

SCIENCE

PHILOSOPHY

MEMAHON HALL

Institutional Self-Study

**THE CATHOLIC
UNIVERSITY
OF AMERICA**



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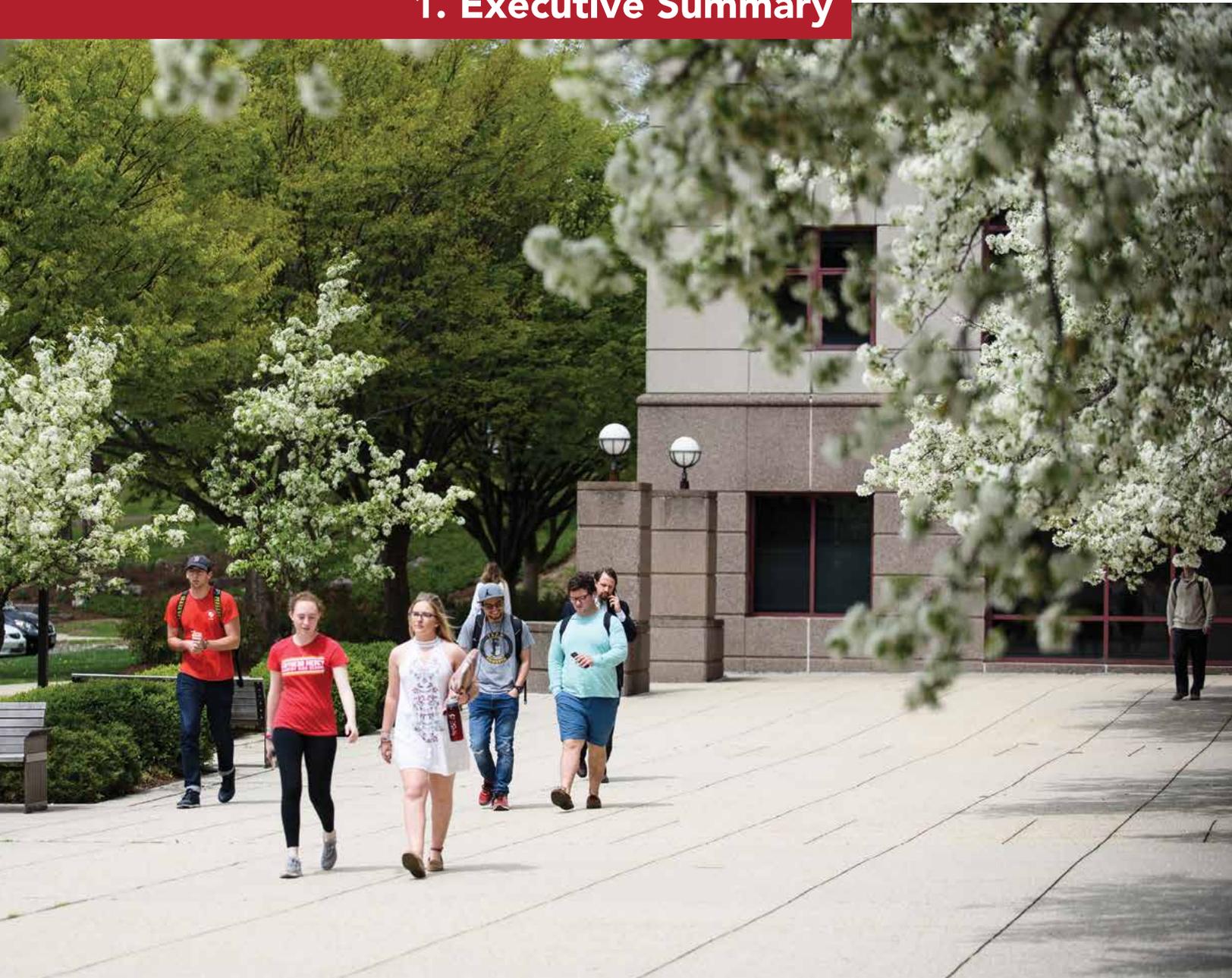
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1. Executive Summary



The Catholic University of America's self-study report summarizes the 10 most recent years in the history of the University and affirms that the University meets all standards and related requirements for accreditation. Among the most significant accomplishments of the last ten years are:

- the creation of two new schools;
- a new mission-focused general education curriculum;
- more than \$100 million in building and infrastructure improvements;
- a steadily increasing first-year retention rate, now at the highest point in more than 20 years;
- a restructuring of the Board of Trustees to increase participation from lay individuals with philanthropic capacity; and
- extraordinary philanthropic success which has raised more than \$230 million in the past four years.

The self-study process has engaged the entire campus community through six open forums for all students, staff, and faculty. The working groups addressing each standard include 71 members of the community, and the Steering Committee has 16 members. The process has enabled the University to assess its major accomplishments and reflect on its current and future challenges. This report has already led to significant changes in practices as summarized in the in-depth quantitative and qualitative analyses by the committees. The following provides a summary of findings and recommendations focused on each standard.

Standard I: Mission and Goals

Catholic University is the national university of the Catholic Church, and its [mission statement](#) is a single, concise declaration that encompasses mission, aims, and goals. It reflects the University's unique position as both a Catholic university and an American university. The mission statement infuses all the work of the University, including informing decisions related to planning, resource allocation, program and curriculum development, student learning, student affairs, faculty and staff hiring and development, institutional advancement, enrollment management, and marketing and communications.

A review of key documents regarding the mission and goals led to the following recommendation: while the working group judges the mission statement as being up-to-date and relevant and does not recommend any changes, the task force strongly recommends that the University's Catholic identity and mission continue to inform and drive the work of the University, and that it enter ever more deeply into the details and daily work of the University.

Standard II: Ethics and Integrity

Catholic University promotes an environment with the highest standards of ethics and integrity. The University has a strong and clearly documented commitment to academic and intellectual freedom, a climate of respect grounded in a faith-based culture of care, documented employment practices, and fair and impartial grievance procedures. There is a robust Compliance and Ethics Program, a climate of self-assessment, and a culture that speaks honestly and truthfully in its external and internal communications. The University's unique faith-based and ethical culture advances its mission and is a hallmark of institutional ethics and integrity.

A review of key documents regarding the ethics and integrity standard and a series of interviews with the community led to the following recommendations:

- Continue to commit to prompt and consistent action in all instances of problematic or non-compliant behavior, provide additional emphasis and communications surrounding the importance of modeling good behavior, and reinforce that behavior when demonstrated.
- Continue to increase in-person communications, town halls, and forums by senior leadership to allow the community to engage regularly and directly with its leaders.
- Use an expanded "vocabulary of mission" in communications.
- Evaluate all investigative practices across the institution for sufficiency and consistency.
- Implement enterprise risk management to provide more coordinated and holistic solutions to manage risks and leverage opportunities.

Standard III: Design and Delivery of the Student-Learning Experience

Catholic University is committed to delivering the best learning experience for undergraduate and graduate students and to promoting a culture of scholarship. The review of the student-learning experience indicates there are several notable areas of strength. First, Catholic University recently completed a curriculum revision that yielded a new general education curriculum grounded in the mission. This curriculum is being implemented over a four-year period with ongoing assessment of effectiveness. A new curriculum has been a long-standing goal of the University and represents a significant amount of work over the past 10 years.

Second, the University has rededicated itself to invigorating the research culture. One key example of this is the implementation of Research Day. This event, held annually over the past four years, has enhanced the research culture of the institution in a manner that has had a positive impact on undergraduate and graduate

education. It demonstrates that faculty are supportive of student research across all levels, while promoting interdisciplinary collaborations and discussions.

A campus-wide [Academic Renewal](#) effort led to several important outcomes, including the creation of the new [Center for Teaching Excellence](#) (CTE), which demonstrates the University's commitment to enhancing pedagogy and providing support to full-time and part-time faculty to develop their skills to be more effective in the classroom. The center is also available to support the emergent pedagogy of graduate students serving as teaching assistants, teaching fellows, and instructors. The CTE is providing support to the learning environment across multiple dimensions.

Another outcome was reorganization in two academic areas. The creation of the Benjamin T. Rome School of Music, Drama and Art brings together all the University's arts programs, allowing for greater synergy across the fine and performing arts on campus. Similarly, the creations of the Department of Economics in the School of Arts and Sciences along with the Busch School of Business reinforces and clarifies the University's support for these different disciplines. Finally, by integrating academic and career advising, the new Center for Academic and Career Success provides significant support to the learning experience.

A review and assessment of key documents, and an interview with each school dean regarding the standard, led to the following recommendations:

- Provide continuing support for faculty and student research. The University recently established the University Research Operations Council (UROC), made up of some of the most productive researchers, to ensure ongoing improvement in the research support infrastructure.
- Explore incorporating a more formal service-learning requirement. A system for tracking service-learning courses would also be beneficial because the course catalog cannot be searched to find service learning courses at this time.
- Modify questions in the Out-of-Classroom-Report (OCAR) to make the responses more consistent. Offering definitions for some terms in the OCAR might help ensure that all the faculty interpret it the same way. In conjunction with modifying the OCAR, it will be important for the Unit Standards Committee to finalize their recommendations for workload definitions.
- Augment current processes for documenting new majors, minors, degrees, and certificates to facilitate true process improvement. There were several incidences where the [Academic Announcements](#) (University catalog) did not match the program codes created or where the information on the websites did not coincide with the Announcements.

This recommendation is also consistent with a task identified in the Strategic Plan.

Standard IV: Support of the Student Experience

The review of Standard IV focuses on the areas of recruitment and admission, retention, the network of support, and systems for early identification and intervention for at-risk students. In 2016, the Office of Undergraduate Admission instituted a test-optional admission policy and a new evaluation process for applicants with an added emphasis on the strength of the curriculum and how it relates to the potential for success in an applicant's chosen major. At the forefront of the review process is an assessment of each student's academic potential and personal fit to be a fully engaged community member within the mission-centric campus.

At the graduate level, enrollment has steadily decreased over the past decade. This is most notable at the law school: current enrollment decreased 58% since 2009. Overall graduate enrollment, minus the law school, declined 6% during this period. Today, there is a greater focus on processing applications and making timely decisions, which has helped increase completed applications and deposits within a declining application pool.

Most notable are the sizeable gains in both the freshman-to-sophomore and freshman-to-junior retention rates since the last self-study. In fall 2018, both retention rates were at their highest levels in at least 20 years. As noted in Standard III, academic advising has transformed with the 2009 introduction of the Center for Academic Success to focus on exploratory advising, the 2012 introduction of the Undergraduate Advising Center, and the 2018 introduction of the Center for Academic and Career Success.

The University offers strong academic support via tutoring, the Writing Center, the Math Center, and academic coaching. The University has an established network of support with consistent collaboration between the offices of the Dean of Students, Counseling Center, Campus Ministry, Center for Cultural Engagement, Disability Support, and the academic units. Collaboration between these units is a strength of the University and creates a safety net for students to minimize falling through the cracks. Tools such as Cardinal Success (Education Advisory Board) and the CARE (DOS) network allow better tracking of concerns, interventions, and more efficient communication with colleagues about students of concern.

A review and assessment of key documents led to the following recommendations to further enhance support for the student experience:

- More fully integrate service learning into the academic and co-curricular experience of students.
- Enhance cross-training of academic and student support professional staff, given the increased

collaboration between units, to provide a more streamlined delivery of services.

- Continue addressing the retention of commuters and minority students, given that retention rates for students in these sub-populations lag behind majority and residential populations.

Standard V: Educational Effectiveness Assessment

The assessment of educational effectiveness occurs at many levels across the University where a culture of assessment has been established. Assessment of educational effectiveness demonstrates that students have accomplished educational goals consistent with the University's mission and appropriate expectations for institutions of higher education. The Office of the Vice Provost and Dean of Assessment and the Office of Institutional Research oversee student-learning assessment planning and processes.

In their syllabi, faculty establish student learning goals for their academic programs and courses and decide how to assess their students' learning outcomes. In the course evaluations, students assess whether courses accurately reflect the course goals and learning outcomes and whether assignments are appropriate to meet the aims and objectives.

The University research and teaching profile is periodically assessed by several professional accreditors to ensure it is fulfilling all requirements to grant specific degrees. Students often do internships, and most of them report they are employed after graduation. For example, in the six months after graduation, 92% of all [responding members of the class of 2018](#) were reported to be either: employed (66%), in graduate school (16%), employed and in graduate school (5%), or committed to internships, long-term service, or a religious community (5%).

Catholic University undergraduates are successful in the job market, and graduate students are mostly employed in academia or have jobs that require a Doctor of Philosophy degree.

The recently created Center for Teaching Excellence supports intellectual growth in and out of the classroom. It is fostering an environment in which students are given a robust teaching, advising, and mentoring experience within a world-class research context.

A review of key documents regarding the educational effectiveness assessment standard led to the following recommendations:

- Increase compliance with the annual Key Assessment Findings (KAF) and syllabus uploading.
- Revise the syllabus template.
- Design a new method to improve response rates for course evaluations.

Standard VI: Planning, Resources, and Institutional Improvement

The University has taken several measures to enhance its financial planning processes and its connectivity to the mission and goals. Its Strategic Plan was overhauled to better align with its long-term financial plan and physical campus needs. The long-term financial planning process was also strengthened to better inform financial decision-making.

To implement the goals of the Campus Master Plan, the University developed an integrated campus framework that outlines a five- to ten-year vision to address immediate needs and transform the campus. The framework connects and summarizes the outcomes of the financial planning, strategic academic planning, and physical campus planning processes. It also communicates the recommended projects to advance the mission, to enhance the campus identity, and to attract and retain talented students, staff, and faculty.

Operationally and financially, the University is well positioned to tackle challenges ahead and to meet the goals in the Strategic Plan. The University's balance sheet, endowment, and credit ratings are strong. Net assets have doubled over a 10-year period. However, the annual operating expense budget has been difficult to balance over time, given the University's significant reliance on tuition revenue and the corresponding challenges in enrollment market demand. In response, actions were taken to grow revenue including making strategic capacity investments in advancement, marketing, enrollment management, first-year retention, human resources, and treasury.

In recent years, the University has yielded an unprecedented level of philanthropy, and publicly launched its first-ever capital campaign in 2019. The University also has engaged in several initiatives to examine and enhance net tuition revenue and the utilization of resources within the academic enterprise, which include a comprehensive pricing and position study and an extensive Academic Renewal exercise. Additionally, the University has been diligently leveraging its balance sheet through debt and philanthropy to construct new facilities, renovate current buildings, and tackle deferred maintenance as outlined in its integrated campus framework.

A review of financial planning and budget development, navigation of financial health and market challenges, the promotion of human resources, and key documents such as policies, processes, and procedures led to the following recommendations:

- Continue to be strategic in the annual operating budget to drive new revenue and review programs that are not revenue-positive.
- Properly staff budget operations in the academic area to meet the scope and complexity of the operation. The academic area should expand central budget

operations, standardize school-based budget staffing, and create documentation for the business process.

- Address concerns regarding the transparency of the central University budget process and the role of faculty insight and oversight in that process. The Academic Senate should work with the University Budget Committee and the Board of Trustees Finance Committee to clarify expectations and formally document roles and communications protocols.
- Conduct a comprehensive compensation study to evaluate and market-match positions at the University.
- Redesign and implement a mission-driven performance-evaluation system for faculty and staff based on University strategies and objectives.
- Foster a culture of development for faculty and staff. As part of the mission-focused performance management project, the University needs to appoint a director of organizational development to champion and implement faculty and staff development initiatives.

Standard VII: Governance, Leadership, and Administration

Since the last self-study, a corporate reorganization has changed the roughly 50-member Board of Trustees from an even mix of clergy and lay people into a board with a majority of lay members and a component called the Fellows that is majority-clerical and has certain reserved powers, including: electing and removing trustees, fellows, and the president; revising by-laws; disposing assets of the University; and preserving its essential Catholic character. The bulk of the traditional powers of the board are exercised by the full board.

There was a strong consensus from the University

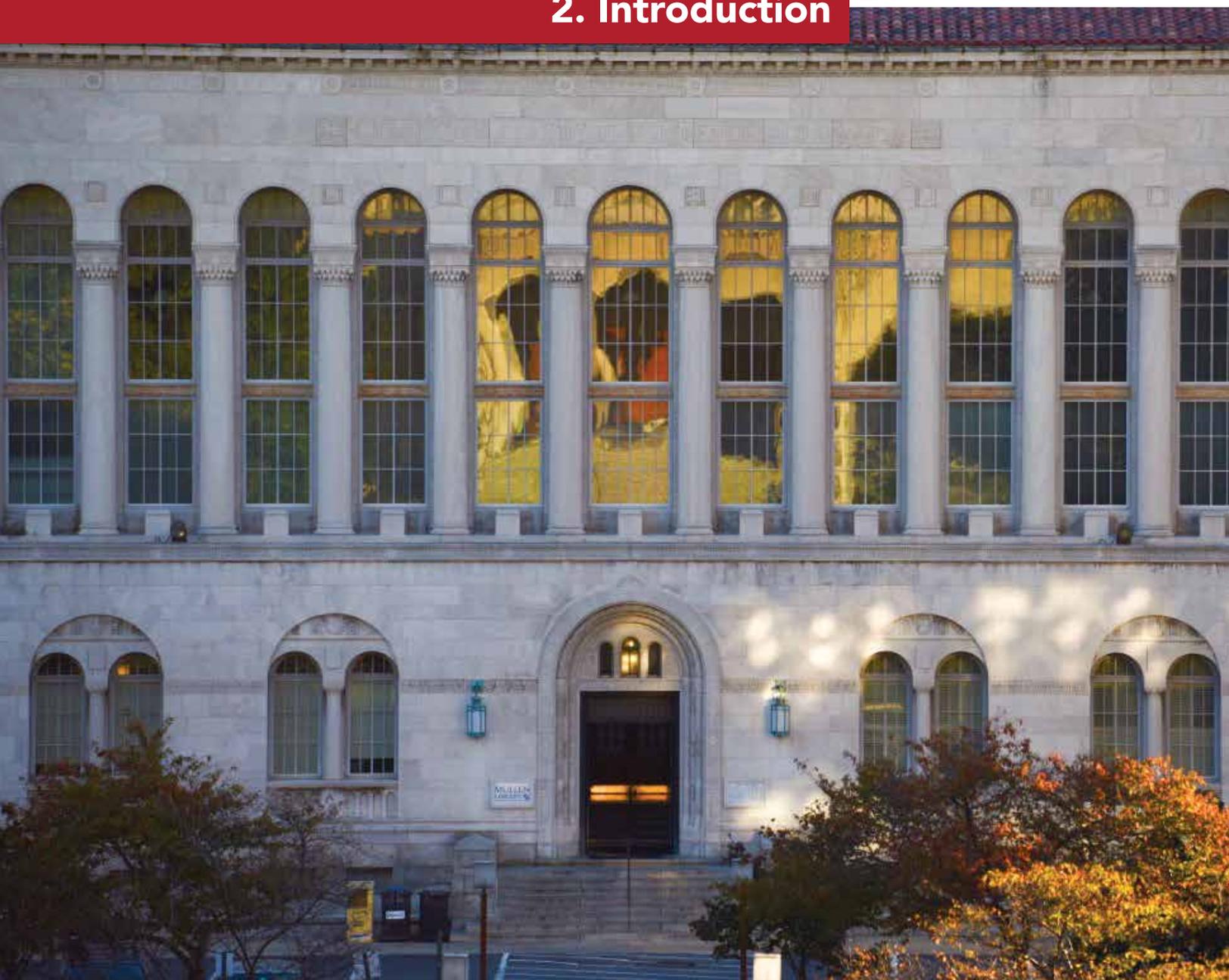
and board leadership that the change, in effect less than three years, was particularly beneficial in driving greater engagement across the board and increasing philanthropy.

Overall governance of the University is generally healthy and multi-layered, with the Academic Senate as the main instrument of shared academic governance. Other bodies supplement senior leadership, including the Administrative Council (and its executive committee), the Academic Leadership Group, and Emergency Council. The president is well-served by a competent and engaged supporting staff, whose skills and experience are appropriate to the tasks and challenges facing the University. They are regularly evaluated, as is the president, in a rigorous annual process. Overall, there is an improved culture of compliance, reflected in an updated board conflict-of-interest statement (and 100% compliance) and a compliance and ethics officer hired in 2011.

A review of key documents regarding the governance, leadership and administration standard led to the following recommendations:

- Increase transparency in all respects. Publicize the work done by the major governance elements, such as the board and the senate. Publish and maintain an accurate, legible, and easy-to-locate organizational chart.
- Improve all aspects of consultation before decisions are made, and provide thorough and timely communications about decisions to faculty and staff.
- Emphasize improved diversity in University senior leadership.

