Affiliation (ROA) #8, #9, #10, and #15.

Designing Curriculum and Climate for Student Success

For close to 70 years, Holy Family University has been providing students with programs of study tied to practical career outcomes, an enduring quest for knowledge, and a commitment to community service. The University continues to make important advances in the curriculum to best serve the needs of today's students, and yet the approach to educational excellence remains the same: To create learning experiences designed to instill the value of truth seeking, critical thinking, and innovation, and to shape opportunities for students to gain a deeper awareness and an informed perspective of their communities, their disciplines, and their role as contributors within in a global landscape. At Holy Family University, this is accomplished through in-class and experiential learning designed to enable students to apply their knowledge through compelling study and a deeper understanding through hands-on applications.

The review of the student learning experience indicates that there are several significant areas of opportunity that have come to fruition since the last Self-Study. First, Holy Family University engaged in a curriculum revision process that yielded a new General Education curriculum with a clear connection to the Mission of the University. Learning technology has been dramatically enhanced, particularly in the wake of the pandemic, in which all courses were transitioned to an online or blended model. This entailed a full business plan including a bidding process, purchase of software and hardware, and extensive training for faculty and students to ensure student success during an unprecedented time.

Finally, the commitment to create a new Center for Teaching and Learning, made possible by a $2 million Title III Strengthening Institutions grant from the U.S. Department of Education, is a critical and strategic step forward. As a result, the University will be able to apply a proven formula across schools and programs to support holistic student success. This includes faculty

development and training, and enhanced tutoring services to ensure that individual students have the collective, collaborative support they require to reach graduation.

To this end, the University has substantially developed undergraduate and graduate programming in its four schools over the course of the past decade. The University has continually enhanced the General Education sequence of courses and has provided expanded modalities for learning across many programs to more closely align with the Mission and to better prepare for a changing job market. Much of this growth and improvement is the result of highly skilled, dedicated faculty who are not only experts in their fields but also innovators in the classroom and in their own research. Their work is supported through University leadership, individual leadership at the school level, committees across campus (see *School Committees List*), and involvement in the greater community.

General Education

All Holy Family University, undergraduate students working toward a bachelor's degree are required to complete 45 credits of General Education. The General Education Program is designed around the following knowledge areas:

- Critical Thinking (1 course–GNED 400 Capstone Course)
- National and Global Perspective (4 courses, including 6 credits of a language)
- Scientific and Technological Competence (3 courses, including one lab science)
- Social Consciousness (2 courses)
- Theological Literacy (2 courses)
- Written and Oral Communication (3 courses)

Coursework within these areas of study promotes broadly educated, informed, and engaged graduates. Within each of the above areas, students can select from a variety of courses that appeal to them or connect to other curricular interests (see *Undergraduate Catalog* for courses within the sequence). The General Education sequence also includes Honors courses in each knowledge area (see *Honors Program Student Handbook; Honors Program Webpage*). As noted in Chapter 2, the sequence begins with the First-Year Experience (FEXP 100) and culminates with GNED 400–the interdisciplinary seminar centered on a theme which is shared campus-wide. GNED 400 is required for all bachelor's degree-seeking students including transfer and bridge students. While the capstone course is categorized in the "Critical Thinking" knowledge area, it is designed to connect previous curricular experiences in all of the other knowledge areas, thereby synthesizing the General Education experience (see *General Education Committee Handbook*). GNED 400 also includes required community service hours, self-reflection, and collaboration among students. The course is available only to Juniors and Seniors who have completed all other General Education coursework.

In 2015, the General Education Committee and the Committee for the Oversight of Blended and Online Learning (COBOL) collaborated to expand the offerings of General Education courses to ensure that each knowledge area was represented in online courses during fall and spring terms, and that the culminating seminar was offered online. In 2016, the Division of Extended

Learning General Education curriculum was restructured to align with the General Education sequence offered for all other programs. These alignments ensure that all students pursuing a bachelor's degree experience the same sequence of General Education knowledge areas.

The most significant, data-driven change made to the General Education experience was a revision to the assignments in GNED 400. After a round of assessment of the core in 2017-2018, the committee learned that the students did not possess a solid understanding of the course objectives; hence, assignments were revised for the course. By creating six shorter alignment papers that required students to be able to summarize, analyze, and apply each General Education outcome to the course material, students developed a stronger grasp of the outcomes and an ability to master critical thinking skills.

In 2018, the General Education Committee began work to create a "values-based core" of courses in the General Education sequence. Beginning in fall 2020, the First-Year Experience Course emphasizes the University's motto–*Teneor Votis*. This work highlights connections between the General Education sequence and the University's Mission and Core Values, and demonstrates the internal alignment of the General Education sequence.

These examples showcase the University's effort to enhance the General Education curriculum and ensure its continued relevance and efficacy. To assess this, the General Education Committee conducts an annual assessment using Aqua to review artifacts selected from sections of the culminating seminar. This assessment plan was vetted by the University Outcomes Assessment and Improvement Committee (UOAIC). Because the GNED Committee and UOAIC include members from across diverse academic and administrative units, this plan has wide-reaching support and review. Student artifacts are read by reviewers–full-time faculty from disciplines included in General Education–who read anonymized student papers and score them using rubrics inspired by the Association of American Colleges & Universities (AAC&U) Values Rubrics. Beginning in 2019, reviewers received a stipend for their work. The findings from that project have led to completed and planned changes in course offerings and modification of the assessment process itself. This assessment has also contributed to the choice of themes for the culminating seminar each year, and helped inform the 2020 modification of that course to specifically highlight the University's motto (*see General Education - Step 1; General Education - Step 2.a; General Education Step 2.b*).

In sum, many individuals and groups across the University commit time and resources to continuously enhance the General Education program to ensure it meets the needs of Holy Family University's students and provides them with opportunities for academic and personal growth. These courses form the foundation of the undergraduate experience, and members of the University community are dedicated to ensuring students have a successful, relevant General Education experience beginning in their first semester on campus and culminating in their final year. In 2019, a total of 92.2 percent of first-year students indicated they would "definitely" or "probably" return, demonstrating a positive overall experience (see *2019 AICUP First Year Student Survey*).

Academic Programs

All undergraduate programs are listed and described in the Undergraduate Catalog, and all graduate programs are listed and described in the Graduate Catalog. Both Catalogs are updated annually, and the current year and previous years' catalogs are available to the public through the University website (see *University Catalogs*). In addition, each undergraduate and graduate program has a webpage on the University website (see *Undergraduate Programs Webpage* and *Graduate Programs Webpage*). The Catalogs include degree requirements; information about minors, certificates, and licensure connected to degrees; and other relevant information regarding each major. Each degree also has an accompanying informational sheet available through the website, that includes relevant information about the program and career opportunities.

The University has a multi-tiered process for reviewing curricular proposals and making revisions. First, each school has a defined process for course and program proposal review and revision. After a school approves a proposal or revision, the University's Curriculum Committee and Academic Council review all proposals and revisions to courses and programs. Collectively, these groups guarantee that each course and program is vetted by stakeholders from across the University.

The University is also committed to expanding the modalities and scheduling utilized in undergraduate and graduate education. In spring of 2013, it became clear that in order for Holy Family University to move forward in developing blended and online courses and programs, an infrastructure would need to be established to support this new initiative. An ad hoc committee, consisting of representation from each school, was formed to identify what would be required. The ad hoc committee met throughout the 2013-2014 academic year and provided senior administration with a report outlining what was necessary to develop blended and online programs at Holy Family University.

A recommendation of that report included the need for the development of a standing committee to oversee blended and online program development. Beginning with 2014-2015 academic year, the Committee for the Oversight of Blended and Online Learning (COBOL) was established. The committee consisted of the original members from the ad hoc committee as well as representatives from IT, Disability Services, Marketing, and Library. The charge of the COBOL was, and continues to be, the oversight of the development, implementation, and assessment of blended and online learning at Holy Family University (see *Committee for the Oversight of Blended and Online Learning - COBOL - Policy and Procedures Manual*).

The COBOL has developed a policy and procedures manual that includes detailed expectations for all aspects of blended and online learning from design to instruction (see *Committee for the Oversight of Blended and Online Learning - COBOL - Policy and Procedures Manual*). The COBOL is responsible for ensuring quality across the University and in supporting faculty expertise in designing and instructing blended and online courses.

In March of 2020 when the pandemic forced all instruction to pivot to remote formats, the COBOL collaborated with the CTL to quickly make resources available to faculty and students to meet the immediate needs. A tiered faculty development model was developed and implemented during the summer months of 2020 anticipating an ongoing need to develop faculty expertise in all types of remote instruction (see *CTL Canvas Shell*).

While the University has, for some time, offered some undergraduate and graduate programs through eight-week terms, in fall 2019, these programs were presented under the umbrella of "Rapid Degree" a branding initiative designed to help students better identify the University's suite of eight-week term offerings (see *Rapid Degree Programs Webpage*). The curriculum within each Rapid Degree program remains housed within individual schools, and has the same requirements as the University's 15-week term programs. The eight-week terms are designed to more effectively meet different scheduling needs and expectations for students in undergraduate and graduate programs. Each of the University's four schools has at least one program offered in the Rapid Degree format, and many allow for students to begin an academic program outside of the traditional fall and spring start dates.

Undergraduate

The academic community at Holy Family University takes a dynamic approach to programming and enhancements on behalf of the undergraduate curriculum. One example is the spring 2015 launch of a second option for the BSN degree that allows students who have previously earned a degree to earn a BSN through an accelerated program.

The proposal for this degree program was engendered as a result of interest from existing students, which dovetailed with market interest. Also dating back to 2013, the Nursing Program itself recognized the regional and national shortage of baccalaureate-prepared nurses. The program responded by creating an ad hoc committee to design a Second-Degree Bachelor of Science in Nursing BSN fast track (BSNFT) that used the same courses in the established traditional BSN program. Once the proposed program was approved by the School of Nursing and Allied Health Professions, the program went through the review in the University Curriculum Committee and the Academic Council. The first cohort began the program in January 2015, following approval from the Pennsylvania State Board of Nursing to offer the program. In addition, a substantive change document was submitted to the Commission on Collegiate Nursing Education (CCNE) and approved. Since 2015, 12 cohorts have completed the BSN degree, with four additional cohorts currently enrolled in the program. The program now admits cohorts of 40 students three times per year and routinely has a waiting list of students one to two semesters out.

The Nursing Program found that not all prospective students were able to dedicate 14 months to a day program of continuous study. The program proposed creating a 22-month, part-time evenings and weekends (PTEW) track to allow students a slower pathway to the BSN degree. The PTEW track allows students to work full- or part-time jobs, or meet family responsibilities

while enrolled in the program. This track began in April 2019, and now admits cohorts of 40 students twice per year (see *Fast Track Enrollment*).

Another example is the *Medical Laboratory Science* program. In fall 2019, this program was revised from the previous *Biology Medical Technology* program to better align with the current professional expectations and market regarding the medical laboratory science profession. The revision was based on an external program review, part of the assessment process. Beyond the name change, courses were added and removed, and the GPA expectation was changed to match clinical site application expectations. These changes were designed to ensure that the degree matches current expectations in the field and more closely aligns with similar programs at other higher education institutions (see *Medical Laboratory Science Proposal*).

Beginning in 2016, the School of Business Administration initiated the process of revising the business core, which is completed by each business major, and revising each undergraduate business degree program. This process was completed in 2019, and in fall 2019, all incoming business majors were presented with the updated business core. This work was informed by the School's assessment data, the ACBSP standards and policies, and professional knowledge from the Holy Family University Business faculty regarding current trends in the field.

The above programs are examples of the University's work to continually improve academic programming while maintaining rigor, responding to market trends, improving curriculum to address employer and professional standards, and accommodating students' needs for flexible scheduling.

Graduate

Similar to undergraduate programs, graduate programming demonstrates the University's focused commitment to offer relevant degree options. Nearly all graduate programs are offered in eight-week cycles with the exception of the Doctor of Psychology in Counseling Psychology (Psy.D.) and Master of Science in Counseling Psychology (M.S.), both of which are run on traditional 15-week terms. With a focus on relevance and forward-thinking programs of study, two examples of innovation in graduate programming are presented as models of how the University has effectively worked to enhance graduate programming.

First, in fall 2015, the University partnered with K12 Teacher Alliance (KTA). KTA markets Holy Family University's graduate education programs in Eastern Pennsylvania. This regional marketing partnership has helped consistently and dramatically increase enrollment across all graduate degrees in Education and helped inform Ed.D. improvements and modifications. Graduate Education degrees are offered through online or blended models, and utilize a cohort system. Students complete one course during each eight-week term and complete the M.Ed. in 16 months. Because of the modalities used in these programs, each graduate Education course reflects and is reviewed against Quality Matters (QM) standards. This review process is one way the University ensures graduate programming is effective and designed to meet the needs and expectations of students.

Course quality and provision of a learning experience equivalent to traditional face-to-face courses were primary concerns as the University converted its programs to blended and online delivery formats. To address these concerns, requirements were established by the COBOL as set forth in the Blended and Online Learning Policy and Procedures Manual. They include the following provisions:

- All faculty involved in converting syllabi must complete training through QM;
- Each syllabus converted for online use must be based on QM standards; and
- Completion of a rigorous review and approval process (School of Education Curriculum Committee, School of Education faculty, University Curriculum Committee) is required for all online courses.

In the course of this curricular development effort, a system of faculty review using the Faculty Blended and Online Course Observation Form was created (see *Committee for the Oversight of Blended and Online Learning - COBOL - Policy and Procedures Manual*). Additionally, the School of Education created a blended and an online syllabus template to provide consistency among different courses and programs and to help ensure equivalency in hours and content that has been adopted University wide (see *Online and Blended Course Templates - UG and G*).

Another example of innovation in graduate programming in response to student feedback is the recently launched Psy.D., a five-year program that includes academic and clinical training towards professional licensure. The creation and design of this program was undertaken in response to expression of interest for a doctoral degree by master's students (see *Doctorate in Counseling Psychology Full Program Proposal*). Enrollment alternatives include an option for M.S. students to seamlessly continue in the doctoral program and at this writing this relatively new program enjoys a healthy enrollment of some eighteen students. Based on its initial success and perceived quality overall, the University has submitted its self-study for accreditation consideration by the American Psychological Association (APA).

The above programs exemplify the University's efforts to continually improve academic offerings in response to data gleaned from constituent feedback, analysis of market demands, and response to changing professional standards within respective disciplines. Because all four Schools are represented in graduate programs, it should also be noted that graduate programming across the University is designed with similar goals and oversight.

Student Research

Student research opportunities present an important part of the learning experience at Holy Family University. Some examples of undergraduate and graduate research taking place include:

- Clare Booth Luce Scholarships for Summer Research in STEM. These scholarships are for female students conducting summer research in STEM fields. The Math program has participated every year since its inception (2014-Present).

- SEPCHE SEA PHAGE program (SEPCHE Summer Course-Based Undergraduate Research Experience: Science Education Alliance Phage Hunters Advancing Genomics and Evolutionary Sciences) (2015-2018).
- Other Undergraduate Research is ongoing in Biology, Psychology, English, Criminal Justice, and graduate Counseling programs.
- Students have presented at conferences locally and nationally in Biology, Psychology, Communications, and Counseling.

Research projects such as this offer students a broader educational experience, and enable them to apply critical thinking skills and to explore concepts through experiential contributions to scholarship.

International Experiences

Since 2006, Holy Family University has offered study-abroad opportunities for students across Europe, Asia, Africa and Australia through a partnership with EF College Study Tours. The study abroad program is open to undergraduate and graduate students, and trips are designed to engage students across all majors (*see HFU Abroad Webpage*). The University's approach to study abroad is based on self-discovery, developing a broader worldview, understanding different perspectives in a deeper, firsthand way, and being able to integrate and apply these concepts as part of a holistic educational journey. These trips provide students with opportunities to reimagine their place in the world through language study, in-language course work, homestays and community service projects. Recent trips have included the following:

- 2019: Germany, Italy, and Switzerland
- 2019: Paris, Provence, and Barcelona
- 2018: Tokyo
- 2018: Budapest, Krakow, and Prague
- 2017: Australia and New Zealand
- 2016: Cuba
- 2016: Italy
- 2015: Spain and Morocco
- 2015: Sweden and Finland
- 2014: Paris, Provence, and Barcelona
- 2013: Turkey and Greece
- 2012: London, Bath, and Windsor (UK)
- 2011: Rome, Florence, Assisi, and Venice
- 2010: Paris and the Loire Valley

The University also hosts international students and scholars. The University normally hosts 10-12 students with F-1 status, most of whom are undergraduate students. Students have entered as transfer students and on athletic scholarships. Most of the undergraduate F-1 students major in business and natural sciences, and graduate F-1 students have majored in counseling psychology and business administration. The University also hosts J-1 students who study on

campus for one semester. Most of the J-1 exchange visitors enroll in teacher education courses. Through these programs, the University has hosted students from Asia, Eastern Europe, Africa, and South America.

This on- and off-campus work was reflected in the University's selection for the 2018-2020 American Council on Education (ACE) Internationalization Lab cohort, which included 15 other higher education institutions. As part of the Internationalization Lab, the University examined current practices of internationalization across campus. This internal report was sent to a review team from ACE who then visited campus and provided an external evaluation report. Highlights from this report celebrated the strength of the University's current practices including the global learning component of the General Education curriculum, the language requirement, the visiting international scholar and student programs, the Honors program, and the University's Mission and Core Values that align with internationalization initiatives on and off campus. In addition, the report highlighted the cosmopolitan nature of Northeast Philadelphia and the remarkable opportunities for Holy Family University (see *Executive Summary of the ACE Internationalization Lab Peer Review Visit*).

As part of the University's 2021-2026 Strategic Plan, Pillar 3 was established to "Engage Beyond Boundaries." The University proposes to expand its scope of influence to attract and retain diverse populations of students, faculty, staff, and Trustees as well as to provide an appropriate international experience for students and faculty.

Faculty Delivering Academic Programs

Support for academic programming is shared among faculty and administrators at Holy Family University, and several groups and committees, some of which have previously been mentioned in this Standard's narrative, also support academic programming.

To ensure that all faculty members are academically qualified to teach in their disciplines, the Faculty Personnel Policy Manual specifies that faculty hired must demonstrate "substantial academic preparation and mastery of the subject matter, which presupposes the possession of the appropriate degree for the program taught" (see *Faculty - Appointments, Evaluation, and Promotion Policies*). When special accreditation has stipulations for degrees and training for faculty, these expectations are also considered during the hiring process.

Based on Summer 2020 Integrated Postsecondary Education Data System (IPEDS) data, the Holy Family University faculty include 76 full-time faculty members comprising 23% of faculty overall. Only full-time faculty have advisory and program direction responsibilities although all faculty, including adjuncts, are invited to participate in related governance through the Faculty Senate (adjunct faculty have non-voting status). The student-to-faculty ratio is 12:1, which is aligned with similar programs in the region. These data indicate that faculty are sufficient in number to direct programs, advise students, and deliver instruction (see *NCES - College Navigator - Holy Family University - 2019 Data*).

Evaluation, Promotion, and Support

Full-time faculty teaching, scholarship, and service are evaluated through the creation of annual Professional Development Plans submitted to deans at the beginning of the academic year (see *Faculty Personnel Policies Manual* and *Chapter 5-EvaluationKIT*). At the conclusion of each academic year, faculty reflect and report on the progress made towards each of their goals and submit this report to their deans. This annual review also covers student course evaluations, which are administered at the end of each term for each course section. Each dean evaluates full-time faculty members, acknowledging progress made towards their Professional Development Plan and recording any shortfalls or areas of opportunities in teaching, scholarship, and service. Deans also provide specific recommendations for improvement, and each faculty member is asked to sign the report, including any stipulations or exceptions.

The annual process serves as the foundation for a third-year review for new faculty and subsequent promotion and multiple-year contracts. The dean and a committee of at least two additional full-time faculty members from the school conduct the third-year review process. Similar to the annual report process, each full-time faculty member is evaluated for teaching, scholarship, and service. A written evaluation is provided to the faculty member, and any major issues must be addressed within two years. After the third-year review, faculty have the option of applying for promotion, and the requirement to apply for a multiple-year contract at the end of their sixth year.

For both the promotion process and the multiple-year contract process, the full-time faculty member is reviewed by a committee of faculty peers based on a dossier that addresses accomplishments in the areas of teaching, scholarship, and service in support of the University Mission. The dossier is quite extensive and includes narrative sections in support of the accomplishments of the faculty member. The committees review each dossier and send their recommendations to the Vice President for Academic Affairs (VPAA). The VPAA then provides his/her own recommendations, along with those of the committees, to the University President and the Board of Trustees for final consideration. This multi-stage process ensures that faculty are appropriately and uniformly reviewed and promoted based on their teaching, scholarship, and service. The process also provides faculty with opportunities for professional development and meaningful feedback from peers as well as school and University leadership.

Holy Family University faculty members are provided with various resources and support to advance their careers and areas of expertise. These resources include internal and external grant monies and a provision for a sabbatical. The primary, internal source of financial support is made possible through the Ray and Mildred Taylor Awards (see *2020 Taylor Awards to Fund Key Research and Publication Initiatives Webpage*), which are awarded to individual faculty members and faculty teams that apply for research assistance. In each school, deans also fund faculty attendance at conferences if faculty are presenting. In addition, all faculty members are encouraged and expected to participate in University-sponsored faculty development days twice a year where the faculty provide information on new teaching areas in presentations to full-time and part-time faculty.

Support for Academic Success

Over the past 10 years, the University has consistently provided academic support to students through several programs. The Library, the Center for Academic Enhancement (CAE), and the newly launched Center for Teaching and Learning (CTL) are the primary resources for academic success. These programs are covered in greater detail in Standard IV but are noted here for their connection to academic programming.

The Library has two locations: The Northeast Philadelphia Campus Library, and the Newtown Learning Resource Center. The Library has substantially increased its online offerings over the years to ensure students have access to resources and guidance both on and off campus (see *Library Webpages*). This expansion has mirrored the expansion of the University's online education offerings described earlier in this document, and it shows how the Library supports all students in their educational journey.

