Assurance Argument

Xavier University - OH

Review date: 4/12/2021
1 - Mission

The institution’s mission is clear and articulated publicly; it guides the institution’s operations.

1.A - Core Component 1.A

The institution’s mission is articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference the institution’s emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.
3. The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution’s academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

Argument

Xavier University’s Mission Statement reads:

*Xavier is a Jesuit Catholic university rooted in the liberal arts tradition. Our mission is to educate each student intellectually, morally, and spiritually. We create learning opportunities through rigorous academic and professional programs integrated with co-curricular engagement. In an inclusive environment of open and free inquiry, we prepare students for a world that is increasingly diverse, complex and interdependent. Driven by our commitment to educating the whole person, promoting the common good, and serving others, the Xavier community challenges and supports all our members as we cultivate lives of reflection, compassion and informed action.*

Led by a broadly representative Mission Statement Task Force, the Xavier University Mission Statement was the result of a comprehensive re-writing and campus-wide vetting process in 2011. A process to refresh the Mission Statement in 2016 resulted in modest edits involving a change of voice to the first-person plural pronoun “we” to recognize populations beyond students and faculty who participate in the work of the university, and the addition of the phrase “serving others,” to explicitly highlight an important University value. This refreshed Mission Statement was accepted by Xavier’s Board of Trustees on December 1, 2017.

Xavier University’s Vision and Mission Statements are publicly articulated in several places, including online and in the course catalog. A broader explanation of the Vision Statement and an Addendum to the Mission Statement provide context and clarity to both University stakeholders and the general public. Likewise, Xavier’s Values are publicly available as guiding values that
undergird the University’s Vision and Mission Statements, its Core Curriculum, its recruitment of new faculty and staff, and the Annual Review Process for both exempt and non-exempt staff.

In 2013, President Graham appointed a diverse task force to further examine how Xavier’s Jesuit Catholic heritage was reflected throughout campus. The resulting document, Seeking Integration and Wisdom: The Xavier Way, articulates five creative tensions found within Xavier’s Jesuit Catholic educational heritage rooted in the liberal arts tradition. On May 2, 2014, the Board of Trustees affirmed the document and determined “that it should be placed among the records of the University to inform and influence the University for years to come.” Along with the Mission Statement, it has been used to orient new faculty, staff, and student leaders.

Xavier makes these documents public in the following ways:

- Xavier’s Vision Statement, Mission Statement, Values, are available within the Board of Trustees’ Orientation Materials and President’s webpage.
- Xavier’s Mission Statement is found within the University Catalog, Faculty Handbook, and Student Handbook.
- Xavier’s Strategic Plan is found on the website.

In addition to the Board of Trustees’ Code of Regulations, each Board of Trustees committee charter addresses the responsibilities of that specific committee in relation to the Jesuit Catholic mission and identity of the University. At each quarterly meeting of Xavier’s Board of Trustees, part of the agenda is dedicated to educating Board members about the University’s mission as well as the regular business of the Board. As a Jesuit Catholic university, Xavier University has a Jesuit Mission and Identity Committee as part of the structure of its Board of Trustees. In addition to Board Members’ formal orientation to the mission, they are required to serve on the Jesuit Mission and Identity Committee for the first two years of their tenure. While ensuring that the Jesuit identity and mission is thriving throughout the institution as their fiduciary responsibility for the mission entails, Committee members also receive regular education in Xavier’s mission and identity as they influence the overall direction of the University at each quarterly meeting. This ongoing education process has been widely recognized as a leading model among the Jesuit colleges and universities across the country, including an invitation for Xavier’s President and Chief Mission Officer to present the model within the Association of Catholic Colleges and University’s Leadership Program, specifically on “Integrating Mission and Forming Community: Board of Trustees and Mission Stewardship.”

Each meeting of the President’s Direct Reports and the President's Cabinet includes time to reflect upon and deeply discuss Xavier’s mission and identity and how it informs decisions at the highest levels of the University. Likewise, many divisional and department meetings allot time to reflect upon how they integrate aspects of Xavier's mission into the work of that area. The Vice President for Mission and Identity, the staff of the Center for Mission and Identity, and the Conway Institute for Jesuit Education provide extensive, well respected, professional development programs for Xavier faculty and staff. Through the Ignatian Mentoring Program (IMP), faculty incorporate a new mission-driven teaching component into their coursework. Likewise, programs such as Wisdom and Integration through the Spiritual Exercises (WISE), Conway Faculty Fellowship for Jesuit Education, and Assuring the Future Mission and Identity of Xavier (AFMIX) seek to integrate the Ignatian vision into the professional identities of Xavier faculty, staff, and administrators. Through time-intensive programs like these, the Midwest Province of the Society of Jesus has recognized 170 Ignatian Educators of Distinction at Xavier.

Committed to the common good, Xavier makes its rich pedagogical and spiritual resources publicly
available through their website at www.jesuitresource.org. All of the digital resources on this website are available free of charge to the public (with printed materials for a nominal cost). Over the last ten years, pageviews have risen by nearly 1500% (now reaching 1.3 million views annually), with translations available into 100+ languages, reaching users in more than 200 countries and territories around the world.

As part of the 27 American Jesuit universities' five year “Mission Priority Examen” process, the national peer review team noted, “Among the most noteworthy of Xavier’s achievements are the wide array of innovative, effective formation programs that enable students, staff, faculty, and trustees to understand and advance the university’s mission. The fecundity of these programs goes beyond the walls of the university, enhancing the mission capacities of other schools within and beyond the network, as evidenced in the development and growth of online resource, www.jesuitsource.org.”

Annual campus-wide celebrations such as Spirit Celebration, St. Francis Xavier’s Feast Day, and Baccalaureate Mass provide opportunities for the entire campus community to come together to celebrate Xavier’s Jesuit Catholic tradition.

In early 2014, Xavier’s Student Government approved “The Student Commitment,” an aspirational statement developed and written by Xavier students which has seen prominent use on the University’s website, posted outside on large banners on Fenwick Place where students enter to eat in the main dining hall, and during the Manresa Student Orientation Program, when students in the incoming class sign a banner with the Student Commitment which is then hung in the Gallagher Student Center. Other public expressions of this commitment include its use by the President in his opening remarks to the incoming class and their parents, its proclamation at Spirit Celebration Mass, and at Commencement ceremonies.

Xavier’s Core curriculum is the clearest means by which the University aligns its mission and academic offerings. The Core’s required courses aim to ensure that a liberal arts foundation undergirds all students’ paths through their degree work, and as a way of assuring their development in liberalis: the kinds of clear, effective thinking that will allow them to function successfully as free citizens in society. Xavier maintains a mission-defined culture by encouraging (and for some majors, requiring) immersion programs of multiple kinds, including programs through the Center for International Education, the Dorothy Day Center for Faith and Justice, and the Eigel Center for Community Engagement. During the 2019-2020 academic year, more than 50% of all Xavier undergraduates took part in some form of immersion learning. Comprehensive conversations, involving the Core Curriculum Committee, Immersion Learning Task Force, and Faculty Committee, are aimed at continuing to scale immersion learning for our undergraduate students as much as possible. Ultimately, all of Xavier’s academic offerings are initiated and developed by the faculty, who receive mission-focused support on many fronts. This includes regular pedagogical programming from the Center for Teaching Excellence and course-strengthening funding in the form of Wheeler Grants, and the Jesuit Faculty Fellowship.

Starting in Fall 2010, the university faculty took on a comprehensive review of its Core Curriculum. This process took five years, from the first deliberations of a Pilot Core Curriculum Committee, and through their careful development of six Core Goals and twelve Student Learning Outcomes which were founded on mission-driven principles and approved by the faculty in Spring 2013. Methods of assessing students’ experiences of the new Core, through a dedicated course CORE 499, were also developed to assure that the curriculum lived up to its claims. Wide consultations across the entire faculty (with student input as well) were held by a new Core Curriculum Committee during the 2013-2014 year at fora run by the Faculty Committee and culminating in a decision in April 2014 with a
vote by the faculty and subsequent endorsement by the Board of Trustees.

Faculty and administration strive to adhere to the principles of shared governance in discharging their duties to lead the university in their educational mission.

Xavier University strives at every stage of its interactions with students to ensure a clear alignment of its mission with the education of students. The Road to Xavier and The Road Through Xavier guarantee clear communication of Xavier’s mission to students before and throughout their time at the University. The Road to Xavier provides accepted students with an easy way to take placement tests, register for class, meet future classmates, and choose how they spend time on campus. The Road Through Xavier picks up where the Road to Xavier left off, providing students with a unique way of formation featuring multiple, high-impact learning experiences throughout their university careers. Both platforms clarify for students the intentionality by which faculty have aligned Xavier’s Core Curriculum with students’ chosen majors to ensure a rigorous academic path that employs best practices in co-curricular engagement. Xavier’s Strategic Master Enrollment Plan makes explicit the need to prioritize mission components, specifically the call for increasing access to the University for minority and under-served communities as a way of building the University’s planned growth.

Xavier’s student support services are broad in nature and have a clear alignment to the mission, especially as the University “supports students as they cultivate lives of reflection, compassion and informed action.” Beginning with Xavier’s multi-day Manresa Student Orientation Program, and through programs like Smooth Transitions, students become familiar with a range of offices that provide them support: Health and Wellness Counseling Services and Health Services, the Psychological Services Center, the Center for Faith and Justice, Office of Residence Life, Student Involvement, the Center for Diversity and Inclusion, Disability Services, Student Success Center, TRiO, the Office of Academic Support, and the Student Veterans Center. Through the Student Success Center, all undergraduates are introduced to their Career Advisors, Athletic Advisors, and Student Success Coaches, whose communication is coordinated. Students are offered further support through key individuals who advocate for them on various fronts, including the Advocacy and Prevention Coordinator and the Chief Title IX Officer. Specific advisory groups are also proactive in responding quickly to students’ needs; these include the Bias Advisory Response Team (BART), the Xavier Action and Care Team (X-ACT), and services provided by the Director of Care Management Services.

As part of the annual NSSE survey, the AJCU institutional research teams include 13 questions in students surveys to assess mission engagement. Xavier is the only AJCU school to include these same questions to their alumni to assess their integration of the mission over time after graduation. These results, as well as faculty/staff study results funded by a grant from the Association of Catholic Colleges and Universities through Xavier University, and Board of Trustee results from a survey conducted by the Center for Applied Research in the Apostolate at Georgetown University, confirm that these efforts have resulted in students, alumni, faculty, and staff who increasingly engage the world for the benefit of the common good.

In 2016, the Society of Jesus called for Jesuit colleges and universities in the United States to engage in a Mission Priorities Examen (MPE). The Peer Review Visiting Team’s Report on Xavier’s MPE highlighted five strengths:

1. Xavier’s Jesuit Catholic identity pervades the culture as evidenced through the curriculum, the community’s shared recognition of purpose, brand and identity, the foundational
documents, and the campus’ art and physicality.

2. The University successfully orients students, faculty, staff and administrators to the mission, and it continues to support the mission diligently through numerous curricular and co-curricular programs and initiatives.

3. The processes by which the tradition is expressed throughout the campus community are inclusive and broad. Everyone is invited into the mission and valued for their personal and professional appropriation of the University’s Jesuit Catholic identity. This promise was articulated through the lens of Pope Francis’ call for a “culture of encounter” in The Xavier Way: Seeking Integration and Wisdom document.

4. Community service and engagement are core commitments deeply embedded in the University’s ethos as demonstrated through the various academic and co-curricular opportunities as well as the mutually beneficial partnerships with neighboring communities, civic organizations, local schools and regional affiliates.

5. Xavier’s allocated resources effectively support the orientation, understanding and animation of the University’s Jesuit Catholic identity.

Fr. Dan McDonald, SJ, the Jesuit Midwest Province Provincial Assistant for Jesuit Higher Education, has noted in his annual reports that Xavier is a leader among AJCU schools regarding its integration of mission and identity throughout the University. In his 2017 annual report, he stated that “Xavier is in the first tier of Jesuit Higher Education institutions for mission and identity.” He also highlighted Xavier’s commitment to continuous quality improvement, actualizing the University Mission Examen Priorities, and Xavier’s commitment to ongoing mission program evaluation. Likewise, in his 2018 report, he noted that Xavier has a “deep bench” of faculty and staff who understand and live out Xavier’s commitment to the mission.

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1.B - Core Component 1.B

The institution’s mission demonstrates commitment to the public good.

1. The institution’s actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
2. The institution’s educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

Argument

As a Jesuit Catholic University, Xavier shapes its actions and decisions towards the public good even while considering the broader context of the world-wide mission of the Society of Jesus (the Jesuits). One example is the University’s focus on how the Society of Jesus’ international priorities for the next 10 years, called the four “Universal Apostolic Preferences” (UAPs), impact its educational mission, policies, and actions. These focuses are:

- To show the way to God through the Spiritual Exercises and discernment
- To walk with the poor, the outcasts of the world, those whose dignity has been violated, in a mission of reconciliation and justice;
- To accompany young people in the creation of a hope-filled future;
- To collaborate in the care of our Common Home.

As a non-profit institution, Xavier University focuses its strategic priorities, decision-making processes (i.e., salary increases, tuition increases) and resource allocation on the educational mission of developing people “of learning and reflection, integrity and achievement, in solidarity for and with others.” Xavier’s Mission Statement and Academic Vision Statement jointly express its identity as a Jesuit Catholic institution of higher learning and its overarching goal to “prepare students for a world that is increasingly diverse, complex and interdependent.” The execution of this Mission and the realization of the Vision is intentionally and widely shared: the entire “Xavier community challenges and supports all our members as we cultivate lives of reflection, compassion and informed action,” whereby all its members participate in the educational enterprise.

Committed to the public good, Xavier’s distinctive Undergraduate Core Curriculum seeks to educate the whole person and “promotes authentic human flourishing - that is, the Greater Good.” This Core Curriculum flows out of Xavier’s long-standing commitment to the liberal arts, the Catholic intellectual tradition, and Jesuit education. Rooted in this tradition, and Xavier’s six core values that flow from it (Reflection, Discernment, Cura Personalis, Magis, Service Rooted in Justice and Love, and Solidarity and Kinship), Xavier’s Core Curriculum provides a roadmap with goals and objectives that seek to:
• liberate and humanize students by deepening their understanding, developing their abilities, and promoting openness and respect
• bring faith into dialogue with reason, and thus addresses the whole person, intellectually, morally, and spiritually
• develop men and women for others - one for all - committed to Xavier’s six distinctive Jesuit values

Xavier’s Ethics/Religion and Society Focus courses (and supporting co-curricular programming), are central to the Core experience for all students as they engage in “ethical and/or religious analysis of socially significant issues” through “critical attention to the philosophical and theological implications of social problems [and] to questions of peace and justice, … compassionate solidarity and service.” In addition, the Diversity Curriculum Requirement requires students to “examine the multifaceted character of society and how the inclusion of different perspectives can influence one’s worldview,” as stated in the Core Curriculum learning objectives.

Xavier University’s entire educational enterprise is geared toward helping students to think in terms of the public good. One particular program that exemplifies this goal is the Philosophy, Politics, and the Public, an interdisciplinary four-year honors program, which offers its students “academic study in philosophy, political science, history, economics, and beyond,” and engages them “in public action, through internship work in politics, government, and civil society, and in policy advocacy.” Xavier also offers its students curricular immersion experiences that give them opportunities to live and work for a short time in a community “at the margins” and then reflect on their experiences there.

Xavier’s strong financial commitment to student learning is evidenced by its 12:1 student-to-faculty ratio. Intentional funding decisions that directly support student learning include community engaged fellowship scholarships, faculty Diversity and Inclusion Teaching Academy, student support services through TRiO, and events such as the Celebration of Student Research. Through the D’Artagnan Capital Fund (DCF), a finance course, Xavier provides over $3,000,000 of its endowment for students to gain direct investing experience in financial markets. Similarly, MBA students in the Xavier Student Bond Investment Fund (XSBIF) manage a portion of Xavier’s Endowment as a fixed-income fund.

Student scholarship offerings and travel-funding opportunities have long pointed to the primacy of education over other funding possibilities, as does the university’s ongoing commitment to bring in students from a range of diverse backgrounds and economic needs. Like its 26 sister Jesuit colleges and universities in the U.S., Xavier pursues a Jesuit pedagogy which places magis (Latin “more”) at the center of its decision making; magis offers a process by which student learning, the greatest good to come from the institution, signals the best option to pursue—that which best aligns with the mission—when multiple funding options appear.

Xavier University invests significant resources for the professional development of faculty and staff to integrate the mission throughout the fabric of the institution. Examples of such investment includes annually sending cohorts of faculty, staff and administrators to participate in the Ignatian Colleagues Program, the AJCU Summer Leadership Seminar, and the annual Ignatian Pilgrimage to Italy and Spain. Funding is also prioritized for programs like the Ignatian Mentoring Program, the Conway Fellowship for Jesuit Education, and the rotating Director of Faculty Programs in Mission and Identity. Ongoing programs like Assuring the Future Mission and Identity of Xavier (AFMIX) and Deepening the Future Mission and Identity of Xavier (DeepMIX) also ensure that interested staff and faculty can engage more deeply with the mission, benefiting the entire campus culture.
Xavier’s investment in infrastructure provides some of the strongest evidence of a forward-planning commitment to educational excellence. The construction of recent buildings (including Smith Hall, the Conaton Learning Center, and the Health United Building (HUB)), as well as the recent renovations of Logan Hall and Alter Hall, were all guided by best pedagogical practices. Xavier’s commitment to educating and forming the whole person extends to physical and mental wellbeing. The newly constructed HUB and Xavier’s partnership with TriHealth, the university’s healthcare provider, aims to enhance and promote wellbeing across the University and local community.

Other supporting infrastructure extends beyond brick-and-mortar: the Center for Teaching Excellence brings resources to faculty across the institution to directly facilitate improving the classroom experiences they provide their students. Likewise, Xavier’s Instructional Design and Technology staff provide support to faculty who teach on campus and online. To ensure high quality pedagogy that is consistent with the principles of Jesuit education, Xavier requires faculty who teach online courses to complete the Introduction to Online Course Design (IOCD) prior to being able to teach online. Along with the IOCD, Xavier’s staff provide resources like “A Best Practice Checklist for Jesuit Education and Online Learning” to help faculty achieve and maintain mission-centered online pedagogy.

Xavier engages with its external constituencies in numerous ways. The Brueggeman Center for Dialogue brings together scholars, students and community leaders to foster true dialogue on the issues of our day. The Community Building Institute engages members of the university community in cooperative ventures with local community residents and organizations to mobilize collective talents and resources for neighborhood development. The University encourages the involvement of the Xavier community in a number of service activities in the local community, both large and small, like Xavier Days of Solidarity and Service.

Further examples of the University’s engagement with its external constituencies and commitment to the public good include Xavier’s Center for Catholic Education, a collaboration with the Archdiocese of Cincinnati Catholic Schools Office, which assists Catholic schools in the transmission of the faith and the development of Catholic education. The Xavier Leadership Center offers leadership and business professional development programs for global, regional and local organizations and individuals. The Xavier Eigel Center supports collaborative community-based service-learning experiences that provide a mutually beneficial exchange of knowledge and resources. The Women of Excellence, an organization of alumnae of both Xavier University and Edgecliff College, advances the legacy of both institutions by providing opportunities for women to grow as organizational and philanthropic leaders through mentorship and grant-giving.

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1.C - Core Component 1.C

The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution’s processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

Argument

Introduction:

Xavier’s vision and mission as a Jesuit Catholic university guide the methods by which the University prepares students for active involvement and careers in a diverse, multi-cultural society and globally connected world. Our commitments to equity, inclusion, and the pursuit of the common good guide our institution and serve as the avenue through which we teach, engage and form students through the core curriculum, majors and minors, the Road through Xavier signature experiences, and a multitude of co-curricular programs.

Argument:

Building on a nearly 500-year-old tradition of Jesuit Catholic education grounded in the liberal arts, Xavier University prepares students for active civic engagement and workplace success. Xavier's 21st-century undergraduate Core Curriculum fosters growth in every area of life – "intellectually, morally, and spiritually" – with emphases on critical thinking and skill development for the greater good of society. The Ethics, Religion and Society (E/RS) Program, Xavier’s “core of the core curriculum,” explores implications of socially significant problems through ethical and religious lenses. These courses include PHIL 100: Ethics as Introduction to Philosophy which is required of every student. This course specifically engages the question of justice: What is it? What grounds exist for leading a just life? These questions are posed both as moral questions about individual conduct and, since all students read Plato’s Republic in this class, also as questions with political significance: what makes a society just?, how should citizens in a just society conduct themselves?, and what are the political obligations of citizens more broadly?

98% of Xavier’s graduates within six months of graduation are successfully employed, serving in the military, engaged in active service, or enrolled in graduate school. This high placement rate is testimony to the University’s commitment to preparing students for success and engagement with the world. To ensure this success, Xavier’s Student Success Center provides all students with a Success Coach to guide them in every step of the process throughout their time at Xavier. Academic Advisors in each department and Peer Coaches help students identify their majors, stay on track academically, and build resilience. Xavier’s more than 90 majors and 60 minors deepen students’ understanding of active, global citizenship in preparation for their careers. First Year Seminar courses and their component parts (including the Spark and Flame events), along with the six-week-long Goa modules,
are all designed to ensure a mission-confirming experience in the student’s first year.

Each of Xavier’s four colleges, Arts and Sciences, Business, Nursing, and Professional Studies, offer myriad opportunities to help students prepare for and contribute to a rapidly changing society while preparing for jobs in their chosen sectors. In 2016, Xavier’s Mission Priority Examen Peer Review Visiting Team highlighted one of Xavier’s strengths as supporting its “mission diligently through numerous curricular and co-curricular programs and initiatives.”

For example, among the Centers of Excellence in Xavier’s Williams College of Business (WCB), the Sedler Family Center for Experiential Learning in Business provides students with curricular and co-curricular, hands-on practical training, such as managing a student run business. The WCB’s extensive Business Profession Program serves as the cornerstone of career preparation for undergraduate business students. In all four Colleges, Capstone and Undergraduate Research Projects solidify students’ formational growth and send them confidently out toward their next life pursuits. Events such as the Celebration of Student Research and Creative Activity, run by the College of Arts and Sciences, offer students the opportunity to present the research they conducted with or under the supervision of a faculty member.

A small sampling of additional curricular opportunities which prepare undergraduate and graduate students for active civic engagement in our diverse society and workplace success include:

Programs and Concentrations:

- Xavier Montessori Dementia Program
- Doctorate of Nursing Practice in Population Health
- Values Based Leadership MBA Concentration
- Business Analytics Major

Coursework:

- Computer Science focus on poverty in collaboration with Freestore Foodbank and Findley Market SNAP program
- Doctorate of Nursing Practice in Population Health Final Projects with a focus on social determinants of health and community engagement
- Political/advocacy activism assignments in NURS 690 and NURS 908
- BSN and graduate MIDAS student participation in community health assessments in NURS 471 and 753: Community Health Nursing Practicums
- Interprofessional Population Health Immersion Program
- Occupational Therapy Service Learning in Guatemala
- FINC 490 and FINC 492: D’Artagnan Capital Fund
- Volunteer Income Tax Assistance Program in ACCT 312, ACCT 313, and MACC 612
- BUAD 694: Xavier Student Bond Investment Fund
- Executive MBA consultation projects with start-up, mid-size, and large corporations in BUAD 751, BUAD 752, BUAD 754
- MBA Study Abroad experiences such as BUAD 681: International Business Ethics

Fellowships and Internships:

- The Gene Beaupre State Politics Internship Program
- Philosophy, Politics, and the Public (PPP) internships
Xavier’s partnership with the Washington Center for Internships and Academic Seminars
Political Science Department’s Summer Campaign Internship Program
Cintas Graduate Ethics Fellows
Castleberry Internships with local entrepreneurs

Xavier University has been identified by peer universities as a stellar example of service learning in surveys by U.S. News & World Report. Likewise, Xavier’s Mission Priority Examen Peer Review Visiting Team highlighted one of Xavier’s strengths as its commitment to community service and engagement. Student learning for active citizenship at and beyond Xavier is augmented by the Road Through Xavier slate of signature experiences, including numerous opportunities for immersive learning. The Provincial Assistant for Jesuit Higher Education noted in his 2019 Annual Report, “I find that they [at Xavier] have employed a concrete way of redefining Jesuit Pedagogy for the modern age. They are intentionally working on not just the academic formation but the personal formation of students.”

The Eigel Center for Community-Engaged Learning prepares faculty across the Colleges to utilize community-engagement as a pedagogy to teach students about issues of social concern and explore the intersection of their classroom studies and practical, contemporary dilemmas facing local Cincinnati communities. To this end, the Center provides opportunities such as the Eigel Center Community Engaged Fellows, Service Learning, and Immersive Learning; maintaining a database of over 150 community partners across the United States who offer service opportunities for students.

The Center for International Education facilitates opportunities for global learning through programs that engage domestic and international students in relationship building and through numerous options for study abroad. Additional centers offer academic opportunities to further engage students in the complex questions of our diverse, multicultural society and globally connected world such as The Winter-Cohen Family Brueggeman Fellows Program.

Xavier’s Career Development Office offers a wide range of opportunities for students to pursue mentorship, explore their interests and talents, prepare resumés and interviews, and attend graduate school, job, and internship fairs. Likewise, the Division of Student Affairs facilitates experiential learning opportunities to help students identify their passions, develop a sense of purpose, and establish the skills necessary to make a difference.