2. Introduction



2.01 Overview of the University

Catholic University enters its decennial Middle States Commission accreditation review with a strong sense of pride in its accomplishments over the past 10 years and is poised for continued growth and sustained excellence over the next decade. The University has embraced this opportunity to reflect as a community on its accomplishments, strengths, challenges, and plans by engaging in this self-study.

While navigating this process of self-reflection, the University recognizes that it is now more than halfway through its 10-year Strategic Plan and halfway through its 15-year master plan¹. It has realized unprecedented philanthropy over the last three years. The University has seen student retention rates reach historic highs, and implemented a new core liberal arts curriculum for first-year students beginning in fall 2018.

The University has invested significantly in establishing and growing a dedicated marketing and communications office and has expanded outreach efforts to attract and enroll new students at the undergraduate and graduate levels. It also has completed or broken ground on several major facilities that will significantly strengthen the academic and co-curricular experience for students, while aggressively addressing major deferred-maintenance needs.

A Brief History of Catholic University

On March 7, 1889, Pope Leo XIII formally established Catholic University as a graduate and research center with his apostolic letter *Magni Nobis Gaudii*. The University officially opened as an institution of higher education in 1887.

When the University opened for classes in November 1889, the curriculum consisted of lectures in mental and moral philosophy, English literature, the sacred scriptures, and the various branches of theology. At the end of the second term, lectures on canon law were added.

At the time of the founding of the University, the modern American university was still in its infancy. The Johns Hopkins University, founded in 1876, had been the first in the country to dedicate itself not only to the preservation of learning and teaching, but also to the advancement of knowledge through research in the manner of the Prussian universities of the 19th century. Very soon, the conduct of research and the training of graduate students to carry it out became the hallmarks of university status.

Catholic University developed in this manner, which became the principal channel through which the modern university movement entered the American Catholic community. In 1900, Catholic University was

among the 14 institutions offering instruction for the doctorate that formed the Association of American Universities, a group of leading research institutions. In 1904, undergraduate programs were added to the offerings of the University.

Catholic University Today

Catholic University — committed to being a comprehensive Catholic and American institution of higher learning — has about 6,100 students (56% undergraduate and 44% graduate) enrolled in 12 schools (architecture and planning; arts and sciences; business; canon law; engineering; law; professional studies; music, drama and art; nursing; philosophy; social service; and theology and religious studies). The schools of canon law, philosophy, and theology and religious studies have ecclesiastical faculties (see Appendix A). All the schools offer graduate degrees and/or professional degrees. As of fall 2018, students choose from among 74 bachelor's programs, 94 master's programs, and 40 doctoral programs.

Catholic University continues to be a foundational Catholic educational institution in the United States and maintains its unique status as the bishops' university. When Catholic University was established, its governance was delegated by the bishops to a board of trustees. Under the current bylaws, revised in December 2016, the University's governance structure is intended to perfect and make permanent the University's essential character as a Catholic and American institution of higher learning and its role as the national university of the Catholic Church, sponsored by the United States bishops, while significantly increasing lay responsibility and support for the University.

The Board of Trustees consists of no fewer than 20 and no more than 40 trustees, with the archbishop of Washington serving ex officio as the chancellor of the University. In this capacity, the archbishop is the liaison between the institution and the United States Conference of Catholic Bishops, as well as between the institution and the Holy See. A subset of the trustees also serves as fellows. The fellows hold certain reserved powers designed to preserve the unique founding by, and ongoing heritage and relationship with the Holy See and the bishops.

Catholic University is one of only three universities in the United States to have hosted the pope on its campus, and it is the only one to have done so multiple times — Pope John Paul II in 1979, Pope Benedict XVI in 2008, and Pope Francis in 2015.

Strategic Outcome Measures

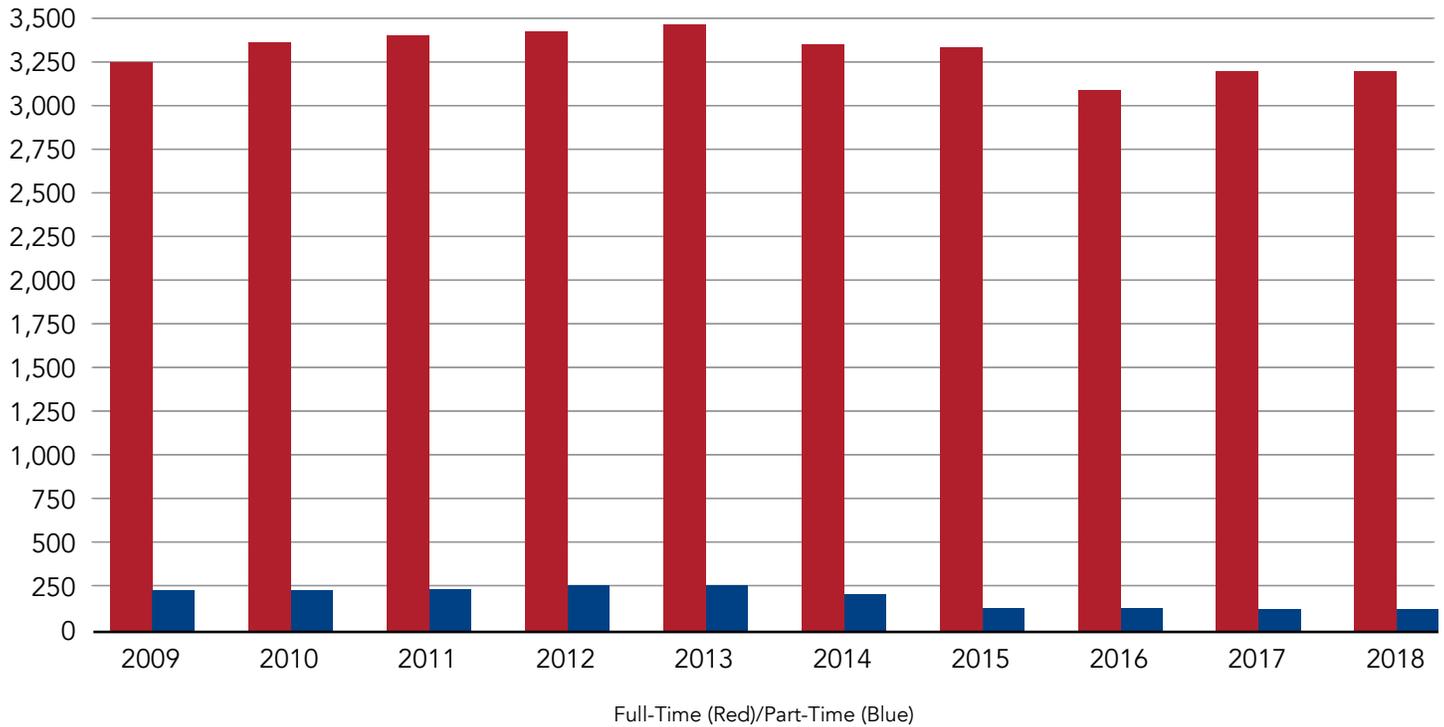
The following series of graphs represents key outcome measures for the University over the last 10 years or more.

¹The District of Columbia-mandated plans are typically 10 years (at most), but the District and university neighbors were satisfied with the plan and approved it for 15 years.

1. Undergraduate Headcount Enrollment

Fall 2018 — 3,198 (full-time)/134 (part-time)

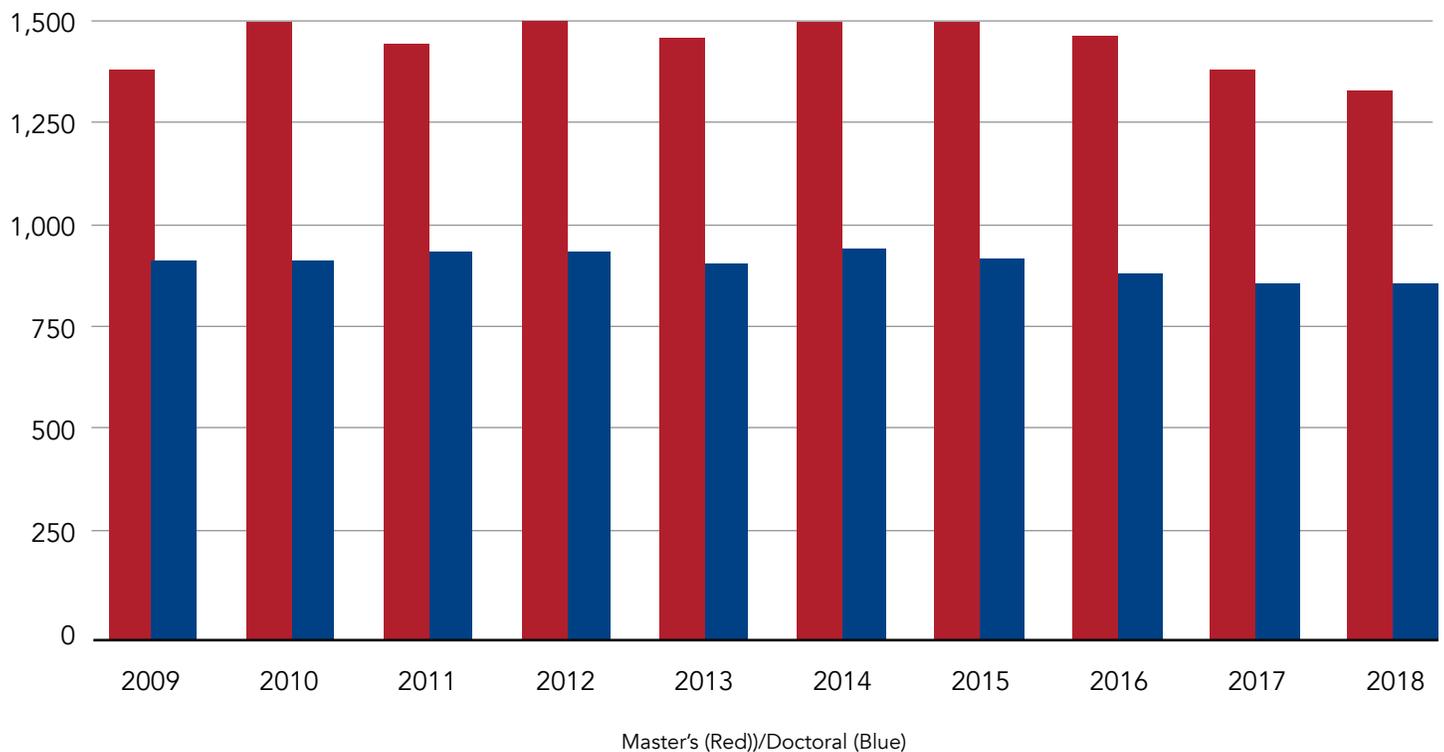
Total full- and part-time undergraduate headcount enrollment.



2. Master's/Doctoral: Headcount Enrollment

Fall 2018 — 1,331 (Master's)/817 (Doctoral)

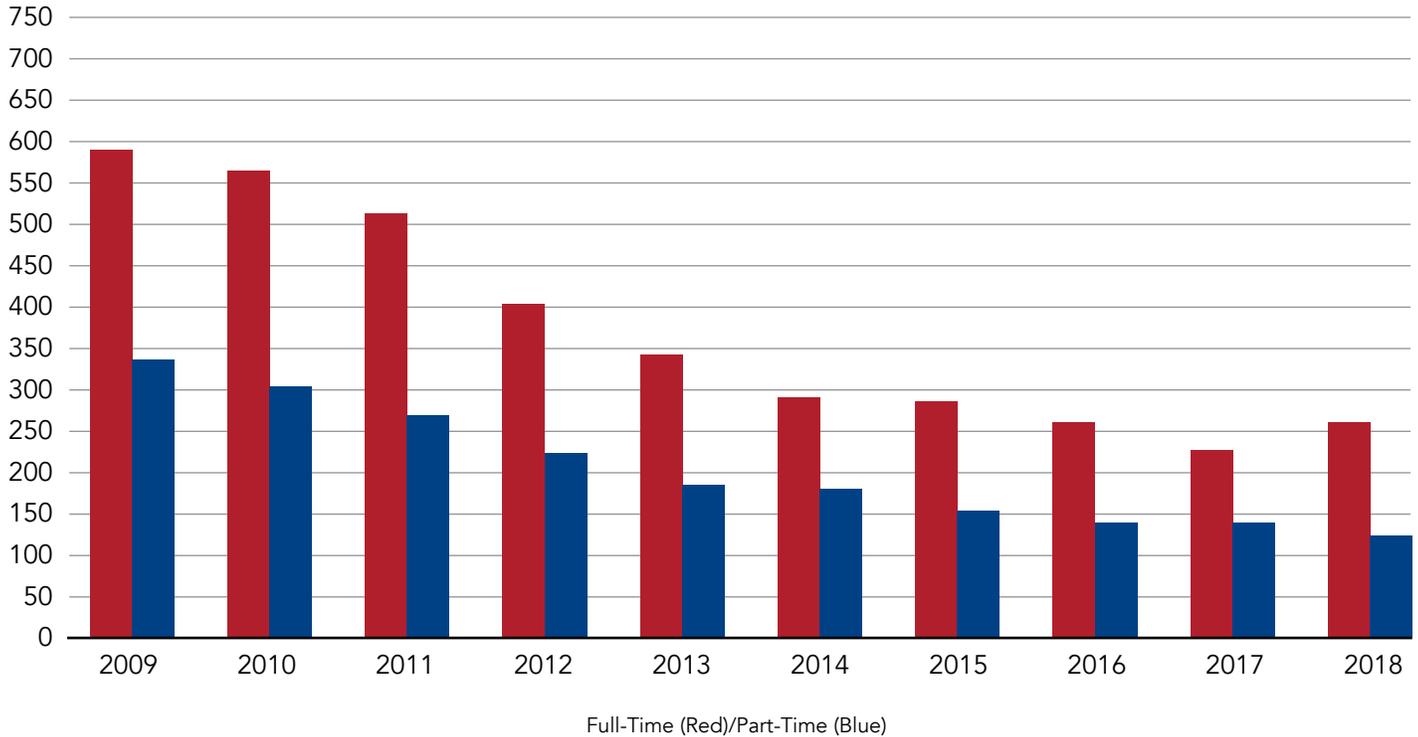
Total master's/doctoral headcount enrollment.



3. Columbus School of Law: Headcount Enrollment

Fall 2018 — 255 (full-time); 122 (part-time)

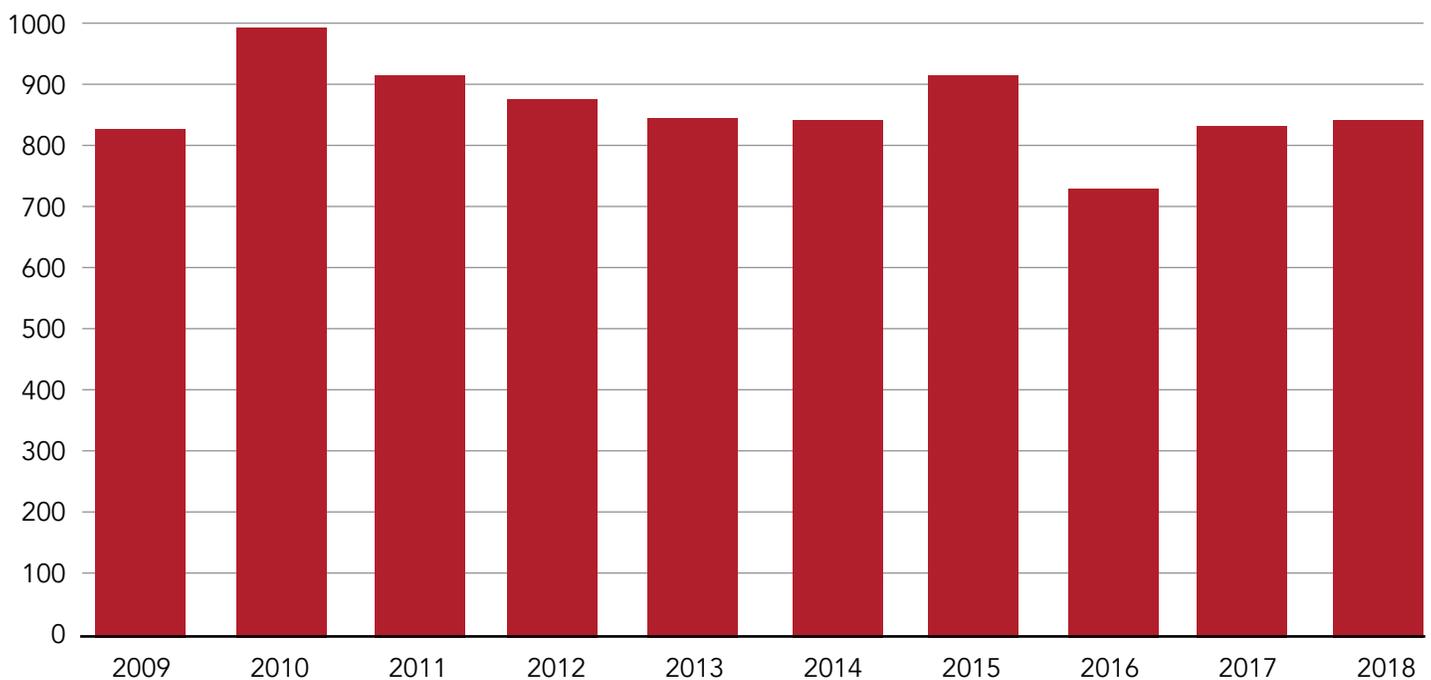
Total full- and part-time enrollment in the Columbus School of Law.



4. First-Year Cohort Enrollment

Fall 2018 — 834

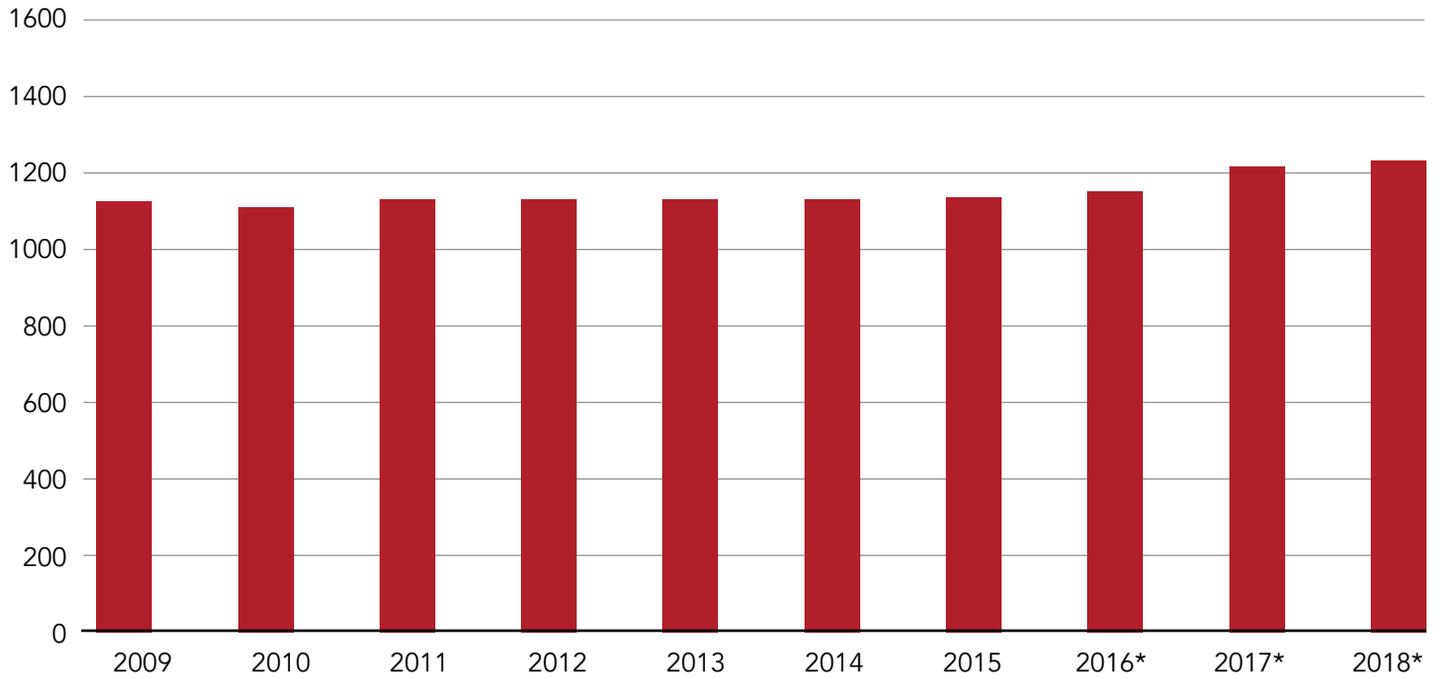
Total number of incoming first-year, full-time students.



5. Mean SAT

Fall 2018 — 1230

Mean SAT score for first-year, full-time students.

