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.

**Sources**

- AA_CAS_Committee_and_Report_2019
- AA_CN_Announcement_website_20190520
- AA_Faculty_180_Project_Charter_20170526
- AA_Immersive_Learning_Report_201910
- AA_WCB_Assurance_of_Learning_Process_Using_Data_201410
- AA_XU_Academic_Plan_20140324
- BOT_Code_of_Regulations_20170505
- BOT_Committee_Membership_FY19_Academic_Year_20180906
- EMSS_Enrollment_Dashboard_Summaries_2019
- EMSS_smep_20160829.pdf
- EMSS_Xavier_Enrollment_Goals_Report_20160404
- FAC_Constitution_Of_The_Faculty_Updated_20111208
- FADMIN_Committee_Composition_MAS_System_Development_20191023_page16.pdf
- FADMIN_Committee_Composition_MAS_System_Development_20191023_page16.pdf (page number 19)
- FADMIN_MAS_System_Summary_for_Data_Analysis_20190321.pdf
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
45177; 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>
<td>$59</td>
<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.

Sources

- AA_Center_for_Teaching_Excellence_web.pdf
- AA_EDUC_Offsite_Locations_web.pdf
- AA_EDUC_On-Site_Liaison_at_Off-Sites.pdf
- AA_EDUC_Semester_Start_Up_Tasks_at_Offsites.pdf
- AA_eit_accessibility_policy_20180430
- AA_WCB_Offsite_Location_MBA_web
- AA_Xavier_University_Lease_20080310
- BOT_Code_of_Regulations_20170505.pdf
- BOT_College_of_Nursing_Resolution_20190503
- BOT_Finance_Committee_Meeting_Materials_20180928_page6.pdf
- BOT_Finance_Committee_Meeting_Materials_20180928_page6.pdf (page number 7)
- BOT_Meeting_Minutes_20190502-03
- BOT_on_information_Security_20200204
- DEV_Development_Cash_totals_for_last_five_years_20181002.pdf
- DEV_External_Relations_CRM_Business_Case_20171128
- DEV_Together_for_Others_Campaign_202001
- FADMIN_06ei_DRAFT_Audited_Financial_Statements_20190911
- FADMIN_afs_final_issued_by_dt_20150630
- FADMIN_Capital_Plan_template_2019
- FADMIN_Capital_Plan_template_Master_2019
- FADMIN_MAS_Users_Guide_20191023
- FADMIN_Moodys_Rating_Action_20191002
- HR_FINAL_Action_Forum_Recommendations_20161129
- HR_Hiring_Process_for_Staff_20191108
- HR_Performance_Review_Guidelines
- HR_professional_development_catalog_2019
- HR_Total_Compensation_Philosophy_201503
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, 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.