Xavier provides over 20 annual “Alternative” Fall and Spring Break opportunities to help students become civically engaged and address the complex questions of the world. Other co-curricular opportunities addressing complex questions of our world include:

- X-Change weekly service and reflection program
- Ignatian Family Teach-In for Justice
- Xavier Student Sustainability
- Community Action Day
- Dorothy Day Immersions
- Summer Service Internships

Xavier University’s Culture of Respect

Xavier’s Board of Trustees’ Committee on Diversity and Inclusion governs the University’s
structures and policies that ensure equitable treatment and a climate of respect among all students, faculty, staff, and administrators from diverse backgrounds, ideas, and perspectives. These efforts are inspired by Xavier’s core values of cura personalis (care of the individual person and recognizing their uniqueness) and solidarity and kinship (learning from others both local and afar).

The President’s Statement on Diversity and Inclusion places Xavier’s emphasis on diversity within both a broader and local context. Acknowledging Xavier’s multiple identities as an American, Jesuit Catholic University in the City of Cincinnati, Fr. Michael J. Graham, SJ states that, “only by addressing undemocratic practices of inequity and exclusion and embracing diversity in all the ways in which it is manifest can such a university expose students to the many perspectives that comprise the human experience in preparation for leadership in the global community.” Further he states that “Xavier is engaged in the community by shedding light on such diversity issues as gender, race, ethnicity, class, national origin, and sexual orientation in ways that strengthen the bonds and benefits of communal life. As the University draws upon the diversity of people and thought to accomplish this work, it advances its mission through diversity.”

Xavier employs a significant number of professional and support staff to lead the University’s diversity and inclusion efforts, including the staffs of the Office for Institutional Diversity and Inclusion and the Center for Diversity and Inclusion (CDI). The Vice President for Institutional Diversity and Inclusion, along with the President’s Diversity and Inclusion Action and Advisory Council, develop and advance the University’s five-year Diversity and Inclusion Strategic Plan. This Strategic Plan addresses specific strategies for increasing and retaining a broad diversity of students, faculty, and staff throughout the University and enhancing training for faculty and staff to create even more inclusive learning and work environments.

The Office of Institutional Diversity and Inclusion also manages ADA compliance, seeks to increase Xavier’s supplier diversity particularly among minority and women-owned businesses, and coordinates affinity groups for employees including ProudXU (LGBTQ faculty and staff), Shades of X (faculty and staff of color), XVET (veterans and veteran advocates), and CAPE (administrative assistants). Additionally, Aspiring Anti-Racist Allies is a caucus primarily for self-identified white staff, faculty and students who want to become anti-racist, anti-supremacist allies and examine their own ideas about race and racism.

One way Xavier celebrates interfaith inclusion, at the beginning of the academic year the campus community gathers for a special Catholic Mass, known as Spirit Celebration, which intentionally includes faith leaders from different faith traditions and offers blessings from multiple faiths. Near the end of the academic year, the University hosts the Annual Staff Appreciation Day and the President’s Annual Service Reception in which the contributions of members of the campus community are recognized and celebrated.

Xavier University’s processes and activities demonstrate a commitment to the inclusive and equitable treatment of our diverse campus community. Xavier assesses the campus climate through regular surveys and responds with structural and programmatic actions. In particular, the findings of the 2016 Campus Climate Survey resulted in Human Resources partnering with a firm to assess pay equity for employees with a special focus on women and under-represented groups. 2018 and 2019 Pulse Climate Surveys were created and conducted as ways to check-in and determine any emerging themes. Both institutional and division-specific initiatives have resulted in response to findings of the Pulse Climate Surveys. Other policies impacting the campus climate and experiences have been approved by the University, such as a “family-friendly” application of FMLA ensuring equity for married employees. Additionally, Human Resources and the Office of Institutional Diversity and
Inclusion reviewed recruiting and hiring policies and made recommendations that were approved by the President’s Cabinet to ensure equitable processes and enhance diversity in the workforce.

At Orientation for New Faculty, the Vice President for Institutional Diversity and Inclusion shares data on the campus climate and resources to ensure inclusivity and respect in the classroom. During both the New Faculty and Staff Luncheon and the President’s Welcome Address during Manresa for new first-year students, the University President outlines his expectations for members of the campus community regarding Xavier’s culture of openness and respect. Throughout the Manresa Orientation Program for First-Year Students and into each new student’s first semester through participation in the Goa program, students quickly become acclimated to Xavier’s commitment to these ideals.

Xavier’s Core Curriculum requires that each student take at least one “diversity flag” course through which they explain their own cultural perspective and make meaningful comparisons to other cultural perspectives to improve students’ abilities to live and work effectively with diverse groups and individuals. These courses examine the social, economic, political, psychological and cultural experiences and positions of individuals and groups defined by gender, race, sexual orientation, ethnicity, socioeconomic class, age, religion, and physical/mental abilities.

The Diversity and Inclusion Teaching Academy, created by the Center for Teaching Excellence, Gender and Diversity Studies Committee, and Office of Institutional Diversity and Inclusion, provides professional development for faculty members to help create more welcoming and inclusive environments within the classroom and facilitate difficult dialogue. The Brueggeman Center for Dialogue connects the Xavier community with external partners in the joint pursuit of dialogue and understanding amongst different people.

Support for marginalized communities includes the work done by the Chief Title IX Officer and Program Director. They work together to oversee equitable care for complainants of sexual assault and the promotion of preventative education and programming about gender-based violence. The Bias Advisory and Response Team (BART), composed of student, faculty, and staff from across the University, responds to reports of student behavior that include bias on behalf of the University as part of the student conduct process. Likewise, the Bias Education and Advocacy Team (BEAT) serves as a consultative body to assist faculty and staff reports of bias-motivated behaviors of other faculty and staff.

The Center for Diversity and Inclusion annually hosts the Inclusive Excellence Celebration honoring student leaders and graduating seniors who have excelled academically and who have actively and intentionally engaged with diversity and inclusion on campus. Likewise, the Diversity and Inclusion Leadership Award is presented annually to a student who has significantly contributed to creating a campus culture of diversity and inclusion. The recipient demonstrates an ability to educate the campus about diversity and inclusion issues and build coalitions across difference. Various departments/organizations provide financial support for students of diverse populations such as the Antonio Johnson Scholarship for students of African descent, the Lavender Scholarship for LGBTQ students, and the Smooth Transitions Scholarship for students of color, first-generation, and/or LGBTQ students.

Numerous student affinity groups have long histories of supporting students from minority identities such as the Black Student Association, Muslim Student Association, Hispanic Organization for Latinx Awareness (HOLA), Gentlemen Organized for Achievement and Leadership (GOAL), Ladies with Emphasis on Achievement and Distinction (LEAD), and LGBTQ+ Alliance. The Center for Diversity and Inclusion (CDI) continues to expand its reach on campus by engaging with groups of
individuals from different racial and ethnic backgrounds. The CDI has an Assistant Director who specifically focuses on the LGBTQ population, while a new position was funded to primarily oversee Smooth Transitions, the year-long persistence program for students of color and first-generation students.

Providing on-campus support for people of various faiths, the Dorothy Day Center for Faith and Justice (CFJ) includes Muslim, Protestant, Baptist, and Jewish Chaplains as well as Catholic staff. The CFJ offers worship services for different faith traditions and opportunities to engage in interfaith work that includes dialogue amongst members of different faiths. Reflecting the Jesuit value of cura personalis (the care of the individual), Xavier’s Office of Disability Services works to accommodate students of all ability levels and advocates for their equitable care in and out of the classroom. In this effort, Xavier has created a position specifically to serve students on the autism spectrum through a program called X-Path.

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1.S - Criterion 1 - Summary

The institution’s mission is clear and articulated publicly; it guides the institution’s operations.

Summary

Sources

There are no sources.
2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

1. The institution develops and the governing board adopts the mission.
2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

Argument

Criterion 2. Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

Core Component 2.A

The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

1. The institution develops and the governing board adopts the mission.
2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.
2.A.1

_The institution develops and the governing board adopts the mission._

As a private, Jesuit, Catholic university, Xavier University is governed by a Board of Trustees as outlined in the Xavier University Board of Trustees’ Code of Regulations. The Board is responsible for “planning, executing and evaluating all general, academic and financial policies governing the operation of the University and shall be responsible for the University’s financial health and welfare.” The Board’s Jesuit Mission and Identity Committee works closely with the University staff and faculty to ensure that the University mission is fulfilled as closely as possible.

For example, in December 2017, the Board of Trustees passed a resolution approving a revised Mission Statement for the University. In connection with the approval of the resolution, the Board discussed and reviewed materials related to the process used by the University to decide upon the proposed revisions. In May 2017, prior to consideration by the full Board, the Jesuit Mission and Identity Committee met with members of the Mission Statement Task Force which included representatives from faculty and staff. The Task Force presented the Trustees with a history of the Mission Statement, an overview of the process used to review the Mission Statement today, and the feedback received from multiple constituent groups in the process of the current revision.

2.A.2.

_The institution operates with integrity in its financial, academic, human resources and auxiliary functions._

Several Board Committees work to help ensure that the University operates ethically and with transparency in its daily operations. The Finance Committee of the Board “oversees the strategies and activities for the University’s finances and physical campus and assists management in discharging its responsibilities to ensure financial stability and to develop and maintain the long term economic health of the University in support of its mission and priorities.” In this role, the Finance Committee of the Board oversees the annual budget, reviews the University’s debt policy, and makes a recommendation to the full Board with regard to any University spending greater than $5MM. In 2019, Xavier’s financial health was assessed by Moody’s Investors Services, Standard & Poor’s, and Fitch Ratings and all assessments resulted in favorable changes to Xavier’s rating.
The Audit and Risk Management Committee of the Board of Trustees also works to ensure that the University operates in an ethical way. Annually, the University’s finances are audited by a third party, and annually, the Audit and Risk Management Committee meets with that external audit team, without management present, to discuss the work conducted by and the opinions of the audit team. Furthermore, to promote transparency, Xavier’s audited financial statements and Form 990 are available to the public on its website. The Audit and Risk Management Committee also reviews and, when necessary, takes action on employees’ conflict of interest forms, which are completed annually pursuant to the University’s Conflict of Interest Policy and the Board’s Conflict of Interest Policy. The Governance Committee of the Board annually reviews the conflict of interest disclosures submitted by the members of the Board of Trustees and reports to the Executive Committee, which in turn would report any disqualifying conflict should one exist. The University additionally relies on its Internal Audit program to ensure that the University maintains adequate systems of internal controls, operations efficiencies, and compliance with applicable laws and regulations. Internal Audit reports to the Board’s Audit Committee at each of its regular meetings. Internal Audit oversees the operation of Ethics Point, Xavier’s anonymous reporting hotline, through which faculty, staff, students, and third parties can confidentially report potential ethical misconduct or breach of laws, rules, regulations, or policies.

In response to the 2009 HLC report Xavier created the University Planning and Resourcing Council (UPRC) to provide oversight and monitoring of the budgeting process for its finances. The UPRC is an advisory body reporting to the President and serves as the primary conduit for faculty and staff input into financial resource allocation related to long-range financial planning and annual budgeting. The UPRC serves to ensure that faculty and staff feedback regarding strategic and operational plans and significant financial decisions is taken into consideration by the President and the Administration. The UPRC makes recommendations and provides advice to the President regarding financial resource allocation in support of the University's strategic plan and institutional goals and objectives.

In 2019 the UPRC developed a new charter to place more focus on strategy, including a five-year plan rather than a single-year budget. Also, in 2019, the UPRC increased representation to include two staff members and a fourth faculty member to represent the newly created fourth college, the College of Nursing.

The University’s Purchasing Department includes a policy and procedures document addressing appropriate use of a university purchasing card, and training on use of and reconciliation of purchasing card transactions is offered on a regular basis.

Policies and procedures regarding academic standards and regulations for undergraduate and graduate students are set forth in the University Catalog and available on the Registrar’s webpage. Two university committees – the Board of Undergraduate Studies and the Board of Graduate Studies – provide oversight to the undergraduate and graduate curriculum, and have the ability to initiate and recommend improvements in grading policies, including standards for graduation.
Expectations regarding student conduct, including ethical, honest, and respectful behavior, are set forth in Xavier’s Student Handbook. The Student Handbook explains that it applies to every Xavier University student, and that it applies in all instances when Xavier University resources support a program, event, or trip. The Student Handbook describes the expectations Xavier has of its students in six broad categories:

- Respect for Authority
- Respect for Oneself
- Respect for Others
- Respect for Property
- Respect for University Values: Honesty and Integrity
- Respect for Community

A report of conduct that violates the values set forth in these sections can be resolved through the Student Conduct process, which is clearly defined in the Student Handbook.

The Student Handbook restates students’ privacy rights under FERPA, and sets forth the University’s commitment to non-discrimination on the basis of “race, color, age, creed, religion, gender, sexual orientation, gender identity and expression, ancestry, national origin, disability, political beliefs, marital status, military status, or genetic information.” Xavier’s commitment to Title IX compliance for students is set forth in the Student Handbook. Additionally, for student athletics, the University adheres to all NCAA requirements. Xavier University and its Athletic Department are committed to creating and promoting an atmosphere of compliance among its student-athletes, coaches, administrators and fans. This goal is achieved by creating a comprehensive program that involves education, monitoring and enforcement of all NCAA and BIG EAST rules and regulations.

University level policies are located on the Employee Guides page and the University’s Policy Library. Xavier maintains and abides by its non-discrimination, Equal Employment Opportunity, policy in its Human Resources functions. Xavier’s Associate Vice-President for Human Resources serves as the University’s Affirmative Action Officer. To support integrity in hiring, each position at Xavier is supported by a position description which expressly states the qualifications necessary to perform the position. The AVPHR works closely with Xavier’s Title IX Officer, who reports through Xavier’s Chief Student Affairs Officer and oversees Title IX concerns raised by and regarding students, faculty, and staff. Xavier’s employee benefits are publicized and reviewed regularly by the Benefits Committee, which consists of faculty and staff who advise the University President on matters regarding all employee benefits. The Xavier University Staff Handbook also serves as a resource for employees in understanding University policies and procedures, including complaint procedures. Similarly, the Faculty Handbook serves as a resource for faculty, setting forth the academic rights, duties, and responsibilities of faculty. The Faculty Handbook also sets forth the process for tenure and promotion at the University, and provides a mechanism through the Faculty Hearing Committee for addressing grievances raised by faculty members. Reports of harassment or discrimination by employees are investigated and resolved through the Harassment Code and Accountability Procedures, which also serves to address Title IX complaints made against faculty and staff. Additionally, in July 2011 Xavier University established the Office of General Counsel to
provide in house guidance and advice on legal matters and regulatory compliance.

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2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public.

1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.
2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

Argument

2.B.1.

Xavier University presents itself clearly and completely to its students and the general public. The University’s website provides access to accurate and current representations concerning its academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships. It also includes information regarding the University’s mission, vision and values, and its Jesuit, Catholic heritage. The University also provides the general public information about its web privacy policy and website accessibility.

Via the website, Xavier clearly and completely represents the following information to the general public:

- Academic offerings: Information is available for majors and programs for the University’s undergraduate and graduate academic programs. Information is also available under the Visit and Events and Information Sessions pages, including campus visits, daily tours, open houses, and information sessions. Information is available under Apply tab, which provides requirements for undergraduate freshman, transfer, adult and international applicants, as well as second bachelor’s degree and graduate applicants.
- Requirements: Information is available for academic and admission requirements and process for its undergraduate and graduate programs. Also, the Xavier University Undergraduate and Graduate Catalog provides information for academic and programmatic requirements for students. This includes information about the academic calendar, admission, financial, services and resources, policies and procedures, requirements for degrees, majors, minors, and certificates, core curriculum, course descriptions and links to the four academic colleges at the University.
Faculty and staff: Information is available for faculty and staff contacts by name and department. Also available is a comprehensive listing of all faculty, indicating names, degrees earned and titles. Contact information, faculty and staff directory and profiles are also provided by individual departments. Xavier’s academic departments provide additional pertinent faculty such as: academic specializations, research interests, scholarly contributions, and courses taught. Similarly, academic and student services departments provide names, contact information, and areas of responsibility for their professional staff.

Costs to students: Information is available to the general public about tuition, fees and financial opportunities. Important information is listed under Tuition & Aid and Tuition & Fees for both undergraduate and graduate students, including information about scholarships and financial aid, grants, loans and student employment opportunities. Available information includes a net price calculator and net price information. The Office of the Bursar addresses billing, late fees, health insurance, payments and payment plans and refunds and tuition credits.

Governance structure: Information is available about the university governance structure and administration including members of the University Administration and Board of Trustees. A link to the Xavier University’s mission, vision and values is available via the Office of the President.

Accreditation relationships: Information is available for accreditation, approval and licensure under General Institutional Information. Information about the Higher Learning Commission accreditation, academic specialized accreditations and Accreditation and Memberships, is made available to the general public, including being reported in various departmental pages.

Xavier’s social media accounts and marketing materials represent additional means of information dissemination to the general public, including academics, events, campus life and community engagement activities. Xavier utilizes social media communication channels such as Twitter, Instagram, Facebook, YouTube, and LinkedIn to present itself and its activities to the general public. Other internal communications include Employee Announcements, Student Announcements, and other internal communications such as Today at Xavier email communication. These correspondence vehicles routinely shares information about faculty, staff and student achievements, and university programs and events.

2.B.2.

Through the Office of Student Affairs (OSA), Xavier University seeks to provide students a transformative student life experience. Through experiential learning, OSA assists students as they identify their passions, develop a sense of purpose, and establish the skills to make a difference, and to equip them to be successful on campus and after graduation. The Life at Xavier page provides links to student life experiences, such as: student involvement, clubs and organizations, faith and service, diversity and inclusion, and recreational sports. OSA also provides resources for student success such as: residence halls and dining, health and wellness, disability services, counseling and psychological services. Also information is provided about academic and non-academic community standards and supports services, such as Office of Dean of Students promotion of student integrity, Bias and Advisory Response Team in support of non-bias and Title IX Office in support of non-discrimination. Also, information is provided for Xavier University Health Services, to enhance the health and well-being of the university community.
Xavier University’s **Office of Institutional Research** (OIR) has a mission to improve the accuracy, standardization and accessibility of information provided by Xavier to the general public. It prepares regular reports to federal and state agencies, accreditation and affiliated organizations, such as updates on institutional data, census enrollment statistics and common data set (enrollment, demographics, persistence and graduation rates). It also reports institutional data to university and college accountability network, and college navigator – U.S. Department of Education. OIR also provides published regular reports of institutional survey and assessment research, such as student engagement, campus climate and alumni surveys. Xavier is transparent about it outcomes by providing a University Factbook about university enrollment, student mobility, degrees and completions and academics, admissions, tuition and fees, faculty and staff and retention and graduation rates, including the Student Right to Know information.

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2.C - Core Component 2.C

The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution’s integrity.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution’s financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
2. The governing board’s deliberations reflect priorities to preserve and enhance the institution.
3. The governing board reviews the reasonable and relevant interests of the institution’s internal and external constituencies during its decision-making deliberations.
4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.
5. The governing board delegates day-to-day management of the institution to the institution’s administration and expects the institution’s faculty to oversee academic matters.

Argument

2.C.1.

The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution’s financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.

Xavier University is governed by a Board of Trustees. Article III, Section A of the University’s Code of Regulations provides that the Board of Trustees has “general responsibility and authority for planning, executing and evaluating all general, academic and financial policies governing the operation of the University and shall be responsible for the University’s financial health and welfare.” The Board meets quarterly (September, December, February, and May) as a full board and in committee meetings.

During its annual meeting in September, Officers of the Board are elected and Committee members are appointed. New members of the Board are elected at each year’s May meeting, and attend a Board Orientation prior to the annual meeting in September. Minutes of the Board’s meetings, information regarding the charges, goals, and memberships of each of the Board’s committees, and other important Board documents are housed on a password protected Nexus page, accessible to Trustees and necessary faculty and staff. In addition to the general, initial orientation offered by Xavier, first time members of the Board of Trustees are assigned to membership on the Diversity and Inclusion Committee as well as the Jesuit Mission & Identity Committee where they receive regular, ongoing orientation at every quarterly meeting dedicated particularly to Xavier’s Mission. Chairs of the Board have routinely participated in retreats sponsored by the Association of Governing
Boards along with the University President in order to establish the role of the chair in leading the board and to cement a solid working relationship between the President and the Chair. The president and Board Chair have attended these retreats for the reasons mentioned and moreover to reflect on opportunities to make Xavier's Board more strategic, impactful and consequential; each of the retreats attended has led to significant changes in Board processes and procedures.

The Board of Trustees’ Code of Regulations has established seven committees organized by Board priorities. During or prior to each meeting of the full Board, these committees meet to discuss, learn about, and give guidance on matters relevant to their plan of work. The committees receive perspective and feedback from various campus constituencies to ensure that they are appropriately informed about the matters before them; for example, the Integrated Student Success Committee meetings include the Provost and Chief Academic Officer, the Deans of each college, the Associate Provost for Student Affairs, and the Chair of the Faculty Committee, and regularly include the President of the Student Government Association. Each committee prepares and executes a plan of work to oversee and advise the work of the University.

2.C.2.

The governing board’s deliberations reflect priorities to preserve and enhance the institution.

At each meeting of the Board, there are multiple plenary sessions which are used to educate the Trustees on matters of importance in higher education in general and to Xavier specifically. In the past, these educational sessions have focused on topics from the results of a study on the university’s pricing and brand strength; the impacts of and response to student mental health concerns; and review and discussion of the university’s financial plan. These sessions are also used to allow the entire Board to discuss and debate together the appropriate direction and focus of the institution. In recent years, the board has particularly focused on developing an ERM strategy. A Risk Assessment was performed by an outside consultant and presented to the board of trustees at its September 2019 meeting. Both prior to and since, university management has worked diligently to identify strategies to respond to each area of risk identified in the assessment.

Additionally, Committees discuss and deliberate issues that fall within their particular area of concern, and then make recommendations to the full Board for further discussion and action. For example, in September 2019, the Audit and Risk Management Committee debated whether to permit guns on campus. After discussion at its meeting, the Committee presented its recommendation to the full Board at its September 2019 meeting, where the issue was discussed further before the full Board voted in favor of a resolution on the matter, prohibiting them on campus except as required by Ohio law.

2.C.3.
The governing board reviews the reasonable and relevant interests of the institution’s internal and external constituencies during its decision-making deliberations.

Representatives from the Faculty Committee and Staff Advisory Committee are invited to attend each meeting of the full Board, and the Chair of the Faculty Committee is a regular attendee at the meetings of the Integrated Student Success Committee of the Board. As mentioned above, student representatives are often invited to attend regular meetings of the Integrated Student Success Committee and are invited to dinner with the Trustees each year during the February meeting cycle; the discussions among Trustees and students at those dinners form the basis for a discussion session among the full Board the following day. Student speakers are frequent guests of the Diversity and Inclusion Committee.

Membership of the Board of Trustees includes multiple representatives of the Society of Jesus, as required by the Code of Regulations; includes members of the local Cincinnati community; includes alumni; and includes parents and other family members of current and prospective students, all of whom are expected and encouraged to participate fully in the discussions and deliberations of the Board.

2.C.4.

The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties.

The Board of Trustees has adopted a Conflict of Interest Policy, and pursuant to that policy, Trustees complete disclosure statements at least annually which are reviewed and analyzed by the Board’s Governance Committee (a sub-committee of the Executive Committee) at its meeting prior to the February meeting of the full Board. Moreover, the Governance Committee is tasked with identifying and recommending new trustees for the Board, based on a matrix of necessary skills for effective stewardship, and evaluating the service of current Trustees with the aid of a Trustee self-evaluation. The Governance Committee developed and the full Board approved a document describing the ideal composition of the Board in terms of various dimensions that guides the recruitment of trustees.

2.C.5.

The governing board delegates day-to-day management of the institution to the institution’s
administration and expects the institution’s faculty to oversee academic matters.

The Board has delegated authority to take action in support of managing the day-to-day operations of the University by, among other things, resolving that capital expenditures or debt obligations that exceed $5 million require Board approval. The Integrated Student Success Committee Charter demonstrates the oversight role of the Board in academic matters.

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2.D - Core Component 2.D

The institution is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning.

Argument

Argument

2.D.

Xavier University has a commitment to academic freedom and freedom of expression, for faculty, students and staff, as supported in its Mission Statement, (WILL NEED TO BE UPDATED to 2017) which reads:

Xavier is a Jesuit Catholic university rooted in the liberal arts tradition. Our mission is to educate each student intellectually, morally, and spiritually. We create learning opportunities through rigorous academic and professional programs integrated with co-curricular engagement. In an inclusive environment of open and free inquiry, we prepare students for a world that is increasingly diverse, complex and interdependent. Driven by our commitment to the common good and to the education of the whole person, the Xavier community challenges and supports students as they cultivate lives of reflection, compassion and informed action.

In addition to the university-wide policy, Xavier University has reinforced and supported its commitment in many ways, including, but not limited to the following:

For faculty, Section V of the Faculty Handbook describes the University’s position of academic freedom. The section begins with a statement as follows:

The very existence of the university presupposes its commitment to an environment in which every faculty member is free to search for truth and to articulate judgments. This freedom applies to both teaching and research. Freedom in research is essential to the advancement of truth. Freedom in teaching is essential for the teacher and the student. Hence the right to free inquiry and to free and open discussion must be vigorously safeguarded within the University, so that students will be able to learn in an environment where the free exchange of ideas is valued and encouraged.
Together with academic freedom, principal faculty at Xavier University have academic obligations, including participating in the mission, extramural activity, and the duties and responsibilities of teaching, scholarly activity, advising students and service to the University. These obligations are outlined in Section III, A-C, of the Faculty Handbook. Participating faculty have academic obligations of teaching, service and other departmental duties, as outlined in Section XII, C. 1-3. In the case of disputes about academic obligations, grievances and appeals are handled by the faculty hearing committee, as outlined in Section XIII, Sections A-C.