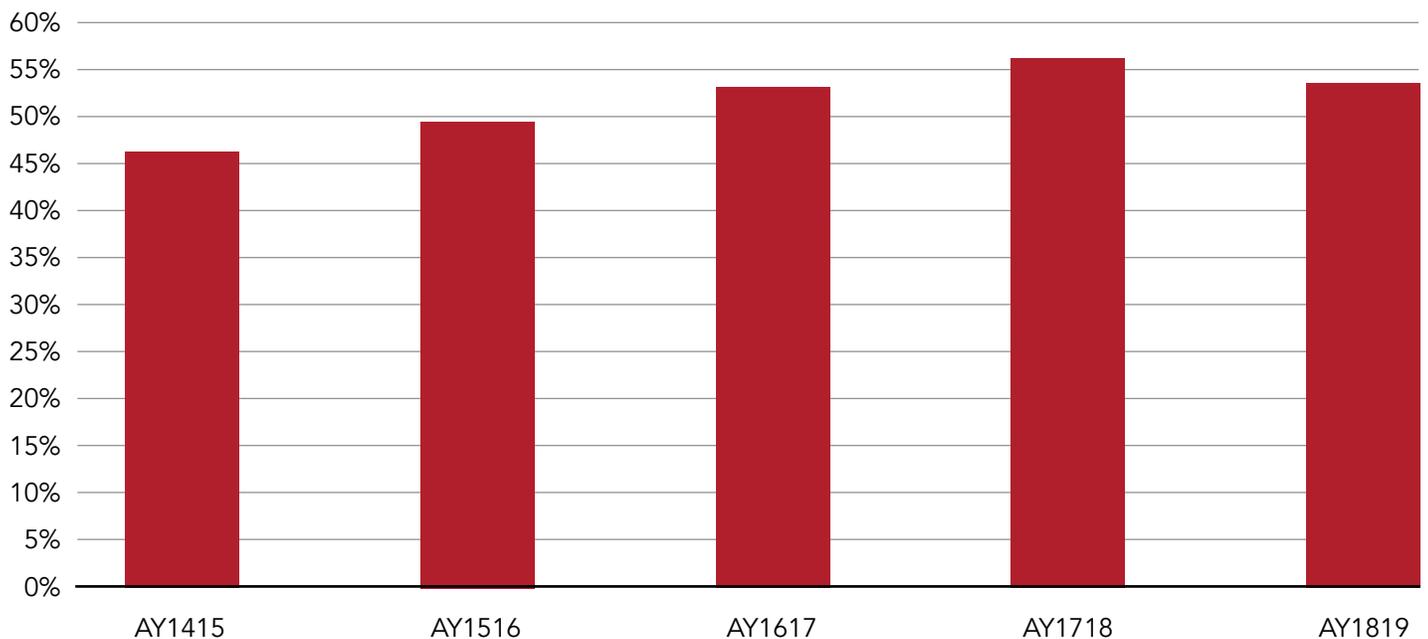


*Beginning in Fall 2016, the submission of standardized test scores for admission became optional.

6. First-Year Tuition Discount

Fall 2018 — 53.5%

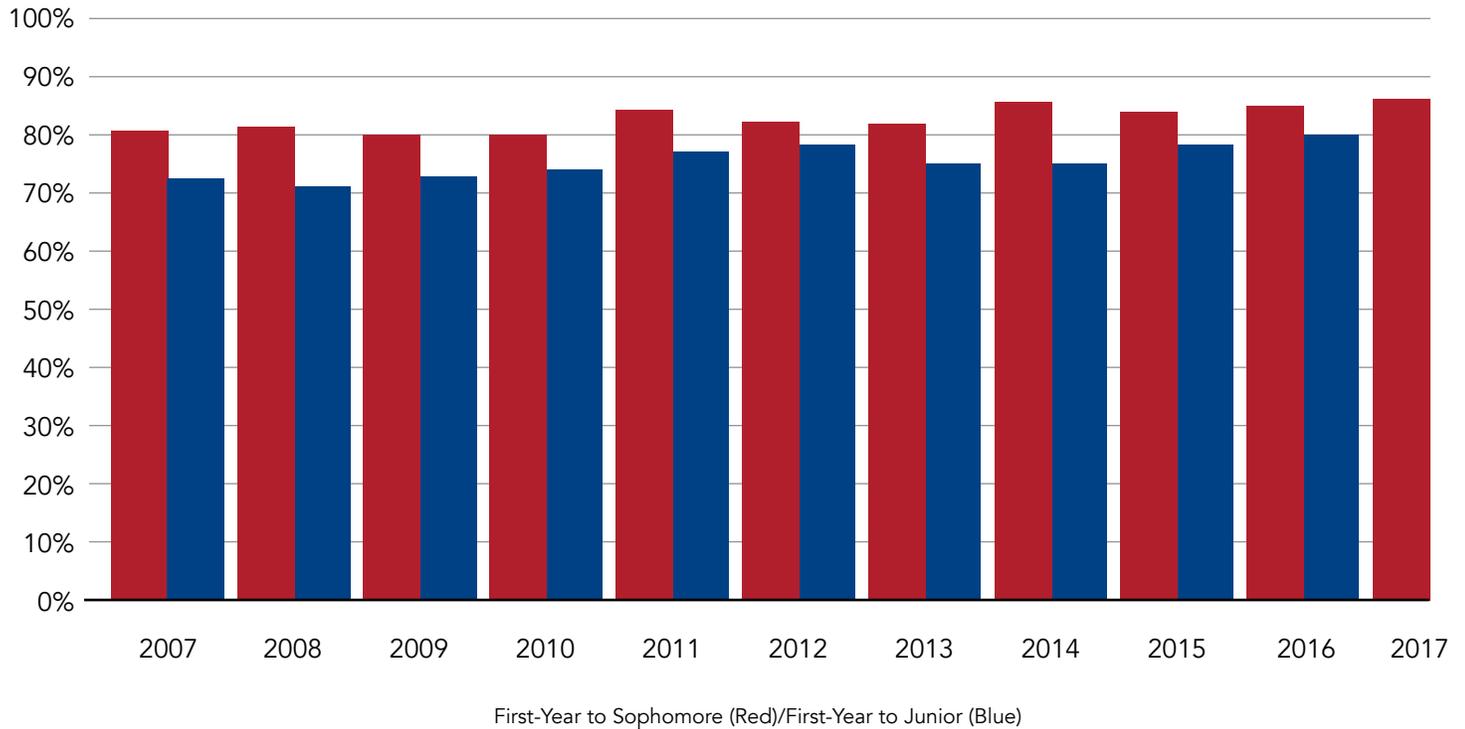
Percent of tuition and fees discounted for first-year, full-time students.



7. First-Year Cohort Retention

Fall 2017/Fall 2016 Cohort — 87% (first year)/80% (second-year)

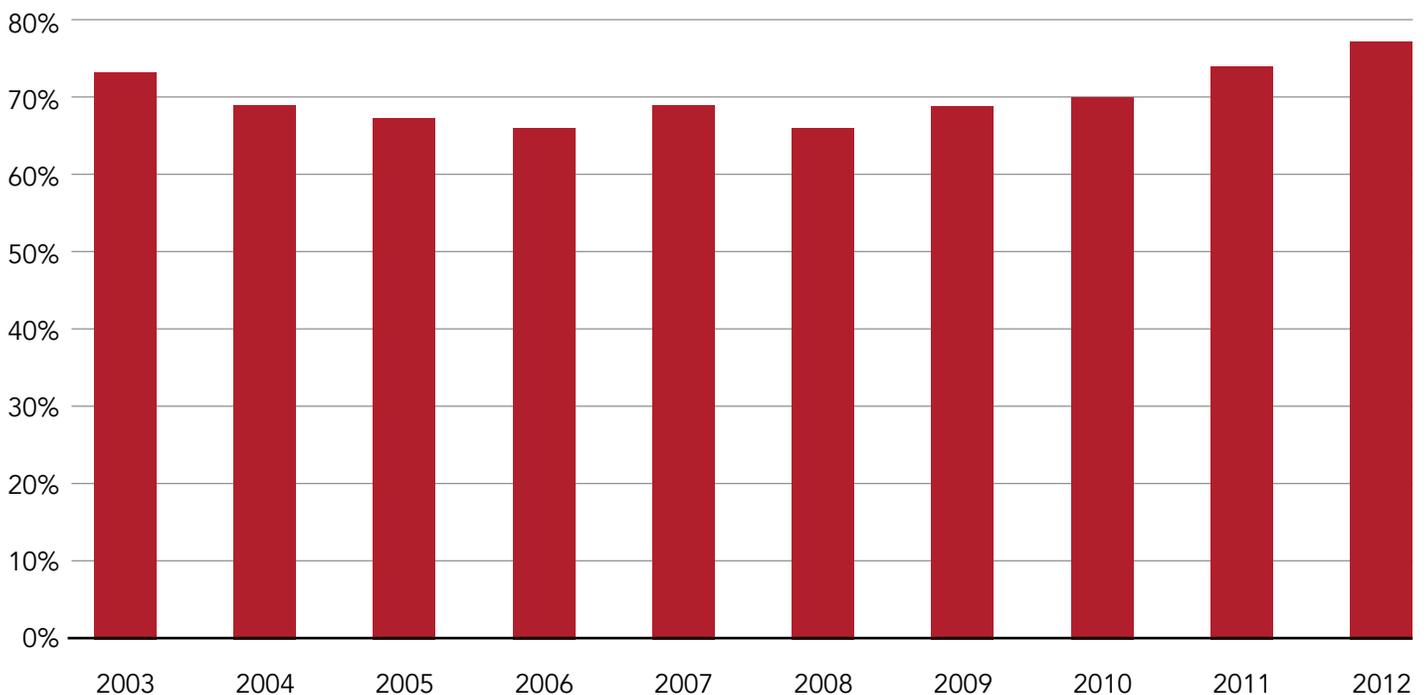
First-year to sophomore and first-year to junior year retention rates for full-time students.



8. Graduation Rate

Fall 2012 Cohort — 76%

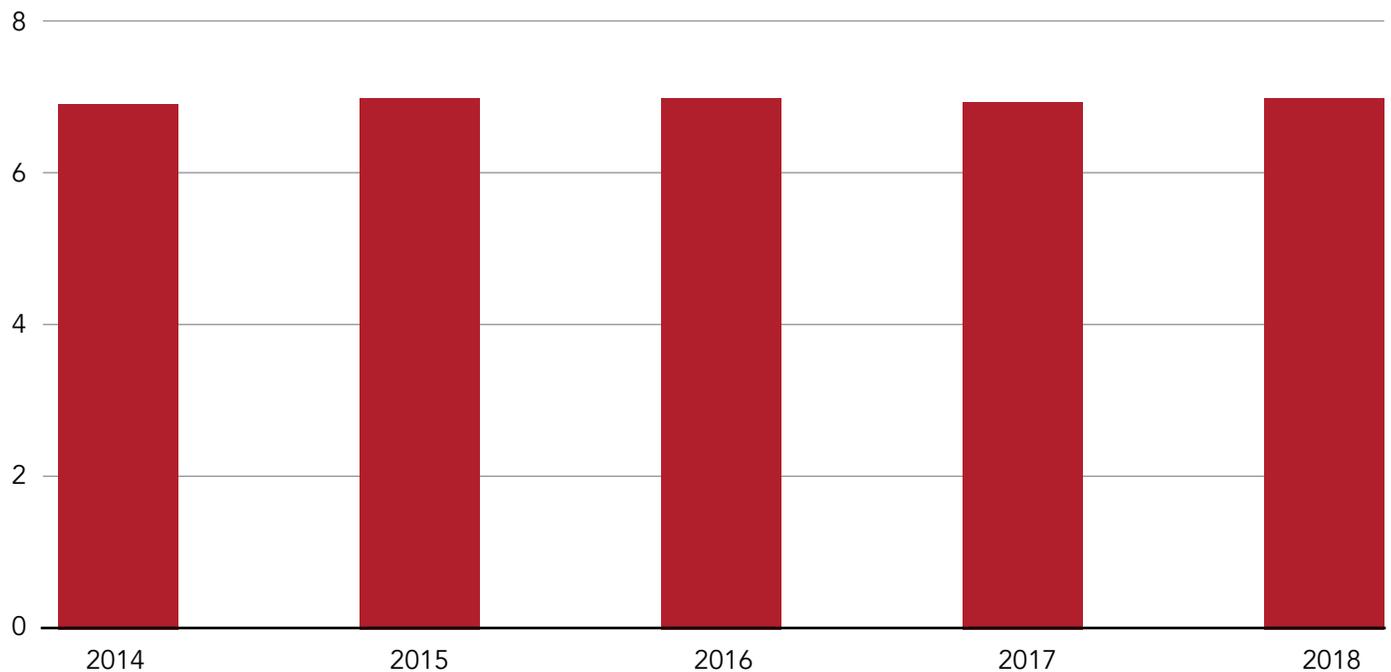
Six-year graduation rate for first-year, full-time students.



9. Undergraduate Student to Faculty Ratio

Fall 2018 — 7-to-1

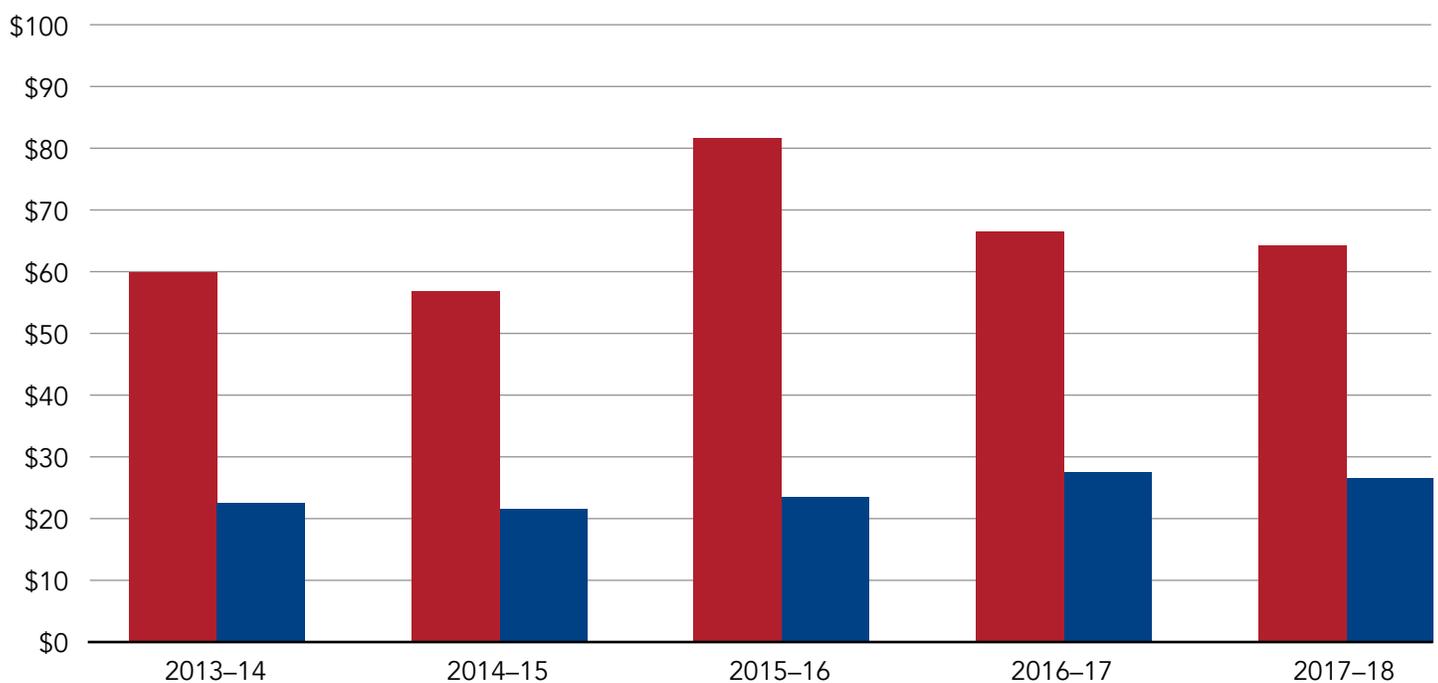
Ratio of full-time equivalent students to full-time equivalent faculty. Common data set methodology.



10. Sponsored Research Proposals and Awards

Fiscal Year 2018 — \$63.5 M (submitted)/\$26.0 M (rcvd)

Dollar amount of sponsored research proposals submitted and awards received.

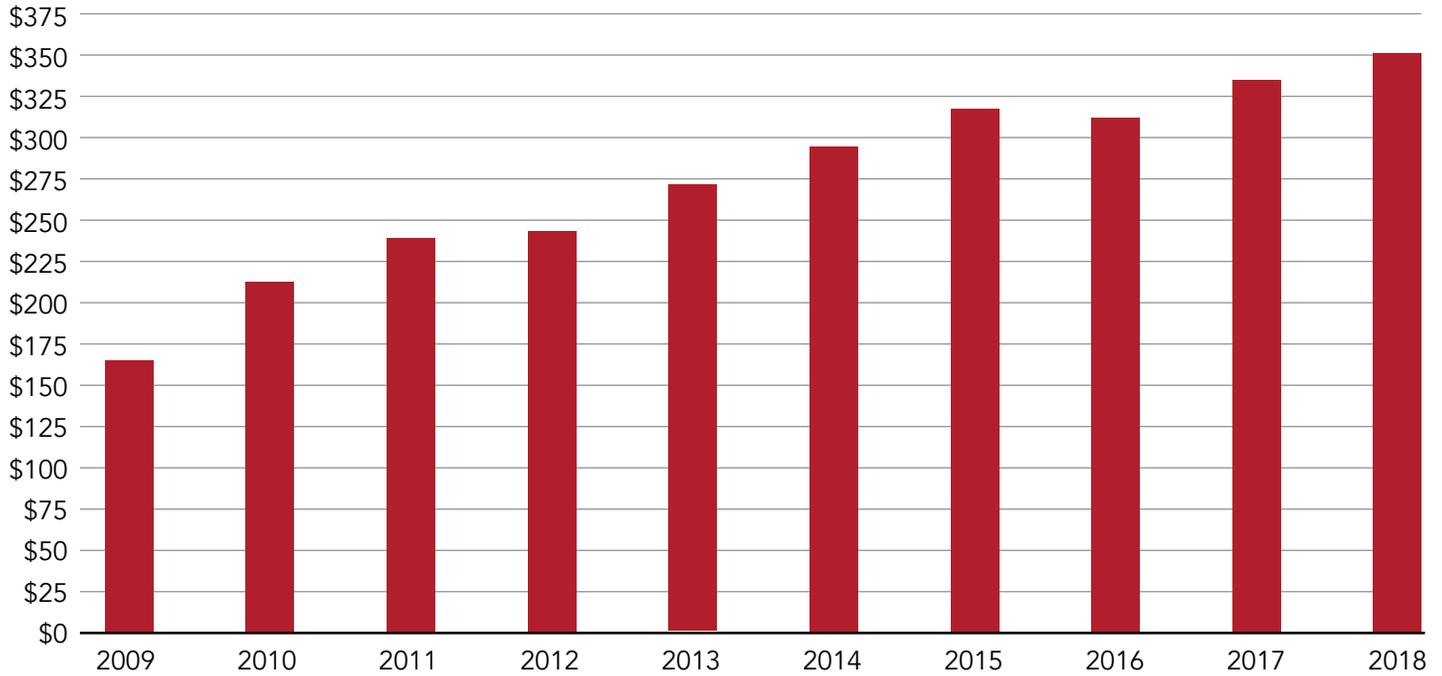


Note: Proposals and awards dollar amounts are in millions.