The CAE, which is housed in the library building at the Philadelphia campus, offers tutoring services in a variety of disciplines. The CAE uses WCOnline, an online scheduling system that forms the foundation of its assessment. Through WCOnline, the CAE manages tutoring schedules and monitors usage. This system has five instruments that the CAE uses in gathering assessment data: calendar, registration form, appointment form, client report form, and satisfaction survey. These instruments allow the CAE to gather information on how many appointments have been made in each term and break down these appointments into data sets that address questions such as: which subjects have the largest number of appointments, which days and times is the center at its busiest, and how satisfied are the students with the services they have received, among others. This CAE assessment has led to increases in online tutoring, revision to the tutoring schedule, and data-driven expansion of subjects covered. Collectively, these changes have allowed the CAE to better reach students and faculty as they help students achieve their academic goals (see *CAE Step 2*; *CAE Step 3*; *Center for Academic Enhancement Webpage*).

In 2019, Holy Family University received a Title III Strengthening Institutions grant from the U.S. Department of Education to create a new Center for Teaching and Learning (CTL). The construction of the CTL is currently underway (and is expected to open in November 2020) (see *Increasing Student Success and Retention by Strengthening Student Support and Faculty Development - Redacted*). The CTL is a hallmark of the University's dedication to helping students succeed through engaging students and faculty in work that directly addresses the learning experience across campus. The CTL points to a future of even greater support being offered to students.

COVID-19 Impact

To ensure safety, the University moved to entirely online courses in March of 2020 and continued to hold only online classes through summer 2020. During this time, the COBOL and CTL collaborated to provide extensive online training for all full- and part-time faculty to help faculty make the transition to online education effective, seamless, and quick. Faculty and staff

members compiled training materials and collaborated to create a Canvas shell with resources for faculty and students. The IT department contributed substantially to this effort to ensure that resources were aligned with campus resources and abilities. The result was a three-day process to move the entire University educational enterprise online, and the process was effective and successful. Students were able to maintain enrollment in courses and continue their education using technology available, and when necessary, the University provided students with technological resources required for their education to continue.

During summer 2020, the University remained online, and during this time, the COBOL and CTL developed a three-tiered model of training for all faculty. A survey of technology needs largely informed training sessions to ensure relevance and efficacy. This training was provided to full- and part-time faculty across the University to help coursework continually improve during the pandemic. As a result of this assessment and training, the University was able to reopen in fall with a combination of teaching modalities in place that are designed to be used even after the COVID-19 pandemic comes to an end. These include:

- Face-to-face, with course caps and social distancing;
- Blended, with course caps and social distancing when meeting in-person;
- Split, with courses meeting in-person and online synchronously, simultaneously; and
- Online, with fully online courses.

Evidence Summary

Holy Family University has taken significant steps to expand and revise curricular offerings at the undergraduate and graduate levels while also engaging online education modalities with intentionality. The General Education curriculum is continually assessed and reviewed to ensure its relevance and efficacy, and revisions in the curriculum as well as the FEXP 100 and GNED 400 courses demonstrate this continued improvement. The University also offers meaningful opportunities to study abroad and welcomes international students and scholars to learn and share their experiences with the campus community. All academic programs are publicly and transparently communicated through the University's website to provide prospective and current students with resources and campus contacts to guide them in their decision making and overall educational experience.

The University places significant emphasis on providing support for students during their academic career. The expansions in Library and CAE offerings, and the CTL, have ensured that students on and off campus and from all disciplines receive guidance and support that is convenient, accessible, and effective. The University's talented faculty are central to all of the work described above, and policies and practices related to attracting, supporting, and evaluating faculty are designed to ensure equity and fairness.

In sum, the curriculum work done since the last MSCHE Self-Study has been successful, remains ongoing, and will guide the University into the future with innovations in programming and delivery.

Opportunities

- Prior to the pandemic, which brought an urgency to virtual delivery of education, Holy Family University had established a roster of online and blended course and program offerings. Coupled with the changing needs of students and faculty, Holy Family University should continue to expand its proficiency in the use of multimodal platforms for teaching and learning. Led by the University's newly established Center for Teaching and Learning (CTL), this comprehensive effort should emphasize a comprehensive suite of tools to optimize excellence in teaching and to address retention and student success.

- In conjunction with recommendations from the ACE Internationalization Lab Report and included in the Strategic Plan 2021-2026, the University should increase the opportunity for the campus community, and particularly its faculty and students, to expand its cultural borders and experiences through local, regional and national, and international opportunities.
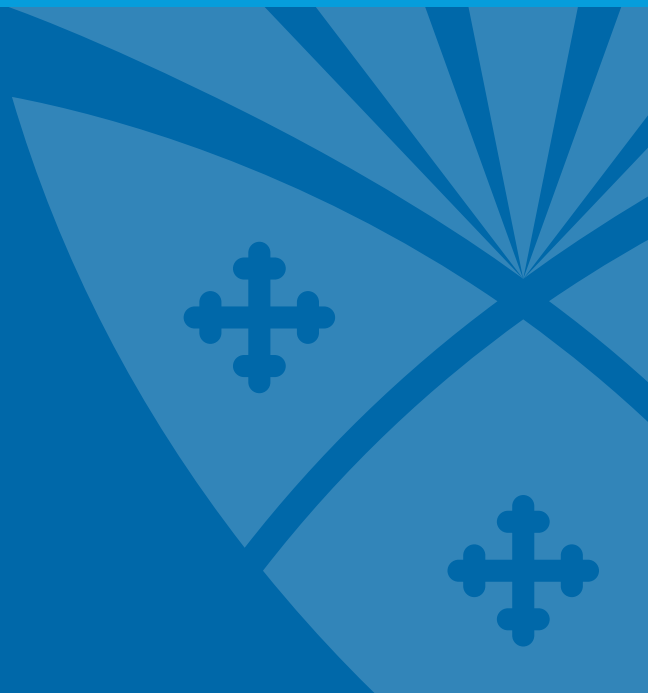
Chapter 4—Standard IV: Support of the Student Experience

Introduction

Across all educational experiences, settings, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to educational experience, and fosters student success.

The review of evidence in this chapter demonstrates that Holy Family University has rigorous policies and practices to support the student experience. The University is committed to recruiting a diverse student body and tailoring support to meet individual student requirements throughout their educational experience. Student success is core to Holy Family University's goal of providing the undergraduate and graduate student populations with a high-quality education at an affordable cost, so that students realize real value from their degrees. At Holy Family University, more than half of the student population enter as first-generation college students and 97 percent of new, full-time undergraduate students receive some form of financial assistance. A holistic approach to providing academic, emotional and financial support is the University's formula for student success. The evidence in this chapter also addresses Requirements of Affiliation (ROA) #8 and #10.

A Holistic Model for Student Success

Holy Family University aims to prepare undergraduate students to become competent professionals and responsible citizens and to prepare graduate students for career advancement and leadership in their professions.

Figure 4.1: Graduation Rate (Four-Year and Six-Year) for First-Time, Full-Time Undergraduate Students by Admit Year

Graduate Rate (four-year and six-year) for First-Time Full Undergraduate Students by Admit Year
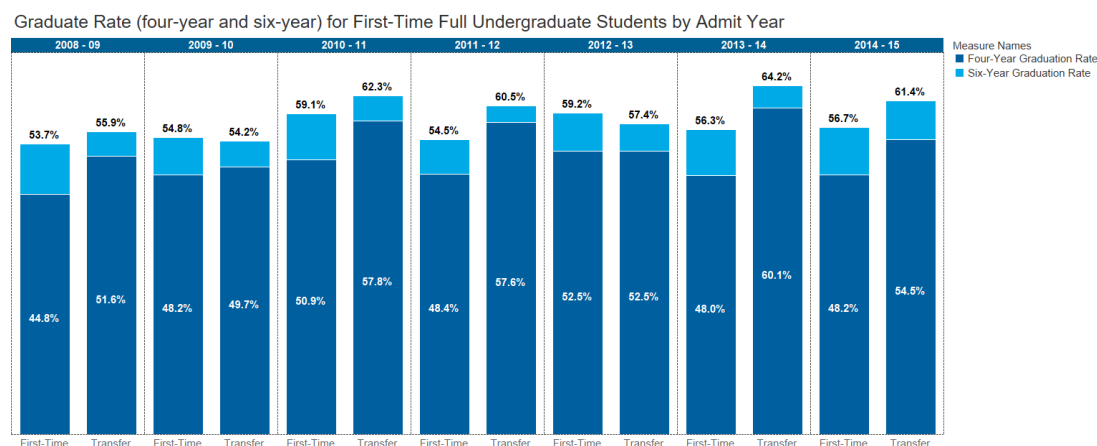
Four-year and six-year graduate rate for each cohort based on their admitted academic. Color shows details about Six-Year Graduation Rate and Four-Year Graduation Rate. The marks are labeled by Four-Year Graduation Rate and six-year graduate rate. The data includes students who admitted during the academic year fall term and have an admit status of first-time freshman.

The University provides a comprehensive set of support systems to foster student engagement and student success. Students have access to an extensive network of student life staff, faculty, and campus offices such as the CAE, the CTL, the Office of Experiential Learning, and the Financial Aid Office.

Undergraduate and graduate admissions and student life offices have worked towards five key areas since the most recent Periodic Review Report (PRR). They are:

- Restructuring the undergraduate and graduate admissions and student life areas;
- Expansion of graduate and doctoral programs to meet various student needs;
- Re-envisioning the Alternative Admissions Placement Program by introducing the Success Through Academic Readiness (STAR) Program;
- Launching an Honors Program; and
- Re-envisioning experiential learning and career services to create the new Career Development Center, which provides support to all students.

The University has also performed a major administrative reorganization of key areas of the institution since its last Self-Study. Specifically, the offices of Enrollment Management, Financial Aid and Student Life, including Athletics, merged into Student Affairs under the leadership of the Vice President for Student Affairs. The goal was to design a student experience that meets the complex needs of diverse student populations and provides all Holy Family University students with a one-stop approach to admissions, retention, and student engagement as an integrated and seamless student experience from application to graduation.

Additionally, the Division of Graduate and Professional Studies, reporting to the Vice President for Academic Affairs, was established in 2018. This restructuring was done, in part, to create a dedicated administrative unit within the University to coordinate academic development and student recruitment efforts for all graduate and doctoral level programming.

In 2017, the Doctorate of Psychology in Counseling Psychology and the Doctorate of Nursing Practice were launched, adding to the existing Doctor of Education already in place. In addition, the Master of Art in Criminal Justice was redesigned in 2018, with significant curriculum revisions completed and additional concentrations added. The rationale for the program revision was to create a competitive offering in the marketplace, especially given that graduate and professional programs continue to play an increasingly important role in the Holy Family University curricular experience. The University is experiencing growing enrollment and tuition revenue from graduate and professional programs.

Holy Family University Students

The student population at Holy Family University is largely female, with a steady 73% female undergraduate student body for the past decade. In part, this is the result of the University's origins as an all-female college until 1971, when male students were admitted. Attracting more male students is an opportunity for growth.

Figure 4.2: Three-Year Comparison of Student Body Composition Based on Student-Reported Gender by Academic Level

Three-Year Comparision of Student Body Composition based on Student Reported Gender by Academic Level

		Academic Year					
		2011-12		2015-16		2019-20	
		N	% of Enrolled Students along Student Gender	N	% of Enrolled Students along Student Gender	N	% of Enrolled Students along Student Gender
Female	Undergraduate	1,697	72.7%	1,622	72.9%	1,772	73.7%
	Graduate	1,034	77.5%	675	76.3%	1,059	80.2%
	Doctorate	15	71.4%	28	80.0%	76	80.9%
Male	Undergraduate	614	26.3%	592	26.6%	605	25.2%
	Graduate	295	22.1%	203	22.9%	216	16.4%
	Doctorate	6	28.6%	7	20.0%	16	17.0%
Not Reported	Undergraduate	24	1.0%	11	0.5%	27	1.1%
	Graduate	6	0.4%	7	0.8%	45	3.4%
	Doctorate					2	2.1%

Enrolled students and the percent of enrolled students along Student Gender broken down by Academic Year vs. Student Gender and Student Acad Level. The view is filtered on Academic Year, which keeps 2011-12, 2015-16 and 2019-20.

Diversity within the student population is another area of growth for the University. As Figure 4.3 shows, in 2011-2012, the composition of the undergraduate student population was 7.4% African American, 6% Hispanic, and 4.3% Asian. In 2019-2020, the numbers rose to 14.6% African American, and 6.6% Asian, with a decline in the number of Hispanic students to just under 2%. Holy Family University views these trends as markets to further develop.

Figure 4.3: Three-Year Comparison of Student Body Composition Based on Student-Reported Race (Based on IPEDS Definitions) by Academic Level

Three-Year Comparison of Student Body Composition based on Student Reported Race (based on IPEDS definitions) by Academic Level

		Academic Year					
		2011-12		2015-16		2019-20	
		N	% of Enrolled Students along Race Ethnic Desc	N	% of Enrolled Students along Race Ethnic Desc	N	% of Enrolled Students along Race Ethnic Desc
American Indian	Undergraduate	3	0.1%	3	0.1%	4	0.2%
	Graduate	1	0.1%			3	0.2%
	Total	4	0.1%	3	0.1%	7	0.2%
Asian	Undergraduate	101	4.3%	75	3.4%	159	6.6%
	Graduate	17	1.3%	15	1.7%	27	2.0%
	Doctorate					7	7.4%
	Total	117	3.2%	89	2.9%	187	5.0%
Black or African American	Undergraduate	172	7.4%	167	7.5%	352	14.6%
	Graduate	63	4.7%	41	4.6%	134	10.2%
	Doctorate	1	4.8%	3	8.6%	26	27.7%
	Total	235	6.4%	208	6.7%	497	13.3%
Hawaiian/Pacific Islander	Undergraduate	1	0.0%			12	0.5%
	Graduate					3	0.2%
	Total	1	0.0%			15	0.4%
Hispanic/Latino	Undergraduate	141	6.0%	138	6.2%	46	1.9%
	Graduate	31	2.3%	25	2.8%	30	2.3%
	Doctorate			1	2.9%		
	Total	171	4.7%	161	5.2%	76	2.0%
White	Undergraduate	1,480	63.4%	1,247	56.0%	1,433	59.6%
	Graduate	809	60.6%	347	39.2%	917	69.5%
	Doctorate	10	47.6%	17	48.6%	40	42.6%
	Total	2,284	62.3%	1,590	51.2%	2,353	62.8%
Two or More Races	Undergraduate	1	0.0%			2	0.1%
	Graduate					1	0.1%
	Total	1	0.0%			3	0.1%
Not Reported	Undergraduate	436	18.7%	595	26.7%	396	16.5%
	Graduate	414	31.0%	457	51.6%	205	15.5%
	Doctorate	10	47.6%	14	40.0%	21	22.3%
	Total	854	23.3%	1,052	33.9%	610	16.3%

Enrolled students and the percent of enrolled students along Race Ethnic Desc broken down by Academic Year vs. Ipeds Race Ethnic Desc and Student Acad Level. The view is filtered on Academic Year, which keeps 2011-12, 2015-16 and 2019-20.

Recruitment and Admissions

At Holy Family University, support that fosters student success begins with the recruitment and admissions process. The University supports students during the admissions process through clearly articulated admissions requirements. A formal set of Undergraduate Admissions Requirements as well as Graduate Admissions Requirements from individual academic programs articulating specific requirements can be found on the University website (see *Admission Requirements Webpage; Graduate Programs Webpage;* and *Rapid Degree Programs Webpage*). The information is also contained within the University's Undergraduate and Graduate catalogs.

All incoming first-year students must take a placement test before registering for classes. Placement test results help determine the appropriate levels of mathematics and writing courses for students. If remediation is needed in either subject, students are provided increased support during the first semester (see *Placement Testing Webpage*).

Orientation for Incoming Students

The Undergraduate Orientation is a program for incoming first-year and transfer students that provides institutional knowledge and access to campus resources. The program is provided prior to each fall and spring semester. All incoming first-year and transfer students are strongly encouraged to participate fully in Orientation. Prior to the fall semester, new students and guests are invited to attend a day-long event aimed at introducing student support resources, technology access, campus safety, opportunities for campus involvement, academic expectations, and financial well-being. Transfer students receive similar information in a modified structure tailored to their unique needs. Additionally, transfer orientation schedules include detailed explanation of Experiential Learning and Career Development resources.

In summer 2018, 86% of first-year and 43% of transfer students attended their optional Undergraduate Orientation program. Students who responded to the Orientation Assessment Survey indicated agreement with the following statements:

- I am fully aware of what my prospective school/department/major will require of me as a student (98%, $n = 327$);
- I am confident in my ability to meet my school's academic expectations (98%, $n = 331$);
- I am very knowledgeable about campus resources (99%, $n = 264$);
- I connected with at least one other new student in a meaningful way (94%, $n = 314$);
- I feel confident that I chose the right university for myself (99%, $n = 329$); and
- Overall, I was satisfied with my Orientation experience (99%, $n = 331$).

These data indicate that the Orientation helps students in several important ways, and that the current design and delivery of the Orientation effectively reaches students (see *SU19 Orientation Assessment—Student*). Assessment of this program is ongoing to ensure its continued success and efficacy.

Due to the varied nature of graduate programming at the University, graduate programs provide specific orientations tailored to the needs, schedules, and expectations of programs. Orientations for the Rapid Degree programs are held several times during the year to allow flexible start dates for students.

Transfer Processes

The Office of Academic and Transfer Services provides policies and procedures for evaluating and accepting transfer credits through the following review steps:

- Review the transcripts first and remove any course that has a grade less than C;
- Evaluate each remaining course to determine if there is an equivalent to a Holy Family University course. Course equivalencies are evaluated by faculty through the review of course descriptions and/or syllabi; and
- Apply the equivalents to the course sequence sheets once the equivalents have been noted on the transcript.

For those students who come to Holy Family University with completed associate's degrees, the University awards credit based on the Community Bridge program. The total number of credits awarded cannot exceed the total number of credits earned by the student at Holy Family University.

Information on the transfer process and the Bridge program is provided on the University's website for public consumption along with contact information for the office and information about scholarships available for transfer students (see *Community Bridge Webpage* and *Transfer Webpage*). This information helps ensure that all students seeking transfer into Holy Family University are fully informed of processes and policies related to that decision.

Off-Campus Credit Policies for Current Students

Coursework may be taken at other accredited four-year institutions by students matriculated and in good academic standing at Holy Family University. Students must obtain prior approval by a dean. Credit is transferred only for a minimum grade of C and does not count towards GPA. Transfer credit will not be awarded for any course previously taken at Holy Family University which is repeated off campus.

Holy Family University is also a member of the Online Consortium of Independent Colleges and Universities (OCICU) and Southeastern Pennsylvania Consortium for Higher Education (SEPCHE). Through these organizations and their accompanying transfer policies, Holy Family University students may take courses at other institutions (see *OCICU and SEPCHE Registration Webpages*).

Credit for Non-Traditional Learning

Holy Family University recognizes and awards up to 30 credits for non-traditional programs. These credits are included in the maximum number of 75-90 credits eligible for transfer toward degree completion (see *Undergraduate Catalog, pp. 84-85*).

With the permission of the respective school dean and notification of the registrar, students who have acquired knowledge and skills in non-traditional ways may receive credit through Challenge Examinations. These tests may be written or oral, or a combination of both, and students receive a Pass/NG for each examination.

Students may also receive college credit through the College Level Examination Program (CLEP) or the DSST Program. Credit is awarded by transcript entry after a student has matriculated with a GPA of 2.0 or above. The School of Nursing and Allied Health Professions uses the ACT-PEP examination to validate prior knowledge (see *Undergraduate Catalog, pp. 84-85*).

The University subscribes to the recommendations and evaluation of the American Council on Education's National Guide to Educational Credit for Training Programs for college credits earned through the training programs offered and/or sponsored by non-collegiate training programs. Such credit will be considered as equal to credits earned at other regionally accredited colleges and universities and accepted through transfer by Holy Family University.

These policies are described in detail on the University website to ensure that current and prospective students are informed of the opportunities for receiving credit for non-traditional learning (see *Academic Advising—Resources Webpage*).

Tools for Student Success

Library Services

The Library at the Northeast Philadelphia campus and Learning Resource Center at the Newtown campus support education at Holy Family University by providing in-depth instruction in information skills to students, curating dynamic and exceptional resources and offering related services to the University community. The Library also provides a campus community hub of in-person and virtual resources for students to congregate, collaborate and investigate both in and out of the classroom. Due to the communal nature of the library, it is an essential keystone for student support.

As noted in Chapter 3, the Library collaborates with the English department to provide English 101 and 102 students with important guidance about library resources as well as information literacy and citation. Librarians also administer an Information Literacy assessment, which is evaluated and returned to the student with recommendations and an opportunity to connect for additional research assistance. Desired outcomes for the students include the ability to effectively and efficiently locate resources, synthesize information into meaningful results, and understand the ethical implications of scholarship. The Library collaborates with the Center for Academic Enhancement to offer campus-wide programs on proper citation format in APA style.

All incoming Counseling Psychology students at the Master's level as well as the Ed.D., DNP and Psy.D. cohorts also receive instruction in library resources and citation.

In order to reach the distance learning population and provide resources to all students when off campus, librarians created research guides. "LibGuides" are used to curate knowledge and share information on a specific topic, subject, course, or process. In addition to creating guides for subjects and courses, specialty guides have been developed such as Citing Sources and a guide to help students identify Fake News. Librarians welcome opportunities to work with faculty to create guides connecting the University community with Library resources using this powerful platform. Most recently a collaboration with the School of Arts & Sciences resulted in a guide on topics and resources relating to genocide across all continents and cultures (see *Library Webpages*).

The Library website provides students with access to electronic journals, the physical and electronic catalog of books and other media, and interlibrary loan requests. The University maintains access to academic databases that are representative of the diverse offerings and knowledge areas of the University's General Education as well as the majors offered throughout the University to ensure that all students can access scholarly resources that support their academic progress and inquiry. The Library also houses special collections and exhibits, such as seminal works on an anti-racism featured at the start of the fall 2020 semester.