For students, Xavier contributes to the commitment of freedom of expression by providing in its Statement of Student Rights that “Students are free to assemble, demonstrate, communicate and protest [and] … to pursue their legitimate goals without interference” and “have the freedom to express reasoned exception to the data or views offered in any courses of study.” This includes editorial freedom in student publications and media, and a University Protocol of policies and procedures that provide guidelines for various kinds of speech, including “speakers and events on campus [that] contribute to the critical inquiry, open discussion, and diverse expression of ideas that are essential to Xavier’s educational mission.”

In addition to University commitment for free and open dialogue, there are a range of options for student expression within the undergraduate general education curriculum.

- First year students can select from a diverse range of options in First-Year Seminar.
- The ethics/religion and society sequence of courses help students develop intellectual, moral and spiritual capabilities to critically reflect on questions of social significance from various viewpoints.
- All students can select a broad range of human experiences from multiple perspectives within their Core Classes, such as creative, philosophical, scientific, historical and theological perspectives.
- Other courses that focus on various cultural understandings, skills and flags also support the opportunity for students to engage in differences, evaluate evidence and make judgments of various perspectives.

Similar to faculty, freedom of expression for students carry expectations for adhering to the policy of respect, order, discipline and responsibility. All students are also expected to uphold standards of academic integrity, that to show “respect for University values, including honesty and integrity”, as outlined in Section 2.2.5 of the Student Handbook. Definitions of acts of dishonesty, including cheating, plagiarisms, forgery and complicity, and the handling of student conduct matters are described in Xavier University’s Student Handbook, Undergraduate and Graduate Course Catalog, in the College-level statements of academic standards and expectations, and in the Graduate School. In cases of academic grievances and appeals, academic policies and procedures for all students are outlined in the Undergraduate and Graduate Course Catalog.

Xavier University Library abides by the American Library Association’s policies and statements.
regarding intellectual freedom: “as long as material fit within the general collection parameters of the library, all points of view and subjects will be considered without prejudice or censorship. The library staff ensures equity and freedom of access to information unimpeded by social or cultural barriers.”

For the campus and community, Xavier University provides interdisciplinary collaboration with its larger communities through its undergraduate and graduate programs and through its Centers of Excellence. For its efforts, Xavier University is classified Carnegie Classification of Institutions of Higher Education as Master’s Colleges & Universities: Larger Programs, and one of the 357 Community Engagement institutions, as a result of its high level of effective “collaboration between the institution of higher learning and its larger communities for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.” Its Centers serve as vehicles to foster and advance the University’s mission of “promoting the common good, and serving others”, and support the University Strategic Plan, Goal 3 of “being responsive to regional and national needs” and provide vehicles for differences of opinion and dialogue around competing perspectives.

- Brueggeman Center for Dialogue
- Center for Catholic Education
- Center for Diversity & Inclusion
- Center for Excellence in Education
- Center for Faith & Justice
- Center for International Business
- Center for International Education
- Center for Mission and Identity
- Center for Population Health
- Cintas Institute for Business Ethics
- Eigel Center for Community-Engaged Learning
- Sedler Family Center for Experiential Learning in Business
- Xavier Leadership Center

Xavier University’s commitment to academic freedom and freedom of expression in the pursuit of truth in teaching and learning to the faculty, staff, students and community is central to its values, and serves a solid foundation of its mission.

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2.E - Core Component 2.E

The institution’s policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, staff and students.

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.
2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
3. The institution provides students guidance in the ethics of research and use of information resources.
4. The institution enforces policies on academic honesty and integrity.

Argument

2.E.1.
Xavier University has established policies and procedures in support of its Vision of helping its constituents “become people of learning and reflection, integrity and achievement, in solidarity for and with others.” Xavier supports its faculty, staff and students in the responsible acquisition, discovery and application of knowledge, and externally and internally funded research, training and compliance through its Office of Grant Services and Institutional Review Board (IRB).

Grant Services “supports faculty and staff seeking external grant funding for research, scholarship, creative activity and programs, while ensuring compliance with relevant regulations.” Grant Services staff assist faculty and staff with project development, proposal preparation, compliance and pre-and post-award management. Grant Services also collaborates with the Office of the Controller to ensure that the University follows federal, state, and university policies and regulations, ethical standards, and fiscal accountability related to grants. Xavier adheres to the Generally Accepted Accounting Principles (GAAP) outlined in the OMB 2 CFR 200, referred to as the Uniform Guidance. Grant Services works in collaboration with the University IRB, which safeguards the rights and welfare of human subjects in research in support of the general institutional policy delegated by the President through the Provost.

The IRB provides that “any research project involving human subjects that is conducted by or involving Xavier University faculty, staff or students is subject to review and approval by the IRB to ensure the protection of study participants.” The IRB's federally mandated policies originate from the Department of Health and Human Services’ (HHS) Office for Human Research Protections (OHRP) and are in compliance with Title 45, Part 46 of the Code of Federal Regulations (45 CFR 46). Key requirements for approval include:

- Risks to subjects are minimized and are reasonable in relation to the anticipated benefits
- Selection of the subjects is equitable
- If applicable, there are appropriate procedures for obtaining and documenting voluntary
Informed Consent

- There are adequate provisions for the safety of subjects with special protections for vulnerable subjects
- There are adequate provisions to protect the privacy of subjects and to maintain the confidentiality of data

2.E.2.

The University also provides support services to ensure integrity of research and scholarly practice. In January 2010, the National Science Foundation (NSF) began requiring that applicant universities have a plan for providing “appropriate training and oversight in the responsible and ethical conduct of research” of its students and faculty. Xavier University contracts with the Collaborative Institutional Training Institute Initiative (CITI) Program, to provide online training courses on ethics education and responsible conduct of research (RCR) and scholarship. The courses are available to all Xavier University faculty, staff and students who conduct research, scholarship and creative activities. Xavier’s Misconduct in Scholarship and Research Policy provides the “policy and procedures for reporting and investigating all instances of alleged or apparent misconduct involving research or creative activity by members of the Xavier community.” Xavier University researchers are also subject to the Conflict of Interest Policy, including completing an Annual Disclosure Statement of Conflict of Interest. Faculty and staff that seek external funding are required to read and sign a federal or non-federal Financial Conflict Policy.

2.E.3.

Faculty, staff and students are also given guidance in the ethical use of information resources. For faculty and staff, Xavier’s Division of Information Technologies provides Policy 3.06 Acceptable Use of Computers and Network Equipment for Faculty and Staff, including rules and strategies for acceptable use of information technologies and resources. The university requires all employees to complete a mandatory Cyber Security Training on privacy and digital security, including training on security awareness, common threats, and insider threats. For students, the standard of student conduct provide in Section 2.3.6: Acceptable Usage of Computers Electronic Devices and the Internet, the acceptable use of university computers and network systems, illegal sharing and downloading and social media and online communities.

Students engaged in research are supported and guided by their professors and/or guidelines outlined in program handbooks. Research symposiums celebrating student research are held within individual programs, such as the Psychology Miltz Awards, or more broadly at the college-level, such as the College of Professional Sciences Graduate Research Symposium, and the College of Arts and Sciences Undergraduate Research Symposium.

2.E.4.
Further, Xavier enforces general policies on academic honesty and integrity, including penalties for violations. For graduate and undergraduate students, they are guided by Section 2.2.5 – Respect for University Values: Honesty and Integrity, and Section 2.3.8.1- Academic Conduct of the Student Handbook. Additionally, faculty are encouraged to include Xavier University’s academic honesty and integrity policy in their course syllabi and review it with their students at the start of each semester. Xavier University’s academic integrity policy includes plagiarism, academic dishonesty, deception, and false attribution of intellectual work, and grounds for disciplinary action. Documentation of alleged student violations and dispositions are housed in the student’s respective college dean’s office. The documentation is recorded and shared with the other college deans’ offices.

The Xavier University Library also provides students instruction on avoiding plagiarism and appropriate citation methods via Module 3 of XU Tutor and through library instruction. The University also provides courses and seminars focused on academic integrity. For example, all undergraduate students within their first two semesters are required to enroll in CORE 100, a first-year seminar with one core student learning outcome to identify and critically assess dimensions of ethical issues and attempt to reach a conclusion. Also, the Cintas Institute for Business Ethics sponsors speakers and events to help graduate and undergraduate students “recognize and deal with values-related issues.”

For faculty, the norms regarding teaching, scholarship and service are described in Section VI and VII of the Faculty Handbook. Xavier faculty are required to adhere to ethical guidelines, University policies and procedures, and comply with all federal, state, and other applicable laws in the conduct of their scholarship, including honest academic conduct, respect, ethical standards, and professionalism, as described in Section IV- Statement on Professional Ethics of the Faculty Handbook, which endorses the principles and standards presented in the American Association of University Professors (AAUP) Statement of Professional Ethics. In situations where matters of grave dishonesty and serious violations of University policies are in dispute, grievance and appeal processes are outlined in Section XII and XIII of the Faculty Handbook.

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2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Summary

Sources

There are no sources.
3 - Teaching and Learning: Quality, Resources and Support

The institution provides quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The rigor of the institution’s academic offerings is appropriate to higher education.

1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.
2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate and certificate programs.
3. The institution’s program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Argument

3.A.1 & 3.A.2

Xavier University employs a variety of strategies to assess, review, and evaluate program quality for academic programs. As an institution, the university has established goals for the core curriculum that apply to all undergraduate students. Additionally, individual programs develop goals appropriate to their disciplines at the undergraduate level. This is assured through the individual college curriculum committees and through the Board of Undergraduate Studies approval process.

Before a new program or course can be offered, a number of standards of quality must be met and affirmed by peer review of college-level and university-level curriculum committees. College curriculum committees review new program proposal, which articulate program goals, objectives, learning outcomes, and methods for student assessment. Once approved by the college curriculum committee, the proposal is reviewed by the Board of Undergraduate Studies (BUGS) or Board of Graduate Studies (BOGS) depending on the level of the program. The Office of the Provost has the final approval of new courses, and makes recommendations for program approval to the Board of Trustees. Before a new course can be offered, a Course Inventory Form, comprising a course abstract or syllabus specifying learning goals, resources required and available, and requirements met, must be completed. A course approval goes through the college curriculum committee and BUGS/BOGS. All information regarding course and program submission can be found in Xavier University’s Nexus SharePoint site. This consistency of process, which originates at the academic unit level, ensures that student performance is appropriate to the degree or certificate awarded.
As graduate programs are specialized, there are no institution-wide learning goals. Program-specific learning goals are determined by faculty and guided, when appropriate, by external accrediting bodies or professional association guidelines. Each program defines its own learning goals at the graduate level, as distinct from the undergraduate level. The validity of these is assured through the college curriculum committees and through the Board of Graduate Studies program approval processes. For example, the Masters in Nursing Science (MSN) program has overall program objectives but each of the eight MSN tracks have their own specific objectives.

3.A.3.

To ensure the quality and consistency of online courses, Xavier faculty members complete the six-week Introduction to Online Course Design (IOCD) course. In order for any online course or online program to be offered, the review process noted above in 3.A.1 must take place. This ensures that program quality and learning goals are consistent across sites and modalities. Additionally, courses which share the same course number adhere to the course goals and learning objectives as approved by the college curriculum process and BOGS/BUGS.

During the COVID-19 global pandemic, Xavier transitioned to remote learning for the Spring 2020 semester starting on March 23, 2020. To assist faculty in this transition, Xavier’s Center for Teaching Excellence, Instructional Design & Technology, and Digital Media Services provided resources, guidance, instruction and best practices to assure Xavier’s continuity and quality across its undergraduate and graduate curricula. Due to the sudden and universal application of remote learning, the standard IOCD training was not required of faculty.

The University currently offers academic programs at three additional locations (as defined by HLC as a place where students can complete fifty percent or more of the courses leading to a degree program), all in Ohio: Middletown (Masters of Education), Wilmington (Masters of Education, Education Administration) and West Chester (Masters of Business Administration).

Xavier University also offers courses at these sites: Covington Catholic High School, Oak Hills High School West Clermont High School. Xavier’s Accelerated Bachelor of Nursing (ABSN) lab and clinical courses are offered at three sites in Ohio: Cincinnati, Columbus and Cleveland. In addition, Xavier faculty regularly teach in faculty-led international programs.

Departments ensure that courses in additional locations and other locations off of the main campus meet the same rigor and requirements set forth by the programs. For example, adjunct faculty who teach core courses in the off-site MBA program follow syllabi approved by each department, ensuring consistency with on-campus offerings. Elective courses taught by adjunct faculty in these off-site programs also must have the same student learning outcomes as their on-campus equivalent. Courses taught in international programs follow the same curriculum review and learning goals as those offered on the main campus.

With these processes, we ensure that program quality and learning goals are consistent across all
modes of delivery and all locations.

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The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.

2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.

3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.

4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution’s mission.

Argument

3B.1 and 3B.2

From 2007 to 2009, XU President Michael Graham, SJ, charged three Discernment Groups of Administrators, Faculty, and Staff to explore the structure, expression, and integration of XU’s mission and identity. The Discernment Groups produced "The Gifts of Our Ignatian Heritage," a document that defined and placed at the heart of the university’s mission six Jesuit values: magis, reflection, discernment, cura personalis, kinship and solidarity, and service rooted in justice and love.

In spring 2009, the Higher Learning Commission recommended that XU assess the general education program, or undergraduate core curriculum. Faculty Committee immediately charged various faculty members to begin the assessment process. In October 2012, a faculty subcommittee began to investigate possible underpinnings for a new core curriculum, through spring and summer 2013 holding numerous open forums, discussions, and surveys. In September 2013, 84% of the faculty voted in favor of six Goals and twelve student learning outcomes (SLOs), all of which were rooted in the four-hundred-year-old Jesuit plan of studies (Ratio Studiorum) and the six Jesuit values. A new and permanent Core Curriculum Committee (CCC) of nine faculty members next hosted multiple discussions, including seven open Listening Sessions. After much deliberation, including several Faculty Assemblies held throughout spring 2014, CCC presented two options for a new core curriculum. In May 2014, 87% of the faculty voted in favor of one of the options, which the XU Board of Trustees unanimously approved. Through the 2014-2015 Academic Year, faculty developed courses and programs for the new core that went into effect in fall 2015.
The core curriculum integrates into the XU academic experience a number of key university documents, including the XU Vision and Mission Statements, President Michael Graham, S.J.’s Expanded Vision Statement, the Addendum— Thoughts on the Mission Statement, and Seeking Integration and Wisdom: The Xavier Way.

Students initially explore the meaning and implication of the six Jesuit values through the Ethics/Religion and Society Program (E/RS), the core of the core curriculum. XU first introduced E/RS in 1992. The faculty have since periodically updated the program. E/RS now sponsors a speaker series, supports the endowed Besl Family Chair, and revolves around four foundational courses:

1. **THEO 111 Theological Foundations** uses the Jesuit values as a point of entry and framework for critical thought, creative imagination and dialogue.

2. **PHIL 100 Ethics as an Introduction to Philosophy** studies Plato’s *Republic*, specifically Plato’s notion of justice, a virtue integral to the Jesuit values.

3. **ENGL 205 Literature and the Moral Imagination** explores important ethical questions within the context of the creative imagination.

4. And the **E/RS Elective**, a course that can be satisfied through a wide array of disciplines, develops more proficient and durable ability to reflect critically on ethical and/or religious questions of social significance.

While exploring a diverse range of subjects, each of the remaining 36 credits of the core manifest at least one of the six Jesuit values. **CORE 100 First-Year Seminar**, for example, critically assesses multiple perspectives on magis, or what is commonly called “the Greater Good.” The purpose, content, and student learning outcome of every course that satisfies a requirement in the core curriculum is determined by that course’s ability to manifest at least one of the six Jesuit values.

Faculty understanding of the Jesuit values that animate our core curriculum is ensured in part through the Center for Mission and Identity. Since 1987, XU has intentionally fostered conversations and professional development in its Liberal Arts, Jesuit, Catholic tradition through an array of programming. These programs include Assuring the Future of the Mission and Identity of Xavier (AFMIX), Manresa for New Faculty and Staff, the Ignatian Colleagues Program, the Ignatian Mentoring Program, Ignatian Retreats, Mission Animators, Deep MIX, Discernment Groups, and the Women’s Ignatian Leadership Salon.

Nearly every new faculty and staff attend one of the Manresa programs (an orientation to the university and Jesuit tradition), about half of the full-time faculty have engaged in the Ignatian Mentoring Program, and over the last decade or so, two hundred and sixty-four administrators.
faculty, and staff participated in AFMIX. Since 2010, XU’s Center for Teaching Excellence similarly has offered numerous programs that bring mission-related values and approaches to the classroom. All of these mission-related programs help create a shared language for faculty, staff, and students and are aligned with our core curriculum revision. This Ignatian language ties the community together with a shared sense of purpose.

3.B.3.

Xavier, as a Jesuit, Catholic institution, highly values diversity of thought, diversity of religious views, and appreciates the diversity of peoples that inhabit the world. That said, Xavier has a long and, we have recently discovered, complicated relationship to living in a diverse world. This, along with the legacies of other schools, was described and discussed in October 2019 when Xavier hosted a national conference for the group Universities Studying Slavery titled The University’s Original Sin. We are also celebrating 50 years of admitting women to the day program of the University.

While we are deeply philosophically and spiritually committed to diversity, we are aware that living this commitment can be incredibly complicated. We are also aware that our students, faculty, and staff come to us with a wide array of understanding about what it means to live in a diverse and interconnected world and one of our responsibilities is to help them prepare to teach and learn about this complex environment.

Our commitment to diversity is written into our mission statement. This, in turn, is an important component of our administrative agenda. An important pillar of our annual goals is a diversity component. These goals are reflected in the goals of all university divisions on an annual basis. Each cabinet meeting, a cabinet member reports out on diversity goals and progress – all cabinet members are in the rotation.

We have a Diversity and Inclusion Office that reports directly to the President. It, like all other cabinet offices, reports regularly to the cabinet, and the office was instrumental in creating a five year campus-wide strategic plan. This plan was approved by the Diversity and Inclusion committee of the board. The Diversity and Inclusion board committee is the largest trustee committee). Indeed, all trustees must serve for the first two years of their service on the board – and there is a liaison to every other committee on that committee.

The co-curricular Student Affairs division also focuses on diversity, including with a number of offices whose mission is, in part or in full, diversity related: The Center for Diversity and Inclusion (which also reports to The Office of Institutional Diversity and Inclusion), Dorothy Day Center for Faith and Justice, which sponsors such things as the GetAway Retreat, Approach Retreat, Encounter Retreat, X-Change Weekly Service, CFJ Summer Service Internship, Alternative Breaks, Companion Groups and the Dorothy Day Immersion Experience. The Title IX office oversees diversity issues related to sex. The Disability Services office supports students with diverse learning abilities. The
Residence Life office works to create a welcoming climate in the living areas on campus, including training of RAs in diversity related issues. The Bias Advisory and Response Team, Counseling Center, Psychological Services Center, and Health Center offices are also all involved in supporting diverse students and students with diverse needs in a variety of ways. The Eigel and Brueggeman Centers on Campus are each charged in particular ways with directly promoting Xavier’s engagement with a diverse world. The Center for International Education oversees study abroad in which 482 students participated in 2018-2019.

The curriculum becomes one of the means of manifesting the University’s investment in diversity. The core curriculum is infused with diversity related material. In the required first-year GOA course, modules help first year students become conversant in the language of inclusivity and engagement across cultural boundaries. Students are required to take a diversity flagged course, which can come from any department across the university. All students are also required to take a foreign language. Within the curriculum, there has been a growing popularity of the Gender and Diversity Studies Minor. A major initiative that is in the developmental stages is an immersive learning requirement. More than 140 faculty, staff and administrators have completed semester one of the Diversity and Inclusion Teaching academy, and 75 have completed semester two.


Xavier’s primary mission is to educate each student intellectually, morally, and spiritually. To do this, faculty are committed to actively engaging in scholarship, creative work, and discovery of knowledge, and they are committed to teaching students, commensurate with their level of training, to produce scholarly and creative novel works.

Xavier is in the process of transitioning from a system of recording faculty scholarship within the library digital commons institutional repository to using the Faculty 180 program as a means of doing this. The College of Arts and Sciences and Williams College of Business are currently using Faculty 180, and the College of Professional Sciences and the College of Nursing are in the process of adopting it. An annual event held each April, the Faculty Recognition Reception, publicly celebrates the scholarly and artistic accomplishments of faculty across the university.

The University supports faculty scholarship and creative work in a variety of ways. New faculty can apply for summer grants to support their scholarly work. X grants were funded by the Development Committee in 2019. The College of Arts and Sciences awarded x dollars to support research work in 2018-2019. The College of Professional Studies awarded x dollars to support research. The College of Business awarded x dollars to support research. The University awarded x dollars to support faculty travel to disseminate their work and to connect with colleagues In addition, the College of Business has an endowed fund that supports travel, and awarded x dollars in 2018-2019.

Student undergraduate research is presented in a variety of forums. The aforementioned institutional
repository serves as an optional place for students to archive their scholarly and artistic productions. Each April, the university hosts a celebration of student research and creative activity. Additionally, the university supports students presenting at the National Conference on Undergraduate Research, as well as other national or regional conferences. At the department level, capstone projects are frequently presented to peers and external audiences. For example, in 2018, 24 students completed summer research working with 18 faculty, funded by the College of Arts & Sciences. In the Williams College of Business, the Downing Scholarship funds up to six students in a three-semester research collaboration with a professor.

While we do have some doctoral programs in which students produce original research, our graduate programs are generally professional degrees, focused on producing applied scientists, and/or preparing scholars for more advanced training. In 2019, X doctoral students were recognized at commencement for their dissertations. Masters-level students collaborate with faculty formally and informally on research. Some present their research at events such as the College of Professional Sciences poster session, regional and national conferences, or even publish.

Xavier University supports and encourages student research and creative work at all levels. However, a gap in our administrative oversight is that the information related to student presentations and publications is not recorded in a centralized location.

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3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
2. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
5. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
6. Instructors are accessible for student inquiry.
7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

Argument

According to Census Day Enrollment Statistics 2016-2018 as calculated using the IPEDS/CDS method Xavier University employed since Fall 2016 an average of 360 full-time (principal and participating) FTE and 192 part-time FTE faculty. Over the same period faculty/student FTE ratios held consistent at 1:12. During the same years the average years of employment for full-time faculty varied from 15-17 and part time from 9-12. While we are proud of our continuity and this evidence suggests sufficient numbers for faculty to carry out classroom and non-classroom roles, when broken down, the data show that some areas are more strained for resources than others.

Based on the University’s mission statement to prepare students for a world that is increasingly diverse, complex and interdependent, we strive to ensure that the overall composition of the faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves. While budgetary constraints led to scaling back our diversity initiatives in 2014, we have reinvested in this important value. To that end, in 2016, the university created the Office of Institutional Diversity and Inclusion and named Dr. Janice Walker the Vice President for Institutional Diversity and Inclusion. Since then, college-level committees to address diversity and inclusion have been created: CASDI, WCB Diversity & Inclusion Committee, and the CPS Diversity Group. The newly formed College of Nursing will also create a standing diversity and inclusion committee in time. The OIDI wrote a University Diversity and Inclusion Strategic Plan in 2017. Objective 3.1. of that plan has focused on revising Xavier’s Recruitment and Hiring Process to include strengthening the importance of Diversity and Inclusion in our Job Advertisements. Hire 1, 2 and 3 meetings for staff hires have been added to the hiring process. Diversity Recruitment and Selection Training will be implemented soon [add target date when known]. All search committee
members involved in a hiring process are expected to complete the Diversity Recruitment and Selection Training prior to participating in any part of the process. According to Banner Human Resources Information System (HRIS) data (October 2019), Xavier University employed 440 principal and participating faculty. Of this number, 56.36% are female, 43.6% are male, and 17.27% identify as American Indian or Alaskan Native, Asian, Black or African-American, Hispanic, more than one race, or as a non-resident alien. Of the 632 staff Xavier employed in October 2019, 60.76% are female, 39.24% are male, and 16.61% identify as American Indian or Alaskan Native, Asian, Black or African-American, Hispanic, more than one race, or as a non-resident alien. Affinity groups have been created on campus to enhance persistence/retention of faculty and staff through advocacy, personal support, mentoring and professional development.

Classroom roles of full-time faculty, principal and participating, include teaching as specified in the Faculty Handbook. Non-classroom roles of fulltime principal, tenure, and tenure-track faculty include scholarly activity, advising, service and administration for the University as specified by the Dean through the Department chair. Non-classroom roles of fulltime participating faculty (teaching professors) include service and other departmental duties as specified. In 2019-2020, the Handbook Review Task Force began discussing what university-level committees participating faculty may serve on. We are continuing to seek ways to ensure we have sufficient faculty to provide curricular oversight.

Faculty provide oversight of the curriculum via a multi-step process of review and approval, involving both college curriculum committees and the university-wide Board of Undergraduate Studies and Board of Graduate Studies. The process for this is discussed above, in 3A. Twelve additional committees are specified as Academic Committees for 2019-2020, each with faculty as members exert a degree of influence and control over academics via the specified committee charge, membership, chair, and reporting process outlined. Faculty also serve on all search committees for new faculty, deans, and administration. We have a robust, faculty-driven assessment process, as described in Criterion 4.

Faculty have oversight of academic credentials for instructional staff. An overarching university-wide protocol guides each department or program as they determine the academic credentials (e.g., terminal degrees) and tested experiences (e.g., relevant work experience, licensure, or certification) required of their instructional staff. Once developed by the department, these standards are reviewed and approved by the Dean’s office and the Office of the Provost, and then recorded in a Faculty Qualifications Protocol form. The university implemented Faculty180, which contains evidence that demonstrates compliance with the qualifications protocol.