11. Pooled Investments (including Endowment Assets)

Fiscal Year 2018 — \$350.5 M (4/30/18)

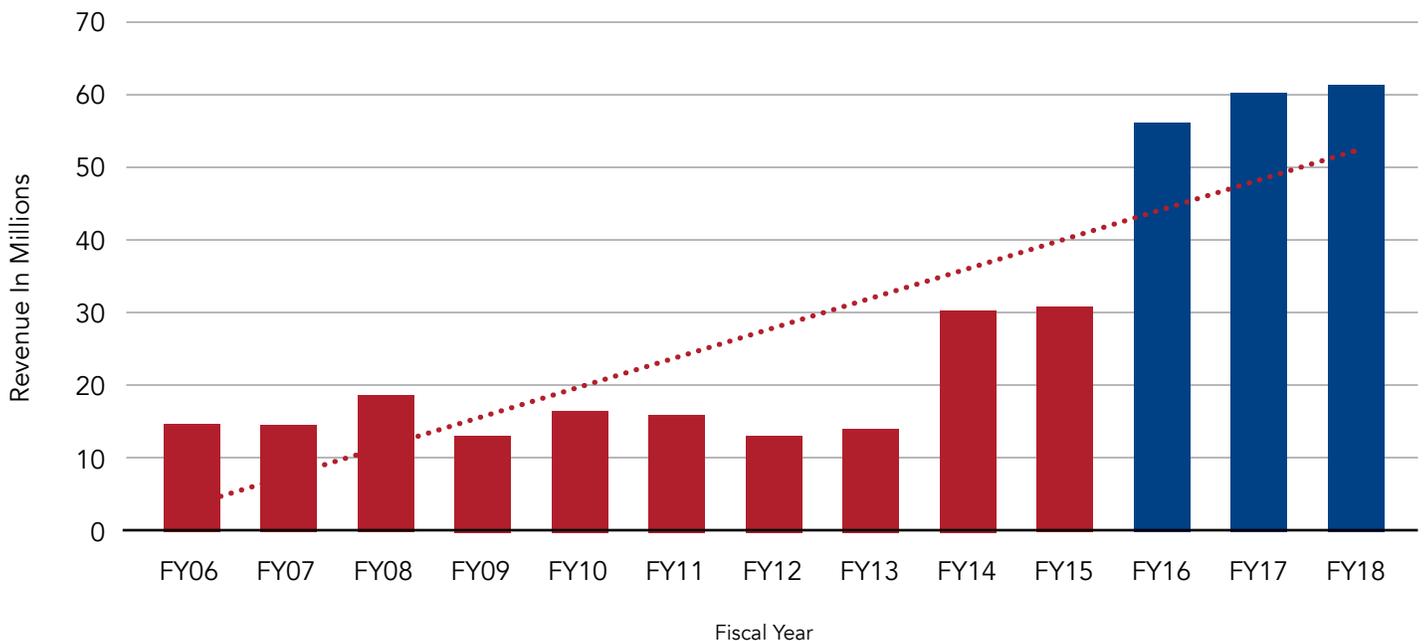
Market value



Note: Pooled investments are in millions.

12. Total Fundraising Revenue (CASE Standards)

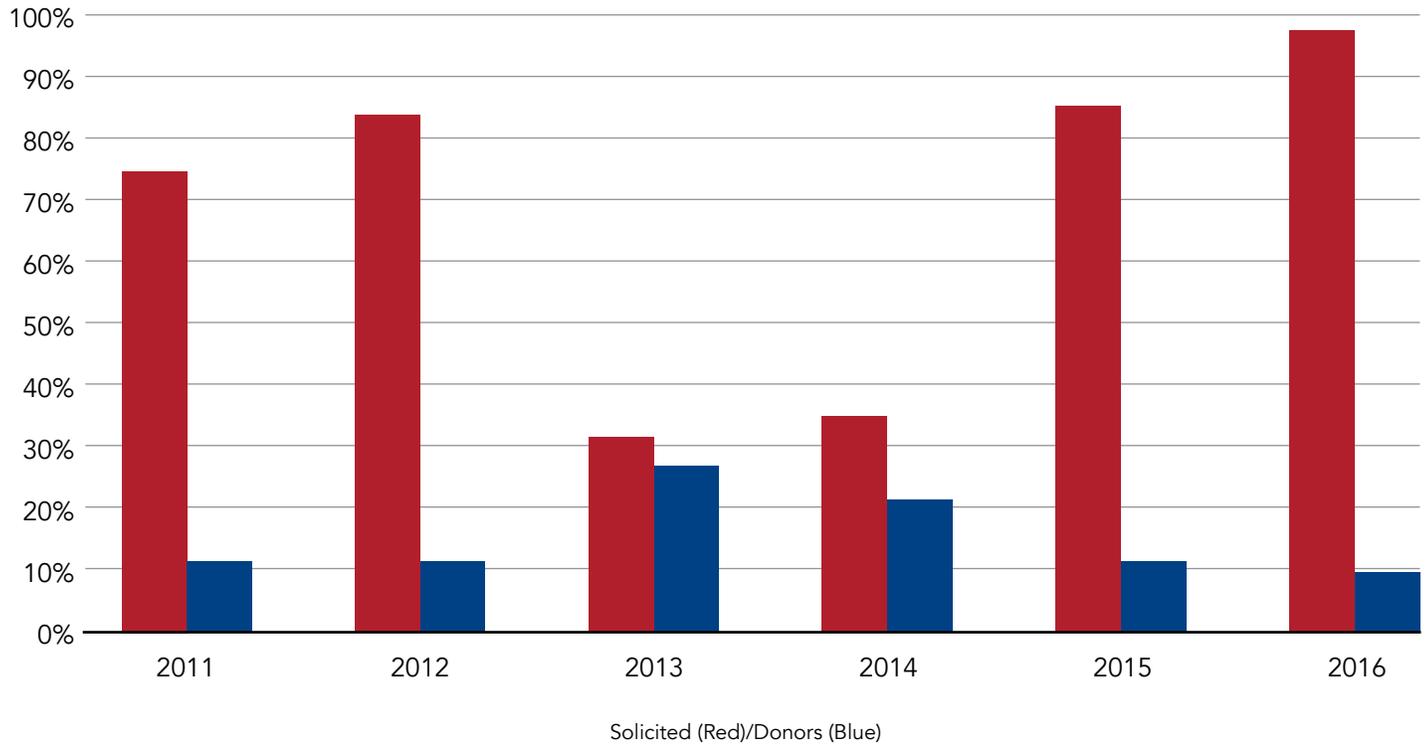
Fiscal Year 2018 — \$62.70 M



13. Alumni Donations

Fiscal Year 2018 — 85.0% (solicited)/12.9% (donors)

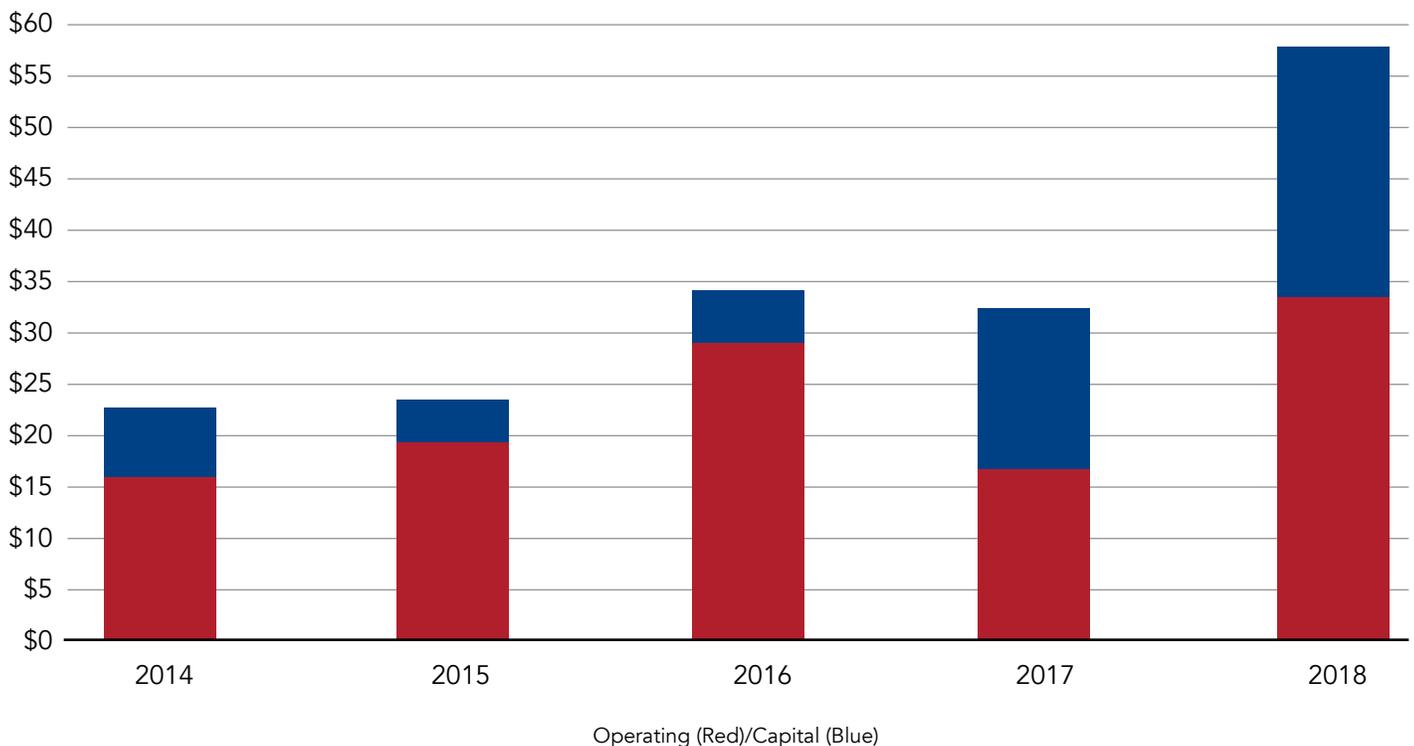
Percent of all alumni solicited for a donation, and the percent solicited who made a donation.



14. Operating Support vs. Capital Support (GAAP Standards)

Fiscal Year 2018 — \$33.7 (operating)/\$24.1 (capital)

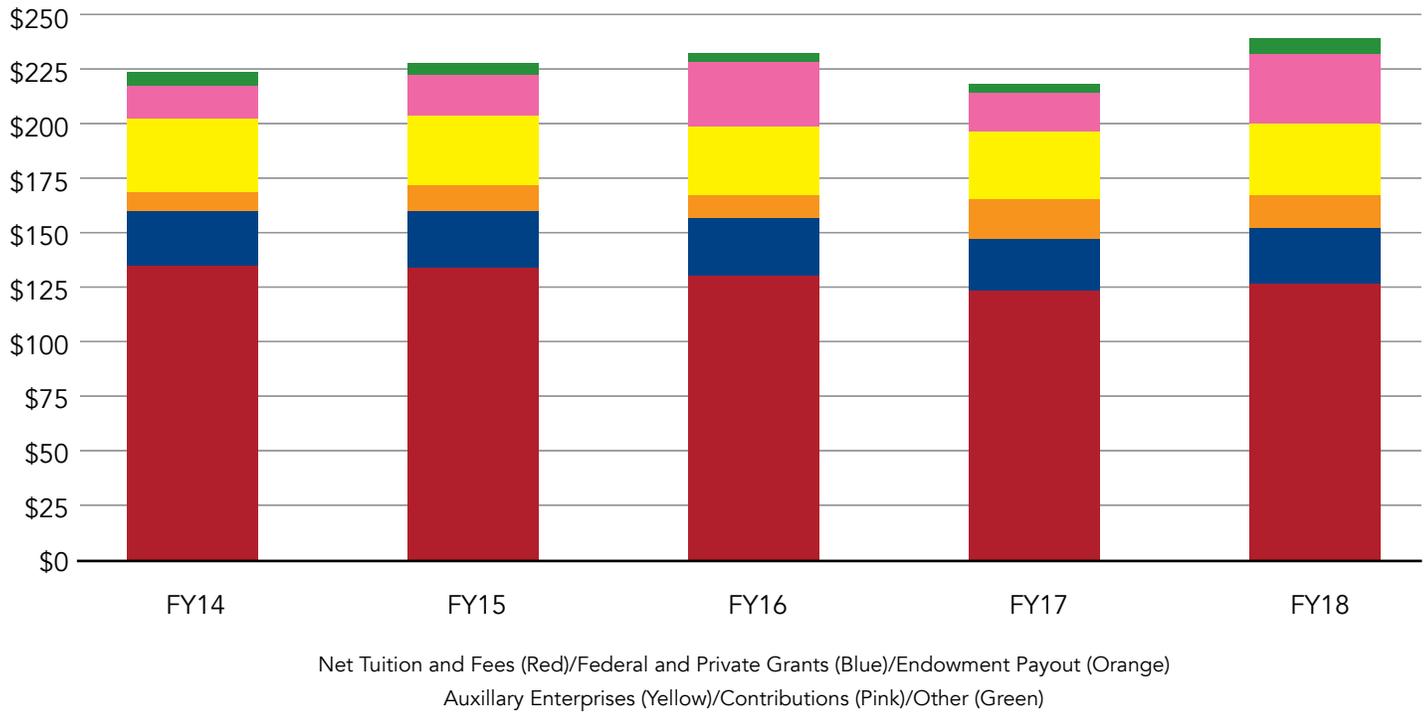
Donations for operating support compared with donations for capital support (in millions).



15. Revenue by Source

Fiscal Year 2018 — \$238.4 million (total revenue)

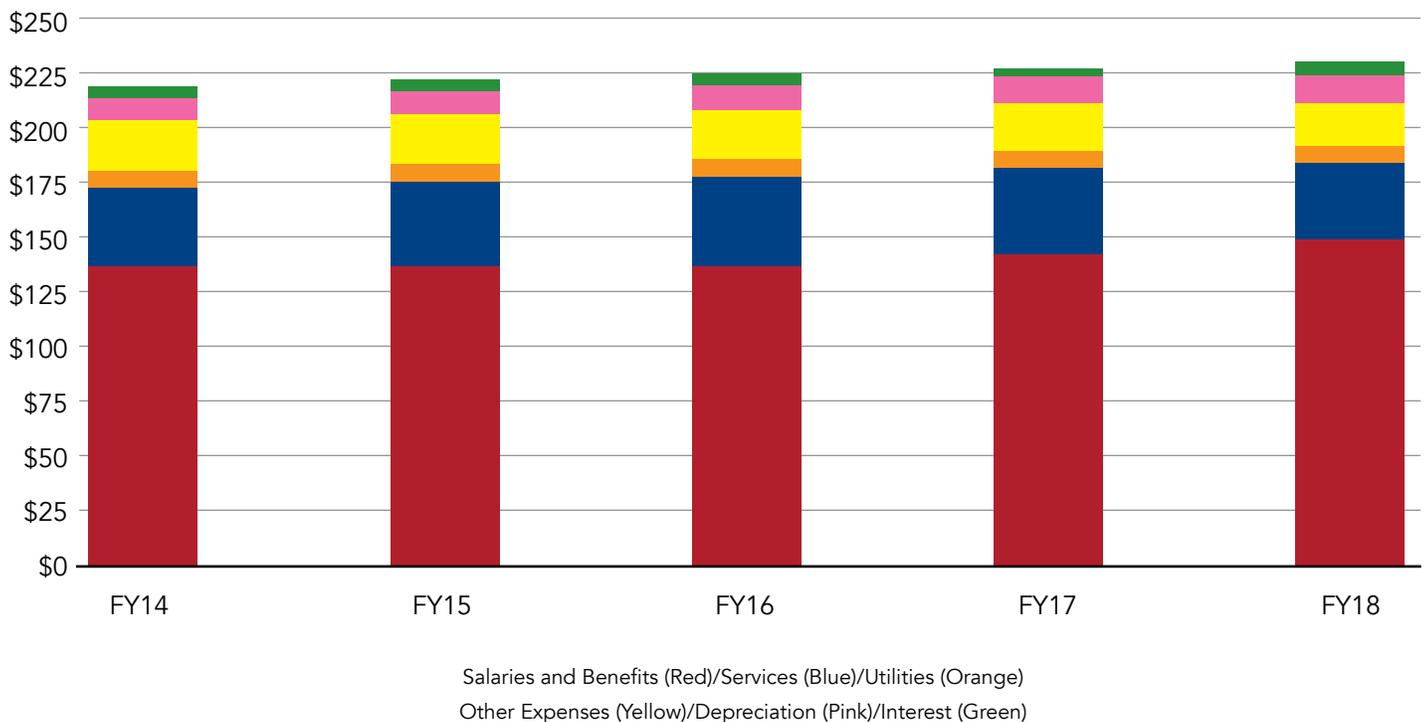
Revenue by source and year.



16. Expenses by Functional Type

Fiscal Year 2018 — \$226.6 million (total expenses)

Expenses by functional type and year.



2.1 Institutional Achievements Since 2015

2.1.1 Key Institutional Advancements

Catholic University has made significant advancements across all sectors of the institution since submitting its 2015 MSCHE Periodic Review Report. Highlights include:

- A new liberal arts curriculum implemented in fall 2018 for incoming first-year students after three years of extensive consultation and University-wide discussion.
 - A strategic planning and facility master planning effort designed to foster unprecedented future growth for the campus. Projects in progress or under serious planning and consideration include upgrades to science labs and classrooms, a new student dining facility, a new residence hall, and a new student recreation center.
 - A restructuring of institutional governance that now consists of fellows. They are predominantly United States cardinals and bishops who focus on the University's unique founding by and continuing relationship with the Holy See and the bishops. The Board of Trustees now features increased participation from lay individuals with philanthropic capacity.
 - The extensive renovation of 60,000 square feet of academic space. The former chemistry building, Maloney Hall, is now the home of the Busch School of Business. The building opened January 2019.
- Seven new academic centers:
 - Arthur and Carlyse Ciocca Center for Principled Entrepreneurship
 - Center for the Study of Statesmanship
 - Institute for Human Ecology
 - Center for Human Rights
 - Center for Religious Liberty
 - National Science Foundation Industry University Cooperative Research Center for Broadband Wireless Access and Applications
 - Rehabilitation Engineering Research Center
 - The creation in 2015 of the Office of the Vice Provost for Teaching and Learning, part of the University's improvements to the student assessment process. It has evolved into the new Office of Assessment, led by a vice provost and dean of assessment.
 - A year-long Academic Renewal process designed to prioritize academic programs of excellence and more effectively streamline resources within the academic enterprise.
 - Establishment of a new Center for Teaching Excellence in 2018.



*Maloney Hall, 2019
Home of the Busch School of Business*

- The highest retention rates for undergraduates since that figure was first kept in 1991.
- University Research Day, launched in 2016, an annual event that brings together students and faculty outside normal coursework to share their work and learn about the breadth of research taking place beyond their own areas of study.
- *Inventio*, Catholic University's multidisciplinary undergraduate research journal, founded in 2016 by the Undergraduate Studies Office.
- A comprehensive pricing and positioning study to assess opportunities for improved mission impact, enrollment growth, and revenue development.
- An increase in institutional advancement to a point where philanthropy has essentially tripled in the last two years when compared to historical giving rates.
- An intensive marketing platform to become more attractive to prospective students by effectively highlighting programs of academic and research excellence, while showcasing a vibrant student experience.
- Major renovations to the Pryzbyla Student Center and DuFour Athletic Center.
- A new Center for Cultural Engagement created in 2016 to help attract a more diverse student population and provide further support and engagement opportunities for under-represented minority students.
- A three-year energy project that will improve the efficiency of the power plant and replace the in-ground cooling and heating system infrastructure throughout the campus, including adding capacity to accommodate up to 25% more building square footage for expansion.
- The refinancing of \$81 million in outstanding bonded debt, saving \$13 million in present value interest expense; a tax-exempt new-money issue of \$60 million, providing funds for the energy project and resolution of deferred maintenance in the most historically important buildings; and financing of \$50 million to fund a new dining commons and a new 350-bed first-year student residence hall, with expected completion in 2021.
- Refined and updated institutional policies and practices related to the investigation and adjudication of Title IX matters in response to evolving government regulations.
- A five-year operating budget projection model and a comprehensive debt capacity and affordability study to better inform financial decision-making.
- An Employee Benefits Advisory Council to engage faculty and staff in designing, evaluating and improving employee benefits.

2.1.2 Additional Developments and Challenges Since 2015

As reported in multiple circles, the higher education industry, especially the segment consisting of small/medium-sized private institutions, has experienced a significant financial downturn in recent years. Catholic University has not been immune to the impact of this shift and other related challenges. While recent, the scope and impact of these challenges is worth noting at the outset of this study. The University's response strategy and actions for addressing each of these areas are illustrated throughout this report.

Market Challenges: The University is significantly reliant on net tuition revenue. Current demographic trends are particularly challenging for private, high-cost institutions in the Northeast and Mid-Atlantic regions. Catholic institutions face particular demographic challenges. According to the CARA Institute at Georgetown University, enrollment in Catholic secondary schools across the United States fell by 5.7% between 2010 and 2017. Infant baptisms decreased by 33.7% over the same period. Coupled with flat or declining numbers of high school graduates throughout most of the New England and Mid-Atlantic states over the next 12 years, competition for new students has become, and will continue to be, intense.

The nation's Catholic population is growing in other parts of the country, particularly in the South, Southwest, and West. This growth is bolstered by the increased number of Hispanic families with children in elementary and secondary schools. This population is a strong match to a Catholic University education; however, their enrollment behavior is quite different from the typical Catholic families from the Northeast that have anchored the University's student population for many years. This growing market is more cost-sensitive and averse to student (and family) debt and is less likely to travel long distances to attend college. Proving to be an affordable option for these students will be significant moving forward.

Discussion around Mission: The vitality of the University's Catholic mission is manifest not only through academic requirements and Campus Ministry offerings but also in derivative ways, such as the expectation that faculty and staff conduct their duties consistent with the University's mission.

Naturally, and appropriately, the way to "operationalize" the mission is a matter of lively and ongoing discussion among all sectors of the University. The debate is as old as the University itself. At times, it has flared into division regarding the fundamental identity of the University. While that has not been the case in recent years, there remains a healthy discussion about defining and implementing the mission.