Center for Teaching and Learning

The Center for Teaching and Learning (CTL) is currently in the first of five years of funding through a Title III grant the University received in fall 2019. Holy Family University was the only Philadelphia-based institution of higher learning to receive the $2 million grant from the U.S. Department of Education to improve academic quality and fiscal stability. The CTL aims to support at-promise students through increased tutoring services, faculty training and development, and resources that students need to thrive. The CTL will be a central component of the Library at the Philadelphia campus to advance three primary goals:

1. Improving retention and graduation graduate rates for at-promise students;
2. Increasing student support services; and
3. Enhancing faculty development in alignment with institutional priorities.

With these goals in mind, the CTL has already begun meaningful programming while construction is also underway for the new physical space. Additional Peer and Professional Tutors have been hired to support academic growth, a Classroom Coach Program is underway, and courses and workshops have been launched for Financial Literacy. Student Success Coaching and Career Success Coaching have also begun. The CTL is working to revise the Academic Program and Warning processes so that students can be identified and effectively engaged when they are experiencing difficulties impacting their academic performance.

To support faculty in their work with students, the CTL and COBOL collaborated to launch a Teaching with Technology program to help faculty better utilize technology in their teaching

when the University shifted to online instruction in response to the COVID-19 pandemic. In June 2020, a three-tier model of professional development launched to provide the following:

- Tier I: Introduction to Canvas LMS and Introduction to Online Teaching;
- Tier II: Quality Matters Principles and Variety of Teaching Tools and Techniques; and
- Tier III: New Technology Classrooms and Web Conferencing Teaching Platforms.

Two faculty surveys directly informed the training provided in the three-tiered model described above. The surveys helped identify areas of need for faculty to ensure that the information and resources provided directly assisted faculty in areas they identified (see *Faculty Technology Training Surveys*). While this work engaged faculty, it demonstrates the CTL's impact on teaching across the campus and predicts how the CTL may continue to support the campus community during the next four years of grant funding and beyond.

Center for Academic Enhancement

The Center for Academic Enhancement (CAE), which is housed in the CTL, supports the University and its charge to educate students to assume responsibilities toward God, society, and self, by instilling a commitment to lifelong learning and service. The Center offers diverse services, at no cost, designed to serve the learning needs of students at all levels of achievement. It is the goal of the CAE to help students improve skills necessary to achieve academic success and to encourage students to take full advantage of the learning experience.

The CAE provided a seed concept for the new CTL, by demonstrating successful results, working in concert with faculty, staff, and other academic and student services (see *CAE Step 2*). It is staffed by professional and peer tutors, and the schedule is designed to serve both day and evening students. Tutoring is available on a one-on-one basis, or in small groups. Development of sound study skills is basic to the Center's mission. Support services are available for the following areas: Accounting, Biology, Chemistry, Education, English, French, Italian, Math, Nursing, Philosophy, Physics, Psychology, Religion, Spanish, Statistics, Study Skills, and Time Management. In addition, to assist graduate and extended learning students, the Center initiated online tutoring services for writing which is primarily staffed by professional tutors.

As noted in Chapter 3, the CAE also collects important, useful assessment data that has led to several important changes to CAE offerings and scheduling. The CAE uses WCOnline to manage its appointments. This allows the CAE to monitor the number of students utilizing tutoring services in real time. The CAE anticipated increases in graduate appointments following discussions with deans and program directors in 2016 and 2017. From these conversations, the CAE initiated an online tutoring service in fall 2017. In spring 2018, it offered additional online hours, particularly during the later hours of the evening and on weekends. During this time, the CAE also expanded its hours of availability to ensure students with complex schedules could access tutoring. These adaptations to meet students' needs were made possible through an iterative approach to assessment coupled with meaningful cross-curricular collaboration.

Counseling and Referral Services

The Counseling Center at Holy Family University serves as a free and confidential resource for current students. Services provided help students deal with issues that might interfere with academic performance or personal well-being. The Center seeks to educate students holistically in the maintenance of good mental health, knowledge, and skills for healthy living. Services provided include individual therapy for students; consultation services for students, faculty, and staff; workshops on stress reduction, mindfulness, self-care, and other topics; along with referrals assistance. Students attend a single visit (a session) or multiple visits (short-term therapy). Appointments are scheduled online or by phone, and walk-ins are welcome. The counseling services are advertised through all tabling initiatives: Open House, Orientation, First-Year Experience, Accepted Students Reception, HFU Visit Day, *TuesNews* newsletter, and reverse invitation. Faculty and staff are also aware of the Counseling Center and provide students with contact information for the Center as needed. The wide range of communications from the Counseling Center helps ensure that students have ample access to the Center during their experience at Holy Family University and demonstrates the University's dedication to safeguarding students, faculty, and staff.

Career Development Center

During summer 2019, Student Life made the decision to restructure the functions and programming regarding career services and experiential learning. The Career Development Center was established to include both the Experiential Learning Department (Internships) and Career Services under the leadership of the Director of Career Development. Experiential Learning and its processes within remained unchanged; Career Services functions were integrated into established programming. The Career Development Center plays an active role in students' professional development beginning in the first year, through involvement in the First-Year Experience course, and ending with graduate job search services. The ultimate goal is long-term, meaningful employment in students' fields of study. The following is a basic outline of programming/activities that were available to students during the 2019-2020 year. Best practices and the current pandemic may lead to additions or modifications in future academic years.

- Freshman Year: First-Year Experience, career guidance, in-field goal setting, basic services upon student request (resume building, cover letter writing, interview etiquette, strength finding activities);
- Sophomore Year: Partnering with Sophomore Experience, additional basic services upon student request;
- Junior Year: Options for students in select majors to begin the Experiential Learning Program under the guidance of the Career Development Center (some majors require a junior-year internship); and
- Senior Year: Students in majors requiring a senior-year internship worked with the Experiential Learning Department, all undergraduate students were offered a job search

readiness workshop series consisting of Intentional Goal Setting, 10-Year Career Planning, How to Job Search, Resume, Cover Letter, and Interview Skills.

The staff also provides job leads to students and shares resumes of students with employers, with the intention of helping students to be placed in employment prior to or soon after their graduation date. This is done through job development, with staff servings as liaisons between students and employers. The above initiatives demonstrate some of the ways the Career Development Center supports students throughout their undergraduate education to help guide them into meaningful, rewarding occupations after graduation.

The Career Development Center also collects data linked to continual improvement through Salesforce, through an anonymous survey built into the Experiential Learning Student Development Canvas Course, and through data collected from external stakeholders who work with interns or often hire graduates. Since 2016, the Experiential Learning Department Canvas Course survey has received a return of at least 80% and at least a 4 rating out of 5 each semester (see *Experiential Learning Department Canvas Course Survey*). These diverse forms of data collection informed the development of the Center in 2019 and continue to inform the programming and support offered by the Center (see *Chapter 5—Career Development Center*).

Honors Program

The Holy Family University Honors Program in General Education began in 2015 and was introduced and designed to offer outstanding students personalized and engaging coursework in a close-knit community of peers. Honors students are accepted into the program based on high school GPA, SAT score, and an Honors program application essay. Approximately 20 incoming students join the Honors program each year. Figure 4.4 shows the ongoing increase in the Honors student cohort since the program's inception, which correlates with a trend in the population of admitted students, possessing stronger academic credentials and greater preparedness for University-level work. Students must maintain a cumulative GPA of 3.25 to remain in the program. Honors students take eight Honors courses during their academic career, which are all specific Honors sections of General Education core courses.

Figure 4.4: Undergraduate Students Enrolled in the Honors Program by Academic Year

Undergraduate Students Enrolled in the
Honors Program by Academic Year
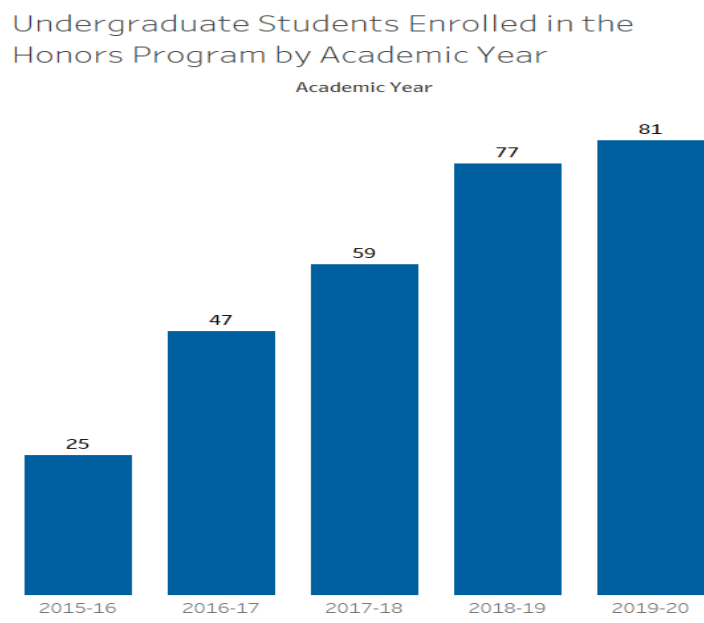
Academic Year

The total of enrolled students in the Honors Program for each Academic Year.

In addition to the courses, Honors students participate in a cultural event and a community service initiative each year to expose them to diverse ideas, experiences, and cultures, and to build community within the program. Honors students also work with a faculty mentor of their choice to complete an independent research project in their Junior year, which they then present at the Honors Symposium each spring. In addition to gaining research experience and expertise on a topic, the research also helps students to develop a strong relationship with a faculty mentor.

Each semester, the Honors Program Director monitors each Honors student's GPA. Honors students whose GPAs fall below 3.25 must meet with the Director to discuss an Action Plan to ensure academic success. Action Plans may include suggesting campus resources, using studying and test-taking strategies, or facilitating connections with academic advisors. Students who are improving but have not yet raised their cumulative GPA to 3.25 may continue in the Honors Program if they are taking significant positive academic steps and continue to meet with the Director each semester to update their Action Plan.

STAR Program

Launched in fall 2018, Success Through Academic Readiness (STAR) is the pathway for students who have the potential to succeed in college, but whose high school records do not meet regular admissions criteria. Formerly known as the Alternate Admissions Program (AAP), which was in place for over 20 years, the institution re-envisioned the AAP program and transformed it to the STAR program. In 2017, a campus-wide committee conducted research and found that AAP students were consistently retained less than other first-time, full-time students. (See *Alternative Admissions STAR Program SP Approved Deck*). Admission to the STAR path supports

the belief that tailoring access to this student population can lead to a more successful and rewarding experience.

As Figure 4.5 highlights, the number of students in the STAR Program is trending down in part as a result of an incoming student population that is better prepared, with higher GPAs and SAT scores (see Figure 4.6).

Figure 4.5: Undergraduate Students Admitted into the STAR (Historical Alternate Admissions) Program by Admit Year

Undergraduate Students Admitted into the STAR (historical Alternate Admissions Program) Program by Admit Year
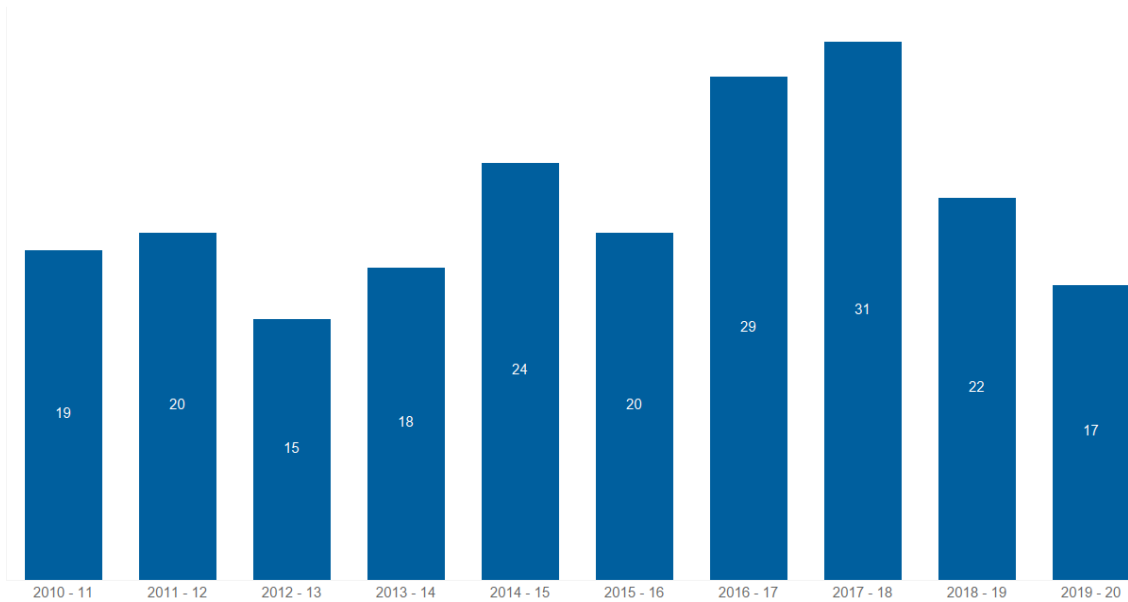
Number of Enrolled Students in the STAR Program (formerly Alternate Admissions Program) for each Academic Year. Color shows details about One-Year Retention Rate and Enrolled Students. .

Figure 4.6: Admissions Characteristics of First-Time Undergraduate Students Based on Admit Year

Admission Characteristics of First-Time Undergraduate Students based on Admit Yeaer

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Avg. HS GPA	2.99	3.06	3.12	3.11	3.08	3.13	3.13	3.11	3.13
Std. dev. of HS GPA	0.57	0.54	0.58	0.56	0.58	0.50	0.56	0.55	0.53
Median Sat Total	920	930	930	915	890	930	1,000	1,010	1,010
Percentile (75) of Sat Total	990	1,000	1,013	1,000	1,000	1,010	1,060	1,080	1,090
Percentile (25) of Sat Total	850	870	850	840	820	830	910	938	930

Average High School GPA, standard deviation of High School GPA, Median (50%) Sat Total, Percentile (25) of Sat Total and Percentile (75) of Sat Total broken down by Admit Year. SAT Total is the summation of the highest SAT Math and SAT Writing score submitted to Holy Family University.

STAR students are active participants in a mentorship program and are required to complete a 6-day Summer Bridge program, a 2-semester First Year Experience Course (FEXP 100), and the ENG 100: Reading Across the Disciplines Course. Developing a sense of community is critical to the success of students enrolled in the STAR program.

Program participants are assigned a student and two faculty or staff mentors who will assist them with the typical issues a student may experience transitioning from high school to college. Mentors meet individually to offer guidance and assist them in reaching their personal and professional goals. The Summer Bridge program is the first step to laying a foundation for academic success. The workshops are intended to explore both academic and social expectations along with the opportunities that college life presents. The program aims to deepen students' understanding of their learning style, interests, abilities, skills, and responsibilities and improve or promote strategies for managing time, study skills, test taking, and managing stress. Throughout the year-long FEXP 100 experience, students meet with faculty, staff, and other members of the campus community to utilize campus resources and engage in co-curricular and extracurricular activities. English 100 focuses on the development of reading and critical thinking skills necessary for college-level work. Topics include: active reading, vocabulary building, organizational patterns, learning strategies, inferences, critical reading, and critical observation.

Beginning with the Summer Bridge and through the end of the first year of coursework and co-curricular experiences, the STAR program is designed to provide students with ample support and guidance through their first year at the University, while also helping students participate in the STAR program community and campus community beyond the program. As STAR students advance past their first year, many continue as mentors in the program and maintain participation through regular meetings as well as social and educational involvement opportunities (see *STAR Data*).

Retention and Persistence Assessment

Holy Family University has worked diligently since its last Self-Study to increase support for students related to persistence. Prior to 2016, the University noted a growing number of students who did not return. As a result, during fall 2016, the University contracted with Hobsons and implemented the Starfish Student Retention Management System, an Early Alert System (EAS), to track student issues linked to success and persistence (see *Chapter 5— Assessment Resources*). The system also creates a holistic profile for all active students in order to support them from enrollment through the completion of their program. As shown in Figure 4.7, the retention rate for the past nine years has been between 71% and 79%, with the most recent 2019 retention rate of 72.1%. Despite the University's best efforts to be proactive in increasing the retention rate, the Starfish Student Retention Management System was found to be less seamless and compatible with the student information system (an Ellucian product) than expected, so the University began researching better ways to address this critical area. The University has developed a plan to address retention and persistence in a more streamlined way with the introduction of a new Customer Relationship Management System in 2021 (see *CRM Advise Project*).

Figure 4.7: One-Year Retention Rate of First-Time Full-Time Undergraduate Students by Admit Year

One-Year Retention Rate of First-Time Full-Time Undergraduate Students by Admit Year
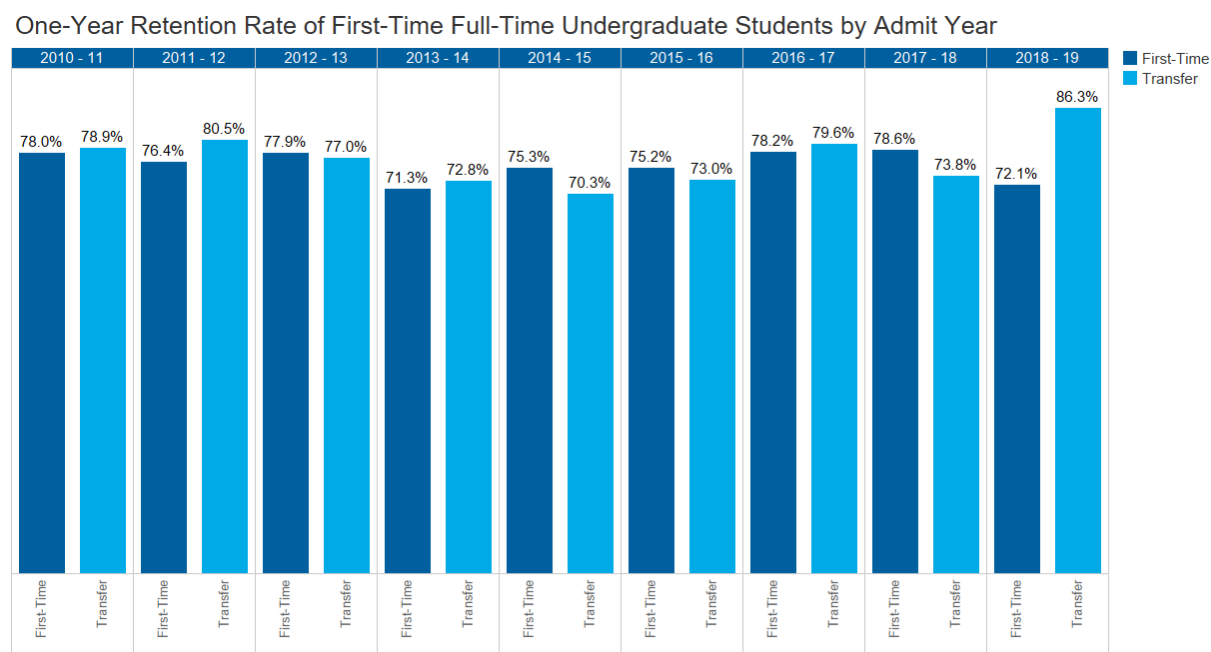
One-Year retention rate of new first-time full-time and transfer undergraduate students based on their admit academic year. The marks are labeled by one-year retention rate of the cohort.

With a renewed focus on retention, the Strategic Enrollment Management Committee expanded fall 2020 to include additional members to ensure that all key stakeholders are represented. This committee also meets the requirements set forth by the Title III grant. As a part of the committee's work, a new retention dashboard was introduced in October 2020. The

continued focus on retention across the University provides additional opportunities for engagement with students.

Figure 4.8: One-Year Retention Rates for Different Populations of Students

One-Year Retention Rates for Different Populations of Students

Bar chart values (Admit Year 2019):

- First-Time Freshmen: 81.5%
- Transfer: 84.2%
- Title III High-Risk: 81.1%
- Pell Eligible: 82.4%
- First Generation: 88.0%
- Under-Represented Minority: 78.7%
- Athlete: 86.6%
- Undeclared Major: 72.0%

Year		Number of Students	Cohort One-Year Retention Rate	Cohort High-Risk (%)	Avg. High-Risk Factors	Avg. Hs Gpa	Avg. First Term Gpa	Pell Eligible (%)	First Gen (%)	URM (%)	Athlete (%)	Undeclared (%)
2019	First-Time Freshmen	346	81.5%	81.8%	1.9	3.14	3.04	52.3%	42.2%	34.1%	17.1%	21.4%
	Transfer	196	84.2%	77.0%	1.3	3.08	3.24	58.2%	47.6%	35.7%	4.1%	4.1%
2018	First-Time Freshmen	360	71.7%	85.6%	1.9	3.10	3.01	51.9%	48.6%	31.7%	18.6%	23.6%
	Transfer	203	82.3%	78.3%	1.4	3.10	3.16	65.5%	55.3%	41.4%	5.9%	3.9%
2017	First-Time Freshmen	369	77.0%	85.4%	2.1	3.12	3.02	56.4%	49.7%	35.2%	17.6%	23.8%
	Transfer	200	72.5%	77.0%	1.3	3.01	3.10	61.5%	52.1%	43.0%	6.5%	2.5%
2016	First-Time Freshmen	334	77.5%	89.5%	2.0	3.13	3.08	51.5%	53.1%	36.5%	19.5%	21.3%
	Transfer	203	76.8%	79.3%	1.4	2.92	3.12	65.0%	55.3%	44.8%	3.9%	1.5%
2015	First-Time Freshmen	339	74.0%	90.0%	2.1	3.08	2.97	50.7%	46.3%	36.9%	11.5%	20.6%
	Transfer	185	69.2%	75.7%	1.3	3.01	3.10	65.9%	49.3%	49.7%	7.6%	2.7%

Data Glossary

First-Time Freshmen - Students who have entered Holy Family University with no credits earned after their high school graduation.

Transfer - Students who enter Holy Family University with credits earned after high school graduation.

Title III High-Risk - Students with at least one risk factor (out of the 5) that are identified in the Title III grant.

High-Risk Factors - The average number of risk factors (from the Title III grant) students have in the cohort.

Pell Eligible - Students who recieved a Pell Grant as part of their Financial Aid package.

First Generation - Students who reported that they do not have a parent with a college degree or higher.

Under-Represented Minority - the students who are a race which is less than 50% of the general population.