Both principal and participating Faculty use Faculty180 to record data for the Faculty Handbook outlined annual review process. Each is evaluated by their Department Chair and/or School Director. Sources of information include an annual update and student evaluations. Areas of teaching, scholarship, and service are specified. The annual review process serves as a means of evaluating currency of faculty which can be demonstrated by scholarly, professional, and pedagogical
engagement. Each college details further their annual review process: WCB, CAS, CPS, CN. The Faculty Handbook states the norms for evaluation of adjunct faculty parallel that of principal faculty with more emphasis on teaching. Each college is developing a protocol for the evaluation of adjunct faculty. [update with final protocols as available]

All faculty and their courses are evaluated via student evaluations. Effective Fall 2019 an ad hoc Course Evaluation Task Force recommended new standard Likert-scale survey questions, each aligned with a core Jesuit value, and two open-ended questions. Additional questions can be added, with a recommended guideline of fifteen maximum questions.

The process for advancement of principal and participating faculty is outlined in the Faculty Handbook and serves as another way faculty are evaluated. Principal faculty can earn tenure and advance from Assistant Professor to Associate Professor to Professor. Participating faculty can advance from Teaching Professor to Senior Teaching Professor.

To ensure that faculty are adept in their teaching roles, Xavier University founded a Center for Teaching Excellence in 2010. The mission of the Center for Teaching Excellence (CTE) is to support faculty in creating inclusive, collaborative learning environments that challenge our students intellectually, morally, and spiritually to become engaged scholars and citizens. The CTE is faculty-focused and faculty-driven. In addition to a full-time administrative director and part-time staff assistant, the Center is staffed by a 3-year rotating faculty director and a 1-semester rotating faculty associate, and is guided by a faculty advisory board representing all four colleges. Since opening in 2010 the CTE has provided a wide range of programming and resources. Ongoing opportunities for faculty development related to teaching included Faculty Learning Communities, teaching-mentoring pairs, Faculty in Residence classroom observations, book discussion groups, and Teaching as Research mini-grants. Faculty from every department on campus participated in at least one CTE program in 2018-2019.

The CTE’s support of faculty pedagogical development begins before new faculty arrive on campus. All new full-time faculty members participate in the CTE’s comprehensive orientation program. During the summer before the semester begins, new faculty are enrolled in an online orientation course through Canvas that covers topics such as campus resources, using Canvas, getting ready for teaching, and student support services. In 2019, 42 of 43 new full-time faculty members accepted the invitation to join the course. In August, new full-time faculty participate in a full two-day orientation program on campus that includes sessions on a wide range of campus offices and resources, teaching strategies that promote active learning, and opportunities to build community. In addition, throughout the year the CTE holds a series of lunch discussions for new faculty, continuing to support their pedagogical development at Xavier.

Upon hire, adjunct faculty are invited to join an adjunct orientation Canvas course that
includes modules about Xavier and its resources, using Canvas, teaching at Xavier, and student support services. As of October 2019, 589 adjunct faculty had been added to the course and newly hired adjuncts continue to be enrolled.

Pedagogical support considers online teaching as well. As mentioned above, Xavier faculty teaching online complete the six-week Introduction to Online Course Design (IOCD) in which they design their online course. Completed course designs are reviewed using a comprehensive heuristic checklist for quality online courses. Staff in ID&T and the CTE provide ongoing support for online instructors. The “After IOCD” Canvas course includes information and discussion boards for ongoing interaction and sharing of resources. With support from the CTE, staff in ID&T also facilitate affinity groups, small groups of faculty teaching online who meet regularly to share ideas and resources.

Additional faculty development to enhance both teaching and scholarship, is provided by several other offices and programs.

- The Office of Mission and Identity supports faculty integrating the Jesuit mission and Ignatian pedagogy into teaching through the Ruth J. and Robert A. Conway Institute for Jesuit Education. The Conway Faculty Fellow program allows faculty to undertake a pedagogical project that enhances Jesuit Catholic education at Xavier and that has relevance to other educational institutions. Ignatian Mentoring Pairs meet regularly during the fall semester to support participants in integrating the Ignatian vision into their careers, disciplines, and teaching.
- Instructional Design and Technology (ID&T), in addition to supporting online course development, provides support for general course design and guidance on the use of technology. Staff provide a number of services, including individual consultations and workshops. Faculty across all four colleges have utilized these services. ID&T also maintains a Teaching with Technology website that provides information on a wide variety of technologies and mobile applications that faculty can use. Additionally, staff in the Digital Media Lab support faculty and students working on digital media projects. Services provided include spaces, equipment and resources for audio/visual production, graphic and web design, and support for student digital media projects. Service utilization by faculty and students has increased over time.
- Faculty development support is also provided by Grant Services, which supports faculty in seeking, securing, and managing external grants. As of 2018-19, faculty members from nearly thirty different academic departments have made use of Grant Services.
- The Eigel Center for Community Engaged Learning provides education, resources, and support for faculty who are integrating service learning and/or immersive learning experiences into courses. The Eigel Center also offers two competitive programs for faculty.
  - The Academy for Community Engaged Faculty provides workshops and pedagogical support for faculty designing or revising a course to include service learning or immersive experiences.
  - The Community Engaged Scholars program provides a student research assistant to selected faculty who are engaging in research that examines service learning pedagogy at Xavier, or that engages community partners in collaborative research projects.
• The **Office of Institutional Diversity and Inclusion (OIDI)** collaborates with the CTE to offer relevant programming and resources for faculty, including at least one Faculty Learning Community with a diversity/inclusion focus each year and at least one nationally recognized speaker each year with expertise on inclusive teaching models and practices. In addition, the OIDI and CTE collaborated to design and implement a **Diversity and Inclusion Teaching Academy**, with the goal of having all faculty eventually complete the two-semester blended course. As of Spring 2019, **110 faculty members representing all four colleges** had completed Semester 1, with 58 faculty completing both semesters.

• The **Faculty Development Committee** reviews applications and makes recommendations to the Provost for several internal awards that support faculty professional development. **Wheeler Awards** support teaching activities related to improving academic programs. **Summer Fellowships**, intended primarily, but not exclusively for junior faculty in the tenure-track position, provide stipends to faculty engaged in scholarly activities during the summer. **Faculty Development Leaves** provide one- or two-semester sabbaticals.

• In addition to these University-wide faculty development awards, each college may have additional resources to support faculty professional development. For example, WCB has a standing **Teaching Development Committee** that makes recommendations annually for additional resources to support teaching development, from conference attendance to tech and digital resources.

Student-faculty interaction is at the heart of what we do as a Jesuit Catholic university. Xavier University’s mission is to “educate each student intellectually, morally, and spiritually.” This mission is grounded in the Ignatian principle of **cura personalis**, care of the entire person. Norms for the **evaluation of principal faculty**, included in the Faculty Handbook state, “Xavier University’s essential activity is the education of its members through the interaction of students and faculty.”

Data from the **2017 National Survey of Student Engagement (NSSE)** administered to undergraduate first-year students and seniors affirm that instructors are accessible for student inquiry. **Overall indicators** of student-faculty interaction and effective teaching practices suggest that both first-year students and seniors are quite similar to or significantly higher than our comparison groups (Master Large 11, competitors, and AJCU institutions). Specifically, **40% of first-year students** and **55% of seniors** said they often or very often talked about career plans with a faculty member; **36% of first-year students** and **47% of seniors** indicated that they discussed course topics, ideas or concepts with a faculty member outside of class; and **63% of first-year students** and **71% of seniors** stated that faculty provided prompt and detailed feedback quite a bit or very much. Across these data sets, you can see that students’ initial positive impressions of faculty interactions were confirmed and strengthened with experience, as they moved toward their senior year.

Graduate students also indicate that instructors are accessible. Xavier’s **2018 Graduate Student Experiences Survey** was completed by 543 graduate students across all graduate programs. A large majority of respondents agreed or strongly agreed that they have **quality interactions** with their instructors when they had additional questions about course materials and were satisfied or very satisfied with the **availability and accessibility of faculty** and with the **relationships between faculty and graduate students** in their program.
Xavier staffs a number of offices that directly support students. The Office of Academic Support (2 FTE and 148 student leaders) provides tutoring and supplemental instruction for all Xavier undergraduates, the Student Success Center (11 FTE) provides success coaching for most freshmen and sophomores, the Career Development Office (10 FTE) supports all Xavier students and alumni, and the University Library provides information resources to all students (10.8 FTE librarians and 17.3 FTE total library staff). Coaching, advising or other support services for specialized populations of students are provided by Xavier’s TRiO program (4 FTE), Center for International Education (?? FTE), Student Veteran Center (4.5 FTE), Student Athlete Academic Support Services (3 FTE), Disability Services (4.5 FTE), Center for Diversity and Inclusion (7.5 FTE), Commuter Services (0.2 FTE and a graduate assistant) and the Adult and Professional Education program (2.5 FTE).

Students receive social, spiritual or wellness support from the Office of Student Involvement (5 FTE), Recreational Sports (6 FTE), the Center for Faith and Justice (12 FTE), Health and Counseling (6 FTE) and Psychological Services (1.333 FTE, 13 student therapists and 6 faculty supervisors). Staff members providing student support services must possess relevant degrees and experience appropriate to their positions. Minimum qualifications are determined by departments in consultation with the Office of Human Resources Total Rewards team and are outlined in job descriptions for every position current as of (insert date).

Xavier University supports staff members providing student support services in their professional development through programs offered by the Office of Human Resources and the Office of Institutional Diversity and Inclusion. The professional development offerings provide opportunities to strengthen job performance, build leadership capabilities, and foster personal and professional growth. More information about this can be found in criterion 3D below.

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3.D - Core Component 3.D

The institution provides support for student learning and resources for effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its offerings and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites and museum collections, as appropriate to the institution’s offerings).

Argument

True to its Jesuit foundation, traditions, and educational philosophy, Xavier University provides students a comprehensive slate of support services to assist with their success, both academically and personally as a member of the Xavier family and as they prepare to graduate.

Xavier instituted the Student Success Center in 2017 which provides each incoming undergraduate student with not only an academic advisor but a success coach, a model that covers a student’s academic requirements and their personal development as well. The Success Center combines academic advising, financial counseling, career development, and personal coaching – areas that are housed under the Division of Enrollment Management and Student Success. Additional student support services are also connected to the Student Success Center and include international education, academic support, disability services, the student veterans center, student athlete support, and student employment.

Centralized communication is the foundation for the successful support of students. To make this possible the University instituted the EAB system which creates a centralized communication record for each student that can be accessed by the different support offices with which a student comes in contact.

Following the preparation to join the Xavier family found in The Road To Xavier and Manresa, all first year students are required to partake in the GOA experience, a zero-credit course that meets six times each semester in which small groups of first-year students engage in discussion and hands-on activities. The GOA program is led not by traditional academics, but by administrative members of the Xavier community who want to support students and have a greater role in their educational experience.
Support for various specific student populations includes:

- **TRiO** provides first generation students academic, professional, financial and personal support that helps them navigate through college and graduate with a bachelor’s degree.
- **The Student Veteran Center works with military veterans** and their families from the inquiry stage through graduation and alumni status. Sponsored by GE Aviation, the staff provides events, peer mentoring, financial aid benefits including support navigating government resources, career resources and connections and networks specifically for the veteran population, and sponsors the Xavier chapter of Student Veterans of America.
- The Office of Commuter Services supports the needs of Xavier’s commuting student population and advocates for their unique needs and challenges with resources including a lounge, events, and a mentoring program.
- The Center for International Education (CIE) serves the international student community of Xavier University and programs from English as a Second Language, to visa process for undergraduate and graduate international admission, to study abroad coordination, approval, support for both undergraduate and graduate student immersions from week, to semester, to year-long. The CIE provides non-immigration advising for international students and scholars in F-1 and J-1 status as well as orientation, adjustment assistance, and promotion of cultural awareness and understanding through programs and activities including the study abroad fair, international education week, and weekly international coffee hour. In addition, the CIE processes forms and paperwork necessary for the Optional Practical Training of international students.
- Adult undergraduate students receive support as part of the Adult and Professional Education at Xavier (APEX) program. Support includes academic advising, transfer credit processing, financial assistance, health and wellness, insurance, academic support, library and technology services, and career resources.
- Graduate students receive support via their academic program units housed in their respective colleges. Overarching support for graduate students is provided by the **Graduate Student Association**. Graduate student groups include the Women’s MBA Association, the Xavier Psychology Association of Graduate Students, the GPHSA organization, Chi Sigma Iota National Honor Society in Counseling, and Beta Gamma Sigma National Business Honor Society.

The following offices support all students demonstrating Xavier’s motto of “One for All and All for One” and exemplifying Xavier’s commitment to all students no matter age, gender, program, level:

- **Career Development (CDO)** supports all Xavier students and alumni from any major as they navigate from their major to their eventual career, providing a variety of resources for students.
- **The Office of Disability Services (ODS)** offers equal and integrated educational experiences, services, and enrichment opportunities to students with disabilities to allow full access and participation in the Xavier community. Support includes learning or testing accommodations, alternative format textbooks and course materials, note taking assistance, assistive listening devices and technology, academic coaching, foreign language substitutions, housing accommodations, emotional support animal accommodations, service animals, and referral for diagnostic testing.
- **The Office of Student Involvement** empowers and funds numerous events, activities, student
government and leadership opportunities, orientations, and student clubs to encourage the personal and psycho-social development of students.

- The Office of Recreational Sports encourages, empowers, and maintains the physical health and recreational activities of students.
- The Center for Diversity and Inclusion serves as a catalyst for inclusive excellence at Xavier and beyond and works to engage the entire campus and community academically and socially across the intersections of race, class, sexual orientation, and gender identity.
- At the Center for Faith & Justice, students interested in deepening their spiritual lives to respond to today’s complex social problems and become agents of social transformation, work to build relationships, with diverse constituents, anchored in an appreciation of shared values, difference and common action. This is done through support of faith development, education through action and social analysis, liturgy, exploring the intersection of faith and justice, dialogue about complex issues, with diverse populations and leadership opportunities. Activities include Community Action Day, Alternative Break, Israel Leadership experience, X-Change weekly service, and many others.
- The Gallagher Student Center supports the student life experience as a central gathering and event location for students. It hosts numerous offices and community building outlets, such as the theater and D’Artagnan’s Den, and is open 24 hours.
- Health & Wellness Services, Counseling Services, and Psychological Services support the physical and psychological needs of students.
- When it is noticed by any member of the Xavier community that a student is struggling, a Student Concern form may be submitted. The form addresses concerns over emotional well-being, academic difficulties, behavior, code of conduct violations, bias incidents, sexual harassment and discrimination, among others.

Housed in the Student Affairs Division of the University, the Xavier Action and Care Team (X-ACT) is the University’s collaborative, interdisciplinary advisory group that supports students who may be experiencing emotional distress and exhibiting at-risk or threatening behaviors. By working collaboratively and in conjunction with the University’s Director of Care Management Services, comprehensive care plans and options are explored, created, and implemented all for the welfare and safety of the student.

Additional support services found in the Office of the Dean of Students include:

- The student handbook
- Emergency financial resources
- The Integritas Program (supports Xavier students as they engage in the Student Conduct process. Integritas Advisors guide students through their preparation for and participation in student conduct hearings.)
- Bias Advisory Response Team
- Harassment Code and Accountability Procedures
- Computing and Communications Technologies Policies
- Title IX
- Alcohol and Drug Information

Xavier supports the academic needs of our students through a number of offices, some of which support all students, or perhaps all undergraduate students, and some of which support specialized groups of students.
The Office of Academic Support serves all undergraduates with free subject-specific tutoring, supplemental instruction, study skills tutoring and study groups. The 2018-2019 report of the office shows that, over time, students who receive tutoring earn grades of at least C on average, and students who attend supplemental instruction have a lower DFW rate than those who do not.

The James A. Glenn Writing Center supports all students on campus, as well as faculty and staff, in their efforts to become better writers. The Writing Center overview describes usage patterns by major and by class as well as goals, objectives and collaboration efforts for the past three academic years.

The Mathematics Tutoring Lab provides free tutoring to any student in mathematics courses from MATH 105 (Fundamentals of Mathematics) up through MATH 171 (Calculus II) excluding the topics courses collected under MATH 125. The math lab log gives the number of students receiving mathematics tutoring by hour and by course for the Fall 2018, Spring 2019 and Fall 2019 semesters.

The University Library provides preparatory instruction to meet the academic needs of all students. University librarians provide classroom instruction on research and information literacy skills, the library’s reference desk provides research assistance, and the library’s XU Tutor offers web-based tutorials on finding, evaluating and using library resources. Outcomes for each tutorial are evaluated by means of a quiz.

Specialized academic support services are provided to student veterans by the Student Veterans Center and to student-athletes by Student Athlete Academic Support Services. Xavier’s TRiO program provides extensive advising and academic support services to eligible students, for example seminars on goal-setting and test-taking. The Center for International Education provides comprehensive support services to Xavier’s international students, including for example preparatory instruction in cultural adjustment, as well as preparatory instruction for Xavier students studying abroad.

Students entering the university as first-time freshman undergraduates take placement tests in mathematics and foreign language, provide their academic background, learn the requirements of our academic programs, and receive training on registration through Xavier’s extensive Road to Xavier website. An incoming marketing major, for example, would encounter program specific advising and registration instruction in Road to Xavier. Xavier’s transfer admissions personnel evaluate the academic credit of undergraduate students who transfer to Xavier from other universities, and then provide them with appropriate advising support. Entering graduate students are directed to programs for which they are prepared through the graduate admission process. Depending on program and level of preparation, some entering graduate students will be admitted unconditionally or conditionally.
Xavier undergraduates are assigned faculty advisors though support is available from professional advisors for a large number of programs. Faculty and professional advisors are supported by the resources available at the academic advising website as well as by an advising manual. There is also an advising guide for students as well as the student-focused resources at the advising website. Colleges have also created advising resources for students, for example an advising page for students in the Williams College of Business or the scheduling resources posted by the College of Arts and Science. Both students and advisors use the degree audit software DegreeWorks to track progress towards degree. Xavier provides specialized advising to supplement faculty/professional academic advising for student-athletes and students in pre-professional health programs.

The University operates one main campus and three additional leased locations for learning and teaching. The main Cincinnati campus totals 205 acres with 55 buildings.

The University currently offers academic programs at three additional locations (as defined by HLC as a place where students can complete fifty percent or more of the courses leading to a degree program), all in Ohio: Middletown (Masters of Education), Wilmington (Masters of Education, Education Administration) and West Chester (Masters of Business Administration).

Xavier University also offers courses at these sites: Covington Catholic High School, Oak Hills High School West Clermont High School. Xavier’s Accelerated Bachelor of Nursing (ABSN) lab and clinical courses are offered at three sites in Ohio: Cincinnati, Columbus and Cleveland.

The College of Professional Sciences contracts with fieldwork sites for Occupational Therapy majors and residency sites for Master of Health Services Administration students.

There is a total of 319 classrooms encompassing a total of 197,417.00 sq. ft., inclusive of 185 teaching labs, totaling 84,317.00 sq. ft, and 71 of 109 classrooms created or remodeled since 2010 are equipped with active learning technology and furnishings, for a total of 63,640.00 sq. ft. There are 18 clinical practice spaces on the main campus totaling 9,201.00 sq. ft. There are 45 arts and performance spaces, a total area of 31,506.00 sq. ft., including an art gallery, photography studio, video control and editing rooms, music practice and recital spaces, performance theater, and storage rooms. There are 39 areas assigned to the library in three buildings, a total area of 46,593.00 sq. ft., including offices, lounges, storage areas and conference rooms. There are 19 areas for technology learning, including computer labs, computer science classrooms, technology training, and maker’s space, totaling 20,549.00 sq. ft.

Alter Hall, the central classroom building on campus, was renovated in 2015, now providing a high-quality environment sized to meet future learning style demands and potential enrollment growth. The building includes informal learning environments with break-out and small group collaboration opportunities, improved space utilization for scheduled classes that also allows teamwork during open scheduled times, and has the lowest energy consumption per square foot of any building on campus. The Health United Building (HUB), affiliated with TriHealth, opened in 2019-20.
The HUB encompasses all health-related elements of a Xavier students' experience, including a recreational center, a comprehensive primary care clinic and a mental health center with counseling rooms, a pharmacy and wellness coordinators. It is now home to the Occupational Therapy, Health Services Administration, the Department of Sport Studies, Population Health, Radiologic Technology departments, and the College of Nursing. There are 39 learning and teaching spaces, inclusive of classrooms, labs, and study spaces totaling 22,889.00 sq. ft.

Library facilities and resources are appropriate for scholarly inquiry, study, and research by program faculty and students. Centrally located on the academic mall, and fully integrated with the Conaton Learning Commons and its Connection Center, the McDonald Library supports all programs of study at Xavier. Its holdings are current and comprehensive, providing resources that meet the University’s mission, goals, and expected outcomes.

The library’s holdings include 217,951 physical titles in 298,121 physical volumes, in addition to 620,850 electronic titles. University Libraries Databases give access to 380 electronic databases. XPLORE Online Library Catalog provides a comprehensive online catalog search of all Xavier University Library holdings. Search@XU is a library search engine that includes materials from Xavier University Library and many other libraries from around the country and world. As an OhioLINK member, the library accesses physical and electronic holdings within the state, including the State Library of Ohio, 16 public university libraries, 51 independent college libraries, 23 two-year college libraries, 16 regional campus libraries, 8 law school libraries and 5 medical school libraries. The eXhibit institutional electronic repository has 15,636 items, including links to and PDFs of faculty scholarship, student scholarship, digitized collections from University Archives and Special Collections, digitized student newspaper, digitized Xavier yearbooks, and library administrative reports.

Xavier students and faculty are equipped with a technology infrastructure that supports effective teaching and learning. There are 2050 employee computers (400 Mac/1650 Windows), 300 physical desktop computers, 250 thin clients/available virtual sessions for academic instruction, and 25 computer labs inclusive of open scheduled spaces and departmental spaces. 142 classrooms are equipped with projector/screen and wired connectivity for bring-your-own-device access. Roughly 60% of 50 conference rooms have A/V equipment, along with 139 classroom and conference spaces with Solstice wireless display technology. There are 1400 wireless access points, with 100% building coverage. There are 241 virtual servers and 43 physical servers, capable of 7.2 TB of online/cloud storage (used) and 275 TB of on campus storage (used).

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3.S - Criterion 3 - Summary

The institution provides quality education, wherever and however its offerings are delivered.

Summary

Sources

There are no sources.
4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that ensure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.

Argument

Item 4.A.1

In addition to program reviews via specialized accreditation, Xavier collects, reviews, and provides feedback concerning program assessment information (e.g., data from student learning objectives) using a university-wide system on Nexus/Sharepoint. Program review also takes place for major program changes via college and university-wide curriculum committees – College Curriculum Committees, Board of Undergraduate Studies (BUGS) and Board of Graduate Studies (BOGS). Xavier has implemented an academic program health initiative, where academic programs are being reviewed using an APH dashboard, which comprises five dimensions: academic quality, finances, contribution (e.g., mission and diversity), trends (e.g., employment), and personnel (e.g., faculty productivity). Metrics used in the program health assessment include: student enrollment and diversity (e.g. CAS and particularly Biology), persistence by major, graduation rates by major, time to degree by major, post graduate outcomes, student major mobility, degrees awarded, contribution to the core, students per faculty ratio, undergraduate faculty rank distribution, student
credit hour production by faculty, seats per course section, and course capacity utilization, among others.

With regard to regularity of program reviews, new programs and program changes are reviewed by college academic deans and curriculum committees and then BUGS or BOGS prior to submission to the Provost for approval. Academic programs in the Williams College of Business, the College of Nursing, and the College of Professional Sciences typically have regular and periodic review via specialized accreditation groups. The CAS has established an 8 year cycle for program review. Program changes typically include program policies, curriculum development, and course modifications. Programs across the University are reviewed annually by area assessment committees, who provide feedback concerning student learning objectives and outcomes in relationship to use of findings for continuous improvement, assessment strategies, assessment measures, results of current year assessment activity, and needed resources. Feedback from program reviews has resulted in programs being able to secure faculty lines (e.g., Sport Studies) and administrative assistants (e.g., Radiology Technology).

Concerning acting upon findings from program review, with each review mechanism, programs are provided feedback from the reviewing source. For example, area assessment groups provide program feedback via a program student learning assessment rubric. Program feedback concerning student learning objectives is reviewed by program leaders and faculty members as well as many program-based advisory boards for input to act upon findings. Assessment is treated in detail in Criterion 4B.

**Item 4.A.2**

All transcripted courses are evaluated by BUGS and BOGS, after being reviewed by the respective college’s curriculum committee. BUGS and BOGS reviews all program/course content, contact hours, overlap and learning objectives.

Xavier awards academic credit for directed, experiential learning experiences (e.g., internships, practicums, field experiences, study abroad, etc.). Co-ops or internships for credit provide students with a hands-on, professional experience in a relevant organization. These experiences are planned, supervised and evaluated collaboratively between the (work) supervisor and faculty members. Learning goals and objectives align with academic theory and professional standards in each student’s field of study. Grades are based on workplace feedback and completion of learning assignments.

Xavier offers students immersive, community-engaged learning opportunities for academic credit. Semester-long service learning programs consist of interdisciplinary course work and service opportunities. Learning objectives and goals are overseen by faculty guides and service providers. Courses for academic credit in international programs led by Xavier faculty follow the same process of BOGS/BUGS. Both domestic and international programs are available. Xavier has developed a tool for the assessment of immersive learning courses through its participation in the Higher Learning Commission Assessment Academy.

All experiential, for-credit programs and courses are evaluated by college curriculum committees and then BUGS and BOGS. These entities review program/course content, contact hours, overlap and learning objectives.
Xavier also awards academic credit for courses not available at Xavier taken through the Greater Cincinnati Consortium of Colleges and Universities. Courses are vetted through the appropriate Department Chair and Dean. Under the Consortium agreement, Xavier students pay Xavier tuition and course grades and credit transfer.