The mission arises in the University's first contact with prospective students and their parents. Consequently,

considerable attention has been given to defining and communicating the mission to that population. A few years ago, the University hired a consultant to study the issue. The study concluded that the University is well understood in the marketplace as a Catholic institution but is less known as a research university, and in general is less respected for its academic offerings. Some have interpreted these findings as reflecting that the University might be regarded as “too Catholic” and therefore less attractive to some prospects. Others have suggested that the University’s fidelity to the faith is an asset that distinguishes it from other prominent Catholic schools. They generally believe that the consultant study did not sufficiently gauge the impact of Catholic identity on current and prospective students, faculty and staff, as well as parents, donors, and alumni, recognizing there is no uniformity on these issues among segments of the University community.

Ex corde Ecclesia, the Church document governing higher education, requires that the faculty of Catholic universities be a majority Catholic. The University has sought to include best-qualified Catholic candidates among finalists for faculty and some staff positions, but it continues to hire a significant number of non-Catholics who find their duties and aspirations to be consistent with the University’s mission. Some in the community have raised concerns that the emphasis on the Catholic mission might lessen interest from highly qualified candidates for faculty and staff positions, as well as from prospective students and their parents. The University draws from a range of donors, but the activity of certain donors can trigger a perception of political alignment or religious posture. Part of the response to all the concerns has been an overhaul of the website to emphasize several distinctive features of the University — not only its Catholic character, but also its research activities, academic breadth, location in Washington, D.C., and rich student life.

Abuse Scandal within the Catholic Church: The current sexual abuse crisis in the Catholic Church has the potential to soften the enrollment market for Catholic institutions in general. It poses a particular risk for Catholic University, whose connection to the Church in America and the Vatican links the University to the Church hierarchy in more profound ways than Catholic colleges and universities run by religious orders or dioceses. At any one time, about a dozen bishops serve on the Board of Trustees. The University’s chancellor is the archbishop of Washington, and the past two individuals who have held this office were prominent in media coverage of the scandals.

A fall 2018 survey by Whiteboard Higher Ed, one of Catholic University’s strategic partners, found that the Church crisis is currently a negative factor for some high school seniors in deciding whether to apply to a Catholic institution. Whether this issue impacts potential applicants over the next several years is not yet clear; however, it is another market factor that requires attention.

The crisis also has the potential to slow the considerable momentum that has been generated in University Advancement. More than 100 alumni have expressed concern directly to the University because of this issue — most sharing intentions to withhold their support. However, only 10% of these complaints came from past donors. To date, the University’s annual fund and the national collection taken in parishes across the country to support Catholic University are tracking evenly with last fiscal year, but both key measures of constituent approval and dissatisfaction have yet to hit their peak response times. The crisis has affected major gift fundraising this year with a couple of donors who delayed their consideration until they have a better sense of the Church crisis.

The Church crisis has presented a unique opportunity for the University to play a leadership role in developing awareness, solutions, resources, programs, and best practices. President John Garvey assembled groups of more than two dozen faculty members and an advisory board of 10 lay leaders, which led to the development of [The Catholic Project](#) as the foundation for the University’s response to the crisis, to bring together clergy and laity with the goals of prevention, remediation, and understanding. This initiative will be supported by the University’s comprehensive campaign, and already two trustees have come forward to provide seed funding. The University believes it can secure significant funding and attract a new cadre of unaffiliated donors if a compelling set of initiatives is developed that will help the Church address the situation.

Law School Enrollment and Revenue Contribution:

The decline in law school enrollments nationwide also hit Catholic University quite hard, given the highly competitive nature of the law school market in the District of Columbia, which has six law schools, most of which are more highly ranked. While the decline in enrollments at the Columbus School of Law has ceased and showed modest growth in the past year, the difference between enrollments prior to the decline and now means that the law school is contributing approximately \$6 million less per year to central University operations than it used to. The shortfall had to be made up by cutting costs both in the law school and in central University operations.

Endowment Accounting Project: Beginning in FY17, the University undertook a detailed examination of its invested assets, which comprise more than half of total assets. The majority of the investment portfolio consists of long-term pooled endowment and designated funds invested to support the University’s operating and capital needs. Endowed funds are restricted by either donors or the Board of Trustees, while designated funds are unrestricted funds invested for the longer term with expenditure subject to the annual budget process.

University management identified inconsistencies between financial systems utilized to maintain and

report endowment activities. The University took immediate action to explore and resolve the issue, developing an endowment accounting remediation plan referred to as the "Endowment Accounting Project." The Project included two levels of forensic accounting examination, a legal risk review, stakeholder communications, and various business process and policy improvements.

Engagement by the University's governance board throughout this process was extensive. Over the three fiscal years of the Project, there were frequent communications and updates for the Audit Committee, the Finance Committee, the Advancement Committee and the Board's Executive Committee, in addition to reporting out by those committees to the full Board. Both internal auditors and external auditors monitored our progress. We confirmed that there were neither misappropriation of funds nor breach of fiduciary responsibilities. Approximately a third of the total investment pool was confirmed to be comprised of designated funds at April 30, 2017 (consistent with our external financial statement reporting) and not endowed funds as previously reported internally and in communications to individual donors. Adjustments were made to the relevant financial systems to correct the accounting. There were no required material adjustments to the University's audited financial statements, although the University community was troubled with the magnitude of recast individual endowment balances and adjusted payouts. University management provided recurring subsidies to mission-critical academic programs that suffered reduced payout due to the accounting adjustments.

Despite its challenges, the Project yielded positive changes. Enhanced accounting controls and more detailed donor stewardship reporting are now in place. The endowment management policy was significantly enhanced. A central, electronic endowment records repository was instituted with standard protocols for managing its data. Education about the endowment management policy continues across the University. In its November 2018 credit report on Catholic University, Moody's Investor Service noted that the proper categorization of the investment pool components was a credit-positive strength.

Faculty and Staff Morale: Due to budget constraints in the annual operating budget, the University has had limited capacity to invest in regular, across-the-board raises for faculty and staff. Additionally, in the successful efforts to maintain a balanced budget and strong credit ratings, cost reductions were needed over the course of several years. One such reduction initiative was the Academic Renewal program that took place during the spring 2018 semester (see Standard III for more details).

Academic Renewal included many positive programmatic and strategic outcomes. It helped meet cost-cutting goals, allowing the University to reduce

the number of full time-faculty by 35 positions, or 9%, through voluntary means. But it was not without its challenges. There was significant faculty unrest due to the difficulty of the conversations, particularly because of discussion about the circumstances under which tenured professors could be separated as part of an academic realignment. This concern led to the resurrection in the spring of 2018 of the Faculty Assembly, a forum for faculty discussion and a means for concerted action.

While concern about Academic Renewal has abated to some degree, especially since both the president and provost publicly affirmed the University's commitment to tenure in September 2018, the need remains to continue to address faculty and staff morale and trust. The president's office has recently hired Gallup to conduct an engagement survey of full-time faculty and staff. The president and the provost are also conducting a series of social and direct engagement activities with faculty and staff to improve communication.

2.1.3 Summary of Accreditation Actions Since Last Decennial Self-Study

On June 24, 2010, MSCHE acted:

- to reaffirm accreditation;
- to commend the institution for the quality of its self-study process and self-study report; and
- to request a progress report by April 1, 2012, documenting:
 - inclusion in the new Strategic Plan of measurable objectives, assignment of responsibilities, explicit links to unit plans, and appropriate assessment measures (Standard 2); and
 - continuing institutional support for the assessment of institutional effectiveness and of the achievement of intended student learning outcomes (Standards 7 and 14).

The University submitted a progress report, the body of which consisted of seven pages and nine appendices, to MSCHE on March 30, 2012, detailing the University's progress in Standards 2, 7, and 14 since the accreditation of June 24, 2010.

On June 28, 2012, MSCHE accepted the progress report, with the Periodic Review Report being due June 1, 2015.

The University submitted its Periodic Review Report to MSCHE on May 30, 2015. On Nov. 19, 2015, MSCHE accepted the Periodic Review Report, reaffirmed accreditation, and commended the institution for the quality of the report. The next evaluation visit is scheduled for spring, 2020.

2.2 The Self-Study Process

2.2.1 Institutional Priorities to be Addressed in the Self-Study

In 2016, the University revised and expanded a Strategic Plan that had been developed in 2012 through a comprehensive campus-wide process. The Executive Committee of the Administrative Council, which consists of a broad cross section of University leadership, served as a steering committee for the review and modifications to the plan. As part of this process, the Executive Committee reviewed completion rates for action items in the plan, removed or edited items that were no longer priorities for the University, and added new items to respond to evolving areas of emphasis and the changing landscape of higher education. Most notably, the Executive Committee affirmed that the four primary strategic goals from the original plan,

with minor edits, were still central to the mission of the University. They recommended the addition of a fifth strategic goal to emphasize the importance of revenue generation via enrollment and philanthropy.

Once the recommended revisions were complete, the revised Strategic Plan was reviewed and approved by various constituent groups, including the Board of Trustees, Academic Senate, and the full Administrative Council. Given the broad-based participation in establishing these strategic goals as institutional priorities, the University has determined that the five strategic goals from the Strategic Plan will serve as the institutional priorities in the self-study.

These priorities to be addressed through the self-study, along with the requirements of affiliation and a listing of the commission standards that align with each one, are provided here:

Priority 1: Ensure that every aspect of the University is clearly and distinctly grounded in our Catholic identity.

- a. Ensure the continuation and deepening of a strong, mission-based, academically rigorous Catholic identity in every academic unit and program.
- b. Ensure that all faculty and staff support and contribute to the University's Catholic mission.
- c. Foster a community culture of academic pursuit of truth and virtue.

Primary Standards

I, II, VII

Secondary Standards

III, IV, V

Requirements of Affiliation

1, 2, 4, 5, 6, 7, 8, 9, 10, 12, 13, 14, 15

Priority 2: Aim for the highest standards of academic and professional excellence.

- a. Strengthen the undergraduate experience.
- b. Strengthen the graduate experience.
- c. Increase academic profile.
- d. Strengthen academic support at all levels.
- e. Sustain a culture of assessment for ongoing program evaluation.
- f. Improve infrastructure for education and research.

Primary Standards

III, V

Secondary Standards

I, VI

Requirements of Affiliation

7, 8, 9, 10, 11, 15

Priority 3: Provide a vibrant, challenging, and uplifting collegiate experience.

- a. Enhance the on-campus experience for all students.
- b. Strengthen support for career preparation.
- c. Expand co-curricular and extra-curricular programs and opportunities.
- d. Develop and maintain thriving and competitive recreational and wellness programs that are reflective of the mission of the University.

Primary Standards

IV, VI

Secondary Standards

I

Requirements of Affiliation

7, 8, 9, 10, 11

Priority 4: Offer a demanding, efficient, productive, and rewarding work environment.

- a. Improve competitiveness in salaries and benefits for faculty and staff.
- b. Ensure diversity in faculty and staff recruitment and hiring.
- c. Review and assess internal business processes for opportunities to operate more effectively and efficiently.
- d. Strengthen faculty and staff morale.
- e. Improve staff development programs.

Primary Standards

II, VI

Secondary Standards

I

Requirements of Affiliation

1, 2, 4, 5, 6, 7, 8, 10, 11

Priority 5: Use our distinctive identity as a basis for securing the resources needed to fund the Strategic Plan.

- a. Build up a world-class advancement capability.
- b. Grow the undergraduate applicant pool size and quality to increase undergraduate enrollment and competitiveness.
- c. Expand research activity and funding.

Primary Standards

VI

Secondary Standards

I, VII

Requirements of Affiliation

5, 7, 8, 10, 11, 12, 13, 14

2.2.2 The Selection of the Self-Study Team and Approach

In November 2017, the vice provost and dean of assessment, the vice provost and dean of graduate studies, the vice provost and dean of undergraduates, and the vice provost for administration attended the MSCHE Self-Study Institute in Philadelphia to start preparing for accreditation. In December, they worked with the provost in putting together a list of prospective members of the Steering Committee and working groups. The provost nominated two co-chairs to oversee the Steering Committee with him and a call for volunteers for working groups was issued campus wide. The Steering Committee was comprised of 16 individuals representing all constituencies.

After careful consideration, the Steering Committee followed the standards-based approach to organize the self-study report and assigned one standard to each of the seven working groups. The rationale for choosing this approach is the alignment between the [University Strategic Plan](#) with the seven standards. The standards-based approach is a natural choice considering that it allows the University to highlight what it has accomplished in the past 10 years and articulate its vision for the future, all within the context of the seven standards.

The first task of the Steering Committee was to refine the list of working groups members. The president sent letters of invitation to all members. After all working groups were assembled and co-chairs identified, the

Steering Committee finalized the timeline and started working on the self-study template. The first kick-off meeting of all working groups took place in February 2018 in a meeting with the president, the provost and the Steering Committee.

The general charge to all working groups was to:

- examine relevant documentation, processes and procedures, and linkages with institutional priorities identified in the University's Strategic Plan as they relate to their assigned standard;
- assess the University's strengths and challenges with regard to their standard;
- conduct an initial gap analysis against the criteria for each standard and submit items for the Evidence Inventory; and
- make recommendations for improvement.

The MSCHE liaison was invited to visit campus in March 2018 in time for the Board of Trustees' meeting. At the same time, a [website](#) went live to update the campus community. Three weeks before the visit, the Steering Committee submitted a draft of the self-study template to the MSCHE liaison and received feedback during his visit. He met with the Steering Committee; attended town-hall meetings with faculty, students and staff; and participated in a call with the Board of Trustees. One month after his visit, a revised and final version of the template was submitted and approved.

2.2.3 Intended Outcomes of the Self-Study Process

To achieve a self-study process that provides the opportunity to review and assess how the University is fulfilling the mission, to identify progress on the Strategic Plan, to evaluate progress on initiatives implemented since the last self-study in both academic and student affairs, and to demonstrate compliance with Standards for Accreditation and Affiliation, Catholic University identified major intended outcomes:

- Demonstrate that Catholic University meets the Middle States Standards for Accreditation and Requirements of Affiliation.
- Focus on the use of assessment processes to inform continuous improvement in the attainment of Catholic University's mission and its institutional priorities as expressed in the Strategic Plan. As part of the self-study, institutional data will be used to evaluate progress on institutional priorities, determine both areas of high performance and those in need of improvement, and inform recommendations.
- Engage the University community in an inclusive and transparent self-appraisal process. The process will include the entire University community, including the Board of Trustees, administration, faculty, staff, students, and alumni. It will examine evidence related to how the mission, aims, and goals of Catholic University are contributing to student success and to the refinement of the University's vision.

2.2.4 Organizational Structure of the Steering Committee and Working Groups

The Steering Committee includes the Self-Study co-chairs; chairs of the seven working groups; staff from the Office of Financial Planning, Institutional Research, and Assessment; faculty; and students (membership is on the [website](#)). The Steering Committee provided institutional leadership for the Self-Study process, formulated the charges given to the working groups, monitored the progress of the working groups throughout the Self-Study, and prepared the draft and final copies of the Self-Study template and the final report. *

Seven working groups were established, each tasked with addressing one of the seven standards of accreditation. Each working group has a chair and a co-chair and is composed of faculty and administrative staff whose institutional responsibilities and professional experiences align with the assigned standard. Undergraduate and/or graduate student representatives serve on several working groups.

In addition to the working groups, the Steering Committee engaged faculty, staff, and student participation and their perspectives in the Self-Study process, through town hall meetings with constituent groups. An email address of the Steering Committee was also made available through the website for any feedback.

* Note: Since the original Steering Committee was formed, there have been two significant changes. The Vice President for Student Affairs, an original co-chair, left the University to become the president of another institution. He was replaced as co-chair by the Vice President for Enrollment Management and Marketing. The University Provost, an original co-chair, was named the new Dean of the Busch School of Business. At that same time, the Dean of the School of Arts and Sciences was promoted to University Provost. The list of Steering Committee members reflects these changes.

3. Standards for Accreditation and Requirement of Affiliation



3.1 Standard I: Mission and Goals

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

3.1.1 Overview

It is a mark of pride and commitment that of the 197 Catholic universities and colleges in the United States, Catholic University is the national university of the Catholic Church and thus enjoys particular prominence among these institutions of higher learning.

Mission Statement

As the national university of the Catholic Church in the United States, founded and sponsored by the bishops of the country with the approval of the Holy See, The Catholic University of America is committed to being a comprehensive Catholic and American institution of higher learning, faithful to the teachings of Jesus Christ as handed on by the Church. Dedicated to advancing the dialogue between faith and reason, The Catholic University of America seeks to discover and impart the truth through excellence in teaching and research, all in service to the Church, the nation, and the world.

The current mission statement was approved by the Board of Trustees in 2006. The board also that year approved a Strategic Plan in line with this statement. The current 10-year [Strategic Plan](#) and the current 15-year [Master Plan](#) were approved by the board at its December 2011 meeting, with the most recent update to the Strategic Plan on Nov. 22, 2016. The development of the mission statement and each of these strategic documents involved wide consultation and participation of staff, faculty, students, administration, alumni, and trustees.

The mission statement carefully integrates all the significant aspects of how the University has always understood itself and how the Church's Magisterium views Catholic institutions of higher learning and their missions, as expressed in the following documents:

- The University's [governing documents](#)
- Pope Paul VI's [Declaration on Christian Education](#), titled *Gravissimum Educationis* (approved by the Second Vatican Council, Oct. 28, 1965)
- Pope Francis' [Apostolic Constitution on Ecclesiastical Universities and Faculties](#), titled *Veritatis Gaudium* (December 8, 2017)
- Pope John Paul II's [Apostolic Constitution on Catholic Universities](#), titled *Ex corde Ecclesiae* (literally, From the Heart of the Church, Aug. 15, 1990)

- The document of the United States Conference of Catholic Bishops (USCCB), "[The Application for Ex corde Ecclesiae for the United States](#)," which went into effect in May 2001 (Nov. 17, 1999)

That the nature and mission of a Catholic university has been an important topic within the Church is clear, given the number of documents published on the topic.

Moreover, the above-mentioned *Sapientia Christiana* has recently been superseded by Pope Francis' [Apostolic Constitution on Ecclesiastical Universities and Faculties](#), titled *Veritatis Gaudium* (Dec. 27, 2017), but the task force considered the mission statement to be fully in accord with this new document.

The mission statement is meant to serve as a single, concise declaration of mission, aims, and goals. It reflects, in a balanced way, the basic elements of Catholic identity and how this Catholic institution of higher learning ought to relate to the Church and Church authority. It also articulates what the ideals and aspirations of the University should be, in light of the aforementioned documents and with respect to both its ecclesiastical and secular missions.

The mission statement conveys a commitment to revealed truth, as known by the Christian faith and handed down by the Church. It also relates that obligation to the University's commitment to truth known through human reason, with emphasis on the role of academic freedom in pursuing truth via the paths of both faith and reason.

The Working Group judged the mission statement to be up-to-date and relevant and did not recommend any changes.

3.1.2 Mission Across the University

The mission statement is widely known within the campus community and available to the wider public. It infuses all the work of the University, including informing decisions related to planning, resource allocation, program and curriculum development, student learning, student affairs, and faculty and staff hiring. It also drives student and employee development, institutional advancement, enrollment management, and marketing and communications.

Attention to Mission in the Academic Programs and Student Experiences

All of the schools and offices of the Division of Student Affairs have their own mission statements, which are informed by the University's [Mission Statement](#). Each school's mission statement ([Architecture and Planning](#), [Arts and Sciences](#), [Busch School of Business](#), [Canon Law](#), [Columbus School of Law](#), [Engineering](#), [Benjamin T. Rome School of Music](#), [Drama](#), and [Art](#), [Metropolitan School of Professional Studies](#), [Nursing](#), [Philosophy](#), [National Catholic School of Social Service](#),

and [Theology and Religious Studies](#)) reflects its own particular disciplinary focus in light of its mandate to advance the dialogue between faith and reason and to discover and impart the truth through excellence in teaching and research, all in service to the Church, the nation, and the world. Perhaps the clearest recent examples of how far into the academic endeavor the mission statement reaches are:

- The development of Enduring Questions courses for all undergraduate students within the broader revision of the new general education curriculum (described in Standard III).
- The establishment of seven new Academic Centers:
 - Arthur and Carlyse Ciocca Center for Principled Entrepreneurship
 - Center for the Study of Statesmanship
 - Institute for Human Ecology
 - Center for Human Rights
 - Center for Religious Liberty
 - Rehabilitation Engineering Research Center
 - National Science Foundation Industry University Cooperative Research Center for Broadband Wireless Access and Applications
- The introduction of new graduate programs:
 - M.A. in Human Rights
 - M.S. in Ecclesial Administration and Management
 - A certificate in Catholic Clinical Ethics
- The introduction of a Sustainability Minor and an interdisciplinary course called LEED Lab, which educates students on environmental stewardship in accordance with Pope Francis' encyclical letter [Laudato si'](#) by direct application of sustainable policies, resource (energy, water, material) tracking, and actual mitigation to campus facilities.
- The establishment of the new Benjamin T. Rome School of Music, Drama, and Art with a particular focus on sacred music for educating students in the history, theory, and practices of the rich and varied Catholic musical tradition (liturgical and para-liturgical). The school more broadly offers excellent music, drama, and art performances and exhibits for the University and the D.C. community.
- The School of Architecture and Planning has introduced programs emphasizing environmental ethics as the preservation of creation — a symbiotic relationship between the protection of human dignity, the environment, and society. Students examine architecture's role in serving nature, culture, and the divine through design excellence, which is achieved

by a rigorous study in building technology, function, and aesthetics from leaders in modern and classical architecture.