Athlete - Students who are on a recognized athletic team.

Undeclared Major - A student whose program code is undeclared.

In 2020, the University established a new Office of Student Success, as a result of the $2 million Title III Strengthening Institutions grant received in fall 2019 from the U.S. Department of Education. The Office of Student Success is composed of a director and four Student Success counselors who are actively involved with managing the EAS and all related flags, kudos, and student profiles.

Together, the EAS and the Office of Student Success work to ensure that students are properly enrolled/registered and that their needs are quickly identified and supported to achieve graduation. If a student appears to be having issues with attendance or late assignments, faculty can place a flag in the system. Flags signal Student Success counselors to proactively follow-up to schedule an appointment and better understand individual student situations. If a student requires additional academic support or is experiencing a challenge related to basic needs such as housing or food insecurity, he or she can place a flag in the system or use the system to schedule an appointment with a Student Success counselor for help. Conversely, faculty and staff can raise "kudos" in the system to reward positive student behavior, such as showing up for class or turning in an assignment.

- Retention assessment identified the following positive trends. Since the EAS is able to identify unregistered students who are anticipated to register, the University is now able to follow-up with students prior to the next semester to make sure that no one falls

through the cracks. Prior to adopting this system, unregistered students may have been an "unknown" variable until midway into the semester. By identifying unregistered students and understanding their barriers to registration, the University can often help students overcome obstacles, financial or otherwise to increase retention. As of summer 2019, there has been a continual decline in business holds. This is believed to be the result of revising the communication plan to place the Business Office as the first contact when a financial hold is noted.

- As of the spring 2019 semester, Rapid Responders were assigned a total of 405 student flags that previously would have gone unknown. Having this information at hand enabled the University to proactively reach out and resolve 209 flags and create ongoing action plans for many of the remaining open flags.
- In March of 2020, when the campus closed in response to COVID-19 and moved to online learning, the Office of Student Success sent faculty progress surveys through the EAS system. The surveys contained a registered roster for each class and a list of common student concerns across the top. Each professor could simply check off his or her student concerns, which would automatically upload these flags into the system. This automation enabled the University to conduct proactive outreach and more effectively meet students' needs.

Proactive outreach and support can turn students around and set them on the right course to achieve their goals. Letting students know that someone is looking out for them and wanting to understand what is happening in their lives, makes them feel a part of the Family experience. This approach has impacted students, bringing them closer into the fold and setting them on a tailored course for academic achievement and involvement in various student organizations to create a more positive overall experience.

This evidence indicates that changes in how the University communicates essential information is often linked to student retention. When faculty and staff are able to provide students with immediate, appropriate contacts when a personal issue arises or a business hold appears, these students are more likely to succeed. Starfish settings are continually enhanced to more effectively reflect the nuanced needs of students (see *Student Life - Retention - Step 1;* Retention Data Tables above; and *SU19 Orientation Assessment Student*).

Athletics

The University's Athletics program creates a unifying spirit throughout the campus community, offering exciting events that all students can be a part of as fans and spectators. The Holy Family University Tigers have provided many reasons to create campus pride—from winning championships to student-athletes receiving regional awards and national commendations.

Holy Family University's Athletics Department includes the following teams:

- Basketball (men's and women's teams)
- Cross-Country (men's and women's teams)
- Lacrosse (women's team)

- Soccer (men's and women's teams)
- Softball (women's team)
- Tennis (women's team)
- Track and Field (men's and women's teams)
- Volleyball (women's team)

All teams are part of the NCAA Division II, Central Atlantic Collegiate Conference (CACC). The department includes a team of professionals who work to ensure the continued success of students as well as compliance with NCAA regulations. The top priority for all members of the Athletic Department is students' academic success.

Athletics Assessment, Oversight, and Regulation

Reporting directly to the Vice President for Student Affairs, the Director of Athletics, working closely with the University's Controller's Office, oversees all athletics-related fiscal activities. Athletics fundraising and other fiscal activities are continually examined to ensure they are aligned with NCAA regulations, and information about fundraising is available through the Athletics Fundraising Policy and the University's Athletic website for public audiences.

The Associate Athletic Director works closely with student-athletes to ensure that they are achieving their academic goals. The Associate Athletic Director, in conjunction with the Director of Institutional Assessment & Accreditation, also conducts an annual survey of all student-athletes to understand the support, resources, and coaching offered to them. This data is used each year to make decisions regarding Athletics staffing and support, and is central to the achievement and success of the University's student-athletes.

The Associate Athletic Director works closely with student-athletes to ensure that they are achieving their academic goals. The Associate Athletic Director, in conjunction with the Director of Institutional Assessment & Accreditation, also conducts an annual survey of all student-athletes to understand the support, resources, and coaching offered to them. In 2018, the University deployed the Student Athlete Experience Evaluation which had 80 student-athletes as respondents. Three particular areas were highlighted in the survey: coaching, facilities and administration, and time management. Overall, Holy Family University student-athletes evaluate their experiences positively. Further examination of the qualitative data provided through open-ended questions and new participants in the current or future years should provide greater insight into the University's student-athlete experiences.

Acting on the evidence provided by the department's assessment program, the Associate Athletic Director refers athletes to available resources to address any challenges posed by their academics, for instance, referring an athlete to the tutoring center, if classroom instruction needs to be supplemented by the one-on-one setup of a tutoring session. Furthermore, the Athletics Department has instituted an academic support plan for each athlete and the Associate Athletic Director conducts periodic reviews of the athletes' academic performance through close coordination with faculty, the use of academic progress reports, and the Early Alert System. This system of coordination, data gathering and referral has proved to be very

effective as the athletes have consistently been registering a high average GPA for all sports teams as evidenced by their data: Fall 18 (3.14); Spring 18 (3.15); Fall 19 (3.19). This data also is used each year to make decisions regarding Athletics staffing and support, and is central to the achievement and success of the University's student-athletes.

The Athletics Department is driven by the University Mission and policies, and the department is fully compliant with the Central Atlantic Collegiate Conference (CACC) bylaws, a division of the NCAA. The 14 Division II sports encompass more than 170 student-athletes whose top priority is to graduate. The Assistant Athletic Director of Compliance oversees the continued compliance with all relevant policies and regulations, both internal and external.

Registered Student Organizations

Holy Family University supports the formation of Registered Student Organizations (RSOs) to provide students the opportunity to develop their talents and pursue their interests. Overseen by the Associate Director of Student Engagement, these organizations are governed by policies shared in the Student Engagement Office Policy and Procedures Manual. The policies and procedures include directives for moderators, management and budgetary information, and forms that guide the creation of new organizations, event planning, organization finances, and safety policies (see *Registered Student Organizations Manual;* and *Registered Student Organizations Webpage*).

Financial Communications

The Financial Aid webpage includes information on financial aid office support, including a Student Guide to the Free Application for Federal Student Aid (FAFSA) video and various financial aid presentations. Information on available scholarships, grants, loan programs, and employment programs is also available through the website. Costs for tuition, room, and board are found on the University website (see *2020-21 Tuition and Fees Webpage*). Payment options and refunds are also located on the website (see *Payment Plan Options Webpage*). The University provides access to the online net cost calculator, which prospective full-time undergraduate students can utilize to calculate what their aid might be if accepted to Holy Family University (see *Net Price Calculator Webpage*).

As previously noted, the Financial Aid brochure is mailed to all prospective incoming undergraduate students. This information is also available on the University website. The Undergraduate and Graduate catalogs provide key financial information to current and prospective students.

Beyond online information and mailed information, the financial aid staff provide information at open houses, information sessions, and orientations, where they review appropriate information with prospective students.

To improve the information available to students regarding their finances, the Financial Aid office staff successfully implemented financial aid auto-packager for all new, full-time students

beginning in fall 2018. This process has reduced the time to create financial aid packages for new students from weeks to just hours.

Holy Family University Scholarships are available to all applicants for admissions enrolled full-time in a first undergraduate degree program. Holy Family Scholarships are awarded based on admissions academic criteria and range in amount from $8,000 to $18,000. All applicants are considered, and no additional application is required. Information about named scholarships is shared at open houses and orientations, and can be found on the Financial Aid webpage (see *Financing Your Education Webpage*). In addition, email blasts are sent to enrolled students once the application is available online. The majority of Holy Family University students receive University-funded scholarships, state aid, and scholarships funded by alumni and friends of the University. Financial aid is an essential component of the University's mission and the Value of Family.

Student Information and Records Security

One of the University's Core Values is *integrity*, which governs its approach to the safe and secure maintenance of student information and records. The University is in full compliance with relevant state and federal laws governing student records, particularly the provisions stipulated in the Family Educational Rights and Privacy Act (FERPA). Specific departments and officials have been assigned and empowered to carry out this sensitive task.

The Office of the Registrar has the primary task of maintaining student records through the following technologies: Canvas, Colleague, and WebAdvisor. These technologies were selected because they are industry-leading products that support the University's goal of maintaining the security of student records. The Dean of Students maintains extracurricular and judicial reports, complying strictly with all state and federal laws. Most records are retained as paper copies and are kept in secure locations. Student records maintained by disAbility Services, Counseling and Health Services are all retained as paper copies and are kept in locked cabinets located in secure areas within the department offices.

Student financial records are maintained using Colleague. Any additional information that is maintained as a paper record is stored securely. The Business Office retains Nursing and Perkins loan promissory notes. These documents are kept in locked, secured cabinets separate from other documentation in the office. The Business Office is also a secure office after business hours; only approved and appropriate authorized personnel have access.

The Career Development Center does occasionally obtain confidential information from students. The Experiential Learning Department obtains medical and criminal history clearances for some students working in a lab setting under Biology or Neuroscience for their internship experience. These documents are housed in a locked cabinet in the Experiential Learning Department office. The Director of Career Development and Career Outreach Specialist are the only employees who have access. Other sensitive documents housed (in a separate location) within the Career Development Center are student/graduate resumes, internship Learning Agreements, Mid-Term Evaluation grades, and internship course rosters. These documents are

housed in a secure space. The Career Development Center staff are the only employees who have access to these records.

The above provisions are also safeguarded by Holy Family University's Information Technology department and campus security. Information Technology works diligently to securely maintain all University electronic systems, and Public Safety regularly monitors all areas of the campus to ensure offices are kept secured and locked. Given the fast-paced, ever-evolving technological security landscape, a new IT security policy is being drafted for publication in 2020 to protect the privacy, security, and safety of students, faculty, and staff. In an effort to improve Information Technology services, in Spring 2017, the Information Technology Department instituted a Help Desk Services Survey. The survey was automatically sent by the Help Desk Ticketing System to everyone who logged an IT Support Request to acquire feedback on the services and support received. This included students, faculty, and staff.

In October 2018 a new Help Desk System was put into production which now sends the survey out for every support ticket on every day of the year. The survey questions rank the end-user's satisfaction with the services received with relation to: IT's Response Time, Problem Resolution Time, IT's Ability to Solve the Problem, IT's Professionalism, Overall Satisfaction, and Comments. Over the past year, the survey indicated that over 87% are very satisfied with the IT Services provided and less that 5% are not satisfied with the IT services received. The highest rated category is IT's Response Time. The results of the survey are used to improve the efficiency and effectiveness of the IT Department services. In summary, electronic and paper records are appropriately secured through the use of electronic and physical measures to ensure that all student information is kept safe. Given the fast-paced, ever-evolving technological security landscape, a new IT security policy is being drafted for publication in 2020 to protect the privacy, security, and safety of students, faculty, and staff.

Third-Party Support

The University sees value in hiring third-party service providers when providers offer advantages or expertise to complement the University business operations. For example, some third-party service providers are more capable of meeting particular state and federal regulations governing their industry or may be more efficient in providing a service due to access to a broader pool of expertise and comparative data drawn from their experience working with similar institutions. When contracted, these providers must be a partner of the University in upholding and living its Mission.

With this rationale, the University has hired three third-party service providers: Allied Security Services for security; Metz Culinary Management for dining services; and Barnes and Noble for the University bookstore.

Management of third-party providers is a task handled directly by the Chief Finance Officer/VP for Finance. The rigorous selection of third-party providers follows the same process the University has adopted in developing departmental budgets. Budget managers for such services will develop and prioritize budgets in the fall, which are then submitted to respective

Deans/VPs. In the beginning of the calendar year, budget requests are submitted to the Budget Office, which forwards them to the University Board of Trustees for consideration. Prior to the end of the fiscal year, during the Board's June meeting, the final budget, and eventual decision to start a service contract, is approved.

The third-party providers conduct their own assessment processes, the results which the CFO can access at any time. The University has deployed assessment tools in the last several years which provide a measure of students' satisfaction with these services. One survey, the HURON Survey, deployed from 2009-2018, revealed data points that indicate slightly above neutral opinions of dining services which may be increasing over time—though it is important to note that residents rated dining services lower than commuters. Another survey that provided information on third-party providers was the spring 2019 Housing Survey that included data points on Security resulting in part in the launch of a new mobile alert system in fall 2020.

COVID-19 Impact

To respond to the COVID-19 pandemic, the University provided several important supports for students. First, the Library and CAE moved entirely online immediately to ensure that students were able to maintain access to Library resources and CAE tutoring. No gap in service occurred for either essential support.

Campus offices, such as the Registrar's Office, the Office of Financial Aid, and the Business Office, maintained communication with students about all matters related to registration, billing, finances, and other essential matters. In doing so, students received continued access to required financial information and registration updates.

To support students, the Office of Student Affairs provided virtual visits, information sessions and online orientations, to acquaint interested parties with the University and acclimate all incoming first-year and transfer students. These online experiences were the first of their kind at Holy Family University, as orientation and campus tours have traditionally been held in person. The Office also purchased technology that allowed online access to texting with students who needed assistance and increased the Office's hours of availability. Starfish flags were added to better collect information about student needs so that Student Success counselors could more effectively respond to students.

Evidence Summary

Holy Family University prides itself on supporting students during the entirety of the University experience. Prospective students receive information through the University's website and through conversations with University representatives that are designed to help them fully understand policies and practices related to application, orientation, and transfer. Information regarding finances is provided through various communications to keep prospective and current students fully informed. Once a student is admitted, support through the CTL and CAE, the Library, the Counseling Center, and the Career Development Center provide students with the resources and guidance they need to succeed. Students in the STAR program and Honors

program have unique expectations that the University continually works to meet, and the Athletics Department works diligently to help student-athletes succeed in the classroom while remaining compliant with NCAA guidelines. A vibrant Athletics program also energizes the campus community as fans and spectators are able to attend regularly scheduled events. The University secures student information electronically and physically to safeguard data before, during, and after a student's time at Holy Family University.

This work is aligned with the University's Mission and Core Values. Holy Family University is committed to an ongoing process of review and improvement regarding practices and policies that are essential for student success and security.

Opportunities

- The University must continue its work toward greater system and data integration. This should include the development of a better understanding of relevant data systems, processes and content, as well as the creation of a metadata repository, the defining of relevant metrics, security management and privacy, and long-term data management.

- The University must develop a comprehensive institutional system of sharing assessment data across support services areas. Such a system will create departmental integration across student service areas, thereby improving the University's ability to offer students a seamless array of services.

- The University has an opportunity to deepen and solidify both its regional and international presence in the following ways:

  - By identifying new and expanded recruitment markets to advance the University's brand awareness and attract new populations of traditional and non-traditional students at both the undergraduate and graduate levels.

  - By developing and implementing an international exchange/study abroad program for both faculty and students, thereby enhancing the learning experience to its fullest potential.

  - By building a more comprehensive array of student programming and resources designed to encourage greater participation in campus life, including academic support services, student clubs, organizations and needs-based support for commuter and residential students.

STANDARD V

EDUCATIONAL EFFECTIVENESS ASSESSMENT
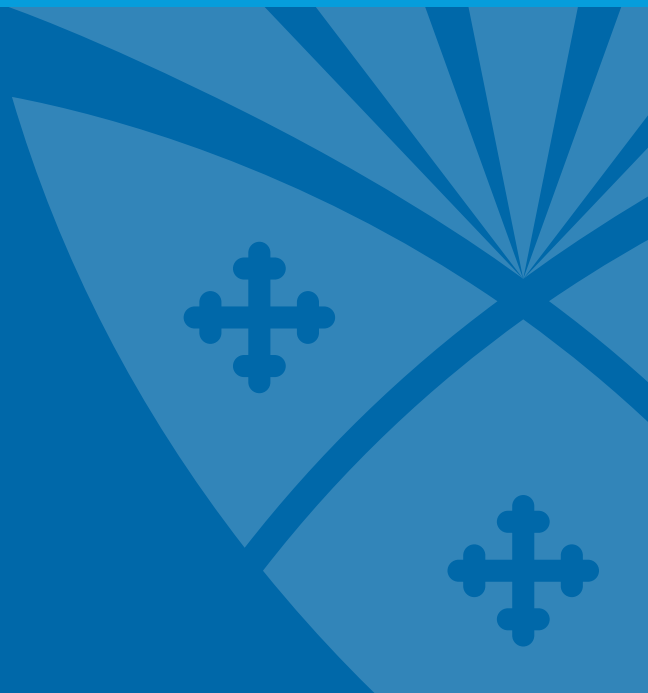
Chapter 5—Standard V: Educational Effectiveness Assessment

Introduction

Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.

The review of the evidence demonstrates that Holy Family University has a system for the assessment of student learning and use of results for continuous improvement of instruction and outcomes. Assessment of student learning is a key factor in supporting student success and the University's Mission. In particular, assessment is relevant to ensuring that programs are rigorous and prepare students for the future, and that students develop competencies in General Education and in their discipline. As an organization, the University's cross-institutional assessment and collaboration plays a key role in building a culture of learning and teaching. The evidence in this chapter addresses Requirements of Affiliation (ROA) #8, #9, and #10.

Holy Family University has made dramatic progress in assessment since the last MSCHE Self-Study. As indicated in the 2016 PRR, work towards expanding and systematizing assessment at the University began in 2011 when the University was awarded a Title III grant funding assessment work across the University. This led to the creation of the University Outcomes Assessment and Improvement Committee (UOAIC) in 2012. The UOAIC oversaw assessment across the University until 2020, when the committee was restructured into the Institutional Effectiveness Team (IET). That restructuring is the result of increased participation in assessment at Holy Family University. The new model allows the University to more effectively support assessment as additional academic programs and administrative areas participate in this collective work. From here forward the committee will be referred to as IET.

One challenge faced by IET is that due to new hires at the vice president level and administrative reorganizations, some administrative offices are not as far along in the assessment process as other areas of the university. Training in Taskstream and revamping of assessment plans (or initial assessment plans in newer areas) will be needed and is already underway.

It is important to note that in 2016, the University adopted several Watermark programs to support assessment. The use of Taskstream and Aqua alongside Canvas, which is the University's Learning Management System (LMS), have permitted electronic access and archiving of assessment work. EvaluationKIT was also adopted in 2016 to provide more effective course evaluations. While work with these systems is ongoing, the programs listed above have helped the University continually improve assessment and evaluation across

campus through the use of electronic systems that are secure, effective, efficient, and cutting-edge.

Educational Goals and General Education Assessment

Holy Family University has clearly stated educational goals at the institution level and at the degree and program levels. These goals are developed by the administrative departments and academic program areas and are reviewed by the IET as part of the assessment process. The goals of academic programs primarily align with Theme 1 (Mission) and Theme 2 (Academics) of the 2016-2020 Strategic Plan (see *Strategic Plan 2016-2020 - Family - A Value for Life)*. The goals of administrative units primarily align with Theme 3 (Student Experience) and Theme 4 (Stewardship) of the 2016-2020 Strategic Plan (see *Strategic Plan 2016-2020 - Family - A Value for Life*). Academic and administrative goals intersect to provide meaningful educational experiences to students in and beyond the classroom.

Academic and administrative goals align with the overall institution goals as well as the goals and expectations of the specific program or unit. For undergraduate programs, the alignment to the University Mission is a result of the General Education core, which is a requirement in all undergraduate programs. The General Education program offers 45 credits in the liberal arts tradition that address the General Education outcomes in order to produce broadly educated, informed, and engaged citizens. Those outcomes are: Critical Thinking; National and Global Perspective; Scientific and Technological Competence; Social Consciousness; Theological Literacy; and Written and Oral Communication. The General Education program supports the University Mission as it prepares "students to assume lifelong responsibilities towards God, society, and self" (see *University Mission and Values* and *the General Education Committee Handbook*). A detailed description of the General Education program is provided in Chapter 3.

Graduate programs also have clearly stated educational goals, include relevant educational experiences, and align with the University Mission. The graduate programs are all professional programs, the outcomes of which are related to the expectations of the relevant professions. The coursework supports these program outcomes and course outcomes. The graduate programs fulfill the University Mission which states that Holy Family University "offers education in the liberal arts and professions through graduate, undergraduate, and non-degree programs" (see *University Mission and Values*).

For undergraduate and graduate programs with external licensure expectations, goals are designed to support students' progress towards licensure. Education, nursing, and psychology programs provide opportunities for students to achieve professional licensure, and the curricular and experiential outcomes for students are clearly stated and explained on the University website through programmatic webpages and the course catalogs.

The Assessment Process at Holy Family University

Holy Family University uses a four-step assessment cycle. These steps are as follows: The Assessment Plan (Step 1), Data Collection (Step 2), Improvement Plans (Step 3), and Status (Step 4). The steps are collected and presented to the IET by program faculty or administrative representatives for review. Recommendations by IET are made in reference to these documents, which are available to the program faculty, department chairs, Deans, and Academic Senior Administrators–the designated stakeholders.

As noted previously, the UOAIC was reengineered in December of 2019. This was the result of data that indicated the previous model was no longer sufficient in facilitating the review of assessment plans requested each year due to sustained growth and interest in assessment over the years. The new co-chairs were charged with emphasizing continuous quality improvement regarding assessment at Holy Family University and promoting a culture of assessment on campus through increased participation in assessment processes. To accomplish this, IET is working on expanding the use of Taskstream Accountability Management System (AMS) to support assessment planning and review. IET has also crafted rubrics to expedite and systematize the review process in Taskstream.