Item 4.A.3

The Office of the Registrar reviews and processes all transfer credit for admitted transfer and deposited first-year students. Xavier awards undergraduate transfer credit for: academic courses from regionally-accredited institutions; AP, IB and CLEP exams; some military experience; Ohio Police Officer’s Training Academic; and other training recommended by the American Council on Education. Non-traditional students follow similar transfer guidelines. A grade of C or better is required for undergraduate transfer work. The Office of the Registrar maintains a Transfer Evaluation System and database of approved transfer work. At the graduate level, students are permitted to transfer in up to 6 course credit hours with a grade of B or better from another institution. Additional graduate credits may transfer at the discretion of the program director/chair and dean. Transfer credit is evaluated and approved by the appropriate program director/chair and dean.

Once matriculated at Xavier, approvals for off-campus/transfer work are evaluated by the appropriate department chair and approved by the appropriate dean. Certain core courses (i.e. writing flag, quantitative flag, etc.) are evaluated by the core curriculum subcommittee that awards the specific flag/designation. Students who plan to study abroad must also have courses pre-approved to ensure they meet academic standards. Co-op and life experience credit are not accepted. At the undergraduate level only transfer work with a grade of C or better will be accepted. Other restrictions include: 10-year, 4-year institution only (for upper-division classes) and/or residency rules.

Item 4.A.4

Prerequisites for courses, rigor of courses, and expectations for student learning are overseen by each college’s respective curriculum committee before final approval by either the Board of Undergraduate Studies or Board of Graduate Studies, as appropriate.

Each college’s assessment committee assesses student learning.

Faculty qualifications are established by each academic unit, following HLC guidelines. Faculty qualifications are then review by the appropriate academic dean for approval.

Xavier does not currently offer dual credit programs. Xavier will accept dual credit that is earned via other regionally accredited colleges and universities, sent via official transcript. Those credits are not defined differently than other transfer credits and are subject to transfer credit policies as outlined in the catalog.

Item 4.A.5

Xavier University holds specialized accreditation as appropriate to its educational purposes. Both the
College of Nursing and the Williams College of Business have programs accredited from the Commission on Collegiate Nursing Education (CCNE) and the Association to Advance Collegiate Schools of Business (AACSB), respectively. Nearly all programs in the College of Professional Studies are accredited through the appropriate specialized accrediting body, including the School of Counseling, Health Services Administration, Occupational Therapy, Psychology, Radiologic Technology, Teacher Education Programs, Montessori, Educational Leadership, Social Work, and Athletic Training. Select programs within the College of Arts and Sciences, such as music, chemistry, and the Intensive English Program are accredited through the National Association of Schools of Music (NASM) and the American Chemical Society, respectively.

Item 4. A.6

The Career Development Office and Office of Institutional Research track employment and graduate school outcomes of undergraduate students within 180 days of graduation. Results are available to the public from an interactive Fact Book on Xavier’s website. Outcome data include employment, graduate school, median salary, job location, relevancy to major, knowledge rate and top employers. Employment outcome data for graduate students is typically collected at the program level. Reporting of outcome information varies by college and program. Student employment and graduate school outcomes provide one indicator of job preparedness. In addition, departments work directly with the employers, businesses, and educators to ensure that curriculum and experiential learning adequately prepare students for employment and/or advanced study. Examples include: independent, professional accreditation (such as AACSB); scheduled program reviews; engagement with student and community-based advisory boards; feedback from alums and employers; coops/internships/practicums; outside speakers and panelists; and experiential learning.

Beginning in academic year 2019-20, all undergraduate programs in the College of Arts and Sciences will undergo a program review on an 8-year cycle. A part of this review includes post-graduate outcomes provided by the Academic Program Health dashboard and supplemented by program-gathered data on alumni.

Many of the academic programs in the CPS are accredited by professional accreditation organizations and supported by community-based advisory boards. Additionally, one of the purposes of the CPS Dean’s Undergraduate Student Advisory Board involves examination and discussion of the efficacy of programs. In 2018, this CPS student advisory board sponsored a forum involving recent CPS to examine and discuss how Xavier programming has been helpful regarding employment, continuing education (e.g., graduate school) and participation in post-graduate service organizations (e.g., the Jesuit Volunteer Corps).

Sources

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The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution’s processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

Argument

Xavier University’s Assessment protocol has focused on building institutional capacity to create, support, assess, and improve learning experiences, both curricular and co-curricular, as an integral aspect of our student experience, rooted in our Jesuit Catholic mission. Specifically, the institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

Area Assessment Committees (AAC) with membership consisting of associate deans and faculty members experienced in assessment, are housed in each college/division, chaired by senior faculty members or associate deans in the colleges, and by senior administrators in the co-curricular divisions. The AAC are charged with overseeing, reviewing, and enforcing assessment processes, and ensuring continuous programmatic review. Chairs or associate deans of AAC form an Administrative Assessment Group (AAG) that meets regularly throughout the semester to oversee, plan, revise, and coordinate assessment from a university perspective. This group, which reports to the Provost, monitors challenges experienced by the AACs, and responds with process and/or policy changes as necessary. Thus, Xavier has a clearly delineated organizational structure of assessment.

Xavier University operates under a faculty-driven Assurance of Learning model to ensure that we meet our student learning objectives. The Institutional Assessment Plan details the guiding philosophy of assessment at Xavier while the established programmatic cycle and process followed can be summarized by ten recurring, cyclical steps.

Assessment is a regular, recurring activity across Xavier University’s core curriculum and within each college/division. We have operated under a decentralized system, with assessment established as a programmatic process and with oversight and enforcement responsibility given to colleges and divisions where the programs are offered. Xavier defines a program as any definite and established curriculum, academic or nonacademic, in which student learning takes place. All programs are expected to be assessed for student learning.

Xavier uses an Assessment Hub for the yearly assessment process, and this dashboard is routinely shared with the Provost and President, as well as with the Board of Trustees at their annual meeting. It is used as a high-level overview of program progress and serves as an aid to the Provost and deans to indicate where attention may be required.
Since the last HLC visit of 2015, and the ensuing request for action summarized in the Staff Analysis of Institutional Report 2019, the University has continued to focus on its academic evaluation, by identifying core SLO’s and the assessment of these in order to improve student learning. Below, we first discuss the assessment process for the Core Curriculum, and then detail those of each college/division.

Core Curriculum Assessment

A new vision for the Core Curriculum and an accompanying set of Goals and Student Learning Outcomes that are deeply connected to Xavier’s Jesuit Catholic mission were approved by Xavier faculty in 2013 and implemented in fall 2015. As part of the Core Curriculum reform, Xavier faculty instituted a Core governance schema and established two permanent committees charged with overseeing the Core:

- The Core Curriculum Committee (CCC) is charged by the Faculty Assembly to manage the Core Curriculum – to serve, in effect, as the dean for the Core.
- The Core Curriculum Assessment Committee (CCAC) is charged with managing all assessment processes for the Core and to report its assessment findings to the CCC and, through it, to engage the Faculty Assembly to action as warranted.

Assessment of our core reaffirms our commitment to quality: clear goals for student achievement are set, performance against the goals is regularly measured, evidence of success is reported, and improving student learning is continuously addressed. We assess the entire Core Curriculum (all 12 SLOs) over a four-year cycle (typically three SLOs each year). Certain SLOs are broken down in order to focus on specific aspects of the broad outcomes. For example, one of our SLOs for Magis, a Jesuit term that is related to ad majorem Dei gloriam, a Latin phrase meaning "for the greater glory of God", which is the motto of the Society of Jesus, states that our students will be empowered to “recognize and cogently discuss significant questions in the (1) humanities, (2) arts, and the (3) natural and (4) social sciences.” We use different tasks to separately measure and assess each of the four component outcomes.

Assessment tasks consist of two components: a base experience (readings, images, thought-experiments, scenarios, or other activities) followed by one or more questions directed at one of the 12 Core SLOs. Different questions are designed to align with the different SLOs, but tasks are designed such that the same base experience may serve multiple SLOs. The CCAC reviews and updates the tasks, as necessary, to correct challenges that they identify; these challenges are noted in annual reports, e.g. the 2018-19 Core Curriculum Assessment Report.

For each academic year, tasks are chosen based on the SLOs identified for assessment according to a pre-defined assessment schedule. We collect pre- and post-Core assessment data from all undergraduate students via required, zero-credit courses:

- All first-year students take CORE 101: GOA (Goa is a city in India that is significant in the life of St. Francis Xavier, our namesake saint), which fulfills several developmental and encultration goals as part of our first year experience. Tasks for assessment are assigned as part of this course.
- All adult and transfer students take CORE 103: GOA for Adult/Transfers.
- All seniors take CORE 499 - Core Capstone. This course is required for graduation and serves only our assessment needs. It requires only one hour (approximately) of a student’s time. Tasks are delivered via our Learning Management System Canvas.
• We randomly assign assessment tasks to each section of CORE 101 and 499 based on the SLOs scheduled for assessment that year. From the students’ responses collected (typically 100-200 responses per task) we:

  o Assess all responses if the tasks can be auto-graded (e.g., multiple choice questions for quantitative reasoning).

  o Randomly select 50 responses for each SLO if the task must be assessed manually. This sample size ensures statistically reliable results. The selected student essay responses are scored by at least three members of the CCAC. Rubrics are used to measure the student responses. Following accepted practices for inter-related reliability, the three scorers individually score several tasks and discuss their scoring to agree on a common approach. Scores are aggregated and compared to the given metric. Core assessment reports are generated based on these metrics, and overall observations from the scorers are rolled into the final report for each SLO.

• In the fall semester of 2015, the incoming class of first-year students enrolled under our current Core Curriculum. In the spring semester of 2019 we collected post-Core assessment data on this same cohort, the first to have gone through the entire new Core. Previously, our assessment necessarily involved two separate cohorts and evaluated the old Core curriculum using the new Core SLOs (note that there is a high degree of applicability of the new SLOs to the old Core). The 2014-15 academic year assessment report was the first of our core assessment reports that addresses the HLC’s charge to effectively assess our Core Curriculum.

Core Assessment Results and Insights

The CCAC reports its insights from assessing our Core to the CCC. A Core Curriculum Assessment Report is submitted to the CCC annually, typically in late fall, and posted on Xavier’s central assessment site, accessible to the entire University. In each report, the CCAC evaluates the data collected for each SLO against the appropriate metrics, determines whether the metrics are met or not, comments on their understanding of why this may be, addresses gaps that it may see, and recommends improvements to the tasks, SLOs, curriculum, and/or the assessment process. For example, in response to the 2018-19 Core Curriculum Assessment Report, the CCAC made the following changes:

• Designed a new task for SLO 4b, “discuss and evaluate what constitutes human wellness”.
• Determined that SLO 3b, “examine the nature of beauty, truth, and virtue as means of gaining a sense of the divine”, was not assessible as written and requested a revision. Spearheaded by Theology, the various humanities departments replaced the wording to read

  Students will be able to describe how reflection upon a range of human experiences enables a sense of the divine and/or a sense of life’s meaning and right relationships with others and the world.

This change was then approved by the Faculty Assembly.

We note that there is a question of how to determine if any curricular changes are made (or planned) in response to the CCAC reports. The Area Assessment Group (AAG) is considering adding a relevant prompt to the colleges' annual reflection and action form to collect this data.
Developed new instructions for two SLO tasks to make expectations of responses more explicit.

In general, our Core assessment work over the past years shows the following assessment achievements and gaps:

- The data generated indicate that student learning takes place across all assessed SLOs. For example, for SLO 6b Vocation, in the 2018-19 Core Curriculum Assessment Report, we note that senior performance improved over freshman performance (65% of senior placed in the top 2 categories and 96% placed in the top 3 categories; 54% of first years placed in the top 2 categories and 74% placed in the top 3 categories).
- In all assessment tasks, students commonly do not support their arguments using data or facts.
- There is too often a gap between what faculty hope that the core is accomplishing and what faculty are actually teaching in the core courses.
- While a reporting process to close the feedback loop is being used in the Core assessment process (e.g. 2018-19 Core Curriculum Assessment Report includes the CCC feedback), we are working to strengthen the communication and response with the faculty, since their teaching of the Core has the most impact on assessment results.

Academic Program and Co-Curricular Program Assessment

In addition to the Core Curriculum, all degree programs are assessed for student learning. Following is a discussion of each.

The College of Arts & Sciences

The College of Arts and Sciences (CAS) evaluates the assessment of programs through the governing body of the CAS Area Assessment Committee (CASAC), which is made up of 8 faculty members, including an associate dean. The CASAC evaluates programs’ assessment strategies and results annually when it receives materials from, and then offers feedback to, all fifty-two programs in the College. Members of the committee, as a whole or individually, also provide ideas and feedback as programs develop their assessment plans. At CASAC's inception in 2012-2013, only 56% of the programs participated in assessment. By the academic year 2018-19, all of CAS' programs were doing some form of assessment.

Each department has clearly stated goals for each program (major and/or minor) within the department, as well as outlined SLOs and developed measures for assessment, e.g. Mathematics, B.S. and Actuarial Science, B.S. in the Department of Mathematics.

Each program assesses one or more of its Xavier SLOs, via direct and indirect measures, by addressing whether changes were made to the assessment plan, the effectiveness of measures used, the methodology of the assessment process - when, where and how the assessment was done, the performance outcome for the assessment, data supporting the assessment, and plans for the following academic year’s changes or improvements to the SLOs, and also, reports on the actions taken as a result of its assessment. Every program assesses each SLO at least once every three years.

Each assessment program submission is reviewed by at least two CASAC members, and then gets discussed further at a meeting of the committee. Each program’s submission is examined by evaluating the following aspects of its assessment: a description of the program and its student learning objectives, the assessment strategies and measures used, the assessment results obtained, the
use of results for continuous improvement, including an emphasis on direct and indirect measures, and the resources requested. At the end of the CASAC review, the committee fills out an evaluation rubric and comments on the various categories. The remarks made by the CASAC are intended to be formative, encouraging best practices of program assessment. Also, CASAC notes resource needs as a result of assessment, and reports these to the Dean in a summary document and a follow-up discussion with the serving associate dean.

The evaluation rubric is then shared with the program's chair, who then discusses it with the department. As the result of this discussion(s), plans for continuous improvement are made to the program as well as any necessary changes to the assessment strategies.

We provide here as examples the 2017-18 assessment report of Chemistry and English and note some of their characteristics.

- **Chemistry**: The B.S. in Chemistry is accredited by the American Chemical Society, which provides convenient tools for assessment. Such tools include national standardized tests for General Chemistry and Organic Chemistry, plus a requirement for a senior capstone project. The department collects data every year and uses these results to inform continuous improvement. The department has not needed to make any major changes over the past five years.
- **English**: The B.A. in English is assessed primarily at the senior level, using written papers from the senior seminar and a senior exit survey. In 2017-18 the department noted that writing outcomes were achieved at the desired level, but not oral communication. There is now a major course that carries the Oral Communication Flag, plus the department encouraged more faculty to incorporate oral assignments within their courses.

**The College of Professional Sciences**

The majority of the programs in the College of Professional Sciences (CPS) are professionally accredited and are required to submit assessment reports to their accrediting bodies.

Each CPS program has clearly defined Xavier goals for student learning. In CPS, the core assessment process consists of an annual review overseen by the CPS Area Assessment Committee (CPSAC) that has an associate dean as its chair. Each program within CPS provides an annual assessment report which addresses the progress made on the past year’s SLO(s) commitments. The CPSAC then reviews the annual submissions. There are currently forty-one programs in CPS as Nursing has recently become a separate college. Within each program, SLOs tie to accreditation requirements for field licensure as well as to specific Xavier program requirements. By way of an example, the Human Development and Learning Syllabi from the Educational Foundation program shows how each activity is aligned with several accreditation requirements.

The annual program assessment template provides a model for academic units to follow as they reflect on their program’s assessment plans and processes. Each program’s assessment plan states its specific student learning outcomes derived from its program mission, as well as specific knowledge and skill indicators. Here are some examples of CPS’ program descriptions and SLOs and also, some examples of the CPS’ committee evaluation reports.

Most CPS programs are accountable to the various accreditation bodies. An analysis of the Ohio Assessments for Educators (OAE) results in areas of program remediation. These areas then form the specific SLO(s) goals for the upcoming year.
The importance of assessment to improve student learning is recognized by CPS. Assessment occurs at the course, activity, and program level, and involves the participation of faculty, administrators, and staff throughout the college. Summary reports, together with normative comparisons, provide faculty with specific recommendations for addressing areas for improvement. The suggestions made for revisions are addressed in the next year’s annual reflection. Annual reports are posted on the Assessment Hub that is publicly displayed on the CPS home site and reported to the Board of Trustees.

Examples of how the 2018-19 assessment reports informed program changes in the CPS include:

- The development of a Dissertation Advisement Clinic in Spring 2019 for the doctoral program in Leadership Studies.
- Addition of a new faculty line in Exercise Science.
- Change of a competency rubric and rating scale for Social Work majors in field placement.

The College of Nursing

As a newly established college, the College of Nursing (CN) is in the process of defining its program assessment structure and leadership. Up to and including the AY 2019-20, its program assessment has continued to be reviewed by CPS. Beginning July 1, 2020, the CN will form an Area Assessment Committee (AAC), similar to the other colleges.

Examples where CN programs learned from assessment efforts is illustrated in the 2018-19 assessment reports where nursing programs (e.g., Family Nurse Practitioner) used program feedback to refine nursing assessment tests for curriculum areas.

The Williams College of Business

The Williams College of Business (WCB) is accredited by the Association to Advance Collegiate Schools of Business (AACSB). AACSB accreditation requires among other things that the WCB implement and sustain effective assurance of learning “assessment” practices. Compliance is ensured through the AACSB’s periodic Comprehensive Continuous Improvement Reviews (CCIR). The WCB was subject to such review during the 2018-19 academic year. The CCIR is a thorough examination of a college’s strategic processes – including all assurance of learning activities. In spring 2019, the AACSB formally approved the WCB’s ongoing assessment practices and other strategic processes, and voted to extend the college’s AACSB accreditation.

WCB faculty, staff, and administrators regularly re-examine the college’s Goals and Student Learning Objectives (SLOs) in light of priorities that emerge from University- and College-level strategic planning including input from all appropriate constituencies (students, faculty, staff, administrators, alumni, and professionals from across the business community). Revised and reaffirmed BSBA and MBA goals/SLOs were approved via faculty vote on May 2019. Similarly, faculty in each department developed major(s) specific and specialized graduate program(s) SLOs.

Each department and graduate program has designed curriculum maps that link WCB courses to SLOs and planned schedules of assessment to identify the timing of assessment for each SLO. The curriculum maps serve to confirm that SLOs are adequately addressed by the college’s course offerings and identify the optimal course(s) for collecting assessment data. The WCB assesses student learning using both direct (e.g., course projects and embedded exam questions) and indirect measures, e.g., MBA program survey. However, the College relies primarily on direct methods of
In pursuit of continuous improvement, the WCB has also implemented changes in processes over the years to make its Assurance of Learning (AoL) model more systematic, with better documentation and oversight. Two of the more recent changes include creating a new administrative position, titled WCB Director of Assessment, and providing financial support for faculty to attend AoL development programs. The WCB Director of Assessment reports directly to the Associate Dean and shoulders responsibility for ensuring that all faculty are engaged in a continuous-improvement model of AoL. Increasing the number of faculty who attend AoL development programs should help maintain and improve the WCB’s culture of data-driven program review and curricular development.

**Student Affairs**

The Division of Student Affairs (SA) is committed to the assessment of student learning and development. The SA operates with clear and consistent expectations related to student learning assessment, and each of its departments, specifically, Center for Faith and Justice, Counseling Services, Dean of Students, Disability Services, Gallagher Student Center, Psychological...
Services, Recreational Sports, Residence Life, Student Involvement, Title IX, follows annual assessment practices. The Division’s assessment strategies align with those described above for each college: annual assessment plans at the beginning of an academic year, data collection and analysis throughout the year, annual reports at the end of each year, and modifications to programs and/or assessment plans as deemed necessary and based upon findings. While assessment, evaluation, and continuous improvement, have been a norm of its professional practice since its inception in Academic Year 2011-12, e.g. Student Involvement Assessment Report 2011-12, the Division has strived to coordinate and elevate this work through improved training and documentation as evinced in the 2018 Student Affairs' Assessment Narrative. In particular, SA's current practices have been in place since Academic Year 2014-15 with the following cycle:

- August – before the start of each academic year, each department in SA, submits their Annual Assessment Plan. The template provides detailed information about each SLO (i.e. where it exists in the curriculum, how it is measured, etc.) and how it aligns with the divisional learning competences. These plans also include documentation of other major data sources and surveys that the department facilitates or supports. The Senior Director for SA reviews the departmental plans and meets with the departmental assessment coordinator(s) as needed to provide coaching and guidance.

- Academic Year – throughout the academic year, each department engages in their work and integrates their learning and assessment practices as outlined in their Annual Assessment Plan.

- July – at the end of each academic year, each department completes their SLOs Report. These reports invite each department to provide detailed analysis of each student learning outcome, a summary of major changes and key insights, and an analysis of proposed next steps. The Senior Director of Student Affairs reviews the departmental reports and meets with the departmental assessment coordinator(s) as needed. As part of the evaluation process, the Senior Director compares the Annual Assessment Plan with the SLOs Report to determine if the unit measured and assessed what it stated it would at the beginning of the year. The Senior Director evaluates if/how the unit plans to use its assessment evidence to implement changes and improvement. During this phase, the departments are expected to upload documentation of their assessment efforts to the Nexus site.

- August – after the department makes any necessary revisions to their SLOs Report, they then submit a revised Annual Assessment Plan for the upcoming academic year. The plan should reflect changes proposed as a result of the prior year’s assessment process, thus closing the loop on our assessment cycle. The Senior Director reviews the plans annually.

These practices have helped each unit to better execute assessment and learn how assessing student learning can serve as a tool to support the Division’s work. The SA has an Assessment Committee that consists of representatives from each reporting unit. The committee meets to share best practices, to identify training and resource needs, and to implement training opportunities. For several years, members of the Assessment Committee have attended the annual Student Affairs Assessment and Research Conference at Ohio State University (OSU). The Assessment Committee has also hosted trainings on writing learning outcomes, assessing learning outcomes, tools/technology to support assessment efforts, and more.

The Office of Student Involvement is one unit that has engaged in the assessment cycle consistently over this time period. Having engaged in the process over several years, the Office of Student Involvement recognized that it was spending time assessing elements of the student learning
experience that were measurable, but perhaps less meaningful. As result of their assessment practices, the Office of Student Involvement elected to implement a more global assessment of "involved student learning" across students’ experiences in roles such as club leaders, orientation leaders, Student Activities Council and SGA members, student employees, and more. The unit added an SLO focused on assessing "involved student learning and performance of transferable skills most desired by employers".

The metric used for this SLO was designed around results from the National Association of Colleges and Employers (NACE) survey. This work aligned with staff conversations about creating more high level departmental learning goals that better reflect the department’s overall purpose, such as leadership development and career preparation. The staff used findings from this assessment to refine some of its programs and services. In particular, the staff saw the deepest impact with students serving in on-going roles such as Manresa Core and Student Activities Council. The team elected to deepen their investment in these experiences (and other similar roles where they have an ongoing relationship with students) rather than focus on shorter-term programs. As a result, Student Involvement paused some of existing student leadership programs (specifically Emerging Leaders Initiative and Sophomore Leadership Challenge) in order to focus on integrating strengths-based education and leadership skill development into existing on-going experiences.

The Office of Residence Life engages in student learning assessment using both direct and indirect measures of student learning, e.g., 2017-18 ORL Annual SLOs Report. One of their most effective practices is the annual administration of the Skyfactor survey. Via this national benchmarking survey of residential student learning and satisfaction, the Office of Residence Life measures the impact of on-campus living on student academic performance, student knowledge of campus resources, and student preparedness to interact with people who are different from themselves. Based on feedback from the annual Skyfactor survey, the Office of Residence Life implemented a new roommate matching process for Summer 2019, support by new software (My College Roomie), to allow students to make better roommate matches to support their academic success and their preparedness to interact with other diverse students.

The Title IX Office also engages in annual assessment of student learning, e.g., 2017-18 TIX Annual SLOs Report, particularly related to student leaders’ ability to name types of sex discrimination as well as confidential resources for reporting sex discrimination. Based on their assessment of these learning outcomes, they continue to modify their trainings to ensure that students fully understand the difference between a confidential resource and a resource that is required to report. They have added spring refresher courses, modified training strategies (e.g. case scenarios, live quiz post-presentation, role plays) and partnered with other university staff (like the Advocacy & Prevention Office) to support these trainings. The Title IX Office also gathers data about the student experience from the annual climate survey. During Spring 2020, they are working with the Office of Institutional Research to revise/improve the data gleaned from the three question survey and are working to include student and employee resources within the tool itself. In addition, as always, their review revealed the continuing need to strengthen Xavier’s primary prevention education efforts on gender-based violence. As a result of their assessment efforts, the Title IX Office was able to add a second position to their team beginning in academic year 2019-2020. This role focuses on gender-based violence prevention education, including the roll-out of the just introduced Green Dot prevention education and bystander engagement program on campus.
The EMSS division follows a yearly cycle of assessment similar in strategies and procedures as those described above.

The EMSS Assessment Committee consists of at least one representative from each of the following offices: Center for International Education, Enrollment Intelligence, GOA, Office of Academic Support, Student-Athlete Academic Support Services, Student Success Center, and TRiO Student Support Services. The committee meets at least once each semester to share assessment updates, present assessment plans, and get advice and feedback from each other. The EMSS Assessment Committee 2018-19 Timeline and the EMSS Assessment Plan 2018-19 highlight how assessment for the EMSS division is performed. In particular, these documents show the evaluation process as well as the SLOs assessed by each department and how the data is collected.

Individual groups have experienced positive results from the recent years' assessment. To illustrate this, here are a few examples from GOA and the Office of Academic Support.