- The Columbus School of Law has created a new certification in Compliance, Investigations, and Corporate Responsibility.
- The three ecclesiastical schools reviewed their programs to ensure that they conform to changes required by *Veritatis Gaudium*, and the University revised Part I and Part IV of the *Faculty Handbook* in light of *Veritatis Gaudium*.

The various offices of Student Affairs ([Campus Activities](#), [Dean of Students](#), and [Residence Life](#)) and the President's Office ([Campus Ministry](#)) that directly affect the student experience also have their own mission statements reflecting their own particular contribution "to being a comprehensive Catholic and American institution of higher learning, faithful to the teachings of Jesus Christ as handed on by the Church." Several recent examples of how far into student affairs the mission statement reaches are:

- The launch of the new Center for Cultural Engagement in 2016 to provide further support and engagement opportunities for minority students.
- Planning and consideration of a new student dining facility, a new residence hall, and a new student recreation center with a particular design goal to build community.
- Establishment of the Center for Academic and Career Success for an integrated approach from Orientation to graduation by providing guidance, resources, and support for student academic and career success
- Creation of a new Campus Ministry position, associate chaplain for faculty and staff, to help support the spiritual needs of University personnel.
- Campus Ministry's 20% expansion of the opportunities for students and accompanying staff for service and justice immersion trips in recognition of a renewed emphasis on the tenets of [Catholic Social Teaching](#), such as inclusion, dignity, responsibility, and participation.

Attention to Mission Throughout the Non-Academic Units of University

The offices of the divisions of Enrollment Management, Finance, and Institutional Advancement have their own mission statements reflecting their particular contribution "to being a comprehensive Catholic and American institution of higher learning ... all in service to the Church, the nation, and the world." Several recent examples of how far into these divisions the mission statement reaches are:

- A restructuring of institutional governance so that the University now has a Board of Fellows, comprised predominantly of United States cardinals and bishops. They focus on the University's unique founding by the Holy See and the bishops. The Board of Trustees now includes increased participation from lay individuals with philanthropic capacity.
- Renovation of 60,000 square feet of academic space (the former chemistry building Maloney Hall) to become the home of the Busch School of Business, which focuses on the study of business in the context of Catholic Social Teaching.
- A comprehensive pricing and positioning study to assess opportunities for improved mission impact.
- A two-year energy project that will improve the efficiency of the power plant and replace completely the in-ground cooling and heating system infrastructure throughout the campus to promote environmental stewardship in accordance with Pope Francis' encyclical letter *Laudato sí*.
- Updated institutional policies and practices related to the investigation and adjudication of Title IX matters in response to evolving government regulations.
- An Employee Benefits Advisory Council to engage faculty and staff in designing, evaluating, and improving employee benefits.

3.1.3 Examining the University Mission and Goals

The University's mission statement is a single, concise declaration that encompasses mission, aims, and goals. It reflects the University's unique position as both a Catholic university and an American university. It infuses all the work of the University, including informing decisions related to planning, resource allocation, program and curriculum development, student learning, student affairs, faculty and staff hiring and development, institutional advancement, enrollment management, and marketing and communications.

University Aims and Goals

On an as-needed basis, the University community has periodically reviewed and promulgated revised mission and goal statements. University-wide discussions in academic year 1967–1968 resulted in a supplemental statement of objectives, regularly referred to as the Aims of the University, which has been published in each issue of the Announcements (the University catalog) since its adoption. The Academic Senate and the Board of Trustees approved this aims statement in 1968. In 1970, the Apostolic See, by action of the Vatican Congregation for Catholic Education, approved the aims statement along with the by-laws of the University, completed in 1969.

The Academic Senate developed a second complementary document, Goals of The Catholic University of America, intended to function as a statement of operational (strategic) goals, which it also approved in 1968. Ten years later, after two years of deliberations and in consultation with the faculty, the Academic Senate produced a revised version, which it submitted to the Board of Trustees in September 1979. After further revision by a joint committee of the two bodies, the Academic Senate approved the new Statement of Goals in May 1980, and the board approved it on June 21 of that year.

In the wake of the decennial Self-Study and MSCHE site visit in 1990, the Academic Senate considered the possibility of combining the aims and goal statements. On Nov. 21, 1991, it voted to incorporate them into a single mission statement but without changing either document. Continuing in the same spirit, the Board of Trustees approved a revised, significantly more concise mission statement for the University at its meeting on Dec. 12, 2006. As with the 1991 version, it replaces the Statement of Aims and Statement of Goals. However, because these two documents still contain elements important to understanding the mission, the Academic Senate has requested that they continue to be documents of reference for the University. The president approved that request.

The [aims and goals statements](#) still resonate and are consistent with the mission. They provide historical context to guide the trustees, administration, and faculty in decision-making related to strategic planning, resource allocation, and program and curriculum development. Along with the mission statement, the aims and goals statements serve as a backdrop to institutional assessment and improvement efforts. They support scholarly and creative activity appropriate to the University's mission and character. They are publicized and used widely; espouse the University's provision of extensive student support services, centered on concern for the whole person; and serve as the foundation of the general education program.

Catholic Identity

The very name of The Catholic University of America and its historic relationship to the Holy See and the U.S. bishops assert its Catholic identity. According to the Faculty Handbook (2017 edition, Part IB, Section 2), the University's Catholic identity is shaped by various ecclesiastical documents in addition to the University's mission statement. These include two apostolic constitutions, *Veritatis Gaudium* (2017) and *Ex corde Ecclesiae* (1990); the 1983 Code of Canon Law (especially canons 807–821); and other relevant ecclesiastical documents, including the documents of the Second Vatican Council and pronouncements of the Holy See and the USCCB governing Catholic higher education. *Ex corde Ecclesiae* recognizes four essential characteristics of a Catholic university:

- Presence of a Christian inspiration not only of the individuals involved but of the entire University community;
- Continuous reflection in the light of the Catholic faith on the growing treasury of human knowledge to which the University community seeks to contribute through its own research;
- Fidelity to the Christian message as it comes through the Church; and
- Institutional commitment to the service of the people of God and the human family.

It goes on to state, “In a Catholic university, therefore, Catholic ideals, attitudes, and principles penetrate and inform university activities in accordance with the proper nature and autonomy of these activities” (n. 14). And “A Catholic university, therefore, is a place of research, where scholars scrutinize reality, with the methods proper to each academic discipline, and so contribute to the treasury of human knowledge... In a Catholic university, research necessarily includes (a) the search for an integration of knowledge, (b) a dialogue between faith and reason, (c) an ethical concern, and (d) a theological perspective” (n. 15).

Catholic University’s founders, the U.S. bishops, wanted to create an internationally respected institution, where “all the letters and sciences, both sacred and profane, could be taught” (Faculty Handbook, Part I, A1), and that accentuated the Catholic contribution to American culture as it maintained the highest standards of academic research. That ideal of a Catholic university becomes a reality when the faculty at the University affirms and acts on the principles contained in the University’s mission statement. Each faculty member — indeed, every University employee, regardless of religious affiliation — should respect, support, and advance the University’s mission statement. Each member of the faculty also has a responsibility to reflect on the ways in which his or her research contributes to the University’s identity, whether generally or specifically, as is appropriate to the discipline in which he or she works. The University’s ecclesiastical faculties and its required courses in philosophy and theology cannot alone sustain Catholic University’s religious identity. Promoting its Catholic identity is the responsibility of the entire University community. Indeed, a candidate’s willingness to respect and contribute to the University’s mission is a consideration in the tenure process.

In selecting disciplines or fields of specialization that the University will support at an advanced level of study and research, it accords priority to religious and philosophical studies, programs that advance the Catholic tradition of humanistic learning, and programs that serve the contemporary and future needs of society and the Church. In prioritizing particular programs, the University takes into account the present and potential quality of programs, making an effort to maintain

present academic strengths, especially when these are not represented elsewhere.

3.1.4 Recommendations

While the task force judged the mission statement as being up-to-date and relevant and does not recommend any changes, the task force strongly recommends that the University’s Catholic identity and mission continue to inform and drive the work of the University, and that it enter ever more deeply into the details and daily work of the University. A periodic review of the mission should be considered.

3.2 Standard II: Ethics and Integrity

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

John Paul II’s *Ex corde Ecclesiae* prescribes that ethics should be central to a Catholic university: “The community is animated by a spirit of freedom and charity; it is characterized by mutual respect, sincere dialogue, and protection of the rights of individuals.” Catholic University regards the fulfillment of this charge as essential to its nature as a Catholic institution, in ways both concrete (e.g. policies, employment practices, compliance mechanisms) and cultural (e.g. climate of diversity, impartiality in practices, honesty in communication). In this context, “ethics” is considered in terms of the Catholic values that underlie it and “integrity” is evaluated as completeness and consistency between actions and stated ethical values.

3.2.1 Overview

The University has a unique faith-based, ethical culture composed of dedicated people who demonstrate a shared responsibility to advance the University mission. That mission is central in key University discussions and is demonstrated in the service provided to students. These aspects of the University and its culture demonstrate great institutional integrity, or wholeness.

The University has a strong and clearly documented commitment to academic and intellectual freedom as well as respect for intellectual property rights.

The University espouses a climate of respect, grounded in a faith-based culture of care that promotes tolerance, acceptance, and disagreement. This climate is supported by documented employment practices and grievance procedures for students, faculty, and staff that are comprehensive, fair, and impartial.

The University speaks honestly and truthfully in its external and internal communications and it provides students with information and services that promote affordability and enable students to understand funding sources, options, and the value received.

The University has a robust central compliance and ethics program, as well as a network of compliance partners to maintain compliance with applicable federal, state, local, and MSCHE requirements. The University actively assesses compliance, ethics, and integrity as part of its cultural and assessment activities and has robust conflict-of-interest processes for all trustees and for designated employees.

Since the last re-accreditation, the University undertook numerous initiatives to improve internal communications, including an expanded marketing department, revised electronic communications, and additional in-person forums and committees. The University also has undertaken initiatives to increase participation in campus life, including accessibility reviews and improvements, benefits initiatives, and additional and extended open forums with senior leadership. These initiatives demonstrate the University's commitment not only to diversity, inclusion, and participation, but to holistic improvement of the institutional profile and the learning and working environment. This is exemplified in efforts to increase both the number of community events and regular communications to all University audiences in recent years.

The most fundamental opportunities for improvement derive from the University's unique culture that aims to:

- Verbalize more fully and formally the University's mission by placing an increased emphasis on the Catholic values that underpin that culture and how specific activities and achievements already undertaken or in progress demonstrate the culture and mission;
- Increase communications, coordination, and collaboration between senior leadership and the University community, and between University units and initiatives; and
- Increase consistency between actions and stated values in University-wide initiatives and communications vis-à-vis staff and faculty.

Self-evaluation and the resolution to improve is at the heart of Catholic praxis. The University regards culture, ethics, and integrity as experiential as well as structural phenomena, manifested at the University through principles of community and participation. Fundamental self-evaluative reflections on what the mission of the University means, how to implement it, and what it means to be Catholic are ongoing and long predate the Self-Study. However, to fully evaluate University ethics and integrity, the working group interviewed staff,

faculty, and students about mission, community, and participation. The group reflected at length upon its own experiences and observations.

Broadly speaking, interviewees agreed that the University has a unique ethical culture, grounded in its faith-based mission and identity. This is demonstrated not only in an institutional support for the Catholic Church and its teaching, but in the accomplishments of students, staff, and faculty in advancing the search for knowledge and in serving the nation and the world while incorporating Catholic values into their work, research, and studies. These accomplishments are communicated weekly via e-mail to the campus community.

Further, the employee population is composed of dedicated people, doing the right thing, who stay at the University because they have a shared belief not only in its viability, but in its potential. Hallmarks of the University's positive culture and identity are an ethic and culture of care between and among staff, faculty, and students, and a broad and shared sense of responsibility by employees toward students and the institution. Also of note is the desire of employees — both staff and faculty — to participate fully in advancing the institution and the people who embody it. The University has undertaken initiatives to improve inclusion of minorities, veterans, and people with disabilities; benefits that improve work-life balance; and participation in University decisions by a broader group of employees. A list of representative initiatives is set forth in Appendix B.

These aspects of the University and its culture demonstrate significant depth, great institutional integrity, or wholeness. Several recent examples of mission-specific improvements are set forth in Appendix C.

3.2.2 Ensuring a Culture of Ethics

Academic and Intellectual Freedom, and Respect for Intellectual Property

The [Faculty Handbook Part I](#), an Academic Senate- and board-approved governance document, establishes that the University is committed to “the tradition of higher learning that is the heritage of both the Roman Catholic Church and the nation. It is a tradition grounded in respect for truth, social responsibility, and individual rights. It is a tradition that posits freedom of inquiry, open discussion and unrestricted exchange of ideas as essential to the pursuit of knowledge.” Per the handbook, this commitment presupposes personal integrity in dealing with students and peers, as well as a responsibility to be respectful of the opinions of others.

Fundamental to academic freedom at Catholic University is the search for truth by joining faith and reason and a dedication to the teachings of Christ and to care for the world. This faith-based inquiry is grounded, and it allows for acceptance and disagreement without affirmation. It is broad-minded and tolerant, and its fruit is tolerance and

diversity. As such, it qualifies as a strong demonstration of academic freedom. For ecclesiastical degrees, the schools of Theology and Religious Studies, Philosophy, and Canon Law are accredited by the Holy See according to the norms of [Sapientia Christiana](#) (1979) and [Veritatis Gaudium](#) (2017). Grants of canonical mission and permission to teach are covered in the [Faculty Handbook Part IV](#).

The University maintains formally approved, stand-alone policies that further demonstrate a commitment to freedom of expression by all members of the campus community, including the revised [Political Activities Policy](#), [Presentations Policy](#), new [Social Media Policy](#), and new [Demonstrations Policy](#).

The University also maintains formally approved, stand-alone [intellectual property policies](#) that detail the rights and responsibilities with respect to patents, trademarks, copyright protection, and copyright ownership. The general counsel maintains a [copyright webpage](#) with higher education-specific intellectual property information.

Climate of Respect

The University's faith-based and humanistic mission and identity are grounded in and promote respect, as reflected in the significantly revised [Code of Conduct for Staff and Faculty](#). The board-approved meta-policy includes commitments to honesty, courtesy, equality, and inclusiveness. Likewise, the [Expectations of a Catholic University Student](#) requires that students develop an awareness and appreciation for differences that exist among peoples and ideas.

Since the last re-accreditation, the University has created a Center for Cultural Engagement, has been implementing additional veterans support, and has undertaken a formal accessibility improvement initiative. Disability Support Services has increased the number of accommodations to students annually. See Appendix D for current statistical data. The University implemented the Executive Committee of the Administrative Council to obtain more input in University decisions from women and minority leaders. The University also has sought, attracted, and welcomed an increasing number of students from Muslim countries.

Grievance Procedures for Students, Faculty, and Staff

The University's [Compliance and Ethics](#) Program includes an [anonymous reporting mechanism](#) for all compliance or ethical concerns and a new [Non-Retaliation Policy](#) for the campus community to report suspected violations of law or University policies. All reports from all sources are according to [formal investigative procedures](#). The reporting mechanism is linked on the Compliance homepage, included in the Code of Conduct for Staff and Faculty, and communicated in brochures and posters in high-traffic areas of campus. It is discussed at all new staff and faculty orientations.

For students, [The Catholic University of America Complaint Procedures](#) contain procedures and contact information for filing internal and external complaints regarding financial aid, academics, state licensing, and accreditation per Title IV. Students may appeal unsatisfactory academic process decisions per the [Undergraduate Financial Aid Policy](#). The [Office of Online Education website](#) has a prominent link to these procedures, as well as to the external complaint procedures of the accrediting entity. The academic administration provides appeal procedures as part of its [Student Academic Dishonesty Policy](#), [Appeal of Failing Grades Policy](#), and [Disruptive Behavior Policy](#), and the University Registrar maintains a process for rectifying erroneous student information in the [Student Records Policy](#).

Also for students, the Office of the Dean of Students maintains a [Sexual Offenses Policy](#) for grievance procedures, and it maintains the [Student Code of Conduct](#). The code is revised annually and contains appeal procedures disseminated to all new students. The Office of Disability Support Services maintains [Grievance Procedures](#) on its website for students to address disability accommodation concerns. They are communicated to all students who raise concerns.

The Office of Human Resources maintains an [Alternate Dispute Resolution Policy](#), a revised [Non-Discrimination, Anti-Harassment, and Title IX Compliance Policy](#), a new [Equity in Athletics Policy](#), and a new [Sexual Offenses Policy](#), all of which have complaint procedures. Likewise, [Faculty Handbook Part II](#) provides a process for faculty appeals for adverse decisions regarding promotion, tenure, and reappointment, as well as terminations of positions or academic units. The handbook is distributed to all new faculty members and is published publicly on the University's policy website.

Of particular importance to ethics and integrity is that the administrative and academic personnel involved in the various grievance and appeal processes listed above coordinate effectively with one another in the conduct and resolution of such matters.

Conflict of Interest Processes

The University's [Annual Conflict of Interest Disclosure Process](#), administered by the chief ethics and compliance officer, requires that trustees and designated employees and researchers complete an annual online disclosure of their non-University interests and affiliations. The process implements the [Trustee Conflict of Interest Policy](#) and [Conflict of Interest Policy for Staff and Faculty](#), both of which were significantly revised since the last re-accreditation.

The annual disclosure process supplements the research proposal-specific disclosures required by the [Conflict of Interest Policy — Externally-Funded Research](#), also revised since the last re-accreditation. Compliance also reviews all ad hoc conflict-of-interest disclosures and,

in coordination with relevant managers, implements management plans. All potential or actual conflicts, however reported, are resolved through the central process.

Fair and Impartial Employment Practices

Since the last re-accreditation, the University has implemented a more robust Code of Conduct for staff and faculty, improved its leave policies and sexual offenses policies, implemented University-wide background checks, and implemented an online applicant tracking mechanism. It also improved its harassment prevention training content and delivery, and it implemented benefits committees to better address employee needs. These improvements are detailed in Appendix E.

The University recently administered campus-wide child-care and benefits surveys, and it established child-care and benefits committees to address employee needs. The University community demonstrated through the benefits survey that they are aware of and understand their health and retirement benefits, are generally satisfied with those benefits, and that benefits are communicated clearly.

Honest and Truthful Communication

The [University home page](#) contains required [consumer information](#) such as accreditation and licensure, Title IX, drug and alcohol abuse and prevention, safety, and non-discrimination. The University's Campus Security Report is posted to that site and distributed annually to the campus community. The University provides necessary disclosures and notices to students, prospective students, and employees consistent with Title IV and other relevant regulatory requirements. Disclosures and notices are reviewed periodically by departmental staff in coordination with General Counsel and Compliance for accuracy and consistency with applicable requirements. The University's [catalog announcements](#) are maintained centrally and made available to all students.

The University [policy website](#) contains clear, publicly-available student policies governing academic regulations, admission, and enrollment, as well as Title IV-regulated areas such as tuition and fees, financial aid, distance education, and transfer of credits. Key employee policies, such as equal employment, finance, information security, safety, and reporting misconduct and non-retaliation also are maintained on the policy website and communicated by Compliance throughout the year. As part of the Self-Study process, the working group on governance and administration recommends that the policy website be made easier to navigate, through indexing, server migration, and closer attention to consistent updating (see section 3.7.4).

Since the last re-accreditation, the enrollment division was expanded to include Marketing and

Communications, and a new executive director of communications was added to the Office of the President. The new University website conveys more effectively key academic information, as well as institutional data, consumer information, and compliance and privacy. Marketing has increased the number of regular communications on important matters, and it continues to refine the effectiveness and completeness of that information.

The University increased the number of regular stakeholder meetings, expanded their membership, and increased the number of open forums with senior leaders. It also plans to implement additional electronic means of gathering governance and administration information from the campus.