It should also be noted that cross-institutional collaboration is a significant characteristic of assessment at Holy Family University. Throughout the past decade, UOAIC and IET have consistently provided a venue for members of the University community from diverse academic and administrative units to discuss localized assessment work as well as the overarching practices of assessment at the University. As IET designs the future of assessment at the University, the co-chairs ensure ongoing collaboration across the institution, which has defined the previous decade's assessment success.

Through the work of the IET, Holy Family University's academic programs participate in a collaborative process of designing assessment projects that include various forms of assessment of student learning. Measurements vary depending on programs' unique goals, expectations, and disciplinary norms as well as student needs. It is important to note that goals and measures are proposed by assessment representatives from programs and then discussed and reviewed in monthly IET meetings. During these meetings, members of the group, including stakeholders from throughout the University community, discuss proposed plans and/or results, and provide feedback that is synthesized by the IET chair (see *Sample Assessment Documents*).

Prior to presenting at IET, curricular goals are defined by academic programs through a variety of processes. These processes include, but are not restricted to: program faculty scanning their environment, program reviews (which are described below), discussion throughout the school

or connected programs, presentations with change proposals to the University Curriculum Committee (UCC), and discussions with UCC.

Curricular goals are also defined when designing new programs (see *Psy.D. - Step 1;* and *Doctorate in Counseling Psychology Program Executive Summary.*). As the University's academic programs grow and change, assessment measures are revised accordingly to ensure that relevant data is collected through appropriate processes that meet the needs of the program and are vetted through a committee that includes representation from across the University.

External Program Reviews

Holy Family University also utilizes program reviews to collect important information about the efficacy and relevance of academic programs. The program review process is conducted on a five-year cycle and consists of a self-study, review by an external invited reviewer with subsequent feedback and recommendations, and implementation of appropriate improvements. The program reviews for Radiologic Sciences, Nursing, Business Administration, and Fire Science and Public Safety are conducted in conjunction with accreditation self-studies and site visits from external site visit teams. The School of Education reviews and revises its programming in accordance with Pennsylvania Department of Education expectations and guidance. Those programs with no external accreditation, mainly in the School of Arts & Sciences, are the primary users of the University's program review process as described above and report benefit to academic rigor and overall program improvement and quality (see *Program Review Instructions*; and *Program Review Samples*).

Notable Examples of Data-Driven Academic Improvements

The University utilizes assessment results for the improvement of educational effectiveness, thereby improving the learning experience for students. Some programmatic examples are listed below:

Psychology

Psychology programming in the School of Arts and Sciences provides an interesting and comprehensive example of assessment results informing programmatic changes and innovation. There are three programs in Psychology at Holy Family University: a B.A. in Psychology, an M.S. in Counseling Psychology, and a Psy.D. in Counseling Psychology. The B.A. is the oldest of the three. When a desire for graduate education in psychology was noted, the M.S. was launched following the conduct of appropriate market research. Similarly, when a desire for a terminal degree for Holy Family University graduate students was received, the

Psy.D. was launched based upon feasibility data from market studies. The Psy.D. is currently seeking APA accreditation.

In preparing students for careers in Psychology, an emphasis is placed on external assessment instruments. Students are required to serve an internship, and their internship supervisors respond to a survey to assess students' performance in professional placement. Further, a comprehensive exam is administered at the end of their course sequence. In August of 2019, the baccalaureate program in Psychology presented data to UOAIC. For the midterm evaluation, completed by internship supervisors, 26 out of 27 students from Fall of 2017 and Spring of 2018 were "rated as meeting or exceeding expectations by their supervisors" (see *BA Psychology - Step 2*). This exceeded the defined benchmark of 80% of students being rated successfully. Further, in the same UOAIC presentation in August of 2019, results for the comprehensive exam were reported. "Of these 32 students, 28 passed on the first attempt, exceeding our benchmark of 80% of students passing on the first attempt" (see *BA - Psychology - Step 2*). In addition to reporting these data, faculty elected to make curriculum map changes that reflect the successful findings from these outcomes (see *BA Psychology - Curriculum Map*).

The M.S. in Counseling Psychology presented an assessment plan to UOAIC in April 2018. In this plan, four outcomes were given: Professional Identity, Ethical Awareness and Competence, Counseling Skills, and Graduate Level APA Style Writing (see *MS Psychology - Step 1*). These goals and the accompanying curriculum map show how this program prepares students for successful careers. Many of these students are from the Holy Family University B.A. in Psychology, which demonstrates how the University prepares undergraduate students for successful and meaningful graduate education at Holy Family University or elsewhere.

Before moving forward with a Psy.D. program proposal, the Holy Family University Office of Institutional Research and Assessment (OIRA), along with the School of Arts & Sciences, designed an online survey as part of assessment of the M.S. in Counseling Psychology Program to gauge the interest level of recent graduates. The response was quite positive, with 122 alumni responding to the online survey and 88% responding that they would be interested in returning to Holy Family University for a Psy.D. in Counseling Psychology. Finally, the Psy.D. in Counseling Psychology provides students with the opportunity to attain a terminal degree in the field, which increasingly requires advanced or terminal degrees for specific types of professional practice. In March 2019, the Psy.D. faculty submitted an assessment plan outlining five outcomes: Professional Identity, Ethical Awareness and Competence, Communication/Interpersonal Skills, Assessment, and Intervention (see *Psy.D. - Step 1*). These outcomes and the accompanying curriculum map demonstrate how this program prepares students for successful careers.

Collectively, these three psychology programs demonstrate the University's commitment to providing an education in psychology that prepares students for career success, graduate education opportunities, and lifelong learning. The above example also highlights some of the ways in which the University innovates through data-driven decision making.

Associate of Science in Radiologic Science

The Associate of Science in Radiologic Science (ASRS) degree is the only associate degree offered by Holy Family University. The program monitors for significant program changes and program effectiveness data as required by an external accreditation agency, the Joint Committee on Education in Radiologic Technology (JRCERT). Program Annual Reports (PAR) report the following: Five-year average credentialing examination pass rate, five-year average job placement rate, and annual program completion rate. In addition, the program collects data to evaluate the alignment of program goals with student learning outcomes (SLOs).

In 2016, the program identified that the assessment plan was no longer effective, leading to a major revision to the program's assessment plan. The program concentrated on adhering to SLOs related to the following: Clinical Competence, Communication Skills, Critical Thinking, and Professional Growth and Development. The new assessment plan was evaluated and approved by both the JRCERT and UOAIC. The plan was implemented in 2017-2018, and during this assessment cycle, it was evident that the program needed to concentrate on improving the unprecedented low ARRT first-time pass rate (Class of 2018 = 43%). In response, the RADS 205: Sophomore Seminar course requirements were revised for the spring 2019 semester. This course is designed as a review to prepare graduates to be successful on the American Registry of Radiologic Technology (ARRT) certification examination. Revisions completed for the course better identify strengths and weaknesses for individual students in specific content areas and support remediation in these areas (see *Radiologic Science - Step 1*; *Radiologic Science - Step 2*; and *Radiologic Science - Step 3*).

From 2015-2020, Holy Family students achieved a five-year average First Time Pass Rate (FTPR) of 76% for the Joint Review Committee on Education Radiologic Technology (JRCERT). An additional measure of student success passing the American Registry of Radiologic Technologists (ARRT) Examination in Radiography (R) credentialing examination demonstrates a 92% five-year average success rate for students who achieve their credentials within the three attempts permitted by the ARRT, including first-time pass rate data.

Health Promotion and Wellness

Degrees in health science (clinical laboratory science, radiologic science, nursing) are popular options for Holy Family's students, many of whom are first-generation college students and

benefit from practical career opportunities upon graduation. At the same time, however, a need was perceived to provide alternate degree options for students who, for whatever reason, are unable to complete one of these available programs of study but still desire a health-related career. This apparent need, coupled with a desire to increase available degree programs in health-related fields led to the development of a baccalaureate program in Health Promotion and Wellness (see *Health Promotion and Wellness Program Proposal*). From its inception, the program has been a popular alternative for students seeking to change majors as well as those opting to pursue a degree in this area initially.

The first class of nine students was awarded degrees in 2020, with the Alumni Survey specific to employment data set to be distributed in February of 2021. Per self-reporting at the time of graduation, at least three students were pursuing graduate study in the health professions, and several graduates worked in degree-related positions. A total of 33 students are currently enrolled in this degree, with nine on track to graduate in May 2021.

Biology

During the 2018-2019 academic year, the Biology Program underwent a program review. Prior to this review, the Biology curriculum and assessment processes had undertaken major changes. The self-study document and external review were overwhelmingly positive and indicated little need for change (see *Biology Program Review*). The reviewer did, however, suggest modifying some of the processes used to assess program success. To that end, a new Step One document is currently being crafted by the Biology faculty at the time of this Self-Study. The program goals remain the same, but the instances of summative assessment and tools for assessment are being modified. Faculty are currently refining this assessment plan, and it will be reviewed by the IET when available.

Religious Studies

During the 2017-2018 academic year, the Religious Studies Program underwent program review. At that time, both the faculty in their self-study document and an external reviewer recommended that the program undergo an extensive change, switching from Religious Studies to Theology (see *Religious Studies—Program Review*). This is not a simple name change but rather, a pedagogical reinvention that focuses on the methodological and archetypal facets of a particular tradition. In practical terms, this means the renaming, renumbering and content revision of many courses in the discipline. Some of these courses, also a part of the General Education curriculum, must then be reapproved as courses in that program. Some other courses, which are currently not offered, are also being revised with the goal of expanding regular offerings. Because of the extensive nature of this project and because one of only two full-time faculty members devoted exclusively to the program was out on medical leave for a

summer and semester immediately following the self-study process, the revisions are currently underway.

Communicating and Discussing Assessment Results

Faculty Development Day presentations on assessment and the Taskstream rollout help communicate assessment processes to the University faculty as a whole (see *Faculty Development Day Agenda; Faculty Dev Day Agenda Spring 2017*; and *Full Steam (Stream) Ahead - Taskstream Progress Report - March 2017*). During fall 2018, the MSCHE Self-Study was discussed during the University's Annual Meeting (see *Agenda - August 2019 Opening Meeting*). The University also held Virtual Town Halls in preparation for the MSCHE Self-Study in spring 2020. In these Town Halls, the relationship between assessment and accreditation was explained, among other topics related to the Self-Study (see *Virtual Town Hall Files*).

Within each School, assessment results are also communicated through representatives of each program to relevant faculty and stakeholders of the program. The Associate and Assistant Deans are also members of IET, which enables them to disseminate information about assessment to members of their school and bring school-specific requests, news, and updates to IET. This ensures strong communication channels to and from the IET.

Electronic Communication Assessment

The University website is managed by the Marketing and Communications department. This is the University's primary means of communicating with constituents outside the University community–including prospective students and their parents. The website is also used as a means for communication within the University community through links to the following: Catalogs, University email, the Learning Management System, WebAdvisor, the Library, and pertinent links in the menu system.

Regular electronic communications include communications such as the Alumni Newsletter and *TuesNews* (a weekly institutional news update). Additionally, Marketing and Communications oversees media relations with local and national members of the press, as well as a social media presence on Facebook, LinkedIn, Instagram and Twitter. The department also maintains a YouTube channel featuring official University videos.

All communications are coordinated through the Marketing and Communications department and are based on a comprehensive and strategic communications plan that informs a wide range of audiences and Holy Family University constituents by presenting relevant and up-to-date information about the University and its programs and initiatives. The University's Marketing and Communications department measures activity across digital platforms

including website traffic and social media metrics, as well as paid and earned media including advertising value equivalent (AVE) to assess presence in key markets, audience response, and return on investment.

The Career Development Center

As noted in Chapter 4, the Career Development Center has also made meaningful improvements as a result of assessment practices. The Center's work helps Holy Family University students prepare for professional work during and after their time at the University. Since the start of the new program and processes in 2019, the Career Development Center has exceeded the goals set forth for internship/experiential placements and employment opportunities for students during college and upon graduation.

- In 2019, 23% of pre-graduating students enrolled in the Career Development Center were either placed in Experiential Learning/Internship programs or field-related employment.
- Seventy-three percent of participating 2019 graduates have secured jobs to date through the Career Development Center, and 57% of participating May 2020 graduates also have been placed.

Beginning in 2021, all December 2020 and May 2021 graduates will be added to the caseload so that the Career Center may achieve its ultimate goal of working with all graduating seniors.

Financial Aid

The Office of Financial Aid distributes a survey monthly through email to all individuals who have made inquiries. This includes current and prospective Holy Family University students and parents/guardians of current and prospective Holy Family University students. This satisfaction survey collects data on the services provided as well as how the participant contacted the office. Through the use of two open-ended questions, qualitative data is collected.

Information collected in this way is shared with the Director of Financial Aid through a monthly Qualtrics report. In this way, the institution hopes to ensure that processes are working well and that needed adjustments are made in a timely manner (see *Financial Aid Survey;* and *Financial Aid Survey - 2019 Calendar Year Report - Quantitative Findings*). This survey is just one part of the University's overall retention strategy, enabling students who receive financial aid to maintain their awards.

Annual and Opening Meetings

Each year, the President's Office organizes and hosts an Annual Meeting in August and an Opening Meeting in January. The Opening Meeting, which introduces the spring term, is a shorter, focused business meeting, while the Annual Meeting is a longer, more detailed report of the University and varied projects. The Annual Meeting includes reports from the President as well as members of the Senior Administration and other administrative leaders (see *Opening and Annual Meeting Agendas*).

The Annual Meeting and Opening Meeting are both assessed using an anonymous paper survey distributed and collected at the event. The survey is designed to solicit opinions concerning organization and content of these sessions (see *Opening Meeting Survey - Spring 2019*). This data is transcribed by the Director of Institutional Assessment and Accreditation, and a report of the findings is presented to the President's Office and Senior Administration to inform future meeting agendas.

At the January 2019 Opening Meeting, the President's Office and the Office of Institutional Effectiveness and Diversity also launched a "Burning Question" survey in Qualtrics to ask University stakeholders to "write one question that you would like to see addressed at the upcoming Opening Meeting for Spring 2019" (see *Burning Question Survey*). This allowed the Opening Meeting to specifically address questions and concerns from stakeholders and helped the President's Office with opening meeting programming. As a result, the practice continues for all Opening Meetings (see *Opening Meeting Agendas*).

Board of Trustees Communication

Through periodic meetings with the Board of Trustees and members of Holy Family University Senior Leadership–including, but not limited to the University President–members of the Board of Trustees are kept informed of University updates as appropriate for members of the Board. Members of the Board also meet in smaller committees with other members of the University community regarding specific projects or interests. As appropriate, assessment data is communicated to the Board to keep Trustees abreast of the University's work.

Beginning in the spring of 2017, each spring, a self-assessment survey has been distributed to members of the Board of Trustees. Among other topics, this survey collects data regarding communication between the University and the Board. This survey is described in greater detail in Chapter 7.

Faculty Development Day

The largest development effort at the University is the Faculty Development Day each semester. This is a half-day development event in which faculty speakers share their research and teaching methodologies. The Faculty Development Committee is responsible for the event and conducts a survey after each event to assess its effectiveness, changes that may need to be made, and requests for future topics (see *Faculty Development Day Surveys*). These surveys are used in the planning for the next event. The Extended Learning area also has a similar event for facilitators (adjunct faculty serving specifically in this program) once a year and uses assessment surveys in determining future topics.

The Self-Study Steering Committee co-chairs also presented a Town Hall on the Holy Family University Self-Study at the Faculty Development Day in spring 2020, and the committee chairs presented assessment and accreditation at the Extended Learning Development Day, also in spring 2020.

Assessment Resources

Starfish

Starfish is a retention management software package used by the University to identify and aid at-risk students. Faculty and other appropriate parties (e.g., Athletics, Financial Aid) can set flags regarding students at risk or respond to flags from students (e.g., request for general help). A group of faculty and staff called the "Rapid Response Team" contacts at-risk students in response to course concern flags and advises them on how best to address the situation. A monthly report is sent to Deans and relevant administrators from the system manager (see *Student Life - Retention - Step 1*). This ensures that data is used quickly after collection to optimize support to students.

Taskstream

Taskstream is an assessment management system (AMS) that the University uses to organize assessment cycle documents and progress. Taskstream and a secure Canvas page function as the primary archives for assessment processes at Holy Family University, and those digital spaces house official assessment projects vetted by IET (see *Institutional Effectiveness Team (IET) - Assessment Plan*; and *Institutional Effectiveness Team (IET) - Charge and Membership*). Taskstream is also used for some special accreditation processes (see *SBA Taskstream Examples*).

When the University originally adopted Taskstream, training was done to help users acclimate to the new system. However, due to changes in staffing and assessment roles, the IET noted the need for introductory and review training in Taskstream. The IET began designing and implementing a Taskstream training and retraining plan to promote increased participation in the use of Taskstream during spring and summer of 2020. This planning forms a cornerstone of the IET Assessment Plan.

The University's current assessment process is entirely dependent on the Taskstream system. All assessment plans are entered directly into the system, and the University has migrated all of the review work of the Institutional Effectiveness Team (IET) to Taskstream. Moving forward, the IET plans to move to institutional dashboard reporting of improvement plans to support its efforts in monitoring quality improvement. Because all programs and units are currently inputting assessment information into the system, the University will have the capacity to review more assessment steps on a monthly basis. This will enable greater mapping assessment work on behalf of institutional accreditor standards (MSCHE), special accreditor standards (ACBSP, CCNE and so forth), and initiatives within the 2021-2026 Strategic Plan.

EvaluationKIT

In spring 2016, the University implemented EvaluationKIT to better collect student course evaluations. This was done to systematize course evaluations and create an electronic archive of course evaluations that would streamline access for students, faculty, and administrators (see *EvaluationKIT Project Log*). The student course evaluations generated by EvaluationKIT inform the faculty assessment process as noted in Chapter 1.

COBOL began a pilot of revisions to the instrument for both Blended and Online courses in spring 2019. These revisions were designed by members of COBOL and presented to the Faculty Senate, who vetted them after revisions. The modified instruments were designed to better evaluate the mode of delivery for courses, and after the pilot evaluations are assessed, the instruments will be expanded to all Blended and Online courses (see *HFU Course Evaluation; COBOL Course Evaluation Pilot - Blended Instrument; and COBOL Course Evaluation Pilot - Online Instrument*). Current pilot data indicates that the new instruments are effective and accurate (see *COBOL Pilot Initial Means Report*).

Finally, First-Year Experience (FEXP) has a unique course evaluation that asks questions specific to first-year students' coursework and experiences (see *First-Year Experience Course Evaluation*). This instrument is distributed in EvaluationKIT in place of the standard course evaluation instrument.

Use of the EvluationKIT system has permitted the University's First-Year committee to use accurate data from students to make dramatic changes to the First-Year College Success course. Some of these improvements include building a workable knowledge of the Early Alert System, reimagining the experiential component of students' interaction with the University's Core Values, as well as utilizing CliftonStrengths for Students to examine common transitional issues within academics and career development.

Support for Assessment

Assessment results are also used in efforts to improve pedagogy and curriculum. One means of this is the University Curriculum Committee (UCC) (see *University Curriculum Committee - Policy Manual Description*). The UCC is composed of faculty and administrators from all schools in the University and administrators with direct involvement in curricular issues (e.g., the Registrar, Academic Advising). The UCC reviews all curriculum changes, and many changes are supported by assessment results. Some of the examples mentioned above were presented to UCC with supporting assessment data. A representative of the UCC enjoys membership on the IET to connect the work of the two committees.

Meta-Assessment

Evaluation of assessment practices is critical in helping the University to understand and explain the quality of assessment at all levels within the institution. Previous assessment of the effectiveness of assessment processes has been largely informal; several attempts at systemization have been enacted over the years. Development of a process for meta-assessment was the impetus for the adoption of Taskstream AMS, based on its analytics capabilities. After some delays in implementation as a result of reorganization and leadership transition within the Office of Institutional Research and the Office of Institutional Assessment and Accreditation, this periodic assessment was launched.

The recent transformation of UOAIC into the IET was devised in part to move toward the assessment of the effectiveness of assessment processes. One of the first tasks achieved by the IET was the development of the Assessment Plan of the Assessment Process, outlined below:

Assessment Goals of the IET (see *Institutional Effectiveness Team (IET) - Assessment Plan*):

- An assessment process that is efficient and effective in conducting review of assessment plans through use of Taskstream.
- Measure and Benchmark: Taskstream Participation with a goal of 70% of programs/unit participating in Taskstream reviews annually and 70% of assessment plans having accompanying data within the calendar year; Taskstream System with a

goal of 2% increase in number of reviews in each level of plan—Plan, data collection, and results.
- Assessment process must be collegial and constructive.
- Measure and Benchmark: Survey of University members who have participated in the assessment process in the past year; benchmark to be determined.
- Nurturing a culture of assessment through assessment plan development training and assessment software training.
- Measure and Benchmark: Training Log—Provide training each semester for multiple levels of end users; benchmark to be determined.

The yearly schedule for IET includes an August planning meeting, in which priorities are set and a preliminary assessment plan review schedule is developed, and a June assessment meeting in which the artifacts listed above are reviewed and evaluated to inform improvements for the coming year.

Budgeting

The academic programs are supported by the University's budget processes, and the budget processes across the University utilize data to make informed, relevant decisions. These decisions and processes are described in detail in Chapter 6.

COVID-19 Impact

During the COVID-19 pandemic, the University has made it a point to base decisions on safety and educational effectiveness. One of the most important ways in which the University ensured its actions were ethical was through making data-driven decisions. Surveys regarding technology needs were sent to students and faculty to ensure decisions made regarding technology purchases, infrastructure, and expectations were driven by the needs of constituents.

More detailed surveys regarding the return to campus were also sent to students, parents, faculty, and staff. This survey included a block of questions regarding on-campus housing to appropriately understand the expectations and feelings of students who had planned or considered living on campus in fall 2020. The suite of surveys provided a deep assessment of the concerns, expectations, and needs of multiple stakeholder groups impacted by COVID-19, and the survey helped the University make critical decisions during summer 2020.

To support assessment in online courses, the Director of Institutional Assessment and Accreditation provided a professional development session exploring online learning assessment through the CTL/COBOL three-tiered development training initiative. This session

was recorded and made available to all full- and part-time faculty to help faculty make informed decisions about assessment in their online courses. This session also connected to Standard 3 of Quality Matters, which requests assessment that aligns with disciplinary expectations. A topic of particular interest in this presentation was the assessment of participation and different strategies for assessing participation in varied online environments.