GOA's SLOs are assessed via reflections that students complete at the end of each class. The process to gather data for SLOs was improved in 2018-19, which resulted in an easier submission process for students and the data collection became more reliable. Not directly related to SLO assessment, but through the course evaluations, constructive feedback from the students on how to improve the course numerous changes were implemented. The most notable one was in fall 2016, when the course meeting schedule was changed from every other week (in 2015-16) to weekly meetings for the first 6 weeks of the semester. Additionally, based on student feedback, the content of lessons have changed with the most improved ones being the Diversity and Inclusion topics. Currently, stereotypes and micro-aggressions are covered in CORE 101 and identity, power, and privilege in CORE 102. Also, for the first time this year, in the reflection for the sixth, and last, GOA class, the students were asked whether they plan to return to Xavier the following semester (this is asked in CORE 101 and 102). This question evinces the great collaboration that exists between GOA and the Student Success Center to help identify students who are considering leaving the university.

The Office of Academic Support (OAS) has as one of its SLOs "Students who use tutoring or the SI program will be able to have a better understanding of the course material". Initially, we used only indirect measures with student feedback administrated via an evaluation. However, in the past couple of years, direct measures were developed, which improved the process. Currently, a tutor report is completed after each tutoring session on how well a student can apply the material from the course on a scale from 1 to 5 (with 1 indicating student cannot apply the material and 5 indicating the student has mastered applying the material); this allows the tutor to stop and think about how the student is processing the course material. To assess this SLO, we take the average rates of the first tutoring session and compare them to the average rates of the last session. Results indicate that the average at the last session is higher than the first, signifying that the students can better apply the course material after meeting with a tutor. For exact results see the OAS 2018-19 report.

Additionally, an analysis of retention data for students who used tutoring and supplemental instructors (SIs) has resulted in an expansion of the SI program to support additional courses over the past couple years (specifically MATH 120, 140, 225, CSCI 180).

The EMSS division staff are encouraged to attend conferences or other professional development opportunities that focus on assessment (some have attended the OSU Assessment conference in June, others have attended assessment related conferences/workshops/sessions through their national professional organizations) to help improve their assessment practices.
Assessment at the University Level and its Future

The assessment approach has not changed since originally instituted in 2012-13 and has served Xavier well. Until recently, assessment was being overseen by the Associate Provost for Academic Affairs. However, since the summer of 2019, we have a dedicated Faculty Director of Assessment (FDA) in charge of overseeing student learning for all curricular and co-curricular programs.

With the appointment of an FDA, the Administrative Assessment Group (AAG) has sought to develop efficient assessment processes and policies across all areas to ensure consistent and effective assessment practices. During the fall semester 2019, the AAG met frequently to discuss current assessment procedures and documents, reflecting on areas of strength as well as growth opportunities. This restructuring has provided an avenue for recognizing a vision for assessment, with common learning outcomes and assessment processes, documentation, and expectations aligned throughout the University. Specifically, the following outlines changes to assessment practices at Xavier:

- Improved the external assessment website.
- Updated the 2012 University Assessment Protocol to the 2019 University Assessment Plan.
- Revised the University’s organizational assessment structure.
- Improved he Assessment Hub at the Nexus Sharepoint site to provide a consistent framework for the different organizational structures of the University in order to better articulate our assessment practices, training documents, and member participation.

Several documents were reviewed to “close the loop” and reflect best practices for assessment. Two specific areas of improvement were identified that will assist the University in completing the cycle of assessment. The annual assessment report template has been revised to eliminate redundancy, streamline the process, provide clear guidelines, and address program and budgetary decisions. Additionally, starting in the spring of 2020, the reflection and action form, which has been revised, will be submitted by programs in the spring rather than in the fall with the annual assessment report. This form allows programs/divisions to reflect and report on the assessment feedback provided by the Area Assessment Committee (AAC) and to address areas of needs in the improvement of student learning outcomes, direct and indirect measures, and reflection on data and artifacts. Faculty and staff will then meet to discuss this feedback on the assessment of their program/division, and to develop a plan that includes resource and budget requests. This update to the assessment cycle was necessary to have a formal process for programs/divisions to address gaps in their assessment practices as well as have the opportunity to address budgetary concerns.

The schedule and procedure for submitting and reviewing the reports will reflect changes beginning in the fall of 2020. The steps for completing the annual reports are outlined below:

- Program directors or assessment leads submit the annual report to the Nexus SharePoint site.
- AAC reviews the annual reports and gives feedback via the evaluation rubric.
- Completed rubric with feedback from the AAC is returned to the department/unit via email.
- Curricular and co-curricular areas review the feedback with their group members, and then complete the reflection and action form and return it to the AAC – this timeframe allows for the areas to make changes and request resources prior to the next annual report. The completed form is submitted to the school/department director/chair, who uses the summary narrative box to add comments/feedback. The school/department director/chair then posts the reflection and action form to the Nexus SharePoint site.
- AAC reviews all reflection and action forms and writes an overview of the college/division's
needs. This report then gets submitted to the Deans and the Direct Reports to the Provost.
- Deans and Direct Reports to the Provost/President submit assessment results and planning resources to the FDA who then communicates this information to the Associate Provost for Academic Affairs, the Provost, and the Associate VP - Provost for budget and planning purposes, and these in turn report back to the FDA the decisions that were made.
- The FDA reports back to the Deans and Direct Reports to the Provost/President who will then share the necessary information with the AAC who are charged with overseeing, reviewing, and enforcing assessment processes and ensuring continuous programmatic review.
- Co-curricular programs will follow a similar plan but reports will be due during the summer.

Additionally, beginning in March 2020, the AAC membership selection process will be implemented. A new survey will be distributed to solicit interest and nominations for members to serve on the AAC. Associate deans and senior administrators in consultation with the Deans will select members to serve a three year term with an option to extend the term. This process will allow for continuity and insight for review of the annual assessment report.

We have a strong assessment team at the University and a clear plan of action that includes regular meetings, reflection on our practices, and methods for implementing changes. Moreover, professional development and training opportunities will become a regular part of assessment.

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4.C - Core Component 4.C

The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence and completion that are ambitious, attainable and appropriate to its mission, student populations and educational offerings.
2. The institution collects and analyzes information on student retention, persistence and completion of its programs.
3. The institution uses information on student retention, persistence and completion of programs to make improvements as warranted by the data.
4. The institution’s processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Argument

4.C.1. The institution has defined goals for student retention, persistence and completion that are ambitious, attainable and appropriate to its mission, student populations and educational offerings.

Xavier University engages in regular examination and reflection on its goals and mission, including a strategic plan that has set goals and strategies for the number and persistence of students. The 2019-21 Strategic Plan indicates the goal of "growing the undergraduate student population to 5,000 undergraduates with an emphasis on increasing our historically underrepresented students" and "decreasing the first year discount rate to no greater than 49%, and increasing first-year retention to at least 90%." The goal of 90% first-year retention for undergraduates is ambitious yet attainable; while rare for universities of our size, endowment and incoming student ACT scores, a few private universities of similar size, only moderately larger endowments, and moderately higher incoming student ACT scores have attained 90% first-year retention in recent years.

The Division of Enrollment Management and Student Success (EMSS) has set enrollment goals in its Five-year Enrollment Management Plan that spans the years 2016-21, and is currently working towards the next plan. Furthermore, the Student Success Coaching Plan 2019 details outreach activities that the Student Success Center (SSC) is doing in any given week of the semester to help students, whether at low or high risk, to persist at Xavier University.

4.C.2. The institution collects and analyzes information on student retention, persistence and completion of its programs.

The Office of Institutional Research (IR) collects student data on retention, persistence, and
completion of its programs from Xavier's colleges. For example, the College of Arts and Sciences sends suspension and probation letters, and students on suspension have a right to appeal the suspension. IR then analyzes this data and distributes it in the form of reports. Students are tracked by program major as they progress towards degree completion, on a term by term basis. In particular, IR gathers information on enrollment and persistence and creates reports on these. The students’ persistence rates are aggregated in several ways: in the major, by semester; persistence at Xavier over time to degree completion; and graduation rates by major. IR also collects data on students withdrawing as well as data on suspension and probation, both at the College and University level.

Beginning in 2017, this student data and other factors of academic program health have been available to programs and academic administrators for monitoring and analysis through the Academic Program Health dashboard.

Data related to retention, persistence, and completion rates is also collected by separate units of the university. The TRIO program tracks its students and provides reports on their activities and persistence. The GOA course, an introduction to Xavier program, which includes lessons on Academic Strategies, Wellness and Setup for Success, collects data on students’ course grades which it reports on, to help forecast persistence. Also, academic programs, for example, Mathematics, gathers exit surveys from graduating students, which it then analyzes as part of its annual assessment.

Student support services designed to aid and encourage persistence and completion, also keep data on their activities. For example, the Writing Center provides a yearly report on the activities and usage of the center. There are also yearly reports on the use of the Office of Academic Support and the Supplemental Instruction Program, as well as the Mathematics Tutoring Lab.

4.C.3.

The institution uses information on student retention, persistence and completion of programs to make improvements as warranted by the data.

Information from the data gathered is used to improve efforts at retention, persistence, and completion of degrees. The data, consistent with nationally published work, suggests the importance of early intervention and the university has acted on this in several ways.

In the summer of 2017, the University established a Student Success Center (SSC) to organize the work of several offices and thus, better coordinate efforts at retention, persistence, and degree completion. The main efforts of the SSC office are as follows.

- **Academic advising** - to provide expert advice on majors and minors, core curriculum requirements, and registration procedures, in order to keep students on track to graduate.

- **Career development** - to help students, independent of their major, convert their college success into career success by providing resources such as mentoring programs, interviewing and resume polishing, internship information, career coaching, job listings and more. These resources are tailored to reach all current and former Xavier students.

- **Success coaches** - to work with first and second year students. The success coaches meet with students early in the semester and throughout the academic year, encouraging them to "understand strengths and weaknesses, recognize patterns of behavior, reflect critically on decisions, and make deliberate choices that support their best interest.”
• **Student Progress Reports** - sent to faculty several times during a semester (weeks 2-3, weeks 6-8, and weeks 11-12) soliciting feedback on students enrolled in their classes, to have a mechanism for early detection of students' issues and guide them to support services or schedule alterations as needed. These reports are sent out for 1st and 2nd year students, athletes, students in TRIO, and Veterans. Faculty submit these progress reports in the *Navigate - EAB Advising* system. When students are flagged 'at risk' in one of these reports, they will get an automated email notification letting them know that faculty indicated that they did not have good attendance, are failing, or are in need of tutoring. Additionally, the students are provided with recommendations and links to resources for their specific issue(s). The success coaches (for 1st and 2nd year students) then track patterns and will follow up proactively with students with three or more alerts.

• **Financial Advising for students** - to counsel and give advice on everything from FAFSAs to payment plans and more.

In Fall 2019, a new cross-divisional task force, the *Student Success Integration Task Force (SSITF)* was introduced to help Xavier progress toward 90% first-year retention for undergraduates. SSITF was charged to identify strategies and recommend appropriate funding to strengthen first-year undergraduate student belonging and thriving. As of Spring 2020, SSITF has developed nine recommendations based on retention data, research into student success, and extensive engagement with campus constituents.

Also acting on data, showing early intervention is important, starting in 2014, the University initiated the *Xavier Action and Care Team (X-ACT)*, to respond to alerts regarding student concerns that are raised by faculty or students through a simple button and form available on the University’s portal. X-ACT is a collaborative, interdisciplinary advisory group that meets regularly to provide support and assistance to students who may be experiencing emotional distress and exhibiting at-risk or threatening behaviors. X-ACT helps coordinate a University-wide response and resource alignment and serves as a resource for faculty and staff in addressing at-risk or disruptive student behavior. X-ACT functions as follows. The Student Concern reports are received by the Dean of Students office and the Student Success Center. Reports representing a concern for a student’s safety or wellbeing, or circumstances that are significantly impeding a student’s academic success, are brought to the X-ACT meeting for review. Cases are reviewed with the team and a collective determination is made regarding the most appropriate intervention(s) for the students involved. X-ACT interventions include, but are not limited to: monitor the situation; engage directly with the student to deescalate the situation; work with an ally, faculty, advisor or other staff person to monitor situation; work with other departments to coordinate a plan of action, e.g. assessment, counseling, care management, conduct; refer to mental health assessment or treatment (voluntary); voluntary hospitalization for evaluation and/or treatment; involuntary hospitalization for evaluation and/or treatment; student conduct review/action; contact with family member(s); separate from campus (voluntary leave/withdraw, interim suspension, involuntary leave); mandated psychological assessment; contact campus emergency response team (CERT/XUPD). Interventions are quite varied as they are developed to respond the specific and unique factors of the student’s circumstances. X-ACT meetings occur weekly for approximately 90 minutes per week, during the fall and spring semesters. Reports and interventions are documented and records are maintained by the Dean of Students office.

Moreover, the *Office of Disability Services* does tremendous work to support our students' success. Disability Services offers equal and integrated educational experiences, services, and
enrichment opportunities to students with disabilities to allow full access and participation in the Xavier community.

Retention data indicates student preparedness is a factor in retention, persistence, and degree completion. Using academic readiness (AR) ratings determined at the time of application, the University has become more selective in its acceptance of students at AR levels that require more resources for success, which in turn, allows us to provide the needed resources to all Xavier students.

Data also indicates that financial need is a factor in student retention. Initially, there was a small fund in Student Affairs that provided some support for student emergencies. Then, two sources of emergency funds in the Office of Financial Aid (FA) and the EMSS (through the SSC) were established to help Xavier students in need. FA applied for and received a Dash Grant through Great Lakes (now called Ascendium), and during the academic years 2017-18 and 2018-19 Xavier provided approximately $90,000 in emergency grants for a large number of Xavier students, the top uses of these being: housing/rent ($33,000), food ($18,000), car/vehicle repairs and expenses ($13,000), and medical/dental expenses ($11,000). Also, to support all students, but in particular to help students in financial distress, the SSC implemented a book rental and tuition insurance program. Furthermore, during the same period, Student Affairs was building their emergency fund through the March Gladness campaign that occurs each year, funding up to approximately $15,000 a year. As the last Dash Grant funds were being used, donors stepped in to provide additional funds to support the student emergency fund. Recently, in fall 2019, the SSC and Student Affairs both realized that it made little sense to have two emergency funds running in parallel, so they convened and developed a common application for emergency funding. They are also meeting as a group to develop a common procedure for distributing emergency funds and to make decisions regarding applications for funds.

Furthermore, in 2018, the university has begun providing assistance around food insecurity through The Store – a student government run free food pantry.

To aid the students' academic advising process, the University publishes both a Student Guide as well as a Faculty and Staff Guide. Furthermore, recognizing the need for coordinating information across university offices, success coaches, and faculty advisors, the University adopted the Navigate - EAB Advising system for tracking student progress. EAB Advising was launched in January 2017 to the full-time professional advisors, and the full rollout for professional staff finished at the end of spring 2018 with the launch of Tutoring and special advising centers. Faculty rollout began in fall 2018 with a pilot group and the full rollout finished for faculty in fall 2019. The Navigate system integrates metrics that allow detection of and intervention with students determined to be at higher risk for persistence.

The Academic Program Health dashboard is used by colleges and programs to monitor their success in retention, persistence, and degree completion. For example, in AY 2018-19, academic programs in the College of Arts and Sciences used this information to develop five year plans. Programs have also used this information to start initiatives, for example, Computer Science began using Supplemental Instruction in AY 2018-19 to address retention rates in the program. In 2019-20, all undergraduate degree programs responded to a metric established through the Provost’s office that included retention and degree completion in its measure.

Following IR data indicating that lacking a feeling of belonging (e.g. "Adjusting to Xavier","Homesick") is a common factor in withdrawal from the university, Student Affairs (SA) launched the Pathways program in fall 2018 to provide a variety of ways for students to find their fit
into the social community at Xavier. The Pathways program originated from the Division of Student Affairs’ interest in clearly articulating the learning and development opportunities available for students in the co-curriculum. The concept started in AY 2015-16 when SA began to define its student learning outcomes and opportunities across four primary areas – community, identity, wellness, and leadership. During AY 2016-17, Student Affairs established a cross-functional team to explore opportunities for the Division to better coordinate the educational opportunities for students across the four learning competencies. The team began the process of identifying a map of co-curricular learning opportunities and suggested “pathways” for students to experience learning across all four realms. After a strategic planning process in AY 2017-18, SA expanded and redefined the learning competencies to include the following: belonging, identity, wellbeing, spirituality, social concern, and leadership. The divisional Pathways team then mapped out a toolkit and website to guide first year students. All first year students received these materials during Manresa (new student orientation) and participated in a small group activity where they used the concept of these pathways to begin to chart their journey through the co-curriculum. In AY 2019-20, SA aimed to enhance the experience for students by adding a 6-week series of initiatives to introduce students to the learning competencies. SA tracked student engagement in the 6-weeks of program and is currently analyzing the available data. SA also partnered with the GOA program to conduct a survey of the students’ experiences with Pathways. The survey was administered in January 2020 and results are in the process of being analyzed. Also, SA is working with partners across the university with the goal of integrating our learning pathways into the Road thru Xavier online system and the larger Road through Xavier experience.

Further following through on the Strategic Plan’s stated goal of 90% retention, the SSITE, is convening December 2019-January 2020, to discuss student retention, and to identify strategies and recommend appropriate funding to strengthen first-year undergraduate student success. The strategies will integrate efforts across Enrollment Management, Academics, and Student Affairs.

4.C.3. The institution’s processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

The Office of Institutional Research (IR) is Xavier University’s official source for academic and student affairs institutional reporting and research analysis, e.g. the Census Day Enrollment Statistics Report. It performs research and analysis to support decision-making, university planning, and assessment. IR supports the University and its mission by collecting data regarding student success in all academic programs and providing this information to academic and administrative units in support of strategic initiatives. In particular, it conducts surveys, outcome studies, and institutional-level assessment, e.g. the Career Outcomes Rate summary show rates by college and overall.

Xavier University utilizes IPEDS-defined cohorts (first-time, full-time degree-seeking undergraduates) to track retention and graduation rates. This traditional cohort represents over 90% of the total entering students in a given fall semester. The Office of Institutional Research tracks the official retention and graduation rates and monitors longitudinal trends both overall and by subpopulations, such as for ethnic groups or first generation students.
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4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Summary

Xavier’s Mission, the 2019-20 Strategic Plan, and the EMS and Institutional Assessment Plan, serve to guide and inform the nature of teaching, learning, recruitment, academic evaluation, retention, and improvement efforts of the University’s educational offerings. Institutional responsibility for evaluating the effectiveness of learning and the quality of programs for educational improvement is an ongoing and continuous process involving program reviews, academic assessment, specialized accreditations, college and university curriculum committees, designated Xavier academic offices and resources, administrative leadership and oversight, the Academic Program Health initiative, and a Student Success Center established to coordinate efforts for student retention, persistence, and degree completion.

Under the guidance of the Provost, University and college leaders partner with Xavier’s Faculty Committee and with the faculty chairs of the various academic committees, to discuss ways to support the University’s academic endeavors, and implement a multifaceted approach for evaluating and improving teaching and learning. A concerted effort has been made to assure policies and processes embrace and include the broader university to utilize the perspectives and strengths of faculty and staff members, university leaders, students, and external stakeholders (e.g., academic advisory boards). The Provost’s office and the leaders of the various assessment committees provide support and counsel to ensure that faculty and staff receive education and training regarding assessment.

Notably, the evaluations of programs was strengthened in 2019 by the appointment of a Director of Assessment and the inception of an Administrative Assessment Group. This leadership group provides a central oversight of assessment, and a clearly identifiable level of structure and direction for the evaluations, and improvements, of curricular and co-curricular programs. Additional attention has been given to establishing formal means for “closing the loop” between assessment and the ability to acquire resources for documented instructional and learning needs. This constitutes a step forward in response to HLC’s previous feedback regarding the strengthening of a centralized approach for the evaluation and improvement of teaching and learning.

As structure and support for assessment and evaluation has developed at Xavier, faculty and staff have claimed ownership over the processes and benefits associated with a deep focus on assessment and its evident connections to the evolution of learning.

Sources

There are no sources.
5 - Institutional Effectiveness, Resources and Planning

The institution’s resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

5.A - Core Component 5.A

Through its administrative structures and collaborative processes, the institution’s leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution’s administration uses data to reach informed decisions in the best interests of the institution and its constituents.
3. The institution’s administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

Argument

STRUCTURE

As illustrated in the Xavier University Detailed Organization Chart, the University’s administrative and governance structures consists of a Board of Trustees, President of the University, the Direct Reports to the President, and their subsequent organizational structure. In addition, through both permanent and ad hoc committee structures, administrators, faculty, staff, and students work collaboratively to create plans, policies, and procedures that enable the institution to fulfill its mission in an effective manner consistent with its principles of shared governance.

The Board of Trustees has the legal responsibility for the policies and overall governance of the University. This body meets quarterly, and has seven established committees and two subcommittees organized by key board responsibilities. The Chair of Faculty Committee and the Chair of the Staff Advisory Committee attend the plenary sessions of the full board. The Chair of Faculty Committee and the President of the Student Government Association attend the Integrated Student Success Committee.

The University is administered on a daily basis by the President and his Direct Reports, who meet weekly. The President’s Cabinet, which meets monthly, includes the Direct Reports and others who report to the Direct Reports as representative of each functional area of the university. Additionally the Chair of Faculty Committee, and a faculty member from the University Planning and Resource Council are represented on the President's Cabinet.

The Faculty Handbook affirms that “the faculty’s responsibilities to the institution are central and critical and thus the faculty are full participants in the shared governance of the University”, and tasks the Principal Faculty to exercise “its institutional commitment by participating in the shared
governance of the University”. Beyond stating the role that faculty plays in the tenure and promotion process, the Faculty Handbook defers to the Constitution of the Faculty Assembly of Xavier University on how the University faculty and the Administration are to interact in matters of shared governance. In addition, our Principles of Shared Governance at Xavier University calls on the faculty to routinely assess the effectiveness of academic committees, evaluate shared governance and institutional practices, and recommend necessary changes.

As noted in the Constitution of the Faculty Assembly of Xavier University, it is through the University committee structure that the Faculty Assembly participates in shared governance. It is through Academic Committees that the Faculty Assembly exercises its responsibilities for primary policy initiation and recommendation for academic matter, and through University Committees that the Faculty Assembly extends shared governance beyond academics to the general good and welfare of the entire University community.

The Faculty Committee, elected annually by the Faculty Assembly, is the official representative body of the faculty. This committee is advisory to the Provost and Chief Academic Officer and has access to the President. The Faculty Committee charge is outlined in the Constitution of Faculty Assembly. The President, Provost and Chief Academic Officer and Vice President for Financial Administration regularly meet with representatives from the Faculty Committee to share information and concerns.

**Governance at the College Level** occurs through numerous college-specific committees. Of particular note, each college has a curriculum committee charged with the review of proposals for new courses, majors, minors, or programs including revisions to existing courses, majors, minors or programs. These committees forward their approval to the Board of Graduate Studies or to the Board of Undergraduate Studies when appropriate.

Xavier’s Student Government Association (SGA) exists to continuously improve the University and develop all students, undergraduate and graduate, part-time and full-time, traditional and non-traditional alike, as responsible and involved members and leaders of society. SGA strives to preserve the rights and freedoms of all students, provides a forum for civic training and student participation in University governance through membership on certain University Committees, and seeks opportunities to engage with the administration in meaningful ways including monthly meetings with the President and three SGA executives. The branches of the SGA include a Student Senate, a Student Activities Council, and an Association Executive. The SGA President maintains contact with and advises students appointed to the University committees. To enhance communication between faculty and students, the Faculty Committee Chair is invited each fall to attend a Q&A session with representatives of the Student Government Association that helps address and clarify issues concerning both groups. Students clubs and organizations are officially recognized as a subordinate body of SGA.

The Staff Advisory Committee provides a forum for open communication and on-going dialogue between exempt and non-exempt staff employees and administration on University strategic direction and initiatives. This committee reports to the Office of the President and meets monthly with the President, Provost and Chief Academic Officer and Vice President for Financial Administration. The Staff Advisory Committee recommends exempt and non-exempt staff employees for consideration by the President of the University for appointment to academic and University committees where staff have a role.

Since the last site visit there have been several changes to the campus organization and committee structures. Notable changes include:
The creation of a **College of Nursing** that opened in the Fall of 2019 to better meet multiple opportunities to engage the changing nature of health care through the education of distinctively Jesuit-educated, holistic nurses.

The creation of the **Office of Institutional Diversity and Inclusion** (OIDI) in the Fall of 2016. This office, which took over the responsibilities formerly assumed by the Office of Diversity and Inclusion, provides university-wide leadership to promote and support the development and success of diversity and inclusion initiatives that advance Xavier's Jesuit Catholic mission.

Moving Enrollment Management from the Provost area so that it reports directly to the President, and broadening its function to include Student Success. This provides the University’s undergraduate recruitment and retention efforts a direct line to the President, ensures that enrollment-related issues are represented and are a regular topic of conversation of the University’s senior leadership team, and assures that academic, financial and enrollment considerations are all considered in the University’s strategic decision-making.

**A substantial revision to the charter of the University Planning and Resource Council in Fall 2019 adds two staff appointments to its membership and re-focuses the work of the group on strategic financial and resource allocation issues rather than operational budget details.**

The creation of an Academic Planning Task Force that crafted a **three-year academic plan**, and more importantly, developed a mechanism by which the academic plan could be revisited, studied, assessed and explored on an annual basis via a new permanent Academic Planning Committee (APC). The Committee's purpose is the continued maintenance, enforcement and oversight of the University’s Academic Plan. The Committee monitors progress toward goals and revises the plan as internal and external environments change. To ensure transparency and open dialogue with faculty, a **yearly forum is scheduled in alignment with the budgeting process to discuss ongoing efforts of the committee.**

The creation of an **Academic Program Health (APH) Committee** charged with the responsibility for continued maintenance, accountability, and oversight of the University’s **academic program health dashboard.**

**DATA**

There are multiple ways in which the institution’s administration uses data to reach informed decisions in the best interests of the institution and its constituents.