Affordability Programs and Services

The University's [Tuition and Financial Aid website](#), significantly revised since the last re-accreditation, includes clear information regarding tuition, fees, room and board, estimated cost of attendance, financial aid, and the average cost to first-year students after scholarships and grants. The page also provides links to types of aid programs, the FAFSA and CSS applications, and contact information for financial aid and admission staff. This information enables students to determine cost of attendance, and it is easily accessed from the [admission website](#) prominently displayed on the University homepage.

The [Office of Student Financial Assistance website](#) includes information about cost of attendance, expected family contribution, financial aid programs, the net price calculator for determining cost, and access to financial aid personnel in compliance with Title IV.

The University is implementing a pilot program in Arizona where students, largely of Spanish-speaking and Latino descent, will be able to obtain a University degree for a significantly reduced cost.

Compliance with Federal, State, and Commission Requirements

The University complies with relevant federal, state, and MSCHE requirements and criteria. More fundamentally, ethical behavior and accountability are cultural, and are consistently demonstrated by the employees who seek guidance for complying with applicable laws and policies. They strive to act in accordance with University values, norms, and mission. Employees also have demonstrated a willingness to accept accountability for making mistakes.

To professionalize this culture and compliance efforts, in 2011 the University implemented a formal, centralized [Compliance and Ethics Program](#) administered by the [Chief Ethics and Compliance Officer](#). The University-wide compliance and ethics program includes all elements for an effective program per the U.S.

Sentencing Guidelines for Organizations, and it is visible, effective, and utilized. The program's elements are detailed in Appendix F.

Periodic Assessment of Ethics and Integrity

The University's Internal Audit function conducts an [Enterprise Risk Assessment](#) every four years, utilized to prioritize annual audits. The compliance function conducts annual [Regulatory Risk Assessments](#) for regulatory requirements in six operational areas, and it conducts targeted compliance reviews for high-risk areas. A list of audits and reviews conducted by internal audit and compliance is set forth in Appendix G.

Per the University [policy process](#), all University policies are reviewed every three years to ensure they are current and correct. The Policy Committee meets seven to eight times per year to evaluate new and significantly revised policies. The review process includes policy evaluation by both Compliance and General Counsel.

In addition, Compliance annually evaluates compliance with mandatory training and reports compliance matters by class, total number, and significance; requests for guidance; and external audit activity. Trends and metrics in these areas are used to develop and prioritize annual review and improvement initiatives and compliance and ethics program goals.

3.2.3 Recommendations

Grievance Procedures

- Evaluate all University investigative practices by key units (compliance, human resources, general counsel, etc.) to identify best practices and to promote consistency and coordination.
- Implement more formal Office of Human Resources guidelines and processes for reviews and investigations to promote prompt, thorough, objective, and consistent reviews, with clear communication of outcomes.
- Review and revise all Office of Human Resources policies for clarity, consistency with applicable regulations, and ease of use.
- Review all University grievance and complaint procedures every three years, consistent with the policy review timetable, to ensure they are current and consistent.

Employment Practices

- Provide additional emphasis and communications surrounding the importance of modeling good behavior and reinforcing that behavior when demonstrated.
- Continue to commit to prompt and consistent action in all instances of problematic or non-compliant

behavior, and provide additional emphasis and communication surrounding the need for supervisors to promptly address workplace conflicts and concerns.

- Implement supervisory training to provide tools for consistent handling of workplace issues.
- Implement an automated payroll system that is properly tested for validity and reliability prior to implementation to improve timely and accurate payroll payments.
- Review benefit websites and plan documents for consistency and clarity, and continue the evaluation and improvement of child-care benefits, a need conveyed through the child-care survey and subsequent report.

Communications

- Reconsider the parameters for what and how much information should be shared by the senior administration with the University community on key matters, how it will be shared most effectively, and for honestly defending communication decisions.
- Continue to increase in-person communications, town halls, and forums by senior leadership to allow the community to engage regularly and directly with its leaders. Consider videotaping and livestreaming some of those events for those who are interested but cannot attend.
- Consider more tiered and branded internal communications sent separately, that segregate the different kinds of information currently being communicated. Examples might include the state of the University, "What the campus needs to know this week," University successes, and the status of ongoing initiatives, such as Academic Renewal and benefits. Other information could include mission profiles, faith in action, and upcoming events and activities.
- To better articulate and communicate mission, consider incorporating a fuller, more defined articulation of mission using an expanded "vocabulary of mission" based on principles of Catholic Social Teaching and exemplified by greater focus on mission-specific University activities and achievements. See Appendix H for a more detailed discussion of how the "vocabulary of mission" might be expanded.
- Consider a refined statement of University vision. The [Busch School Approach to Business Education](#), the [School of Nursing Mission Statement](#) and the [Columbus School of Law School vision statement](#) provide good examples.
- Increase regular communications, including status updates, about positive initiatives.

- Consider additional advanced communications with a broader group of stakeholders when new enterprise systems are being implemented, and ensure necessary training and resources for use of those new systems are readily available.
- Develop additional quick-reference resources for different campus groups, identifying resources and contact information for basic matters of interest to each group, for example, health and safety, crimes and emergencies, benefits and welfare, employee issues, and student and academic issues.
- Formalize an annual review process for all required disclosures and notices to campus.

Compliance and Assessment

- Consider more frequent one-on-one meetings between compliance and general counsel with the president to reinforce the existing authority and reporting lines, thereby providing the president with additional information regarding ethics, integrity, and the mood and concerns on campus.
- Implement executive sessions for the compliance officer and the general counsel with the Audit Committee of the Board of Trustees.
- Implement enterprise risk management using a broader group of key personnel, such as the revised Academic Leadership Group (ALG) to provide for more coordinated and holistic solutions and approaches for addressing both risks and opportunities.

3.3 Standard III: Design and Delivery of the Student Learning Experience

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

3.3.1 Overview

Catholic University was founded as one of the first graduate schools in the United States. In 1904, undergraduate education was added, and undergraduate and professional degree programs are increasingly important to the overall financial health of the institution. Since 2006, undergraduate enrollment has surpassed graduate enrollment. For instance, in 2018, graduate enrollment represented 44% of the total student population, with undergraduate enrollment at 56%.

The University is composed of 12 schools, all of which offer graduate degrees and 10 of which offer undergraduate degrees. Two schools (law and canon law) do not offer undergraduate degrees. As part of the [Academic Renewal](#) process over the 2017–2018 year, academic units for the delivery of curriculum were realigned to better fit University goals. The School of Music was expanded to become the new Benjamin T. Rome School of Music, Drama, and Art with the addition of two new departments, which were moved from the School of Arts and Sciences. The School of Business and Economics became the Busch School of Business to increase its focus on business majors, while the Department of Economics was moved to the School of Arts and Sciences to foster increased collaboration with other social sciences.

To review the design and delivery of the student learning experience, the following documentation was examined: Undergraduate Announcements, Graduate Announcements, Faculty Out of Classroom Activity Reports, Faculty Handbook, and other institutional research reports. This information was discussed with University administrators. For example, each school dean was asked to respond to several brief questions to learn about how they conduct their faculty hiring. Throughout these reviews, it was clear that the faculty are at the heart of student learning experiences across all programs.

The review of the student learning experience indicates that there are several notable areas of new strength since the last Self-Study. First, Catholic University engaged in a curriculum revision process that yielded a new, implemented general education curriculum with a clear connection to the mission of the University. Second, Research Day has enhanced the research culture of the institution for both undergraduate and graduate education. Third, the creation of the Center for Teaching Excellence demonstrates the University's commitment to enhancing pedagogy and providing support to faculty and graduate students to develop their skills to be more effective in the classroom. Finally, the creation of the [Center for Academic and Career Success](#) provides support to the learning experience by integrating career counseling and academic advising.

3.3.2 Programs of Study

Catholic University offers a broad range of programs of study through the undergraduate, graduate, and law school programs. These programs are described as part of the annual [Announcements](#) and on University websites. During the recent University-wide review of doctoral programs and the Academic Renewal process, no programs were eliminated. In contrast, several notable, innovative new programs have been added in recent years.

For undergraduate students, there are 74 majors, 97 minors, and certificate programs. The University has

developed several new majors, including Criminology, Psychology and Brain Sciences, and Environmental Engineering. There are three distinct paths to major in Philosophy, either through the School of Arts and Sciences or the School of Philosophy, with an additional pre-law Philosophy major.

While students can double major in any preferred combination, there are 24 officially designated second majors at this time, ranging from History and Secondary Education to Spanish for International Service. Several new innovative minors were developed over the past few years, including the areas of Actuarial Sciences, Data Analytics, Space Weather, Performing Arts Management, and Entrepreneurship. Other minors reflect the mission and history of the University, including those in Philosophy and Theology and Religious Studies, as well as in Peace and Justice Studies and in Migrants and Refugees.

New certificates are being offered, including Spanish for Health Care, Intelligence Studies, and the Callan Certificate of Speech Communications, while other existing certificates align with the University mission, including Pastoral Ministry and a new certificate in Compliance, Investigations, and Corporate Responsibility through the law school. Additionally, the Metropolitan School of Professional Studies has increased its number of associate's degrees to expand the range of degrees offered. On the undergraduate level, students are awarded the following degrees:

- Associate's Degree
 - Human Services Administration
 - Paralegal Studies
 - Early Childhood Education
- Bachelor of Arts Degree
 - Bachelor of Arts in Interdisciplinary Studies
 - Bachelor of Arts in Information Technology
 - Bachelor of Arts in Management
- Bachelor of Biomedical Engineering
- Bachelor of Civil Engineering
- Bachelor of Electrical Engineering
- Bachelor of Mechanical Engineering
- Bachelor of Music
- Bachelor of Philosophy
- Bachelor of Sacred Philosophy
- Bachelor of Science Degree
 - Bachelor of Science in Business Administration

- Bachelor of Science in Architecture
- Bachelor of Science in Architecture and Bachelor of Civil Engineering
- Bachelor of Science in Nursing
- Bachelor of Science in Computer Science

- Bachelor of Social Work Degree

There are 94 master's degree programs which lead to graduate and professional degrees. Each of the 12 schools offers master's degrees, which allows for specialization in each academic discipline to prepare students for their professions or continuing graduate education. Several new master's programs have expanded the University's programs in groundbreaking new directions in the past years, including the Master of Ecclesial Administration and Management in the Busch School of Business and the Master of Arts in Human Rights in the School of Arts and Sciences.

There is now a Graduate Artist Diploma in the Benjamin T. Rome School of Music, Drama, and Art. There are also new master's and graduate certificate programs in a variety of topics, including Data Analytics. There are opportunities for students to pursue joint degrees with law, such as Law and Social Work, Law and Accounting, or Law and Canon Law. The University confers the following graduate and professional degrees:

- Juris Doctorate
- Master of Architecture
 - Master of Architecture and Master of City and Regional Planning
 - Master of Architecture and Master of Science in Sustainable Design
 - Master of Architecture and Master of Science in Facility Management
- Master of Arts
- Master in Catechesis
- Master of City and Regional Planning
- Master of Divinity
- Master of Ecclesial Administration and Management
- Master of Fine Arts
- Master of Laws
- Master of Legal Studies
- Master of Philosophy
- Master of Science
 - Master of Science in Engineering

- Master of Science in Business
- Master of Science in Facility Management
- Master of Science in Sustainable Design
- Master of Science in Nursing
- Master of Science in Library and Information Science
- Master of Social Work

Additionally, in recent years, the Academic Senate has approved several “4+1” programs to allow students to complete bachelor’s and master’s degrees in five years. Each of these undergraduate/graduate degree programs has developed strict standards for admission. The majority of these programs have been proposed by the Department of Education in the School of Arts and Sciences, as well as the School of Engineering.

Eight of the 12 schools offer doctoral programs leading to six degrees, not including the Juris Doctorate in the Columbus School of Law. Catholic University grants the following doctoral degrees:

- Doctor of Philosophy
- Doctor of Nursing Practice
- Doctor of Ministry
- Doctor of Musical Arts
- Doctor of Canon Law
- Doctor of Ministry
- Doctor of Sacred Theology

The most frequently granted degree is the Doctor of Philosophy. Several of these degree programs are unique to Catholic University and contribute to the research culture of the University while also engaging in scholarship with wide reaching implications.

In addition, as a university with ecclesiastical faculties, Catholic University grants the following degrees:

- Baccalaureate in Sacred Theology (S.T.B.)
- Licentiate in Sacred Theology (S.T.L.)
- Doctorate in Sacred Theology (S.T.D.)
- Doctorate in Theology and Religious Studies
- J.C.L. and J.C.D. in Canon Law
- Ph.L. and Ph.D. in Philosophy

To offer these ecclesiastical degrees, the schools of Theology and Religious Studies, Philosophy, and Canon Law are accredited by the Holy See according to the norms of [Sapientia Christiana](#) (1979) and [Veritatis Gaudium](#) (2017).

Programs of study are continuing to be approved over the 2019–2020 academic year, which will result in an expansion of programs for both undergraduate and graduate students. For example, a new major and minor, Social Research, has been proposed by the Busch School of Business. In the School of Arts and Sciences, the math department is also planning to offer a minor in Statistics. The School of Philosophy, along with the School of Arts and Sciences, is considering a proposal for an interdisciplinary major in Philosophy, Politics, and Economics.

Catholic University publishes the Announcements annually. This publication is the official publication for University degrees and program plans. It includes information on degree requirements for each major, as well as policies applicable for each school. The 2018–2019 Undergraduate and Graduate Announcements were updated for the 2018–2019 academic year to reflect the Academic Renewal reorganization. Review of these documents as compared to program websites identified some instances where there was different information reported.

Furthermore, Catholic University students may participate in [study abroad](#) both semester-long and short term. Since 2014 Catholic University operates a [Center in Rome](#), Italy, offering a variety of programs (Architecture, Honors, First Year Experience) all year around. In the past 10 years the Office of Education Abroad has advised over 4,075 students, 171 of those have spent the summer in Rome.

One noteworthy change since the last Self-Study is the creation of the Academic Budget Office. This office works closely with the Office of the Provost to support the academic budgeting processes. This allows for the assessment of the allocation of resources to different academic units in order to ensure that there is sufficient financial support in place for the various programs of study. See Standard VI.

3.3.3 Undergraduate General Education Program: Liberal Arts Curriculum

In accordance with its mission and following the Apostolic Constitution on Catholic Universities [Ex corde Ecclesiae](#), Catholic University wishes to “enable students to acquire an organic vision of reality and to develop a continuing desire for intellectual progress” (20). To achieve this goal in a sustained and systematic fashion, Catholic University revised its former general education curriculum and approved in the fall of 2017 a new liberal arts curriculum.

The provost charged the Undergraduate Board, the faculty body responsible for undergraduate programs, with serving as the Curriculum Committee. During the 2014–2015 academic year, the Undergraduate Board formed a subcommittee to develop goals to guide the development of the curriculum. The first step was accomplished over a two-year period. It concluded with a vote to approve the goals in spring of 2016.

The general education curriculum Committee then spent the 2016–2017 year developing models of curriculum, which were presented to the full faculty. This liberal arts curriculum was approved after an open faculty process which included town halls, faculty lunches, and opportunities to respond to drafts of curriculum proposals. The proposal was approved by the Undergraduate Board and the Academic Senate. The liberal arts curriculum is gradually being implemented starting with the entering freshman class in 2018. Students who entered Catholic University before the fall of 2018 or who enter as transfer students at an academic level equivalent to that of pre-2018 freshmen continue to pursue the previous general education curriculum.

The new liberal arts curriculum, drawing on the richness of the Catholic intellectual tradition and closely linked to the Catholic University mission, aims to foster in students a sense of wonder and curiosity toward the world and to help them develop the skills necessary to realize their own potential in life and to advance the common good. Essential to such an education is not only the acquisition and expansion of knowledge, but also the cultivation of a character that strives for and exhibits excellence in all aspects of life, so that students may embrace the challenge of lifelong learning and the mutual enrichment of faith and reason central to the Catholic intellectual tradition. Students come to understand the obligation of sharing talents, skills, and resources not only with family and friends, but also with their communities.

Students participate in the liberal arts curriculum as appropriate to their degree program. All students, including those in professional degree programs such as Architecture, Engineering, Music, and Nursing, take 10 foundational courses (marked in the chart below with *). Students in non-professional B.A. and B.S. programs complete the full liberal arts curriculum by taking another five courses (marked with **) for a total of 15 courses, in addition to a required focus area of five courses. This curriculum allows for a shared core with the flexibility needed to support professional undergraduate degree programs.

The focus area for non-professional B.S. students typically involves major-specific prerequisites. Non-professional B.A. students complete a Liberal Studies Concentration (courses marked with ***) or, alternatively, an Enduring Questions Concentration, in which courses from different disciplines focus on a particular enduring question (see list below). Students may also choose to use the focus area toward completing a minor, certificate, or second major program. This ensures that the curriculum supports the pursuit of a strong liberal arts core consistent with the University mission while also allowing for some flexibility to allow students to pursue additional credentials and/or to develop particular skill sets. Students who complete a Liberal Studies or Enduring Questions Concentration will be designated as Cardinal Scholars.

Students have the ability to substitute courses in the liberal arts curriculum with AP/IB credits and college credits from high school. They may also “place out” of the language requirement.

The Liberal Arts Courses

(* all students, ** non-professional B.A. and B.S. students only, *** B.A. students only)

Philosophy: The Love of Wisdom

1. Classical Philosophy*
2. Modern Philosophy*
3. Practical Philosophy: Logic, Morality, and Action (choices)**
4. Theoretical Philosophy: God, Nature and Human Nature, Knowledge (choices)***

Theology and Religious Studies: Faith Seeking Understanding

1. Foundations in Theology 1*
2. Foundations in Theology 2*
3. Theology Elective**
4. Theology and Religious Studies Elective***

English: Thinking, Speaking, Writing

1. Rhetoric and Composition*

Humanities: Reflections on the Human Condition

1. Explorations in Literature*
2. Explorations in Fine Arts*
3. Foundations in History or in Political Theory**
4. Humanities Elective***

Math: Truth and Probability

1. Foundations of Mathematical Thinking or Statistics/Quantitative Reasoning*

Natural Science: Understanding Nature

1. Foundations in Natural Science*
2. Natural Science Elective***

Social Science: Individual and Society

1. Foundations in Social Science*
2. Social Science Elective***

Language: Encountering Languages and Cultures

1. Intermediate level foreign language 1**
2. Intermediate level foreign language 2**

Enduring Questions

Throughout the liberal arts curriculum, students pursue enduring questions that are foundational for an integrated understanding of reality and provide an intellectual framework to address, both theoretically and practically, contemporary issues:

The Human Condition:

- What does it mean to be human? What is our place in nature and in the cosmos?
- What is the relationship between our body and our soul, our physical and our spiritual identity?
- What does it mean to be an individual, and how do we live as members of society?

Knowledge and Wisdom:

- What does it mean to know? What and how much can we know?
- What are beauty, goodness, and truth?
- What is wisdom? How can we attain it?

Freedom and Justice:

- What does it mean to be free, and what is freedom for? How are freedom and responsibility related?
- What is justice? Can it be achieved in this world, and if so, how?
- What is the relationship between justice and mercy? How can we be just and merciful?

The Good Life:

- What makes a life good? How can we live a good life or best pursue it? What is opposed to it?
- What is happiness? How is it different from pleasure? What do family, friendship and love, work and leisure, faith and worship contribute?
- What is true friendship? What is true love?

God:

- What is the proper relation between faith and reason?
- What can we say about God, and what is our relationship to Him? What might our obligations be to Him?
- Why is there evil in the world? Why is there good in the world? How do we respond to good and evil?

Not all of the enduring questions can be addressed in all courses of the liberal arts curriculum, but in each course, a subset of them will be integrated in ways appropriate to each discipline and area of study. Gradually, students gain insights into the complexities of various disciplines and academic areas of study and acquire an organic vision of the whole.

The University provides two primary tools for students to follow undergraduate degree requirements to ensure they are progressing toward degree completion. The first tool, which uses technology, is an existing “tracking sheet” that lists requirements for the major, core courses, distribution requirements, and free electives and a new degree auditing system that helps students monitor progress for the new curriculum, major, liberal arts requirements, and minors. Additionally, the newly developed Center for Academic and Career Success along with faculty advisors in the schools and departments meet with students to ensure progression towards degree completion. For more information on both, see Standard IV.

3.3.4 Graduate/Professional Education

To establish that Catholic University provides “opportunities for the development of research, scholarship, and independent thinking, provided by faculty and/or other professionals with credentials appropriate to graduate-level curricula,” one need only examine Amy Rager’s work.

Rager, a doctoral candidate in physics at Catholic University, developed a technique for interpreting data from a fleet of four NASA spacecraft studying magnetic fields around the Earth. Using the technique, Rager and her fellow researchers identified a new type of magnetic event in space; the technique could also be used to improve the interpretation of older data. Even before completing her doctorate, Rager was a co-author of a paper announcing the use of the technique and the discovery of the magnetic event in the prestigious journal *Nature* in May 2018. The University’s intellectual environment, research infrastructure, and connections to nearby scientific and research institutions all contributed to Rager’s major contribution to physics while still a graduate student. The physics department has strong and deep connections with NASA’s Goddard Space Flight Center in nearby Greenbelt, MD. While in high school, she participated in an internship program at Goddard hosted by the University’s Institute of Astrophysics and Computational Sciences (IACS).