The University also maintained its commitment to reframing UOAIC into IET over the summer. During the time, the IET chair designed training materials for members of the IET, the chair and co-chair tested Taskstream functionality necessary for IET, the IET collectively reviewed and revised rubrics for assessment moving forward, and the IET piloted the rubrics and new model with the review of three assessment steps. This work resulted in the IET having vetted, established rubrics in Taskstream and training materials available for fall 2020, to continue the important progress made in assessment at Holy Family University prior to COVID-19.

Evidence Summary

Holy Family University has consistently committed time, resources, and attention to expanding assessment practice across the University and appropriately systematizing assessment processes and practices. This effort has resulted in the need for revision to the previous model and the launch of the IET. This newly founded group will use the resources available—namely Taskstream AMS—to allow for even more programs and offices to participate in assessment review each year and to provide greater opportunity for each program and office to participate in assessment practices.

The 2011 Self-Study was the catalyst for much of this tremendous change, and the support provided by the Title III grant in 2011 has resulted in the current culture of assessment at Holy Family University. Proposals for new programs and initiatives as well as changes to existing programs are data-driven, and both academic programs and administrative offices collect and use data to make important decisions that directly benefit the students of the University.

Opportunities

- The work of the Institutional Effectiveness should be more comprehensively focused on the assessment of the University's service sectors and offices, ensuring that all areas of the University are consistent in assessment planning and continuous quality improvement efforts.

- Building on its strengths in assessment, Holy Family University should advance its program of training for stakeholders on existing and new assessment tools and by developing and implementing new processes of optimizing programmatic effectiveness.

STANDARD VI

PLANNING, RESOURCES,
AND INSTITUTIONAL IMPROVEMENT

Chapter 6—Standard VI: Planning, Resources, and Institutional Improvement

Introduction

The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.

The review of the evidence demonstrates it is apparent that Holy Family University has the planning processes, financial oversight, and resource allocation methodologies in place to assess and improve programs and services. Planning and resource allocation are linked to institutional goals and Mission and include constituents throughout the University. The University engages in continuous review of its planning processes and outcomes as well as ongoing analysis of its financial health. Planning and resources are foundational to University operations and the campus experience for students, faculty and staff. These areas are discussed throughout the chapter. The evidence in this chapter also addresses Requirements of Affiliation (ROA) #8, #9, #10, and #11.

Holy Family University has a well-established financial planning process that strives to align the allocation of resources with the institution's Strategic Plan and Mission. The University's planning, budgeting, and assessment procedures help assure allocation of resources to support programs and services in pursuit of the University's Mission.

The MSCHE Self-Study occurs at an auspicious time in the University's history, as the previous (2016-2020) Strategic Plan is coming to an end, and a new Strategic Plan is currently being finalized. The previous plan helped the University make decisions related to the success highlighted in the previous chapters of this Self-Study, and the process of considerately crafting a new plan while engaged in the MSCHE Self-Study has proven to be fruitful.

Strategic Planning

Upon assuming the Office of President in July of 2014, Sister Maureen McGarrity, CSFN, '70, Ph.D., embarked the University on a path towards developing a new strategic plan. An outside consulting group was hired to assist the University in its development, which became effective July 1, 2015. The themes of the current Strategic Plan are listed below. Special attention is paid to Theme 3 and Theme 4 in this chapter of the Self-Study, as Theme 1 and Theme 2 are covered in previous narratives–specifically, Theme 1 connects to Standard I, and Theme 2 connects to Standard III.

Theme 1–Mission:

> Engage our community through dedicated efforts in Mission Awareness and Mission Integration to understand and live by the principles of the perspective of Family and the values of respect, responsibility, service, integrity, learning and vision, which flow from it.

Theme 2–Academics:

Assess and refine our current portfolio, develop new academic programs, expand our delivery channels and develop our faculty to support and serve enrollment growth and sustain/improve student retention.

Theme 3–Student Experience:

Manifest a proactive receptiveness to our students' needs and fit our co-curricular programming, student support and student services to all of the various student populations. Improve student and faculty experience with the acquisition of a new Learning Management System (Canvas). Improve competitiveness in the marketplace by reaching prospects earlier and optimizing admissions communications.

Theme 4–Stewardship:

Create an environment that sustains our faculty, staff, students, and alumni with superior physical facilities and expert financial, fundraising, administrative, and technological support. Increase Foundational Support and Strategic Alignment. These projects will provide a framework for creating strategic alignment within the institution. Increase and diversify our non-tuition revenue streams through new and more creative ways of raising funds through capital campaigns, grants, alumni donations, estate planning, large gifts, and other potential avenues. Reinvest funds to improve enrollment and the overall student experience by increasing the amount of student scholarships, upgrading buildings/facilities, and making other infrastructure and programmatic improvements.

Due to the situation at the time, the 2016-2020 Strategic Plan was tactical in nature. This allowed the University to identify important initiatives relative to the moment while also anticipating the future and plan accordingly. The 2016-2020 Strategic Plan is included in the evidence inventory (see *Strategic Plan 2016-2020 - Family - A Value for Life*).

The Upcoming Strategic Plan

The development of the next Strategic Plan began in earnest in fall 2019. A Strategic Planning Steering Committee (SPSC) was convened and charged with working throughout the 2019-2020 academic year to envision and develop a new plan to guide and inform the University's path for the next five years. The work on the strategic plan was based upon four redefined organizational pillars–excellence through innovation, (reach) beyond boundaries, culture of family, and strengthening resources. In February, faculty, administrators, staff, and students from across the University were invited to join sub-committees to determine strategic initiatives which could be implemented in support of the organizational pillars. Work on the new plan was disrupted by the COVID-19 pandemic, but thanks to the persistence of the committee and the contributions of the University community, the plan was finalized and approved by the Board of Trustees in October 2020.

Decision-Making Processes Overview

Decision-making at the University is centralized with the President, Vice President for Academic Affairs, and the other senior administration, who make the majority of the strategic decisions. All major decisions made by this group are presented to the Board of Trustees for ultimate approval. Input for decisions is gathered through many channels, such as the open and transparent budget and facilities planning processes. Faculty, staff, and students also provide input through various channels including assessment processes and ad hoc surveys. Comprehensive planning for facilities, infrastructure, and technology that includes consideration of sustainability and deferred maintenance is linked to the institution's strategic and financial planning processes.

Improvement Processes and Assessment

Since the previous PRR, two major projects that impacted the University serve as examples of the ways in which assessment data has been used to guide large-scale change at the institution. The transition from Blackboard to Canvas as the University's new Learning Management System (LMS) and the decision to adopt Taskstream as the assessment management system are two decisions that were informed by the Strategic Plan's goals (specifically, Theme 3 and Theme 4) and the Information Technology (IT) assessment plan.

Administrative unit assessment plans are also linked to the Strategic Plan. All administrative unit assessment plans are reviewed by the IET. The IT assessment plan was the first administrative unit plan reviewed by this committee and the first administrative unit to complete the four-stage assessment cycle. This includes the following goals: Transition from Blackboard to Canvas as the University's LMS, promote the widespread adoption of Canvas, maintain system security and integrity, and establishment of an IT Helpdesk. The IT assessment plan clearly connects to the previous Strategic Plan in important ways, and the IT assessment plan will connect to the upcoming Strategic Plan.

As an LMS, Blackboard did not have widespread acceptance at the University. Blackboard Outcomes was tried as an assessment tool, and assessment indicated that it was not a tool employed by faculty across the University. Most departments preferred to keep assessment in spreadsheets and documents rather than in the Blackboard Outcomes system. Due to lack of satisfaction both as an LMS and as an assessment tool, the University searched for a replacement. The LMS committee was established to identify an LMS, and the Office of Institutional Research and Assessment (OIRA) searched for an assessment tool. The dual search was implemented since it did not appear that other LMS systems at the time integrated an assessment outcomes measurement and documentation tool.

The LMS committee analyzed areas in which there were complaints about Blackboard—including a difficult interface for faculty and lack of easy navigation for students. The members of the committee examined different software features of several systems including the updated version of Blackboard, Desire to Learn, and Canvas. After a thorough analysis period, Canvas was selected, and IT developed a plan to launch the system which included system

implementation, faculty training, development of online training materials for faculty and students, and system maintenance processes. Through the IT assessment plan discussed above, the first year saw an increase in usage and all training efforts were assessed as highly successful.

Taskstream was chosen early in the assessment software evaluation, but Taskstream has several divergent systems–LAT, AMS and Aqua. LAT and Aqua are used to conduct assessment, and AMS is an assessment document database and review platform. A pilot of the system was conducted in 2016-2017 of all three packages, with Aqua being tested by the General Education program assessment and LAT by the Sport Marketing Management program. Concurrently, training was started in AMS for several academic programs and administrative units. The LAT and Aqua programs were assessed, with Aqua being found to be a good tool for the purpose of assessing academic program outcomes. After the pilot, Taskstream AMS and Aqua were officially adopted for management of assessment documents and academic program assessment respectively.

Through assessment of the artifacts used to measure each goal of the IT assessment plan, IT saw success for all four goals. Data indicates the successful implementation of Canvas with extremely widespread adoption and acceptance by both faculty and students. Security and integrity of IT systems have been maintained, and the IT HelpDesk is readily available through email and the University webpage. Artifacts continue to be maintained and assessed to ensure continuing improvement.

The transition from Blackboard to Canvas and the implementation of Taskstream demonstrate how the University has executed its Strategic Plan, making data-driven decisions to ensure the efficacy of large-scale changes. This work also highlights the interconnected process of decision-making at Holy Family University. The Strategic Plan highlighted the need for a new LMS, which led to the transition to a new and improved assessment management system. The University continues to see value and success in both systems with ongoing assessment to ensure continued value. This is a notable improvement, since the last PRR, of the University's approach to integrated planning practices and assessment.

Other projects which developed from Theme 4 of the 2016-2020 Strategic Plan that currently remain in process include implementation of the Campus Master Plan (*see Master Plan Update Fall 2019*) and implementation of the changes identified in the recently completed Compensation Study (see *Compensation Study Philosophy Summary*) conducted for both faculty and staff. These activities, among others in progress, underscore tangible ways in which the University has aligned assessment, initiatives and funding to realize strategic institutional goals set forth by the Strategic Plan.

Another means of assessment that administrative units utilize within their own plans is the use of surveys distributed to patrons of their services. For example, the maintenance unit asks those who have used their services to complete a brief survey about their experience (see

Finance and Administration Assessment Plan). In addition, a performance feedback process for staff is coordinated through Human Resources and is formally conducted once a year during the summer.

Budget Processes

The University has in place a budgeting process that aligns each operational and capital budget to the budget area's Strategic Plan (see *Budget Forms*). As appropriate, budget managers also make personnel requests through the budget process. This budget process allows the University to measure the results of resource allocation in measurable terms set against the goals of the Strategic Plan. This budget process reinforces the University's commitment to long-term fiscal health and the University's ability to fund both operating programs and capital improvements linked to University goals. All the academic and operational divisions of the University participate in the budget process. The University strives to maintain a positive margin of between 3% and 5% annually on operations which ensure adequate cash flow for current capital projects as well as meeting bond covenants required by creditors. This method of budgeting was instrumental in the renewal of the University's "BBB-; Stable" bond rating by Fitch during the summer of 2020. Fitch felt confident in the University's ability to bridge the difficult economic times brought about by the competitive student market and effects on the higher education sector resulting from the COVID-19 pandemic.

The budget process starts in the early fall. The Budget Committee, which is composed of the Executive Cabinet less the President, identifies budget managers who participate in the budget process. For academic units, the department chairs are identified as the budget managers. Non-academic areas' budget managers are selected by each unit's Budget Committee member and are usually the department director or associate director. During early October, budget planning meetings take place in which budget managers are given instructions on how to develop their operating and capital budget request for the multi-year period, outlining which component of the Strategic Plan the request supports. Documentation of requests and corresponding components of the Strategic Plan are included on the budget request forms. During November and December, the budget managers formulate their requests and present them to their Budget Committee members. Academic units submit their initial requests through their deans who then present them to the Vice President for Academic Affairs. In early January, the budget requests are forwarded to the Budget Committee which rolls them together into the overall University budget model. In late January, the Budget Committee meets and prioritizes requests for both operational and capital funds for the University.

Before the fall Board of Trustees meeting, the Budget Committee develops a recommendation for the overall increase in tuition and fees for the next academic year and supports its recommendation with a list of initiatives it believes should be funded. The Board considers the tuition and fees request and approves an amount it believes is sustainable by the student body. Between the February and May Board meetings, enrollment management reports regularly to the Budget Committee on the status of the University achieving its overall enrollment goal. After verification of the enrollment, the Budget Committee makes a final recommendation on

the budget to the President, who then can recommend its conditional approval at the May Board of Trustees meeting. The Board of Trustees makes the conditional determination on the budget contingent on proving the enrollment numbers for the fall semester. The Board then approves the conditional budget at its May meeting. An update on the budget is provided to the Board at its fall meeting and is based on actual enrollments for the fall semester.

Beginning in fall 2019, the Vice President for Finance began holding semesterly meetings to provide updates to the University community to increase university understanding of the finance area as well as transparency. These updates are done in addition to the Opening Meeting presentations each semester and provide the opportunity for all members of the University community to learn about the financial situation of the institution and what this means in layman's terms (see *Opening Meeting Agendas*). Attendance is taken at these meetings, and nearly 400 faculty and staff have attended sessions throughout the 2019-2020 year.

Fiscal Stability

As noted, the University strives to maintain a 3% to 5% positive operating margin during its budget process. In fact, over the last five years, this range in margin has been overachieved resulting in an approximately $25.2 million increase in net assets. The University is, however, highly tuition and fee reliant as evidenced by the following graph in Figure 6.1 showing the source of its revenue during fiscal 2020.
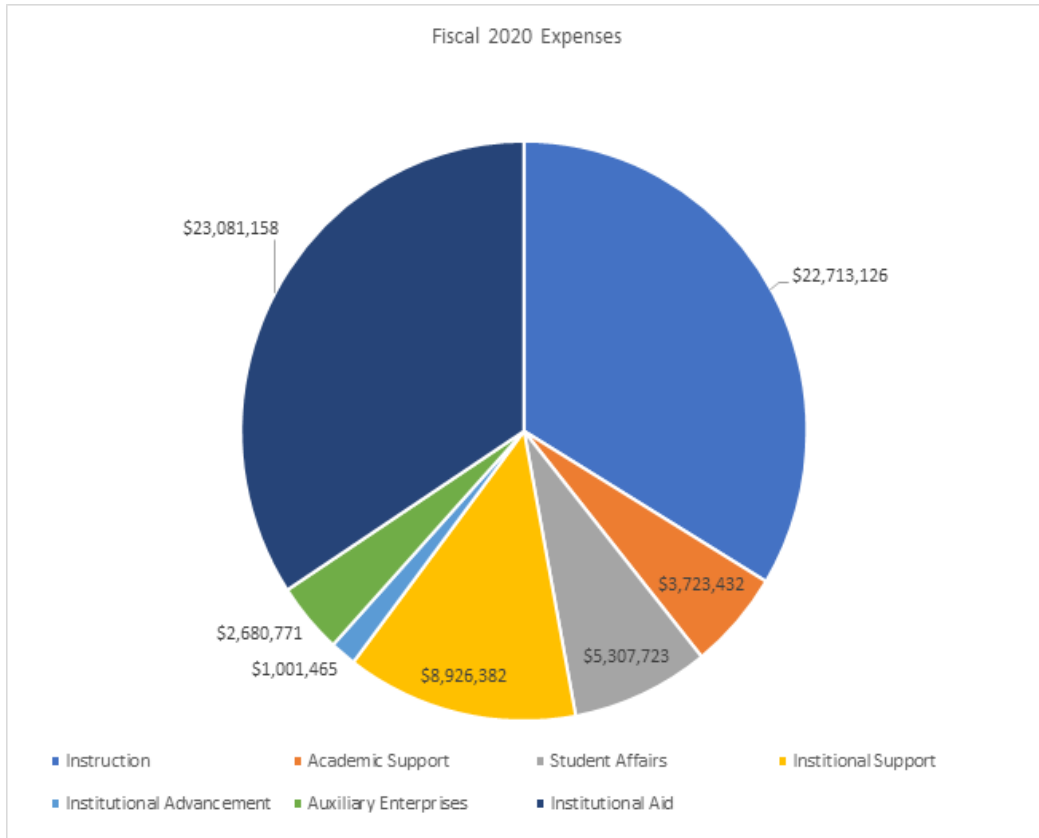
Figure 6.1: Fiscal 2020 Revenues—Actual
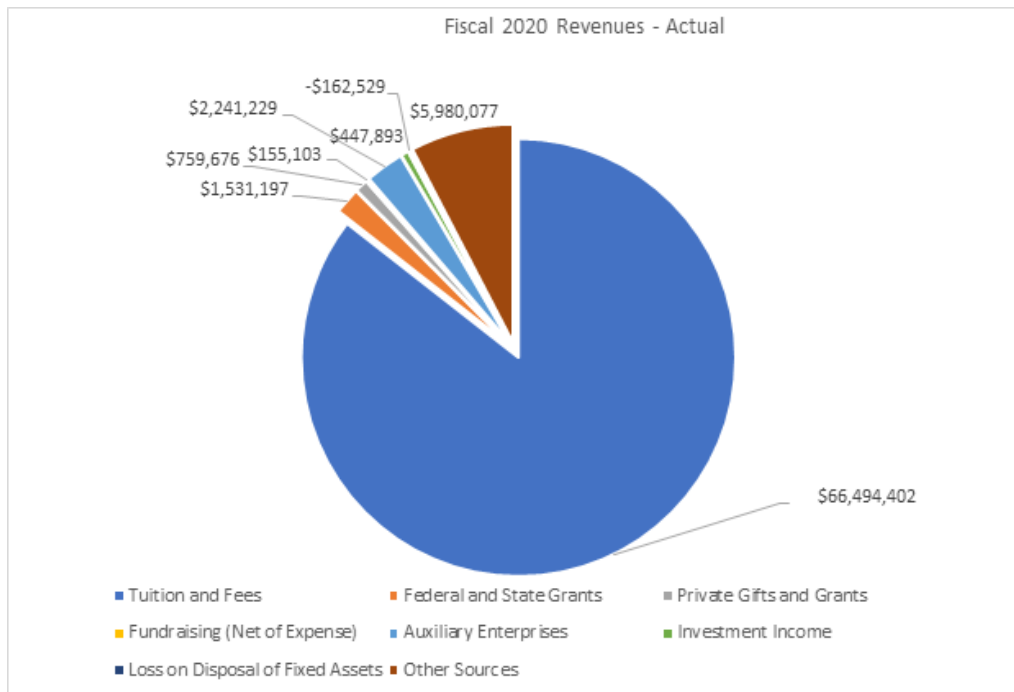
The University's expenses are more evenly distributed, which reflects its focus on academic activities as its core business rather than auxiliary services. This is reflected in the following graph of its expenses for fiscal 2020:

Figure 6.2: Fiscal 2020 Expenses

Fiscal 2020 Expenses

$23,081,158
$22,713,126
$3,723,432
$5,307,723
$8,926,382
$1,001,465
$2,680,771

- Instruction
- Academic Support
- Student Affairs
- Institional Support
- Institutional Advancement
- Auxiliary Enterprises
- Institutional Aid

Cash flow at the University remains strong with approximately $24 million in unrestricted reserve at the end of the 2020 fiscal year. This is a sufficient amount to meet the University's obligations for approximately a six-month timeframe.

Fiscal and Human Resources Support and Guidance

Annually, as part of the budget process, senior leadership is tasked with assessing their areas of responsibility with regard to human capital as well as physical and technical infrastructure– resulting in a comprehensive budget package to include workforce planning, capital needs, and strategy project investments needed in order to support operations and programs (see *Budget Memo Example*).

As previously noted, all administrators and staff develop a Professional Development Plan. The professional development plan allows administrators and staff to plan their individual goals to improve their knowledge, skills, or job duties at the beginning of the year. Plans are then

presented to supervisors, who review and work with their personnel to ensure plans are achievable. At the end of the year, plans are reviewed in light of whether the goals were accomplished [see *Performance Development Plan (PDP) Overview*].

Enterprise Portfolio Manager Office

In 2016, the University created the Enterprise Portfolio Manager Office (EPO). The EPO is responsible for assisting in developing a project plan for all proposed major changes. These include proposals for new academic programs as well as major administrative projects. The project management (or PMO) process is a methodical and structured process to assess, plan, and align programmatic changes, to support the strategic plan and goals of the University (see *Enterprise Project Management Office Standard Operating Procedures*). The Taskstream implementation is an early example of the PMO process, and more recently, the EPO has been heavily involved in the launch of the Center for Teaching and Learning (CTL) funded by the Title III Grant received by Holy Family University in 2019. All projects requiring a larger investment in capital, operating expense, labor hours, as well as projects touching multiple areas and departments of the University are vetted through these processes. At the time of planning and budgeting, projects are submitted through the budgeting process. They are reviewed, prioritized, approved, and assigned resources. Technology upgrades and enhancements also follow this process. As projects are executed, monthly project status reports are produced (see *Enterprise Project Management Office High Level Processes*).

Facilities Planning

Holy Family University has a Facilities Planning Committee that is composed of representatives from across the University. At monthly meetings, this group hears requests and proposals for space, facilities, infrastructure, and technology needs. The group then prioritizes the requests and proposals and submits them to the President and Cabinet for consideration. This group is responsible for prioritizing projects on the University deferred maintenance inventory and again, presents approved improvements to the President and Cabinet. Most of these projects are capital in nature and are presented to the Board of Trustees at their Winter meeting for consideration of funding as part of the next fiscal year's budget cycle.