At the highest level, the Board of Trustees uses an **Enterprise Risk Management Assessment** to identify key risks to the University and inform strategies to mitigate those risks, and provide input used to revise the strategic plan.

Xavier University dedicates significant resources toward assessing student learning outcomes as well as **student, alumni, staff, and faculty satisfaction**. The history of institutional research at Xavier show increasing focus on this area and utilization of data to support continuous improvement. The collection and dissemination of data is done by the **Office of Institutional Research.** The Director of Institutional Research routinely **reports relevant findings from these surveys** to the Board of Trustees, Board subcommittees, and appropriate division vice presidents and university committees. (XU_Xavier_Climate_Presentation_20150323). For example, results from the National Survey of Student Engagement are shared with the President’s Direct Reports, the Center for Teaching Excellence, Board of Trustees subcommittees, the Center for Diversity and Inclusion and the Office of Institutional Diversity and Inclusion.

Other offices that routinely use data in their decision making process include **Enrollment Management**, **Recruiting**, **Retention** and the **Library.**
Since the last site visit, several new data collection and reporting structures have been added to the University. These include:

- **An Academic Program Health Dashboard** that provides a comprehensive snapshot of the health of undergraduate programs along five dimensions: academic quality, finances, contributions (e.g., to mission, to diversity), trends (e.g., employment trends) and personnel (e.g., faculty productivity). *Key metrics on each dimension will track progress* to guide program improvement, which enables program stakeholders to monitor progress and continually improve academic programs as they prepare for program review every 6-7 years.

- **A Managerial Accounting System (MAS)** that provides a better understanding of the cost structure in delivering educational, co-curricular, and organizational activities through a historical financial report that allocates the revenues and expenses of the university to the department, program, course and student level for a completed fiscal year, incorporates both unrestricted and restricted activities, and ties to the audited financial statements for the given fiscal year.

- The creation of a grid that maps certain APH metrics on one axis, and MAS results on another that provide insight into how each program is functioning in the four major quantifiable measures of student success.

- **A Faculty 180 system** for storing faculty profiles and CV’s, and listing their various professional activities (e.g., teaching, advising, scholarly contributions, service, and administrative).

- **New standardized course evaluations** for students that will allow for direct comparison across the entire university.

- **The creation of a Core Curriculum Assessment Committee** that: 1) oversees the development and revision of tasks to assess core goals and Student Learning Outcomes (SLO) in collaboration with appropriate departments or subcommittees; 2) administers these assessment tasks to the student body; 3) evaluates the extent to which student work achieves the core goals and SLO's based on the collected data; and 4) makes recommendations to the Core Curriculum Committee (CCC) and its subcommittees based on assessment data to inform student learning.

- **A required Core 499 course for graduating seniors** that requires an online response to questions related to one of the 12 core curriculum goals, requiring approximately 45 minutes. These data are designed to assess what our students are learning through the core. In this assessment, only group data and analyses are reported, not individual responses. These assessment results are integrated into the work of the faculty and staff to improve student learning.

- **Adoption of EAB’s Navigate student success management system** that provides administrators, academic advisors, and success coaches with tools to support students from enrollment to graduation and beyond.

- **Several Tableau dashboards are available to university leadership.** These analytics help administrators track several metrics, including enrollment numbers for upcoming terms, course grade trends, and course section utilization.

**EFFECTIVE COLLABORATION**

There are numerous examples of how administrative structures and collaborative processes have used a data driven process to allow the university to fulfill its mission. The results of these efforts have been the creation of numerous policies and several different plans that the university operates by and uses to guide its decision-making process. Since the last site visit, the university consolidated nineteen plans through an integrated planning process that ultimately led to the most recent Strategic Plan, and formed an Academic Planning Committee whose work will inform in an intentional way
future strategic and budget plans.

Acting on these plans has resulted in significant collaborative projects over the past decade that include (but are certainly not limited to) the design and implementation of a new Core Curriculum, the renovation of Alter Hall, the opening of the Health United Building, the creation of a Managerial Accounting System (MAS) referenced above, and the planned (but not yet completed) renovation of McDonald Library. The successful completion of each provides clear evidence of an effective collaboration that occurs in multiple ways.

Three additional recent and highly impactful examples are expanded on below in order to provide insight into the administrative structures and collaborative processes that enable the institution to fulfill its mission:

Road through Xavier

Xavier was very successful in creating a Road to Xavier platform that recruits students to Xavier's campus. The new Road through Xavier offers a customized Xavier experience specific to their academic interests and needs. Developing the Road through Xavier involved the collaboration of many stakeholders and constituents across campus. The creation of these platforms represented a combined effort between Enrollment Management Services, Marketing, and Faculty Committee. A main component of the Road through Xavier is the development of Student Success and Advising Services that are proactive rather than reactive in helping students monitor and maintain academic success. These services involve the use of a new computer application that enables student advisors, success coaches and other relevant university personnel to help students navigate their college experience at Xavier. For each of the four years of college, students undergo a unique experience (e.g., Freshmen are required to take first year seminars that encourage them to think critically and reflect on key issues). A task force comprised of faculty and staff created the Signature experiences for each year of college. The Academic Plan developed by faculty identified the Signature experiences as a valuable feature of Xavier education that should be incorporated across the university. It was then adopted by the 3 year strategic plan for the university. The Signature experience includes Manresa and Goa (first year), Immersive Learning (second year), Vocation Discernment (third year) and capstone project (fourth year). Manresa is run through the Office of Student Life in Student Affairs while Goa is managed by Enrollment Management and Student Success. The second and third year components are coordinated by Father Nathan Wendt in the Eigel Center, while the Capstone experiences are offered and run out of the individual academic programs.

As an effort for the university to track and review the adoption of the Signature experience, course attributes for immersive learning and service learning have been created and applied to courses in order to identify them for course registration and data collection purposes. At present, half of Xavier students participate in an immersive learning experience each year. The immersive and community-engaged learning flag proposal seeks to ensure that all Xavier undergraduate students engage in such experiences at least once during their academic tenure. This proposal is presently under consideration by the core curriculum committee, and recommendations are being developed on how best the institution can support faculty as a path forward to adoption of the learning flag by the faculty assembly.

Academic Space Reallocation Task Force

The completion of the HUB construction and subsequent migration of classroom, lab, and related health spaces created vacancies in several campus buildings, most notably in the A. B. Cohen Center
and McGrath Health and Counseling. In addition, Rec Sports vacated portions of O'Connor Sports Center, the Armory and Schmidt Field House; Athletic Training and Exercise Science programs vacated their labs in Schmidt Field House; and, finally, Health Services Administration vacated areas within the Alumni Center. To help determine the best use of these spaces, a team of ten faculty as well as key staff members formed a task force to assess departmental/program space needs and provide alternative scenarios to the Provost and the CBO. Their final report represents a culmination of the team’s analysis, deliberations, and insights. Xavier has begun implementing some of the recommendations as of Spring 2020. The remainder of the recommendations from the final report will help guide the University for the coming years.

**Xavier at 5000**

Goal 4 of the Xavier’s Strategic Plan is “To ensure the financial and operational future of Xavier University.” One of the actions for achieving this goal is to strategically grow the undergraduate student population to 5000 with an emphasis on increasing the diversity of our student body to assure the best educational outcomes for all students.

Toward that end, about 300 faculty and staff attended the “Xavier at 5,000” presentation on Tuesday, Jan. 22, 2019 at the Cintas Center. Led by President Mike Graham, S.J., Provost Melissa Baumann, PhD, and Vice President for Enrollment Management Aaron Meis. The presentation outlined the goal of growing the University’s traditional undergraduate student population to 5,000 students and the process for ensuring that Xavier at 5,000 retains the values it embodies today. Further feedback from more than 500 students through a student input session and online responses. Faculty feedback took the form of offices and departments across campus responding to the request to identify how they would be impacted by a 10% increase in the number of undergraduates served in order to ensure that Xavier maintains its core values and that the student experience remains unaffected. Out of that process came the realization that housing should be a top consideration for moving to 5,000 undergraduates. As such, Xavier worked with University Station ownership to plan and build additional apartments, and have began planning for a new residence hall.

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5.B - Core Component 5.B

The institution’s resource base supports its educational offerings and its plans for maintaining and strengthening their quality in the future.

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The goals incorporated into the mission and any related statements are realistic in light of the institution’s organization, resources and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.
4. The institution’s fiscal allocations ensure that its educational purposes are achieved.

Argument

Xavier is committed to strengthening its ability to deliver rigorous academic and professional programs through Ignatian pedagogy, Jesuit Catholic education and co-curricular engagements which embody the gifts of our Ignatian heritage as expressed in its Mission, Strategic Plan and the through the fulfillment of its annual goals.

Qualified and Trained Employees

Xavier has qualified and trained operational staff sufficient to support its operations. Xavier ensures employees are qualified for the positions they hold. We strengthen our ability to deliver and support our rigorous academic and professional programs with increasing enrollment, through a well-defined hiring and selection process. We seek ways to improve our hiring processes and in response to the 2016 Climate Survey and the University’s Diversity and Inclusion Strategic Plan, an ad hoc Diversity Recruiting and Hiring Committee recommended changes to our recruitment and hiring processes, which are currently being implemented.

Xavier ensures employees are qualified for the positions they hold. Annually performance reviews are conducted for all employees at Xavier University. Individual colleges oversee faculty reviews and HR coordinates the staff reviews each spring as part of a comprehensive performance management process.

HR coordinates University wide professional development offerings for faculty and staff. In addition, staff and faculty are encouraged to further their formal education through a tuition remission benefit. Full-time staff receive 100% of tuition remission for courses at Xavier. Spend on professional development [we need to track this down].

Xavier also invests in employee retention through market salary evaluations of both faculty and staff positions. These evaluations are used to make appropriate and financially responsible decisions to adjust to salary bands and salaries to ensure appropriate and competitive salaries in line with Xavier's total compensation philosophy to pay at market. In 2013, a comprehensive position classification system was implemented for staff positions and then refreshed in early 2018. This resulted in classification changes and market salary adjustments for several positions to ensure appropriate and competitive salaries. The most recent market adjustment was completed in fiscal year 2019.
Infrastructure Resources

Xavier provides Technology and Facility infrastructure sufficient to support its operations wherever and however programs are delivered.

Technology

Online education is supported through an instructional design team available to all faculty for creation of online courses. Annually faculty receive a boot camp training on Canvas and new pedagogical methods of online instruction. Throughout the year the team provides collaborative consultation and through the Center for Teaching Excellence workshop training on workshops integrating mission into online courses.

Xavier maintains a multi-year Information Technology (IT) budget plan that provides infrastructure sufficient to support its operations wherever and however programs are delivered. The plan supports classroom technology, cybersecurity, support services for staff, library resources, simulation labs, training rooms (e.g. Bloomberg terminals), an on-premise data center and a disaster recovery data center at Wright State University. The plan ensures computer equipment is refreshed on a regular basis to ensure protection and efficiency in ongoing operations. Transformative IT initiatives are launched each year to ensure advancements in technology are available for students, faculty and staff. A modern Advancement CRM was implemented in 2019 to improve the University staff’s relationships with an increasing number of alumni through personalization and automated communication.

The Xavier Technology Committee is a representative group of faculty and staff formed to recommend and oversee IT policies and guide the strategic technology direction for administrative, instruction and academic research needs. One important area of oversight is Xavier’s Information Security program. This program based on the National Institute of Standards and Technology (NIST) and its maturity metric is reported the Xavier Board of Trustees on a regular basis. Another area of oversight is Web Accessibility. Xavier has established an Electronic Information Technology standard for persons with disabilities resulting in web site accessibility, software accessibility and electronic curriculum accessibility for all users at Xavier.

Physical Plant Resources

Xavier’s main campus is located at 3800 Victory Parkway with total of 205 acres including property leased to others. There are 58 buildings on Campus. Total gross area is approximately 2.4 million sq. ft. There are 319 classrooms. Total area is 197,417 sq. ft. Of the 319 classrooms there are 185 Labs. Total area is 84,317 sq. ft.

Additional Locations

Xavier University currently offers academic programs at these additional locations (as defined by HLC as a place where students can complete fifty percent or more of the courses leading to a degree program).

1. Middletown Location – Bishop Fenwick High School, 4855 State Route 122, Franklin, OH 45005; Program offered: Masters of Education. The Assistant Dean of the Graduate School is present at these off-site locations on a regular basis and works closely with the host school.
2. Wilmington Location – Wilmington High School, 300 Richardson Place, Wilmington, OH
4. Program offered: Masters of Education, Education Administration. (Same support as above).

3. West Chester Location – Suite 120, 9277 Centre Pointe Drive, West Chester, OH 45069; Program offered: Master of Business Administration. The University leases the space and assures ongoing classroom technology support. Xavier University also offers courses at these sites: Covington Catholic High School, Oak Hills High School, West Clermont High School.

Accelerated Bachelor of Nursing (ABSN) lab and clinical courses are offered at three sites in Ohio:

- Cincinnati (2017), 615 Elsinore Place, Cincinnati, OH 45202
- Columbus (2019), 8425 Pulsar Place, Suite 100, Columbus, OH 43240
- Cleveland (2020), 6050 Oak Tree Blvd., Suite 200, Independence, OH 44131

**Physical Plant**

Xavier continues to invest in physical plant infrastructure that is sufficient to support its operations. In the May 6, 2018 meeting, the Board of Trustee’s Finance committee approved Fr. Graham’s request to add $1 million to fund capital renewal projects. This decision highlighted our commitment to increasing our capital renewal spend with a goal to increase spending to $12 - $15 million each year in support of our educational purposes to deliver face to face education in the best learning environment for our student learners.

Xavier utilizes a couple tools to guide investment decisions in the campus. One tool is the Campus Masterplan that guides future land use and identifies sites for new buildings. Another tool is a database for capital renewal planning. This database includes all building asset information including condition, life expectancy, and expected replacement costs. This data is used for developing overall campus project needs, which are then prioritized using a methodology that combines University strategies with building classification and condition indexes to determine best investment. The result allows the University to properly forecast and develop 5-year capital spend plans that are aligned with the University's mission.

Xavier’s capital planning and capital renewal process has guided $225MM in investments since 2010. The most recent building to be completed was the $56MM Health United Building (HUB) that opened in Jan, 2020. The HUB is a state-of-the-art campus facility that celebrates health and wellness as an expression of Xavier’s Jesuit Catholic educational mission and foundational value of care of the whole person (cura personalis) that was made possible as part of a unique affiliation between Xavier University and TriHealth Health Systems. The building encompasses all health-related elements of a Xavier students' experience, including a recreational center, a comprehensive primary care clinic and a mental health center with counseling rooms, a pharmacy and wellness coordinators. It is also home to five of Xavier’s academic departments (Occupational Therapy, Health Services Administration, the Department of Sport Studies, Population Health and Radiologic Technology) and the College of Nursing.

In total, since 2010, Xavier has spent $165MM in new buildings and $60MM in renovations on existing buildings, for a total of $225M in total building investments. The investments are balanced between academic, administrative and residential new build and renovation.
<table>
<thead>
<tr>
<th>Building Type</th>
<th>New Build Cost ($MM)</th>
<th>Renovation Cost ($MM)</th>
<th>Percentage of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic</td>
<td>$90</td>
<td>$12</td>
<td>45.6%</td>
</tr>
<tr>
<td>Administrative / Site / Other</td>
<td>$16</td>
<td>$27</td>
<td>19.1%</td>
</tr>
<tr>
<td>Residential</td>
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<td>$21</td>
<td>35.4%</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>$165</strong></td>
<td><strong>$60</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>

Planning has and continues to play a significant role in maintaining existing facilities and the development of new ones.

REALISTIC GOALS

Xavier annually reviews its strategic plan and sets annual goals that are realistic in light of the institution’s organization, resources and opportunities.

The Xavier University Mission includes the following goals:

- We create learning opportunities through rigorous academic and professional programs integrated with co-curricular engagement.
- We prepare students for a world that is increasingly diverse, complex and interdependent.
- The Xavier community challenges and supports all our members as we cultivate lives of reflection, compassion and informed action.

The University Strategic Plan supports the mission through its four strategic goals.

Goal 1. To embody the gifts of our Ignatian heritage and the Universal Apostolic Preferences of the Society of Jesus (2019-2029) amidst a robust educational experience in a nurturing, safe, well-maintained, and beautiful campus environment.

Goal 2. To develop and maintain dynamic undergraduate academic programs that are built upon our Jesuit core curriculum and led by committed faculty and staff. These programs will be high quality, distinctive, compelling, and provide a pathway for students to obtain internships, graduate and professional school entrance, and meaningful jobs.

Goal 3. By being responsive to regional and national needs, in light of our strong Jesuit principles and committed faculty and staff, develop and grow dynamic graduate programs. These programs will be high quality, distinctive, compelling, and provide a pathway for students to obtain meaningful jobs.

Goal 4. To ensure the financial and operational future of Xavier University.

Xavier University’s annual goals reflect specific aspects of the University Strategic Plan which strengthen the educational offerings in new academic programs at Xavier, ensure the financial and operational future of Xavier University and are realistic in light of the institution’s organization,
resources and opportunities.

One 2019-2020 goal resulted in the creation of a College of Nursing with a new dean to support our growing program in multiple locations.

One 2018-2019 goal resulted in $58 million in fiscal allocations to support the growth of students in its programs by investing in curricular and co-curricular programs through building of the Health United Building. Xavier completed a new Health United Building (HUB) in 2019-20 through capital expenditures to support the growth in the Nursing, Occupational Therapy, Radiation Tech, Health Administration, Exercise Science and Athletic Training programs. The HUB consolidates our expanded health care related course offerings and an expanded Wellness and Recreational Student activity Center. This facility contains lecture halls and state-of-the-art medical simulation labs, classrooms, student health services, recreation space, and collaboration and study spaces for students in all degree programs.

FINANCIAL AND OPERATIONAL FUTURE

As stated, Xavier University seeks to ensure the financial and operational future of Xavier University and maintain program health and growth. Over the last 5 years its enrollment and fiscal resources have increased.

**Enrollment**

During the past 5 years (FY14 to FY19), university student FTE grew from 5920 in the fall of 2014 to 6455 in the fall of 2019 an increase of 9.0%.

During the same time, faculty FTE grew from 440 in the fall of 2014 to 516 in the fall of 2019 an increase of 17.3%. Total university credit hours increased from 82,090 in 2014 to 89,932 in 2019, an increase of 9.6% while maintaining Xavier’s student to faculty ratio at 12 to 1.

**Fiscal Resources**

Xavier’s maintains sufficient Fiscal Resources to fulfill its educational mission as demonstrated by a number of factors. Over the past five fiscal years (from FY14 to FY19), operating revenues have increased 26.7%, from $166.6 million to $211.1 million, while operating expenses have increased 20.3%, from $162.2 million to $195.1 million. The change in net assets from operations has increase from $4.4 million, or 2.6% of operating revenues, to $16 million, or 7.6% of operating revenues. The University has been able to accomplish this through a reduction of our discount rate, the addition of revenue positive new programs, solid fundraising, and prudent management of expenses. The University’s change in net assets from operations has been positive for every year in all of its recent history, and in particular, over the last ten years since our last accreditation. As of June 30, 2019, the University held over $380 million of cash and investments, including its endowment, which totaled $199.3 million.

The University also maintains strong ratings from its credit rating agencies. In its most recent annual review in October 2019, Moody’s Investor Service maintained the University’s A3 rating, but changed its outlook from Stable to Positive. Also, in its most recent annual review in November 2019, Fitch Ratings upgraded the University from A- to A, with a Stable outlook.

The Together. For Others. Fund raising campaign started in FY13 and will raise $250M for the University focused on three strategic areas: endowment, capital and annual fund all of which
supports our education mission (student aid, faculty positions, HUB, Champion Center, operating). The campaign is on target to raise $250M and is on target to successfully conclude on June 30, 2021. The Public Launch of this $250m initiative was in Dec 2015. The Development Office so far has raised more than $220m or 88% to goal. In FY19 the University raised gifts of $30.495M. The components of campaign goals include $100m for our Endowment, $80m from our Annual Fund and $70m toward capital projects. We are on track to achieve all targets by the end of fiscal 2021. We have emphasized the momentum that has been built in fundraising. The fact that we have raised 90% of what has been realized in the history of the Institution over roughly the last two decades is impressive and plays very well during our Credit Rating calls. We also talk about our very efficient cost ratios that rank as some of the very best among our Jesuit counterparts. Our ratios is about 9 cents to raise a dollar. Also potentially notable is the stability and continuity of our staff. The average length of service for a typical frontline fundraiser at a given non-profit/university is about 16 months, our average is over ten years which creates trusting relationships with our donors.

**Strengthening Education Offerings**

Xavier University’s fiscal allocations ensure its educational purposes are achieved through data-driven decision making, budgeting, hiring and maintaining qualified employees, and providing appropriate technology and facility infrastructure sufficient to support its operations wherever and however programs are delivered.

**Data-Driven Decision Making**

Xavier makes data-driven decisions to support its program health and growth as it strengthens its educational offerings in new academic programs.

In an effort to better understand the revenue and cost structure in delivering educational and co-curricular programs, and organizational activities, Xavier University created a comprehensive, holistic financial report known as the Managerial Accounting System (MAS). The MAS is a historical financial report that allocates revenues and expenses of the university to the department, program, course and student level for a completed fiscal year, incorporates both unrestricted and restricted activities, and ties to the audited financial statements for the given fiscal year. MAS aids Xavier in making strategic investments in programs Xavier offers by looking at the true cost of its programs.

In order to provide a more holistic snapshot of the health of academic programs that focused on academic quality and outcomes, Xavier's faculty created an informational dashboard called the Academic Program Health (APH) dashboard. The dashboard provides a comprehensive view of the programs along five dimensions: academics, finances (MAS), contribution (e.g., to mission, to diversity), trends (e.g., employment trends) and personnel (e.g., faculty productivity). Key metrics on each dimension track progress to guide program improvement, which enables program stakeholders to monitor progress and continually improve academic programs as they prepare for program review every 6-7 years.

**FINANCIAL PLANNING AND BUDGETING**

Xavier University has a well-developed process in place for budgeting and for monitoring its finances. The University allocates its resources in a manner consistent with its purposes of teaching, scholarship and service, each of which is an expression of our mission. The University has developed a long-range (five year) financial plan that is based on its approved Strategic Plan. This plan, along
with its annual operating budget, is developed with input from senior leaders and from various campus constituencies through the University Planning and Resource Council. Capital spending plans are incorporated into these financial plans.

**University Planning and Resource Council**

In response to the 2009 HLC report Xavier created the University Planning and Resourcing Council (UPRC) to provide oversight and monitoring of the budgeting process for its finances. The UPRC is an advisory body reporting to the President and serves as the primary conduit for faculty and staff input into financial resource allocation related to long-range financial planning and annual budgeting. The UPRC serves to ensure that faculty and staff feedback regarding strategic and operational plans and significant financial decisions is taken into consideration by the President and the Administration. The UPRC makes recommendations and provides advice to the President regarding financial resource allocation in support of the University's strategic plan and institutional goals and objectives.

In 2019 the UPRC developed a new charter to place more focus on strategy, including the University's five-year financial plan rather than a single-year budget, as had been the past focus of the UPRC. Also, in 2019, the UPRC increased representation to include two staff members and a fourth faculty member to represent the newly created fourth college, the College of Nursing.

**Budget Process**

The University’s annual operating budget is developed by the Office of Financial Planning and Budgets with input from the various divisional leaders and the President’s Direct Reports. The proposed annual budget is reviewed by the UPRC which provides feedback and makes budgetary recommendations to the President. The annual budget is approved by the Finance Committee and the full Board.

The University is tuition dependent. For Fiscal 2019, net tuition and fees represented 59.8% of total revenue. Other significant sources of revenue include: auxiliary revenue (22.6%), and private grants and contracts (9.8%). Endowment appropriations make up less than 4% of annual revenue. As a result, enrollment, and primarily undergraduate enrollment, represents the single most significant factor affecting the University’s budgeting and financial performance. Enrollment projections are prepared by the Office of Enrollment Management and Student Success each fall after its fall census each year. These projections are considered, along with other competitive and market data, to develop tuition, fee and room and board pricing recommendations. These recommendations are jointly developed by the Vice President for Enrollment Management and Student Success, the Provost and Chief Academic Officer, and the Vice President for Financial Administration and Chief Business Officer and are reviewed with the UPRC, the President and the President’s Direct Reports prior to review with the Board of Trustees. All tuition, fees, and room and board prices are approved by the Board of Trustees annually at its December meeting.

In addition to enrollment and pricing, the following factors are also considered in developing the University’s annual budget, among others: strategic priorities, financial aid, new programs, faculty and staff compensation, capital spending, liquidity needs, and debt service requirements.

The annual budgeting process planning begins in January each year for the following fiscal year, and the Board of Trustees approves the annual budget at its May meeting.
General fiscal control is exercised on a daily basis by senior administrators, departmental managers with financial responsibilities, the Office of Financial Planning and Budgets, and the Controller’s Office. The University actively manages its operations and endeavors to exercise prudent cost management in order to achieve positive annual operating margins. The Office of Financial Planning and Budgets prepares and annual forecast each quarter; the quarterly forecast compares the forecasted yearend results to the approved budget. The Board of Trustees Finance Committee reviews the quarterly financial forecasts at each meeting.

In 2018, Xavier completed a pricing study in order to make informed decisions regarding the Xavier brand, market strategies, and pricing to assist with budget and planning.