Since the formation of the committee in 2019, the number of capital projects and the amount spent has nearly doubled. Before the group was formed, the University on average spent approximately $1.4 million for capital projects each year. After the first year of recommendations from the Facilities Planning Committee, the approved spending on capital projects increased to approximately $5.8 million. These projects were all designed to enhance the student experience and general curb appeal of the University.
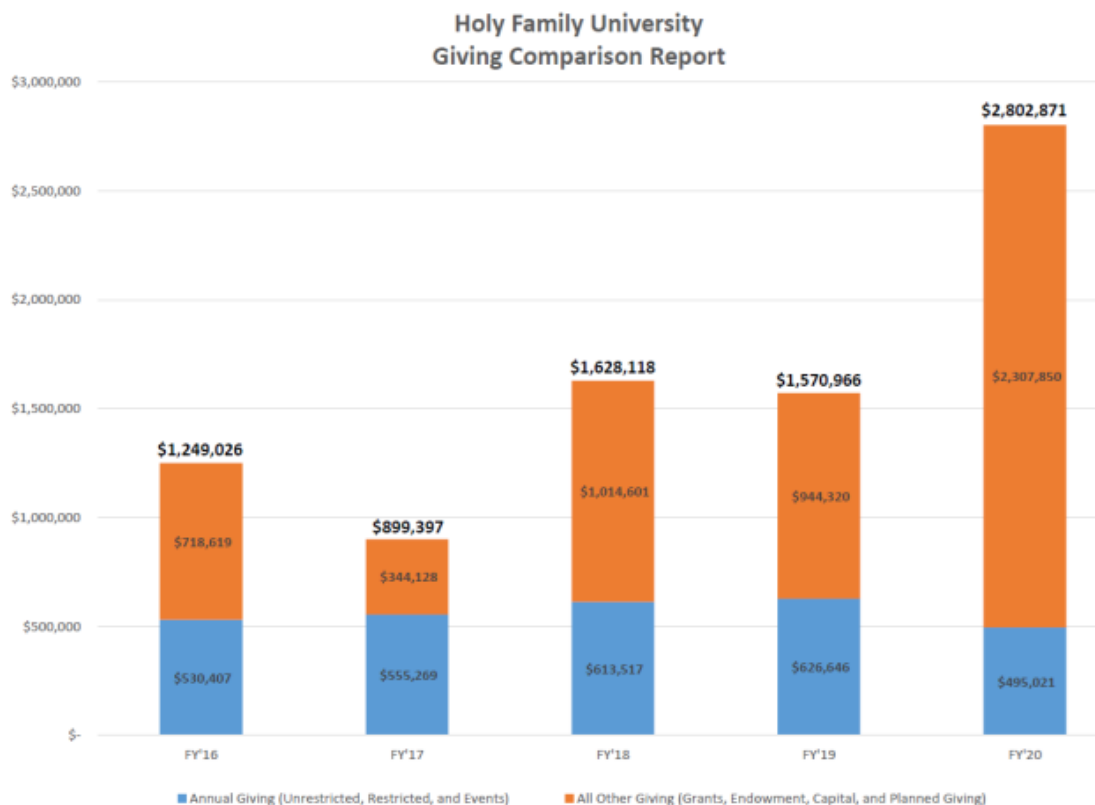
University Advancement

Development

Since the last Self-Study, the University has increased both the size and experience of the Development team, which has increased the University's fundraising capacity, although the department remains smaller than those at peer institutions. A new Vice President for University Advancement was appointed in 2017. The staff includes professionals with advanced fundraising experience from within the region's leading higher education and nonprofit institutions who are dedicated to advancing Holy Family University's Mission.

In fiscal year 2018, the University's generous donors contributed over $1.6 million, an increase of 81% compared to the previous fiscal year. Additionally, the number of gifts to the Blue & White Fund, Holy Family's unrestricted Annual Fund, increased by 25%. In fiscal year 2019, the Development team raised more than $1.5 million, which exceeded its goal, and saw a 30% increase in the number of gifts. The Blue & White Fund saw an 8% increase in the number of gifts as well as a 29% increase in dollars raised.

Figure 6.3: Giving Comparison Report

Holy Family University
Giving Comparison Report

FY'16	FY'17	FY'18	FY'19	FY'20
$1,249,026	$899,397	$1,628,118	$1,570,966	$2,802,871
$718,619	$344,128	$1,014,601	$944,320	$2,307,850
$530,407	$555,269	$613,517	$626,646	$495,021

■ Annual Giving (Unrestricted, Restricted, and Events)   ■ All Other Giving (Grants, Endowment, Capital, and Planned Giving)

In spite of the coronavirus pandemic, Development surpassed its fundraising goal in fiscal year 2020 by raising $2.8 million in support of educational excellence, innovative research, and public service.

With relatively few residential students, Holy Family University may be disadvantaged as the majority of students will not have experienced the emotional attachments that arise from the residential life component of the college experience. One challenge that is being addressed is the low number of alumni, less than 5% a year, who make a gift to the University. To help reverse this trend, in the fall of 2018, a new position of Director of Annual Giving was created to provide strategic leadership, planning, implementation, and management of all aspects of the annual giving program. This includes direct mail and an on-campus Phonathon. Beginning in fall 2017, Development brought the Phonathon in-house and hired student callers to solicit gifts for the Blue & White Fund. As a result, the University achieved higher levels of support and increased fulfillment rates using students to call alumni and parents.

To help encourage seniors to make their first gift even before they graduate, Development sponsors the Senior Class Legacy Campaign, where seniors are solicited by their peers to make a gift to the Blue & White Fund. Just over 20% of the undergraduate members of the Class of 2019 made a gift. It will be much easier to ask them to renew their support as alumni than to ask them to make their first gift.

Since 2017, the University has participated in Giving Tuesday, the national and international movement that celebrates and supports giving and philanthropy. Beginning in 2019, the University's own Day of Giving was established in conjunction with Holy Family's new Great Day to be a Tiger celebration, which marks the anniversary of the University's founding. The second annual Day of Giving in 2020 exceeded its goal of 200 donors to reach 225 in support of student financial aid through the Blue & White Fund.

Annual fundraisers, including a golf outing and a new Tigers on the Loose event, help raise critical funds for student financial aid and bring new donors to the University. Tigers on the Loose was established, building upon the 30-year tradition of the Scholarship Ball, as a formal dinner in a hotel ballroom featuring an honoree. By adding a new twist, Tigers on the Loose changes venues every year to create experiential excitement and give attendees access to some of the most interesting cultural spots in Philadelphia.

The first Tigers on the Loose was held in 2019 at the Museum of the American Revolution, and the feedback was positive regarding the change in format. Ticket prices were lowered to help make the event more inclusive, and encourage recent graduates to attend. Due to the coronavirus pandemic, the 2020 event was held virtually but thanks to the support of alumni and friends, the net proceeds exceeded that of the 2019 event.

From a volunteer perspective, the President's Advisory Council, composed of a select group of distinguished professionals from varied industries, was formed in 2017 and meets twice a year to provide insight and counsel to the President on strategic issues facing the University. There is a minimum leadership giving requirement, and it has served as a feeder to the Board of Trustees.

Alumni Relations

In 2017, the annual fall Homecoming celebration was reestablished to engage alumni of all ages and encourage them to return to campus to enjoy sporting events and special activities. More than 1,000 members of the University family enjoyed Homecoming in 2019. The event featured athletics competitions, food trucks, carnival activities, and great camaraderie in the Alumni Beer Garden and throughout the campus. By the end of fiscal year 2020, followers across all alumni social media platforms grew by 43 percent.

External Grants

In the past few years, the University received several significant grants as a result of strengthening partnerships between University Advancement and faculty and staff across campus. The largest was a highly competitive $2 million Title III Strengthening Institutions Grant from the U.S. Department of Education in October 2019. The grant funded the creation of a new Center for Teaching and Learning, which will support the improvement of faculty development and student support with the goal of increasing student retention and success. In September 2018, Holy Family University was awarded a competitive $1.5 million grant for campus enhancements, including facility renovations, from the Commonwealth of Pennsylvania Redevelopment Assistance Capital Program. In November 2019, an $866,000 Multimodal Transportation Fund Program grant was awarded by the Commonwealth of Pennsylvania for improvements on the streets surrounding the University. In July 2020, the University received a grant of $560,000 from the Pennsylvania Department of Transportation for additional efforts to improve safety and circulation for campus visitors, with a focus on pedestrians, bicyclists, and transit users (see *Increasing Student Success and Retention by Strengthening Student Support and Faculty Development - Redacted*).

Holy Family University has also been the recipient of a wide range of smaller grants that reflect the breadth of the University's programs. In February 2020, for the third consecutive year, the Commonwealth of Pennsylvania awarded the University an "It's On Us PA" grant, aimed at funding education, training, and the prevention of sexual assault and sex- and gender-based discrimination, harassment, and misconduct on Pennsylvania college campuses. In January 2020, Patricia Griffin, Ph.D., assistant professor and director of the Graduate Criminal Justice Program, was awarded a grant of up to $180,000 to assess the practices and outcomes of the Bucks County Drug Court. The grant is funded by the U.S. Department of Health and Human Services Substance Abuse and Mental Health Services Administration.

Along with most other universities across the country, Holy Family University received federal CARES Act pandemic funding in April 2020, which helped to provide direct emergency cash grants to students who faced significant financial challenges, and to assist the University with expenses related to the disruption of campus operations. The University received $2 million, which reflects the significant portion of its student population that relies on Pell grants.

Annual Audit Information

An annual audit is conducted in accordance with Generally Accepted Auditing Principles by an independent auditor–O'Connell and Company, LLC. From 2011 through the present, audits concluded that the University's financial statements were accurately presented, and no management concerns were noted. Additionally, the University has an annual A-133 Audit conducted by an external accounting firm which confirms compliance with all Federal programs with which the University participates.

Assessment and Measurement of Resources and Planning Processes

The University assesses its ability to meet its goals and Mission, especially in relation to its students. The University ensures that all use of financial resources is linked to the University's Strategic Plan and Mission through the aforementioned budget process. The University also ensures its financial efficiency and viability, and meets the requirements of covenants assigned by creditors and regulators. This process is ongoing and is demonstrated by sound financial position and positive cash position (see *Figures 6.1 and 6.2*).

An examination of the Strategic Plan from 2016-2020 indicates the success the University has had in utilizing institutional resources supporting the University's Mission and goals. The plan enabled the University to restore financial confidence as seen in the restoration of a superior bond rating. Additionally, assessment plans of administrative offices indicate areas of improvement as well as areas of concern, and the recent revisions to assessment practices at Holy Family University through the IET will allow for increased administrative assessment practice and review.

The new Strategic Plan will include varied assessment measures designed to indicate success of the plan's key initiatives.

A campus Master Plan was presented to the University community at the Opening Meeting in fall 2019. The plan emphasized improvements in accessibility, student spaces, and general campus appearance. These were areas indicated as in need of improvement in a series of surveys and focus groups, demonstrating data-driven decisions related to finance combining to inform a large-scale plan of action for the institution (see *Master Plan Update Fall 2019*).

Finally, an assessment plan is currently being developed by the Vice President of Finance, who completed his first full year at the University in spring 2020. He has the full support of the Director of Institutional Assessment and Accreditation as well as the IET in the development of that new plan.

Annually, as part of the budget process, senior leadership is tasked with assessing their areas of responsibility with regard to funding and compliance with the University's Strategic Plan and Mission. The President and Board of Trustees prioritize the allocation of resources in support of the University's Strategic Plan, Mission, and goals. The University also ensures a sound fiscal position which will ensure the continuance of the University's Mission far into the future.

At the end of the 2018-2019 academic year, a compensation review process was started with the hiring of a compensation consulting firm. The resulting Compensation Committee included membership of both administrators and faculty from the Faculty Senate Welfare Committee. The committee first reviewed the consultant and decided on a different consultant who would provide return in a more agreeable time period. The committee then worked with the consultant to start movement on evaluation of the faculty compensation; staff and administrative compensation will be examined immediately afterward. This process is ongoing (see *Compensation Study Philosophy Summary*).

COVID-19 Impact

COVID-19 required a financial response from the University. The University was awarded $2 million from the CARES Act Higher Education Emergency Relief Fund. Just over $1 million was made available to help students most in need, allowing them to pay rent, purchase food, and afford housing and pay for childcare expenses during difficult times. The University qualified for the CARES Act grant given that so many of its students receive federal funding in the form of Pell grants, and the majority of students also receive University scholarships. In keeping with the guidance from the U.S. Department of Education and the University's Core Values of service and responsibility, Holy Family University quickly developed a plan to maximize support for students most in need. To date, this process has distributed more than $820,000 to a total of 636 undergraduate and graduate students. Following a second round of distribution in fall 2020, the University distributed a total of $980,428 via 926 awards to students.

This money also helped the University rapidly make technology and infrastructure changes in response to the campus closure and the shift to online education. The University made the decision to avoid lay-offs and furloughs, and to maintain operations during a shifting landscape. Residential students were refunded living expenses for the remainder of spring 2020, and the University experienced lost revenue for fall 2020 as a result of suspended residential housing to ensure a safe campus. In short, Holy Family University has consistently prioritized educational effectiveness and safety over profit, which is in line with the University's Mission.

Evidence Summary

Since its last Self-Study, Holy Family University has consistently maintained financial security while supporting innovation and growth. Financial data indicate that the University is poised to continue to thrive, and various budgetary and planning practices and processes help ensure that the financial practices of the University are reviewed and vetted by appropriate stakeholders, offices, and groups.

As the University has embarked upon a new Strategic Plan, it is reassuring to review the many ways in which the previous plan has helped guide the University to its present state. The University has witnessed expanded engagement of the Mission, as covered in Chapter 1, to achieve the first theme of the previous Strategic Plan. Academic innovation and growth have defined the University for the past decade, as well as during the past five years of the previous Strategic Plan. To ensure the student experience is meaningful and effective, the University

adopted a new LMS, and that decision followed the appropriate process guidelines described in this chapter, which is one of the reasons for that success. Theme 3 of the plan is also covered extensively in Chapter 4 of this Self-Study. Theme 4 has led to the current period of financial security and demonstrates the importance of communication and collaboration among various groups when working on financial projects across the University. The members of senior administration and the Board of Trustees have consistently guided University decision-making while ensuring the University can continue to grow and improve in ways that directly impact students across all programs.

With that success in mind, the University looks forward to unveiling and implementing its upcoming Strategic Plan, and has welcomed cross-institutional conversations during the design and planning phases of that project. The new plan will guide the University for the next five years, with the intention of helping Holy Family University achieve the next level of service on behalf of its Mission.

Opportunities

- The University should seek to diversify its revenues by new sources such as expanding auxiliary income operations and other means.

- Given the ongoing need for resources to support its upward trajectory, the University should explore a comprehensive fundraising campaign designed to engage a range of constituents and to showcase a spirit of philanthropy throughout the community in support of the University and its mission.

- In order to help identify major and planned giving prospects among the leadership annual giving donors, the Development team should continue to broaden its base of support and increase the alumni participation rate. This team should also strive to provide new opportunities for alumni and parents to become more engaged with Holy Family. Likewise, the Alumni Relations team should advance its overall programming to increase significantly the involvement and contributions of University alumni at all gift levels.

- The Advancement team should prioritize the development of strategic partnerships designed to attract additional government and private grants to support the University's programs and students.
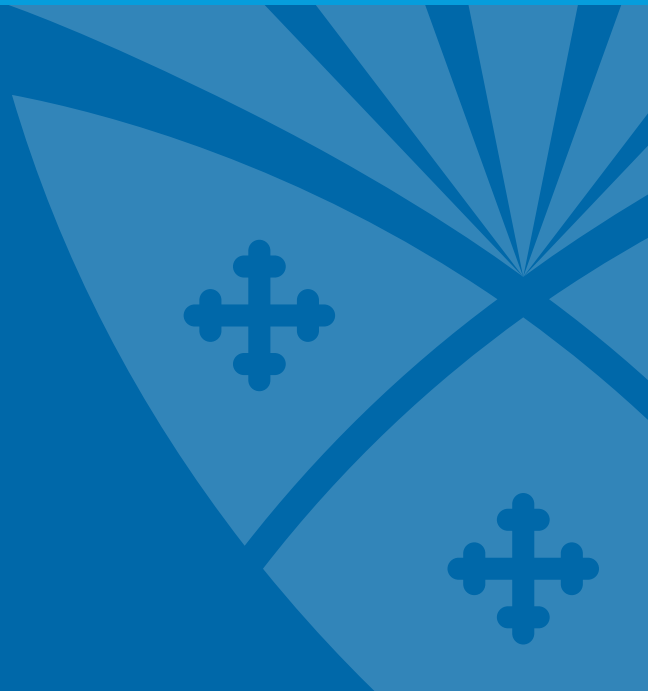
STANDARD VII

GOVERNANCE, LEADERSHIP AND ADMINISTRATION

Chapter 7—Standard VII: Governance, Leadership, and Administration

Introduction

The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituencies it serves. Even when supported by or affiliated with governmental, corporate, religious, educational systems, or other unaccredited organizations, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.

The review of evidence demonstrates that Holy Family University is governed and administered in a manner that allows it to realize its Mission and strategic goals, and that it periodically reviews the effectiveness of leadership and governance such as bylaws, contracts, statutes, and policies. Effective governance is critical to the University's ability to fulfill its Mission and achieve its strategic goals. Effective governance can support civility and respect, transparency, inclusive decision-making, collaboration, and mutual accountability. These areas are referenced in this chapter. The evidence in this chapter addresses Requirements of Affiliation (ROA) #12, #13, and #14.

Holy Family University is one of many ministries sponsored by the Congregation of the Sisters of the Holy Family of Nazareth (CSFN), an international community of Catholic women religious. The Congregation's central governance is exercised through its General Administration located in Rome, Italy. In the United States, direct oversight of sponsored ministries is organized through the governance structures defined and established by the Holy Family Province, USA which is headquartered in Des Plaines, IL.

As defined in the publication, *Sponsorship–A Call to Serve, "*sponsorship of a ministry is a formal relationship between an authorized organization (e.g. Holy Family Province) and a legally formed system (e.g. a religious institution such as Holy Family University) entered into for the sake of promoting and sustaining Christ's ministry to the people in need" (see *Sponsorship—A Call to Serve, p. 15*).

CSFN Mission and Ministry, Inc.

As an institution founded and sponsored by a religious order, the University employs a two-tiered model of shared governance. Authorized by Pennsylvania State Law §5751 and as designated by Holy Family Province, USA, CSFN Mission & Ministry, Inc. (MMI), is the sole Member of the University, serving as its parent corporation. In this capacity MMI is defined as "a Pennsylvania non-profit corporation and is organized and operated exclusively for religious, charitable, educational and other such purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986 to promote and support, directly or indirectly, the interests and purposes of organizations affiliated with the Sisters of the Holy Family of Nazareth, Holy Family

Province, USA" (see *Sponsorship—A Call to Serve, p. 23*). MMI exercises governance through a series of reserved powers that provide overall strategic planning and direction to the University (see *Amended and Restated Bylaws – Article IV, Section 4.3*). MMI is composed of a Board of nine Directors who are appointed for a term of three (3) years.

MMI shares governance responsibilities with the Board of Trustees that oversees the business, resources, and affairs of the University as authorized under Pennsylvania State Law, subject only to the reserved powers vested in the Member (see *Amended and Restated Bylaws – Article VI*)**.** The Board is composed of not less than 5 and up to 30 members, including the President of the University as a voting, *ex officio* member. Trustees include members of the academic profession, business, industry and other organizations as required by requirements of 22 PA C.S.A Section 31.12. At present, there are 17 Trustees credentialed as described.

MMI provides an array of materials and opportunities designed to acquaint Trustees with the Mission and history of the Congregation and ministry including but not limited to an orientation program for Board members, access to the MMI website containing valuable resources for Trustees/directors of sponsored ministries, as well as an annual summit covering various topics related to sponsorship and governance. The Board likewise keeps MMI apprised of its work through an annual written report detailing the various activities and accomplishments of the University throughout the academic year. The President/CEO of MMI is an invited guest (non-voting) to regularly scheduled meetings of the University's Board of Trustees.

The Board of Trustees

The Board of Trustees oversees the business, resources, and affairs of the University, subject only to certain reserved powers vested in MMI. The Board exercises its power as provided by Pennsylvania State Law.

The Board is often reminded about the reserved powers of MMI. During its regular meetings, measures which are adopted by the Board that require the express approval of MMI are duly noted in the action orally, and occasionally through a drafted resolution.

Additionally, recent activities have reinforced the Board's knowledge of the shared governance structure. Over the past year, the Governance Committee has undergone a review of the bylaws with the purpose of working with MMI to clarify and refine some of the language of the bylaws to ensure the business of the Board is carried out with maximum efficiency. This exercise has ensured the Governance Committee and the full Board have a greater understanding of its role under the reserve powers of MMI.

Another example of the Board's knowledge of shared governance is the recent initiative to identify the University's next President. The Search Committee commissioned by the Board is led by the Vice Chair of the Board. Committee members represent various constituent groups,

including trustees. At the start of the process, the committee was provided explicit details on its charge, which is to vet and forward semi-finalist candidates to the Board and MMI. The committee is aware those semifinalists will be reviewed by MMI in order to be eligible as a finalist. The final candidate is selected by the Board and forwarded to MMI to ratify and confirm the Board's selection.

Newly appointed Trustees are oriented to the organization, policies, and operations of the University through a program planned and executed by the President and Vice Presidents (see *Board Meeting Agenda*). Each year, current Trustees are asked to individually evaluate their service, rededicate themselves to Board membership during a recommitment ceremony, and declare any potential conflict of interest (see *Statement of Commitment or Recommitment*). Prior to appointment to a new term, each Trustee is also evaluated by the Governance Committee, self-evaluates, and is recommended to MMI for appointment by the Board (see *Trustee Self and Board Assessment*).

The University is a member of the Association of Governing Boards (AGB). This membership organization provides numerous opportunities for Trustees to keep abreast of best practices in higher education through its journal (*Trusteeship*), and other publications, webinars, and conferences. Consultants have also been made available for professional development of trustees on various topics of interest during regular, scheduled Board meetings (see *Board Meeting Agenda*).

The Board of Trustees is a governing body that oversees the operations of the University and provides guidance to senior management. However, Trustees are expected to refrain from interfering with the day-to-day operations of the University and are informed of this policy during Trustee Orientation when new Trustees meet with the University President to discuss the University bylaws (see *Board Meeting Agenda*). This responsibility is also stated in the individual expectations of Trustees (see *Trustee Handbook 2018-2019, Section III, 18-19, p. 6*) and is pledged each year at the Annual Meeting. Board members promise to: "focus on the development of policies that govern the implementation of institutional plans and purposes, while deferring to the President of the University to determine the means of implementation" (see *Statement of Commitment or Recommitment*).