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5.C - Core Component 5.C

The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution’s sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

Argument

Xavier has a disciplined approach to systematic and integrated planning and improvement for the university. Xavier’s mission is the foundation of the planning process. From that mission a strategic plan is developed based on Xavier’s vision, mission and overall goals. Xavier’s strategic plan includes university plans such as the Academic, Financial, Diversity and Inclusion, Enterprise Risk and Institutional Assessment plans into a flexible yet practical plan that guides our decision making and resource allocations to achieve our strategic goals. First, the Xavier’s Strategic Plan will be discussed, with a focus on Xavier’s Academic and Financial Plans. Then, Xavier’s Institutional Assessment Plan will be discussed.

Strategic Plan

Xavier is guided by the Xavier Way, which was the strategic plan containing four overarching goals and a process by which these goals are achieved. The Strategic Plan of the University (FY19-FY21) provides measurable goals for all major units across the University. The Xavier Strategic Plan is developed based on strategic priorities and internal and external risks and opportunities. The plan is updated annually. University leadership partners with third-party consultants and the Board to perform comprehensive internal and external enterprise risk assessment, (2019,2017,2015). External risks and the related mitigation strategies are evaluated and monitored by the Audit and Risk Management Committee of the Board. The University Planning and Resource Council informs strategic decision making through internal and external scans, which will be discussed in more detail later when discussing Xavier’s Financial Plan.

The Diversity and Inclusion Strategic Plan includes among its core goals and related strategies, transforming the institutional culture by executing on our commitments and building a culture of accountability. One way this has been accomplished is through the completion, dissemination, and wide discussion of the results of the Campus Climate “Pulse” Survey. The President’s Diversity & Inclusion Action and Advisory Council works in partnership with faculty, administrators, students, staff and the external community to encourage, achieve and sustain diversity and equity. The Council
designs, coordinates the implementation of, and assesses the University's diversity and inclusion strategy, advocates for the institutional support of the Strategic Plan for Diversity and Inclusion, and makes annual recommendations for improvement.

The University Staff Advisory Committee reports to the Office of the President and meets regularly with President, Provost and Chief Academic Officer and Vice President for Financial Administration. They provide a forum through which concerns can be raised in order to support the University staff work place and environment.

Current student voices are engaged in all parts of the planning process, as well as Committee membership and leadership at the highest level including the President’s Diversity & Inclusion Action & Advisory Council and the Board of Trustees. In Spring 2014, students drove the creation of the Student Commitment, a pledge that reflects their ongoing commitment to the University’s ideals, mission, and values.

The Enterprise Risk Management process identified both internal and external risks, and the Administration has developed mitigation strategies to address the identified risks. These risks and the related mitigation strategies have been linked to the Strategic Plan and have been reviewed with the UPRC in order to ensure faculty and staff feedback on the strategies and the linkage to the Strategic Plan. Each risk and the related mitigation strategies have been assigned to a direct report of the President and an appropriate committee of the Board of Trustees; periodic updates on the mitigation strategies will be reviewed by those Board committees.

Strategic planning across and in congruence with all areas is also done at the Board of Trustees (BOT) level. For example, the Xavier BOT was sent the FY20 University Strategic Dashboard for their review in September 2019.

**Academic Plan**

The formation of the Academic Planning Task Force brought faculty into the planning process and engaged a broader group of voices including College Deans, the Core Curriculum Committee, the Library Director, Chief Business Officer (CBO), and others to identify the core components of a distinctive Xavier experience and the resources needed to create, maintain, and develop these experiences. As a result, the approved Academic Plan identifies six areas, or “pillars,” of investment that are key to the Xavier University educational experience and that faculty want to promote as the main focal points of resource investment in upcoming years. The Plan drives resource allocation and establishes that resourcing decisions should be accountable to the academic plan in an ongoing, responsive process.

The Academic Planning Committee examines and revises the Academic Plan annually to ensure continued relevance in the global and local environment. In 2017, the Academic Planning Committee produced an Academic Plan that prioritized resources for ongoing and new strategic initiatives, including the implementation of the Signature Experience as discussed below. The Plan is designed to advance Xavier academic initiatives by both strengthening existing model programming and developing new, innovative academic resources for students and faculty. A successful example includes the Plan’s prioritization (3.2) to establish Xavier as a leader in population health within three years of the Plan’s inception (2017), that utilizes relevant competencies in programs from all three colleges and the University’s developing partnership with Tri-Health. In Spring 2019, the Center for Population Health was launched with specific goals to support faculty engagement and scholarship, and to develop community-academic partnerships and coordinate responses to
community needs. The Center benefits from a broad advisory board that includes internal and external stakeholders.

The Signature Experience encompasses a four-year plan where all Xavier students are directed toward multiple, year-specific, high-impact learning experiences that engage diverse communities and ideas in a discerning and reflective way. Implementation of the Signature Experience has begun over the past two years with oversight assigned to an Associate Provost, a Jesuit hired to oversee the coordination of immersive learning (year 2 of the signature experience), and a task force assembled to oversee implementation of vocational discernment (year 3 of the signature experience). The provost and chief academic officer meets monthly with representatives from the year 2 and year 3 committees in order to prioritize these new programs.

All programs and departments are evaluated on the Academic Program Health (APH) of their area to ensure that changes in demand, student learning outcomes, and job prospects are being met (XU_University_Enrollment_Fall_2018, XU_Academic_Program_Health). Assessment of academic programs is conducted as part of ensuring that they continue to be high-quality, distinctive, and compelling, as identified in the University Strategic Plan. APH and assessment of academic programs will be discussed in more detail in the Assessment Plan section below.

Third-party research consultants have been used to deliver a model of student persistence risk factors from pre-enrollment through graduation that is used to triage and manage student outcomes. Critical enrollment functions for admission, retention, and financial are regularly tracked utilizing online dashboards accessible to executives and operational managers. Xavier’s institutional planning process includes enrollment projections and targets.

Research is utilized to ensure success in several areas: to optimize tuition and pricing strategy, to target recruitment efforts toward students with a higher ability to pay that aligns with pricing study results, to understand external market landscape and anticipate market shifts regionally, to shift enrollment priorities to areas of greater opportunity, and to plan on projected retention of traditional student cohorts.

**Financial Plan**

The development of financial plans and annual budgets is done in alignment with the University mission and strategic goals. Each year, annual goals that are based on the strategic plan are developed and proposed and reviewed by the President and his Direct Reports. These annual goals are reviewed by the University Planning and Resource Council (UPRC) to ensure that input from faculty and staff is considered in the development of long-range financial plans and annual budgets. The annual goals are reviewed and approved by the Board of Trustees each fall, and they are used to guide the development of annual budgets and long-range financial plans.

A five-year financial plan was developed in Fall 2019, under the direction the Chief Business Officer and the Office of Financial Planning and Budgets. This financial plan projects and estimates revenues and expenditures from the year 2020 until the year 2025 and has been reviewed with the Finance Committee of the Board of Trustees. This plan will be reviewed and updated annually in order to ensure it aligns with annual enrollment projections and annual forecasts that may change as a result of actual enrollment each fall. A long-term capital spending plan is also being developed.

In addition to traditional revenue and expense drivers such as enrollment, pricing, and faculty and staff compensation, the University’s planning process considers market and competitive factors in its
planning. This is evidenced by its decision to launch the Accelerated Bachelor of Nursing (ABSN) program, which was launched in conjunction with Orbis Education to take advantage of the projected demand for nursing professionals over the next ten years. Based on market information, the University recently expanded ABSN beyond its home market in Cincinnati to Columbus and Cleveland, and plans to expand to other states in the next two to three years. Other factors that are considered in financial planning are pricing and enrollment actions taken by schools with which the University competes and anticipated changes in the fundraising environment.

**Yearly review of financial aid** and enrollment outcomes is done to allow strategic and tactical adjustment for updated priorities and Financial Aid award thresholds by academic index, program, and regional considerations. Daily monitoring of financial aid awards and optimization to maintain budget priorities are monitored daily to craft the recruited class (FA_Ability_to_Pay_Admits_20190419), (FA_Ability_to_Pay_Net_Deposits_20190419), (FA_Academic_Index_Admits_20190419), (FA_Academic_Index_Net_Deposits_20190419). Research is used to optimize tuition and pricing strategy while integrating pricing strategy, selectivity, and enrollment priorities into enrollment strategic plan (XU_Pricing_Full_Presentation_20180906), (XU_Pricing_Summary_T_20180830).

External partnerships are utilized to understand **external market landscape** and anticipate market shifts regionally and enrollment priorities are tied to national, regional, and state demographic forecasts. National research is utilized to target recruitment efforts toward students with a higher ability to pay that aligns with pricing study results.

Internal modeling and external research on practices related to student persistence is done to project and enhance the retention of traditional student cohorts. In conjunction with third party research-consultants model student persistence risk factors to triage and manage student outcomes.

**Weekly monitoring of student post-graduation outcomes** is done in accordance with standards set forth in the National Association of Colleges and Employers (NACE) standards.

The [Xavier Technology Committee](#) (XTC) provides strategic guidance on academic and administrative technology decisions and the related budgets.

Finally, the [Together, For Others. The Campaign for Xavier University](#) goal of $250 Million should grow our Annual Fund, meet our current capital needs, and enhance our endowment.

**Assessment Plan**

In 2012, Xavier University drafted an institutional assessment plan by [creating a document stressing the importance of linking resource needs to the assessment of student learning outcomes](#). In Fall 2019, a new Director of Assessment position was created, and an [updated assessment plan](#) was developed. A comprehensive [Academic Assessment website](#) that has several resources pertaining to assessment and how assessment is used to inform planning and budgeting. Also, a [website on Nexus SharePoint](#) that allows all Xavier employees to access assessment-related information about the Core as well as each of the colleges at the university. Assessment of the Core has its own site, as well as each college. Assessment of departments and programs at the College level is done on a yearly basis for each college. Because the College of Nursing was created in Summer 2019, any assessment pertaining to Nursing would be included as part of the assessments for the School of Nursing in the College of Professional Sciences.
Assessment of the Core is done annually through the Core Curriculum Assessment Committee (2017, 2018, 2019).

Assessment of academic programs is conducted as part of ensuring that programs continue to be high-quality, distinctive and compelling, as identified in the University Strategic Plan. For example, Goal 2 is to develop and maintain dynamic undergraduate academic programs that are built upon our Jesuit core curriculum and led by committed faculty and staff. These programs will be high-quality, distinctive, compelling, and provide a pathway for students to obtain internships, graduate and professional school entrance, and meaningful jobs. This goal will be achieved by assessing Academic Program Health (APH) for all of our undergraduate academic programs on an annual basis to ensure that we continue to maintain the quality of our Core and Departmental academic programs. As previously mentioned, all programs and departments are evaluated on the APH of their area to ensure that changes in demand, student learning outcomes, and job prospects are being met. The release of the APH/MAS grid represents a step toward implementation of these goals. As important however is the commitment for the next version of the grid to implement more of the APH metrics so that a more comprehensive view of Academic Program Health is established.

Outside of the academic area, the Division of Enrollment Management & Student Success (EMSS) assesses different programs/offices annually to determine if any resources are needed when planning and budgeting for the upcoming year. Specifically, Student Learning Outcomes (SLOs) Assessment Plans & Reports are written for the different offices involved in EMSS: Office of Academic Support (OAS) Tutoring & SI/Study Groups (2018, 2019), OAS Goa Program (2018, 2019), Student Athletic Academic Support Services (SAASS), Student Success Center, TRiO Student Support Services, Center for International Education, and Career Development.

Sources

- AA_CPS_Center_For_Population_Health_web
- AA_XU_Academic_Plan_20140324
- AA_XU_Assessment_hub
- AA_XU_Assessment_web_202001
- AA_XU_Institutional_Assessment_Plan_20190926
- AA_XU_Institutional_Assessment_Protocol_201210
- ATH_Heidt_Family_Champions_Center_web_20200127
- BOT_Audit_and_Risk_Management_Committee_Charter_20190222
- BOT_Dashboards_20190916
- DEV_XAV-009C_Case_Statement_Offset_2018-2019
- EMSS_2018_2019_EGS_SAMPLE_20191112
- EMSS_Business_Case_for_Student_Success_20191105
- EMSS_California_Enroll_Outlook_20191111
- EMSS_Career_Development_Assessment_Report_2018-2019
- EMSS_CIE_Assessment_Report_2018-2019
- EMSS_Enrollment_Dashboard_Summaries_2019
- EMSS_Enrollment_Goals_Report_20160404.pdf
- EMSS_Ohio_Enroll_Outlook_20191111
- EMSS_Persistence_Model_2019-2020
- EMSS_SAASS_Assessment_Report_2018-2019
- EMSS_Student_Success_Assessment_Report_2018-2019
5.S - Criterion 5 - Summary

The institution’s resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

Summary

Xavier University sustains the resources, structures, processes and planning sufficient to fulfill its mission while continuously improving its quality of education and responding to future challenges and opportunities.

Xavier is committed to strengthening its ability to deliver rigorous academic and professional programs through Ignatian pedagogy, Jesuit Catholic education and co-curricular engagements which embody the gifts of our Ignatian heritage.

The University’s administrative and governance structures ensure collaborative decisions and planning rooted in Xavier's vision, mission and overall goals. Since the last site visit, the university consolidated nineteen plans through an integrated planning process that ultimately led to the most recent Strategic Plan, and the formation of an Academic Planning Committee and updated University Planning and Resource Committee whose work informs our future strategic and budget plans. In turn, the Strategic Plan now informs university plans such as the Academic, Financial, Diversity and Inclusion, Enterprise Risk and Institutional Assessment plans that guide our decision making and resource allocations to achieve our strategic goals.

The result has been growth at Xavier University. During the past 5 years (FY14 to FY19), university student FTE increased 9.0% while maintaining our student to faculty ratio at 12 to 1. Additionally, operating revenues have increased 26.7%, while operating expenses have increased 20.3%. The University also maintains strong ratings from its credit rating agencies.

Xavier invests in technology and facilities with 5-year capital spend plans that are aligned with the University's mission. Since 2010, Xavier has spent $165MM in new buildings and $60MM in renovations on existing buildings, for a total of $225M in total building investments.

Xavier University developed an institutional assessment plan, hired a new Director of Assessment and developed a comprehensive Academic Assessment website. Annually assessment of academic programs is conducted to ensure programs continue to be high-quality, distinctive and compelling. The new Academic Program Health (APH) metrics were developed to measure academic program health. All programs and departments are evaluated on the APH to ensure that changes in demand, student learning outcomes, and job prospects are being met.

The Division of Enrollment Management & Student Success (EMSS) performs an annual assessment of the academic support, student success, international education and career development offices to identify opportunities to improve the quality of student support, and respond to future challenges and opportunities.

Sources
There are no sources.
Federal Compliance Filing by Institutions
Effective September 1, 2020–August 31, 2021

Institutions should answer the questions below. The Federal Compliance Overview provides information about the applicable HLC policies and provides an explanation of each requirement. Please review the aforementioned Overview in its entirety prior to completing this Filing.

Note that some federal requirements are related to and accounted for in the Criteria for Accreditation or Assumed Practices. Those related Criteria and Assumed Practices have been identified for cross-referencing purposes. Cross-references are also provided to the Code of Federal Regulations. Because HLC may, in some cases, require more of its institutions than the federal regulations, it is important that institutions write to HLC’s requirements to ensure their compliance not only with the federal regulations but also with HLC’s expectations. Lastly, although cross-references to the Code of Federal Regulations are provided here, an institution is always responsible to ensure that it is familiar with the full and current text as well as the significance of those regulations, and that it is in compliance at all times with such regulations, as they may from time to time be updated.

Submission Instructions
This form and, if applicable, Appendix A should be uploaded to the Assurance System no later than the institution's lock date, unless otherwise noted. Instructions for uploading the documents are provided in the Assurance System. The necessary supporting documentation should be directly responsive to specific documentation requested. While there is no minimum expectation with respect to length, the completed Federal Compliance filing, including Appendix A (if applicable), should not exceed 250 pages.

Institution name: Xavier University

1. Assignment of Credits, Program Length and Tuition

Provide web addresses to the following:

- Policy (or set of policies) and procedures for assignment of Credit Hour for all types of courses, disciplines, programs, credential levels, formats, regardless of modality.

- Course or program credit assignment procedures. (Note: The Federal Compliance reviewer will contact the institution’s Accreditation Liaison Officer after the Federal Compliance materials are
received to request a sample of course and program materials. The purpose of the representative sample of materials is to enable the Federal Compliance reviewer to make a preliminary determination as to whether an institution ensures it is adhering to its credit hour policy.

Provide the web address to relevant policy/policies:

Link:

https://catalog.xavier.edu/content.php?catoid=33&navoid=1938 (Requirements for Programs)
https://catalog.xavier.edu/content.php?catoid=33&navoid=1902#credit-hours-semester

Provide the web address to relevant procedure(s):

Link:

2019-2020 Undergraduate Tuition and Fees
2019-2020 Graduate Tuition and Fees
https://www.xavier.edu/tuition-fees/policies

Describe the process the institution utilizes to verify length of academic period and compliance with credit hour requirements through course scheduling.

Procedures for Review and Verification of Credit Hour & Academic Term Length

Courses

At Xavier University, the number of credit hours awarded depends on the course workload, the amount of formalized instruction, and the amount of student study/preparation time. A semester course typically requires two units of student study/preparation time for every one unit of formalized instruction.

The academic department submitting course proposals is responsible for ensuring that the course contains sufficient minimum contact hours, including both direct instruction and independent student work, as appropriate for course type and proposed credit hours. The college curriculum committee is responsible for reviewing the sample syllabi submitted as part of the course proposal for new courses, including an audit of contact hours to ensure compliance with the university credit hour policy.

Section Offerings of Courses

The academic department is responsible for the initial development of the schedule of section offerings each term and ensuring that the duration and frequency of each section meets the minimum requirements for direct instruction as appropriate based on course type and credit hours earned. The Dean’s Office of each college is responsible for the preliminary review of the schedule of classes each term. Part of their review is an audit to ensure each section meets contact hour minimums. The Office of the Registrar conducts an audit of the scheduled contact hours prior to publishing the schedule of classes each term. Sections offered in an accelerated format must contain the same total hours (contact hours, study/preparation time, content, and requirements) as the same course offered in a standard full-term semester.
Length of Standard Academic Terms

The University Calendar Committee is responsible for planning the university’s academic calendar. They take into account relevant academic and logistical concerns, including the inclusion of sufficient class days to meet contact hour minimums of direct instruction for standard full-term meeting patterns.

For more information see Federal Requirements 34 CFR §§602.16(a)(1)(viii), 600.2, and 668.8(k) and (l).


2. Institutional Records of Student Complaints

Provide the web address to the institution’s complaint policy.

Link:

https://www.xavier.edu/dean-of-students/student-complaint-procedure

Provide the web address to the institution’s complaint procedure.

Link:

https://catalog.xavier.edu/content.php?catoid=33&navoid=1902#grade-grievance-procedure

https://www.xavier.edu/titleix

https://www.xavier.edu/disability-services/grievance

https://www.xavier.edu/policy/hcap/index

Posted in the online course site:

Xavier University strives to provide the highest quality educational experience for all of its students. However, if a conflict does arise, students are encouraged to reach out to the appropriate personnel to discuss concerns, grievances and complaints. Issues related to academic courses should be raised first with the instructor, then the instructor’s department chair and finally the instructor’s dean, if necessary. Issues related to sex discrimination should be filed with the Title IX Office.

If an issue cannot be resolved by Xavier University’s internal processes, students in online courses in SARA states (Links to an external site.) may choose to file a complaint with the Ohio Department of Higher Education (Links to an external site.). Students in states not participating in SARA may appeal to their state of residence. Click here (Links to an external site.) to find the contact information for each state agency that would handle the complaint.
3. Publication of Transfer Policies

Provide the web address to the institution’s transfer policies.

Link:

https://www.xavier.edu/registrar/transfer-work-policies-and-practices

https://catalog.xavier.edu/content.php?catoid=33&navoid=1902#Courses_at_Other_Institutions

https://www.xavier.edu/adult-and-professional/transfer-credits/index#Transfer_Credit_Policies

Provide the web address where the public can access a list of institutions with which the institution has established articulation agreements. Note that you do not need to provide the full articulation agreements themselves, only the list of agreements that you make public. This list should include the name and location of the agreement partner, the extent to which the institution accepts credit for courses offered by the partner or offers courses for which credits are accepted by the partner, and any credit limitations.

Link:

https://www.xavier.edu/registrar/registration-information/index#Consortium

Provide the web address where current and prospective student can ascertain the institution’s transfer requirements in addition to what will and will not transfer.

Link:

https://www.xavier.edu/registrar/transfer-work-policies-and-practices

https://tes.collegesource.com/publicview/TES_publicview01.aspx?rid=32a4c0f0-8dbb-4e35-ab15-681b09279fb0&aid=23fc213f-b427-4922-8b39-0b4fecca85b7

For more information see Federal Requirements 34 CFR §§668.5, 668.8, 668.43(a)(11) and 668.43(a)(12).

Related HLC Requirements: Core Component 2.A and Assumed Practice A.5.D.

4. Practices for Verification of Student Identity

Does the institution have students enrolled in distance or correspondence courses, as defined in federal definitions?

☑ Yes
How does the institution verify the identity of students enrolled in these courses?

There are a number of methods that are used at Xavier to help verify the identity of a student who is participating in an online course.

1. Xavier University’s Learning Management system (Canvas) requires a user id and password in order to access.
2. The LMS site includes a statement regarding academic honesty and is limited to those who have been given a student log-in code.
3. Student logins in Canvas are created as a result of an interface with our Banner Student Information System.
4. Students only have access to the course for which they are currently registered. Each course has a default begin date and a default end date that coincide with the course dates provided in Banner by the Registrar’s Office.
5. A user account will be locked if more than 10 unsuccessful attempts in a row are made to log into the LMS. The user must call the in order to reactivate a suspended account. Locked accounts can be unlocked by answering 3 security questions or calling the Xavier Help Desk (513-745-4357).
6. In order to change a password for an account that has not been suspended, the user must either know the current password or be able to answer three security questions that the user answered when his or her Xavier account was created.
7. Faculty members are given strategies within the Introduction to Online Course Design (IOCD) training, required when faculty develop their first online course, as well as ongoing support after IOCD, for preventing academic dishonesty within their online courses. These strategies include setting time limits on exams, randomizing test questions and/or text responses, delaying student access to results, increasing complexity of assignments, monitoring students taking exams using web cameras, and using proctored testing centers. IOCD participants are also given language on University policies related to plagiarism and copyright to include in their course syllabi and their Start Here page.
8. Faculty are given the option of requiring test proctoring for individual exams. Xavier has contracts with ProctorU and Respondus Monitor to facilitate this process.

How does the method of verification make reasonable efforts to protect student privacy?

Students’ protected information is located primarily in the Banner student information system, but also exists in several auxiliary systems. The security of all information systems is overseen and ensured by our Information Technologies division. Access to the information is restricted to the specific user accounts of those with a need to know in order to accomplish their job duties.

Educational records and information that is classified as non-directory information under FERPA are not publicly released without the consent of the student. Students have the option to also restrict the public release of their information classified as directory information.
Are there any additional costs (e.g., fees associated with test proctoring) charged directly to the student because of this method?

☐ Yes
☐ No

If yes, how are the additional costs disclosed to students prior to enrollment in a distance or correspondence course?

When faculty choose to require proctoring for online exams, this is disclosed on the syllabus. There is also a notification within the schedule of classes for sections that have additional costs.

Provide the web address where the public can access information regarding the additional costs.

Link:

https://www.xavier.edu/registrar/registration-information/index#Course_Fees_Additional_Costs

For more information see Federal Requirement 34 CFR §602.17(g).

Related HLC Requirement: Core Component 2.A.

5. Publication of Student Outcome Data

If an institution uses student outcome data in any marketing or recruitment content, the institution must make that data easily accessible to the public through its website—for instance, linked to the institution’s home page, included within the top three levels of the website or easily found through a search of related terms on the website. The data should be clearly labeled as such, any technical terms in the data should be defined, and any necessary information on the method used to compile the data should be included.

Are student outcome data published on the institution’s website following the specifications above?

☐ Yes
☐ No

Provide a link to the webpage(s) that contains the student outcome data.

Link(s):

https://www.xavier.edu/student-outcomes/index

https://www.xavier.edu/consumer/student-outcomes

https://www.xavier.edu/institutional-research/reports-and-documents/interactive-university-factbook/index

For more information see Federal Requirement 34 CFR §602.16(a)(1)(i).

6. Standing With State and Other Accreditating Agencies

List any relationships the institution has with any specialized, professional accreditor (e.g. Accreditation Commission for Education in Nursing; Council for the Accreditation of Educator Preparation) or institutional accreditor (e.g. Distance Education Accrediting Commission) or with any governing or coordinating bodies in states (e.g. Illinois Board of Higher Education; Arizona State Board for Private Postsecondary Education) in which the institution has a presence.

Note whether the institution or any of its programs is on a sanction, is provisionally approved or has lost status with any state agency or accrediting body.

Provide the web address(es) where students and the public can find information about the institution’s standing with state agencies and accrediting bodies.

Link:
https://online.xavier.edu/state-authorization/
https://www.xavier.edu/consumer/information/institutional-profiles
https://www.xavier.edu/consumer/information/accreditation-approval-and-licensure-of-institution-and-programs
https://nces.ed.gov/collegenavigator/?q=xavier&s=all&id=206622#accred
https://catalog.xavier.edu/content.php?catoid=33&navoid=1948

For more information see Federal Requirements 34 CFR §§602.28, 668.41 and 668.43.


Additional Documents

Please attach the following documents as applicable:

Appendix A........... With respect to an institution’s ongoing responsibilities under federal regulations, provide any action letters issued by the U.S. Department of Education that articulate a rationale for any negative actions (including limitation, suspension or termination actions by the Department; letter of credit requirements, fines or heightened cash monitoring imposed by the Department; or other negative findings on the basis of any OMB Circular A-133 [Single Audit] submitted by the institution) and any reports issued by the institution, if applicable, demonstrating the institution’s improvement efforts in response to such communications.
Appendix A – Not applicable