While the senior administration team has frequent opportunities to engage with members of the Board of Trustees through events such as full Board and Board committee meetings, Commencement, receptions, dinners, and special events, the President routinely instructs the Senior Administration that communications with Board members relating to University affairs should be conducted only with the knowledge and expressed consent of the President.

Board Organization

The Officers of the Board include a Chairperson and a Vice-Chairperson who are elected by the Board and approved by MMI (see *Amended and Restated Bylaws - Article VII*). The Chair presides at all meetings of the Board and appoints Trustees to each of the standing committees. He/she also chairs the Executive Committee and Executive Compensation Subcommittee. In the absence of the Chair, the Vice Chair assumes his/her duties.

Officers of the University include a President, Vice President, Secretary, and Treasurer who are elected/re-elected to one-year terms starting at the annual meeting each fall. The duties of each officer are described in the bylaws (see *Amended and Restated Bylaws - Article VIII*).

The Board conducts its business through eleven standing committees which report back to the full Board at its three regular meetings during the academic year. These committees forward recommendations for action within their respective areas. The charges of each committee are as follows:

- Executive Committee has general supervisory powers over the administration of the University and its properties, with some exceptions;
- Executive Compensation Committee has the authority, obligation, and responsibility to determine the compensation philosophy of the senior executives of the University;
- Academic Affairs Committee is charged with overseeing the quality and effectiveness of all academic programs. It recommends to the full Board the approval of any academic program changes as well as any faculty promotions and faculty emeritus designations;
- Audit Committee assists the Board in fulfilling its oversight responsibilities relating to the University's financial statement and its compliance with legal and regulatory requirements. The committee sets the standard for quality financial reporting, business best practices, and ethical behavior for the University;
- University Advancement Committee reviews and recommends fundraising and public relations programs necessary to support the University in serving its mission;
- Facilities Management Committee, oversees maintenance and operations, recommends improvements/plans/cost estimates for new facilities and makes recommendations to the Finance Committee accordingly;
- Finance Committee reviews the annual operating and capital budgets and advises the Board on budget and other fiscal matters;
- Governance Committee ensures that the Board is functioning effectively and identifies best practices in governance, tailoring them to suit the Board and the University's needs;
- Honorary Degree Committee reviews honorary degree candidates and forwards recommendations to the Board;
- Investment Committee oversees the University's investments and makes adjustments to maximize those investments, acting within its powers as included in Article IX, Section 9.10 of the University bylaws and the Investment Guidelines;

- Student Affairs Committee supports and enhances the institution's focus on the intellectual and social growth and development of students by reviewing and monitoring policies and practices and exercising appropriate oversight of co-curricular and extracurricular initiatives.

Board Membership

Trustees are initially appointed for a term of three years and may be appointed for two additional terms of three years each. After nine consecutive years of service, Trustees are not eligible to return to the Board until one year has elapsed at the end of his/her third term. Trustees serve without compensation, but may receive compensation for other services rendered to the University in a different capacity (see *Amended and Restated Bylaws - Article VI*).

The Board is composed of individuals with expertise in several areas including: finance, investment, engineering, higher education, healthcare, construction, law, insurance, religious, and others (see *Trustee Handbook - 2018-2019*). This blend of disciplines provides a diverse knowledge base to promote responsible decision-making at the highest level of the University.

Trustees are encouraged to act independently and vote according to their conviction and challenge others when necessary. However, once a decision is made, Trustees must be willing to support the majority decision in a spirit of cooperation. Board members must agree to serve the best interests of the University at all times. This responsibility is affirmed/reaffirmed each year at the annual meeting when Trustees are asked to pledge their commitment to the University (see *Statement of Commitment or Recommitment*).

Each year in May, members of the Board complete a Conflict of Interest disclosure. The disclosure includes an explanation of the University's policy on potential conflicts of interest (see *Conflict of Interest Policy for Board of Trustees - Spring 2019*) and asks Trustees to report any potential conflicts to the Governance Committee. The University's policy mandates individuals with a potential conflict of interest to refrain from voting on related matters.

Board Evaluation Processes

On an annual basis, the Board engages an outside financial services firm to perform a comprehensive audit of the University's financial statements as well as a review of supplementary information and process/procedures in accordance with generally accepted accounting principles. The auditors' report is presented in September to the Audit Committee. Committee members reserve time for an executive session without senior management present to discuss and/or resolve any issues that may have arisen during the audit. Upon the recommendation of the Audit Committee, the report is reviewed and accepted by the Board at its October meeting (see *Holy Family External Review; Holy Family University Final Report*).

Monitoring the performance of the President is an ongoing, explicit duty of the Board (see *"Board Responsibilities" in Trustee Handbook - 2018-2019*). In doing so, near the end of each

academic year, the Executive Compensation Committee of the Board evaluates the performance of the President (see *President - Evaluation*) and shares its findings with the full Board at the May Board meeting.

The committee is organized and led by the Chair of the Board and consists of four other members: two (2) representatives of the Congregation of the Sisters of the Holy Family of Nazareth and two (2) lay members, all of whom are "disinterested" within the meaning of the rules under Section 4958 of the Internal Revenue Code ("Section 4958") for securing the rebuttable presumption of reasonableness.

These executive evaluations are conducted in partnership with the outside consulting firm, Yaffe and Company (now Pearl-Myers). These evaluations include the identification of performance areas and ranking/assessment of these areas by the Board. In addition, evaluations include Board-agreed goals for the upcoming year which are specific, measurable, achievable, realistic and timely.

The Executive Compensation Committee also reviews the goals and performance of the Vice Presidents at its annual meetings and makes recommendations to the President regarding performance of the team overall at this time.

Each spring, members of the Board of Trustees are asked to complete a self-assessment survey. In aggregate, this survey assesses the perceptions of Trustees regarding the work of the Board and the University at large. The survey helps inform decisions regarding Board Committee participation and planning for the upcoming year. Results from this survey are communicated to the President's Office (see *2019 Trustee Self and Board Assessment*; *2020 Board of Trustees Responses-Excel file redacted*; and *Chapter 5-Board of Trustees Communication*).

University Leadership

The Role of the President and the President's Senior Administration

The President is the chief executive officer of the University and supervises the day-to-day operations with the support of the Vice Presidents in six operational units (see *Organizational Charts*). Regular information-sharing and decision-making occurs throughout the governance structure involving faculty, staff, students, and alumni. The President reports to the Board (see *Amended and Restated Bylaws - Article VIII, Section 8.3*) and is evaluated by the Board annually, under the guidance of its executive consulting firm. As stated in the University bylaws, the President shall not chair the governing body but may preside over a Board meeting if the Chair and Vice Chair are not present (see *Amended and Restated Bylaws - Article VII, Section 7.1.1*). The President is an ex officio member of the Board and its standing committees (with the exception of the Audit Committee) with voting power (see *Amended and Restated Bylaws - Article IX, Section 9.1.2*). The President is appointed by the Board of Trustees.

The President's Senior Administration is composed of Vice Presidents supervising major functional areas including: Academic Affairs, Student Affairs, Advancement, Finance and

Administration, Information Technology, and Mission. Collectively, the Vice Presidents have several decades of higher education experience in senior management positions, as well as appropriate academic credentials (see *Senior Administration Team CVs*) to support the President in fulfilling her roles and responsibilities.

The Senior Administration team is kept to six vice presidents in order to streamline the functional roles and enable the President to have high-quality relationships and regular communications with each member. The President meets with each vice president one-on-one weekly to engage in a deeper, more thorough discussion of the activities, plans and priorities of each unit. When necessary, the President shares details of these discussions with the full Cabinet at weekly Senior Administration meetings.

The President

In 2014, Sister Francesca Onley, CSFN, Ph.D. (awarded the distinction of President Emerita), announced her retirement after 33 years as President. The University hired the executive search firm of Hyatt–Fennell to facilitate an extensive search process. This search began with inviting the campus community to provide input into the process through email, and during the days following, a search committee was formed that included faculty, staff, students, and members of the Board of Trustees.

Once the search was completed, and as prescribed in the University bylaws (see *Amended and Restated Bylaws - Article IX, Section 9.8.4*), Sister Maureen McGarrity, CSFN, Ph.D., was selected by the Board of Trustees. She was subsequently ratified/confirmed by MMI as the University's fifth president.

University President Sister Maureen McGarrity is a member of the Sisters of the Holy Family of Nazareth and has faithfully served Holy Family University for over 45 years. She began her career as a member of the faculty in the Biology Department and advanced to Department Chair, Dean, Provost, and President. She holds a Ph.D. in Microbiology from Saint Louis University in Missouri and has met or exceeded all other appropriate credentials for her position (see *Sister Maureen CV*).

Throughout her six years as President, in order to advance her knowledge on behalf of the interests of the University, Sister Maureen McGarrity has regularly been involved with Mission-critical organizations such as the Association of Independent Colleges and Universities in Pennsylvania, the National Association of Independent Colleges and Universities, the Southeastern Pennsylvania Consortium of Higher Education, the Association of Governing Boards, Council of Independent Colleges and Universities, National Collegiate Athletic Association, and many others.

In August 2020, Sister Maureen announced her impending resignation on June 30, 2021, contingent upon the hiring of a successor by that time. Pursuant to University policy, the Executive Committee of the Board of Trustees has selected RH Perry, a national search firm, to facilitate the identification and selection process of the next president. A Search Committee

consisting of Trustees, faculty, staff, students and alumni was formed in September, and the process will continue through the 2020-2021 fiscal year.

Governance Groups

Recognizing that MMI and the Board of Trustees exercise ultimate decision-making responsibility for the University within their respective spheres of authority, the model of shared governance as practiced at the University allows a broad group of individuals within specific areas of responsibility, accountability and expertise, to participate in University governance through the deliberative and consultative roles of institutional, administrative, faculty, staff, and student associations, committees, councils and senates. These bodies of shared governance are described in the University's Policy Manual on Governance see *Academic Council - Policy Manual Description*; and *University Curriculum Committee - Policy Manual Description* groups are described briefly below.

Senior Administration

The senior administration team is composed of the University President and six Vice Presidents (see *Organization Charts*). The team meets weekly to deliberate and make decisions on routine and forward operations of the University. While decisions are made collectively through majority rule, the President is the ultimate authority on all matters.

Each Vice President also oversees several direct reports, many of whom also have direct reports or staff. The hierarchical organization of the University is documented and communicated in organizational charts that demonstrate the oversight of each Vice President who reports to the President. Organizational charts are reviewed and, as needed, updated annually, and they clearly demonstrate how the Vice Presidents facilitate communication to and from the President and their areas of oversight.

Faculty Governance

The role of the faculty in University governance begins with the Faculty Senate (see *Faculty Senate Charter*). The Faculty Senate recommends policy action regarding academic matters to the Vice President for Academic Affairs and the University President. The Faculty Senate also acts to promote professional development and faculty welfare, to advance high academic standards, and to foster student welfare (see *Faculty Senate Charter*). The Faculty Senate fulfills its purpose through Faculty Senate Officers and its standing committees.

The standing committees of the Faculty Senate are:

- Nominating Committee: Identifies and nominates individuals who are qualified for open committee positions.
- Faculty Senate standing committees and the Senate officers.
- Faculty Development Committee: Promotes an internal faculty development meeting once each term.

- Faculty Welfare Committee: Advocates for faculty before the financial and human resources organizations concerning compensation matters.
- Faculty Policy Manual Committee: Regularly reviews and maintains all volumes of the Personnel Policy and Procedure Manual.
- Faculty Senate Scholarship Committee: Reviews applications for scholarships, nominates candidates, and forwards recommendations to Senior Administration.

The Faculty Senate also may convene ad-hoc committees to pursue specific issues. Recent committees have been formed to review the grading policy of the University and to review the processes for promotion and contracts.

The Faculty Senate officers also periodically attend Student Government Association (SGA) meetings to foster communication and collaboration on University projects. Similarly, SGA officers occasionally participate in Faculty Senate meetings to discuss mutual areas of cooperation to promote student well-being and success. These discussions led to an ad hoc committee that will help increase textbook reserves and seek solutions for students who may have financial difficulty accessing textbooks.

Faculty members also participate in governance through chairing and staffing the University Judicial Committees, which are the Faculty Dispute Resolution Committee, the Promotion Committee, the Contract Committee, and the Disability Eligibility Committee. Faculty also serve on 10 of the 15 University Institutional Committees, including the University Curriculum Committee (described below), the Strategic Planning Steering Committee, the Institutional Effectiveness Team (IET), and the Committee for the Oversight of Blended and Online Learning (COBOL). Finally, there are advisory committees for each school, each with faculty representation (see *School Committee List*).

Faculty also serve as non-voting members of various committees of the Board of Trustees. They are appointed annually by the University President and serve on the following committees: Academic Affairs, Facilities, Finance, Honorary Degree, Investment, Student Affairs, and University Advancement.

University Curriculum Committee

The University Curriculum Committee (UCC) includes a cross-section of faculty, students, and staff who review and approve curriculum proposals. Members on this committee include representatives from each of the academic schools, the Director of Library Services, a representative from graduate and professional studies (faculty), a representative from COBOL (faculty), two undergraduate students (selected via SGA leadership), and the Director of the Center for Teaching and Learning. There are also non-voting members who take part in the committee discussions, including the Vice President for Academic Affairs or a designee, the Associate Vice President for Academic Services and Registrar, the Assistant Vice President of Academic and Transfer Services, and the chair of the committee (faculty). All members (voting and non-voting) meet on a monthly basis, and this committee participation provides opportunities for input from faculty, students, and staff at multiple levels.

Student Government Association

The SGA is governed by the SGA Elected Offices within the Executive and Legislative Branches (see *Student Government Association (SGA) Constitution*). The SGA supports the Mission of Holy Family University by assisting in the creation and sustainability of a diverse and engaged campus; providing an open forum for students to voice concerns; and actively pursue resolutions (see *Student Government Association (SGA) Constitution*).

The SGA serves as a formal body to liaise with the University administration, faculty, staff, and Board of Trustees. Three times per year, the SGA participates in Board committee meetings, providing a venue for these student leaders to communicate directly with Trustees and University leadership). SGA elected officials hold seats on various University Committees, including the Diversity & Inclusion Team, the University's Curriculum Committee, Textbook Assistance Committee, and the Food Services Committee. SGA officials also report directly to the Board of Trustees' Student Affairs Committee. In addition, various positions within SGA are specifically appointed to represent students in administrative areas such as Strategic Planning, Advancement, Residence Life, and Athletics.

Leadership Communication and Engagement

Major initiatives are communicated to all employees during biannual Opening Meetings. Opening Meetings are intended to gather constituents across all units to hear from senior leadership regarding major accomplishments and upcoming priorities (see *Opening Meeting Agendas*). An assessment instrument is administered to participants to determine the effectiveness of the meetings and to ensure they serve their purpose. These assessments have shown that employees are generally satisfied with the content of the meetings. Following the August 2019 meeting, 98.6% of respondents reported satisfaction with the information presented and the quality of the presenters (see *Opening Meeting - Fall 2019 - Executive Summary, p. 2*).

As another gesture towards engaging employees during Opening Meetings and enhancing the transparency of governance, constituents have been invited to anonymously submit "Burning Questions" in advance to be answered by the leadership team at the meetings. Question topics for the January 2019 and January 2020 Opening Meetings ranged from facilities improvement to staff/faculty compensation, to enrollment. The survey results from these meetings showed that participants appreciated the opportunity to submit questions and be provided information on the topics most important to them (see *Opening Meeting - Spring 2019 - Executive Summary*; and *Opening Meeting - Fall 2019 - Executive Summary*).

During the University's annual charter celebration held in mid-February each year, the campus community assembles for Mass, guest speakers, and service opportunities to celebrate the Mission of the University. Senior leadership also engages with faculty and students through their milestones such as the Nursing Pinning Ceremony and Honors Convocation. The annual President's Christmas Brunch is another event which brings senior leadership together with faculty and staff to celebrate the major accomplishments of the year.

COVID-19 Impact

The COVID-19 pandemic required continued decision-making from University leadership, and throughout the early, most complicated months of the pandemic, University leadership consistently rose to every occasion. Decisions previously discussed demonstrate the primary concern was the safety of Holy Family University's students, faculty, and staff, while advancing the Mission, Core Values and goals of the University. These decisions were informed by several important surveys and conversations with faculty and staff stakeholders. Further, University leadership remained informed of up-to-the-minute local, state, and national pandemic policies and trends to make decisions that were in the best interest of the community. To make the most informed decisions, the University also communicated regularly with the Philadelphia Department of Public Health (PDPH) and collaborated with the PDPH for assistance with contact tracing when campus reopened.

Leadership also made essential financial decisions when responding to the pandemic necessary to protect the University's financial well-being and the job security of its faculty and staff, while serving as a pillar of strength and support for students and the community.

Evidence Summary

Holy Family University's leadership bodies have provided exceptional guidance as the University has evolved and transformed. By following guidelines from the policy manuals and bylaws of the University, MMI, Inc., and the Board of Trustees, as well as policies and procedures provided by external governing groups and regulatory bodies, the leadership of the University remains appropriately organized and informed.

President Sister Francesca Onley, CSFN, Ph.D. and President Sister Maureen McGarrity, CSFN, Ph.D. have guided the University toward tremendous achievement over the past decade, and the Cabinet of Vice Presidents has ensured that the President's Office remains informed of the University's efforts and needs. Through the Opening Meeting each fall and spring, the University community is also informed of the status of the University through presentations by members of Senior Leadership, which is a hallmark of the University's open, inclusive, collaborative, and informative system of governance.

In sum, the past decade of success at Holy Family University is the result of exceptional leadership across governing bodies and the result of collaboration among individuals and groups who have the University's best interests in mind.

Opportunities

- Governance within the University is enhanced by broad outreach and communication with all constituents. To this end, Holy Family University should assess current communications channels and processes, and refine or expand opportunities to further communicate academic and administrative initiatives so that constituents at all levels are more fully informed of institutional priorities and progress.

- With the hiring of a new President, the University should prioritize the opportunity to further grow and develop the Board of Trustees and the makeup of senior leadership to ensure diversity of all kinds, from gender and ethnicity, to academic and experiential perspectives, ensuring that decision making remains robust, well-informed, and inclusive.

Conclusion

Holy Family University utilizes the process of Self-Study as a time of reflection and renewal. Each milestone captured within this document represents not only commitment realized but also a community dedicated to the collective pursuit of a next-level educational experience for the University's students. This capstone of achievements and opportunities demonstrates that the University remains true to the promise of upholding the Mission and committed to innovating and reimagining education on behalf of the needs of students, faculty, and staff.

Through the visionary leadership of two presidents, senior administration, deans, faculty, and staff, there is much to celebrate—from launching new programs, to formalizing processes for policy access and maintenance, to facilities enhancements and new tools for assessment to gain insights into the University in myriad ways. The process has helped identify the next set of milestones to build upon these accomplishments.

Areas such as expanding the reach of Mission-based programming, bolstering efforts to ensure that the University's commitment to and reputation as a welcoming, family-centered community becomes more widely known, the expansion of experiential learning through study abroad and international student exchange, exploration of a comprehensive fundraising campaign to foster a culture of giving back, ongoing application of assessment data to further programming, and optimization of existing channels to ensure information sharing throughout University leadership and the community, will help the University to continue to thrive. The completion of a five-year strategic plan, and the search for a new University president will bring new opportunities to the community. In sum, the Self-Study will serve to harness the momentum of the University's forward-thinking approach to educational excellence and advancement of its Mission.

We applaud the work of the Steering Committee and the many stakeholders throughout the University whose voices and work contributed to this report, and we are grateful to the broader community for showcasing our Core Values through their dedicated work in our reaccreditation process and in the ongoing innovation and development of Holy Family University.

Epilogue

This Self-Study would not be complete without mention of the significant footnote to the 10-year review period, marked by Holy Family University's response to the unprecedented and historic global pandemic, which placed the institution, like so many, in unchartered waters. As events unfolded, President Sister Maureen McGarrity was quick to act in assembling a task force designed to ensure both the health and well-being of the University community, along with business continuity and a seamless experience for students, faculty, and staff, each of whom were eagerly seeking leadership and direction.

On March 12, 2020, the University made the decision to transition its operations to an entirely virtual setting, which entailed a massive effort to assess critical needs, source technology and infrastructure, train and educate faculty and students on the University's plans, communicate clear guidance, and receive user insights through comprehensive messaging and surveying.

During this time, the COBOL and CTL collaborated to provide extensive online training for all full- and part-time faculty to help faculty make the transition to online education as seamless as possible. Faculty and staff members created training materials specific to new technologies and collaborated to create a suite of resources for faculty. The IT department contributed substantially to this effort to ensure that resources were aligned with needs and abilities. In short, in a matter of days, the University was migrated to an online environment, with ongoing training and resources for faculty, staff, and students, for which standards were upheld.

In addition to the online learning platform, the University developed a cadre of resources designed to help students in coping with these dramatic changes. From the Library and CAE for tutoring, to the Registrar, Financial Aid, and the Business Office, all operations were available to students to ensure ongoing progress toward their degrees. From online orientations, to texting software, social media campaigns, and programming to ensure student retention, engagement, and success, the safety and well-being of students while ensuring educational excellence remained the top priority. As of fall 2020, classes have resumed in online and blended learning environments to accommodate course criteria and students' comfort and safety.

The budgetary impact of the pandemic has been significant. The University was awarded $2,023,957 in CARES Act funding, which enabled the immediate purchase of necessary equipment and training to deliver a nimble response. Students were invited to apply for grants, and to date, the University has distributed a total of $980,428 via 926 awards to students. Still, the University felt the brunt of lost revenue due to the decision not to allow students to reside in or return to the residence halls for the fall 2020 term. Rather than imposing layoffs or furloughs, the University chose to withhold the match on employee retirement accounts through the first quarter of 2021. This measure of considering lives and livelihoods, and the University's overall response reinforces the value of family which lies at the core of the Mission of Holy Family University.

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Bernice Purcell

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Standard VII: Governance, Leadership and Administration

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