Rager is no outlier in the physics department. Skarleth Martino, a doctoral student in astrophysics, flew on a NASA research jet called the Stratospheric Observatory for Infrared Astronomy (SOFIA) to use an infrared telescope to produce images of nearby galaxies. Ashley Greeley, another doctoral student at Catholic University, helped build CeRes, a small satellite that will measure the Earth’s radiation belt. Graduate students in Catholic University’s physics department enjoy research opportunities across a wide range of theoretical and experimental physics, including astrophysics, biophysics, condensed matter physics, heliophysics, high energy particle physics, material sciences, nuclear physics, and nanotechnology.

Catholic University graduate students have received such awards as the Rome Prize and the Fulbright

Scholarship. The University's commitment to supporting the intellectual development of graduate students pervades the institution. Graduate students develop their skills in research, scholarship, and independent thinking through both the formal graduate curriculum and other opportunities to interact with one another, faculty, and scholars from across the globe.

The research university of the Catholic Church in the United States, Catholic University was founded as a graduate institution and is designated by the Carnegie Foundation classification R2: Doctoral University - Higher research activity.

The 12 schools and 29 research facilities attract world-class faculty, guests, speakers, visiting scholars, as well as government, corporate, foundation, and non-profit financial support. The University's research centers span a wide range of disciplines and research methodologies, including physics, nanotechnology, statesmanship, medieval studies and sacred music. A full list of the University's research centers is in Appendix I. The University also has many laboratories, including the Vitreous State Laboratory (VSL), a research and development facility focused on the study of glass and its many uses.

Between 2014 and 2018, 473 new proposals have been submitted to the Institutional Review Board of the University, demonstrating the research productivity of faculty and students. In 2017–2018, 191 separate funding proposals totaling \$63.5 million were submitted, further demonstrating research and scholarly productivity by faculty and students.

Developing graduate students' skills in research and critical thinking starts from their first semester at the University, with graduate curricula that build students' scholarly knowledge and also encourages them to grow their abilities as researchers so that they gradually develop into independent scholars. This process of accumulating knowledge and skills is illustrated by the clinical psychology Doctor of Philosophy program.

In their first year, students complete coursework in foundational psychology courses. In their second and third years, they move into specialized course work. The comprehensive examination taken in the third year assesses critical thinking skills in addition to technical knowledge. Research skills are acquired in a sequential process, starting with an initial research project, called the research apprenticeship, which commences by the end of the first year. The research apprenticeship allows the student to learn the craft of research under the direction of a faculty member.

After completing the research apprenticeship and the comprehensive exam, the student can move onto the dissertation project, in which the student demonstrates more competence as an independent researcher. Other graduate programs follow similarly developmental approaches toward developing graduate students' skills.

For example, the online Doctor of Nursing Practice (DNP) program requires completion of an evidence-based practice project, which provides evidence of the student's critical thinking and ability to apply research principles through problem identification, proposal development, implementation, and evaluation of a clinical problem.

The University provides extensive research infrastructure for graduate students, as well as faculty and other researchers. For example, in the biology department each faculty member has sufficient laboratory space to support at least four scientists. They have standard equipment such as microscopes, as well as specialized equipment for research in cell biology, biochemistry and molecular biology, including phase contrast and fluorescence microscopes; laminar flow hoods; liquid nitrogen storage systems; electrophoresis units (including several DNA sequencing systems and systems for 2-D protein electrophoresis); and constant temperature incubators. Moreover, the biology department has shared equipment and research facilities — such as two full-sized autoclaves; several PCR thermal cyclers; several electroporators; two liquid scintillation counters; Sorvall high-speed, refrigerated centrifuges; two ultracentrifuges; and three scanning UV spectrophotometers. Finally, through Technology Services, graduate students, as well as faculty and staff, have access to a Digital Equipment Corporation VMScluster computer system consisting of two DEC Alpha systems and two VAX 4000 systems.

The University-wide infrastructure supporting graduate research includes the [University Libraries](#), which houses more than 1.3 million books and print volumes and provides access to tens of thousands of electronic journals and books. There have been cuts of approximately 40% in the Libraries acquisitions and personnel budgets in the past 4 years. This has led to a feeling among patrons that the Libraries do not have the materials that they need. Significant deficiencies in technical services staff (e.g., acquisitions and cataloging) add a complexity to navigating the numerous cuts to subscriptions and will have long-term impacts on collection development and collection management.

In the summer and fall 2018, the consulting firm of Kennedy & Company surveyed the campus regarding library spaces and services in order to provide guidelines for the future of the Libraries. Respondents included 179 faculty, 617 undergraduates, 379 graduate students and 178 staff. From the survey it was concluded that while the need for print and online collections is significant, the desire for study space is an outsized driver of engagement, particularly for undergraduates. Overwhelmingly both undergraduates and graduates reported they primarily go to the library for individual study. While undergraduates feel that the library generally has the materials they are looking for, faculty and graduate students indicate more difficulty in finding necessary materials. Faculty indicated a desire to be more involved in collection development

and to have librarians more involved in curriculum development. As a result, a collaborative process with the administration, faculty, and librarians was recommended. In fall 2019, the University Libraries started offering town halls and other opportunities for broad-based input, to discuss the allocation of available resources to and within the University Libraries to best meet the research needs of the University's diverse array of programs.

In the spring 2020, the University will begin a planning process for an updated library space program. This will involve all the stakeholders on campus in the development of a vision for library facilities. The goal will be for Advancement to share this vision with potential donors to raise funds for a major renovation of Mullen Library to be concluded by 2028 — the centennial of its opening.

The Special Collections of the University Libraries currently not only bring patrons to the library but also offer a unique opportunity for Catholic University to distinguish itself from its peers. To enhance curation of these distinctive collections and better utilize them in research, coursework, and community engagement, the Special Collections unit of the University Libraries was formed through a re-organization in 2019. This new unit unifies oversight for the University Archives, the American Catholic History Research Center, the Museum collection and the Rare Books collections. The mission of Special Collections is to collect, organize, preserve, make accessible, and promote scholarly and public understanding of the records of Catholic University and the unique books and materials that document Catholic intellectual and cultural heritage.

The University is also a partner in the Washington Research Library Consortium, providing students and faculty with access to the library resources of the region's major universities. Graduate students also have access to such local institutions as the Jefferson Laboratory, the Library of Congress, NASA's Goddard Space Flight Center, the National Archives, the National Institutes of Health, the National Institute of Standards and Technology, the National Library of Medicine, the Smithsonian Institution, the Space Telescope Science Institute, and the Walter Reed Army Institute of Research. Moreover, frequently graduate students work on projects within international collaborations and have access to institutions such as the Large Hadron Collider in Switzerland and the American-German SOFIA Science Center in California.

Catholic University's location in the nation's capital also provides students with a wide range of internship possibilities in government, private business, and non-profit organizations--from major network news bureaus, to Congressional communications offices and political consultancies, to locally based national media organizations, such as National Geographic, Discovery Communications, and XM/Sirius.

In addition to internships, the University has developed new interdisciplinary certificate programs, including a [Certificate in Video Production and Digital Storytelling](#), as well as a [Digital Art and Design Certificate](#) geared to preparing students for work in media fields like public relations, marketing, non-profit communications, journalism, film and video making, graphic design, social media management, and political communications. These certificates provide highly marketable skills for entrance into 21st-century careers, as well as the foundation for pursuing advanced degrees in media-related fields.

In addition, the Catholic University campus itself plays host to numerous events that add to the intellectual life of graduate students. For example, the University recently sponsored a symposium on the 50th anniversary of *Humanae Vitae*, a landmark papal encyclical; a meeting of the International Society of Catholic Scientists on the topic "*The Human Mind and Physicalism*;" and a symposium on the ethics of intelligence work. In January 2018, the University sponsored a hackathon, in which student teams competed to develop high-tech solutions to homelessness in D.C. The winning team, consisting of graduate and upper-level undergraduate students from the School of Engineering, went on to participate in a global hackathon held in March 2018 at Vatican City. They came in second place in a competition to develop an approach to supporting interfaith dialogue by creating a virtual reality application that allowed users to experience other faith communities.

Since 2016, the University has promoted the pursuit of research through its sponsorship of Research Day, a daylong event that highlights and celebrates research by students, faculty, and staff. The 2018 event included 250 presentations representing all 12 of the University's schools, further evidence of the vibrancy of the intellectual life of graduate students.

The University also offers support to graduate students in developing the scholarly skills for teaching through the University's new Center for Teaching Excellence. It specifically aims to support teaching assistants and teaching fellows with pedagogical resources and training. For graduate students, degree requirements are listed on program websites, in the Announcements, and in other student handbooks. Most schools have developed their own tools to use for tracking degree completion.

3.3.5 Faculty Support for Student Learning Experiences

Catholic University takes many different approaches to ensuring that student learning experiences are designed, delivered, and assessed by faculty who meet the criteria listed in Standard III.

Course evaluations are completed each semester, providing a comprehensive review of student assessment

of the learning experiences. A review of a random sample of course evaluations was completed for evaluation of this criterion. Course evaluations are conducted online, which has increased the efficiency of utilizing this data while also being more cost effective; however, the response rate has decreased significantly since the switch (see Standard VI). Quantitative and qualitative comments on the evaluations are reviewed by deans and their designees, as well as department chairs.

The appointment process is described in detail in the Faculty Handbook [Part II Section II-C-1](#). It details how Catholic University ensures that full-time faculty are qualified for the positions that they hold. Part II-B-6 describes the process for appointment of faculty associates, including research professor, visiting professor, exchange professor, adjunct professor, lecturer, research or clinical associate, and visiting scholar. All of the academic deans were asked to provide more specific criteria for how they determine that part-time faculty are qualified to teach in their schools because that appointment process is not clearly defined in the Faculty Handbook.

Statistics regarding faculty members are reported on an annual basis to establish that there is a sufficient quantity to support the student learning experiences and ensure coherence and continuity in each academic unit. Data on the number of faculty for this report were provided in the [Statistical Profiles 2017–2018](#). In fall 2017, the University reported 23 religious and 377 lay faculty. There was a large decrease in religious faculty (17.2%) in 2015. There was a slight decrease (3.3%) in lay faculty reported in 2017. The total faculty also experienced a slight decline in 2017 (3.1%). As of 2018, there were 690 individuals working as faculty at the University; of these, 376 were full-time and 314 were part-time.

Procedures and criteria for faculty review recognize the linkages between faculty scholarship, teaching, and service. These requirements are all described in the Faculty Handbook Part II. Faculty members are asked to submit an annual Out of Classroom Activities Report (OCAR) to summarize their contributions to scholarship and service; teaching evaluations are generated separately by institutional research. Both reports are shared with the deans of the schools and chairs of the departments for review of faculty productivity.

The Office of the Provost took the lead on compiling procedures and standards for evaluation of faculty post-tenure. The vice provost and dean of graduate studies collected criteria for the evaluation of faculty for promotion to associate professor and for granting tenure in addition to what is described in Section C of the Faculty Handbook. Criteria were then solicited for promotion to ordinary professor. Each dean was asked to provide criteria for evaluation of faculty on an annual basis to establish a more uniform way of conducting annual faculty evaluations across campus. A new process

was piloted in spring 2019 and will be implemented over the 2019–2020 academic year.

A random sample of the OCARs was selected for review regarding faculty qualifications for teaching, scholarly productivity, grants, creative works, service to the University, and outreach to the community. A total of 120 OCARs were reviewed, with 40 unduplicated faculty reviewed in 2016, 2017, and 2018. In all but one case, the OCAR data was sufficient to determine the faculty member's qualifications to teach. However, the OCAR would be more effective if some of the questions were modified to make the responses more consistent and to gather better information for self-studies, such as on faculty qualifications and current practice.

According to the OCAR data, the majority of the faculty report scholarly and/or creative productivity that enhances their teaching and overall expertise. Only six of the faculty, or 5% of the sample, reported no scholarship or creative works. However, all six of these faculty members did report service to their school, department and/or the University. In support of growth and innovation, 36% of faculty reported active involvement in applying for and/or continuing grants for research, teaching, and creative works. Additionally, 81% of faculty reported that they delivered presentations at local, national, and international conferences.

The vast majority of faculty reported service to the University, their school, and/or their department. Only four faculty members (3%) did not report any service over the course of the three years reviewed. Outside the University, more than 60% of faculty members reported active service and outreach activities in the community, including outreach associated with their field of research.

Another outcome of Academic Renewal is the development of the [Center for Teaching Excellence](#) (CTE). This new center is committed to supporting the growth and development of faculty and will increase pedagogical innovation across all 12 schools. The mission of the CTE is to support intellectual growth in and out of the classroom. In its inaugural year, the CTE has hosted several workshops and brown bags, as well as one online presentation. The CTE has assumed responsibility for the review of nominations for Teaching Excellence in part-time and full-time faculty.

3.3.6 Student Learning Outcome Assessment

From academic year 2009/2010 to 2015/2016, each academic unit reported on student learning outcomes on an annual basis. These assessment reports are available to faculty, staff, and students on a password-protected [Outcomes Assessment webpage](#). Additionally, some programs also included links to these and other annual reports on their websites as part of their accreditation reporting.

To supplement these annual reports, a major assessment findings review was implemented by institutional research for academic years 2008/2009 through 2012/2013. Conducted every five years, the summative reports reflect a thoughtful analysis of the direct and indirect student assessment data. They also include reflections on analyses of enrollment, student performance, and students' instructor and course ratings and the department's/school's use of NSSE results to benchmark its seniors' general education outcomes as well as a narrative describing curricular improvements the department/school had introduced as a result of earlier assessment findings.

Over the 2017–2018 academic year, as part of the Academic Renewal process, the annual Student Learning Outcome assessment process was suspended. In its place, each academic unit was instructed to complete a Self-Study report to be submitted to the vice provost and dean of assessment. These Self-Study reports were categorized by program level to facilitate an in-depth review of doctoral and other graduate programs.

For the newly implemented general education curriculum, a new assessment plan is being implemented. Process evaluation is planned for spring 2019 through spring 2020 with outcome assessment to commence in 2020.

3.3.7 Third-Party Providers

Catholic University has a policy regarding [contracting with external vendors](#) to support the learning environment. This policy falls under the Vice President for Finance and Treasurer's Office. All education-related contracts initiated by the academic area are subject to well-articulated vetting processes.

Deltak/Wiley was used for online education during the period of this Self-Study, but the contract was terminated. The University uses a variety of third-party platforms to enhance the student learning experience, including:

Platform	Purpose
Blackboard Learn	Course management
Adobe Connect	Presentations
Panopto	Video recording
Turnitin	Plagiarism checker
SafeAssign	Blackboard plagiarism prevention
TurningPoint	Retention exercises
LanSchool	Collaborative learning
LinkedIn Learning	Software, design, web development courses
Cengage	Publisher integration

Pearson	Publisher integration
MacMillan	Publisher integration
TWEN, hosted by WESTLAW	Course support
Handshake	Networking
EAB Navigate	Retention data and resources

The University uses several third-party providers for admission and marketing services, including Education Dynamics, EAB, and Steel Media.

Catholic University does not contract with any entities to offer credit-generating courses. Historically, many of the University's online courses were developed internally with instructional design support by a contracted third-party vendor (Deltak/Wiley). In 2017, the University moved toward internal instructional design support of online faculty. After a six-month process in which the University researched 24 firms and invited 10 to submit an RFP, a fee-for-service vendor that provides marketing and recruitment support for online programs was contracted. The RFP was managed by the procurement office, summarized by the Office of Online Education, and presented to a board including the vice president for finance and treasurer and the provost prior to award of the contract.

When internships are part of the curriculum, a supervisory professor is the instructor of record who maintains close contact with the field supervisor. There is more hands-on experience required for several degrees, including Nursing (clinical rotations), Social Work (field experience), Education (practicum), and M.S.B. (internships). Other programs embed courses that allow students to pursue internships and/or service, such as the Columbus School of Law, Politics, Media and Communication Studies, and Spanish for International Service. Some certificate programs also include the need for hands-on learning, including Spanish for Healthcare and Pastoral Ministry. Students can incorporate for-credit internships as part of their degree requirements, exposing them to industry-specific experiences or letting them explore new areas of interest and develop skills through elective internships.

Catholic University accepts up to 60 transfer credits, which is half of the graduation requirement for undergraduate students. A streamlined process for transfer articulation has been achieved with member universities of the [consortium](#) of universities of the Washington Metropolitan Area. In addition to Catholic University, the members are American University, Gallaudet University, George Mason University, The George Washington University, Georgetown University, Howard University, Marymount University, National Intelligence University, National Defense University, Trinity Washington University, University of the

District of Columbia, the Uniformed Services University of the Health Sciences, and University of Maryland, College Park. One of the programs involved in the consortium is ROTC.

3.3.8 Recommendations

This review has identified several areas to improve the student learning environment.

- As a research institution, it is imperative to provide additional support for research. A committee is working on developing strategies to accomplish this goal.
- Incorporating a more formal service-learning requirement should be considered. The general education curriculum revision did not include a requirement for service learning. It is currently built into the First Year Experience, but it was not included as a formal requirement. A system for tracking service-learning courses would also be beneficial because the course catalog cannot be searched to find service-learning courses at this time.
- While continuing to use the OCAR is important, it would be more effective if some of the questions were modified to make the responses more consistent and to gather better information for self-studies, such as on faculty qualifications and current practice. Offering definitions for some terms in the OCAR might also help ensure that all faculty interpret it the same way.
- Modify the business process for approving new undergraduate and graduate programs to ensure that they are accurately and consistently reflected in all University publications. For instance, augment current processes for documenting new majors, minors, degrees, and certificates to facilitate process improvement. This should address instances where information differs across the different sources of program information.

3.4 Standard IV: Support of the Student Experience

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

3.4.1 Overview

As outlined in the goals of the Strategic Plan, the University seeks to provide a vibrant, challenging and uplifting collegiate experience with a focus on enhancing the on-campus experience for all students, strengthening support for career preparation, expanding co-curricular and extracurricular programs and opportunities, and developing and maintaining thriving, competitive recreational and wellness programs that are reflective of the University mission. These goals also include enhancing undergraduate advising, ensuring that diversity is reflected in the student body, and supporting a holistic undergraduate experience with continuing collaboration of Academic Affairs and Student Affairs.

Over the course of the past 10 years, the University has made significant progress in meeting the goals and objectives of the Strategic Plan. This chapter explores how the University's recruitment and admission systems, student retention programs, academic support programs and overall student engagement and support systems all contribute to its overarching goal of providing a vibrant, challenging and uplifting collegiate experience and in fostering student success.

3.4.2 Recruitment and Admission

Undergraduate Recruitment and Admission

Over the past decade, undergraduate enrollment has remained fairly stable, rising from 3,466 in fall 2009 to a high of 3,713 in fall 2013 to its current level of 3,332 in fall 2018. Over the past five years, enrollment has averaged 3,388 due to a smaller-than-anticipated first-year class (723) in fall 2016. However, the past two admission cycles have yielded increased class sizes of 831 and 834, which are more consistent with the five-year average of 826.

As noted in Chart 1, new student applications for admission have ranged from a high of 6,617 in fall 2011 to a low of 5,926 in fall 2016. New first-year student enrollment has ranged from a high in 993 in fall 2010 to a low of 723 in fall 2016. Applications have averaged 6,215 over this range, and new enrollment has averaged 861.

The University implemented an enrollment management model and organizational structure to ensure that the recruitment, admission, and retention of academically prepared, diverse applicants is a strategic and collaborative effort across campus divisions. To ensure the recruitment of the appropriate student population, the University carefully reviews the undergraduate recruitment plan each summer. Undergraduate admission counselors participate in a two-day retreat to examine areas of success and challenges during the prior admission year. This

includes a full review of campus events, travel and the application review process. The undergraduate admission counselors then meet individually with stakeholders on campus to collaborate on goals and messaging for the upcoming recruitment season.

For the fall 2016 application cycle, the evaluation process for undergraduate admission applications changed significantly. The emphasis shifted to a process that included the recalculation of high school GPA's on an unweighted 4.0 scale and the development of a strength-of-curriculum rating. The context of each student's GPA is considered in light of the courses offered by the high school and the specific courses taken by each applicant. In particular, an evaluation is made regarding the specific academic history of applicants and how their achievement in those classes relates to the potential success in their intended major at the University. Their extracurricular work, with an emphasis on leadership roles, as well as their essay and letters of recommendation, outline a more robust portrait of the students' background and ability to achieve success in the University environment. At the forefront of the review process is an assessment of each student's potential to be a fully engaged community member within the mission-centric campus.

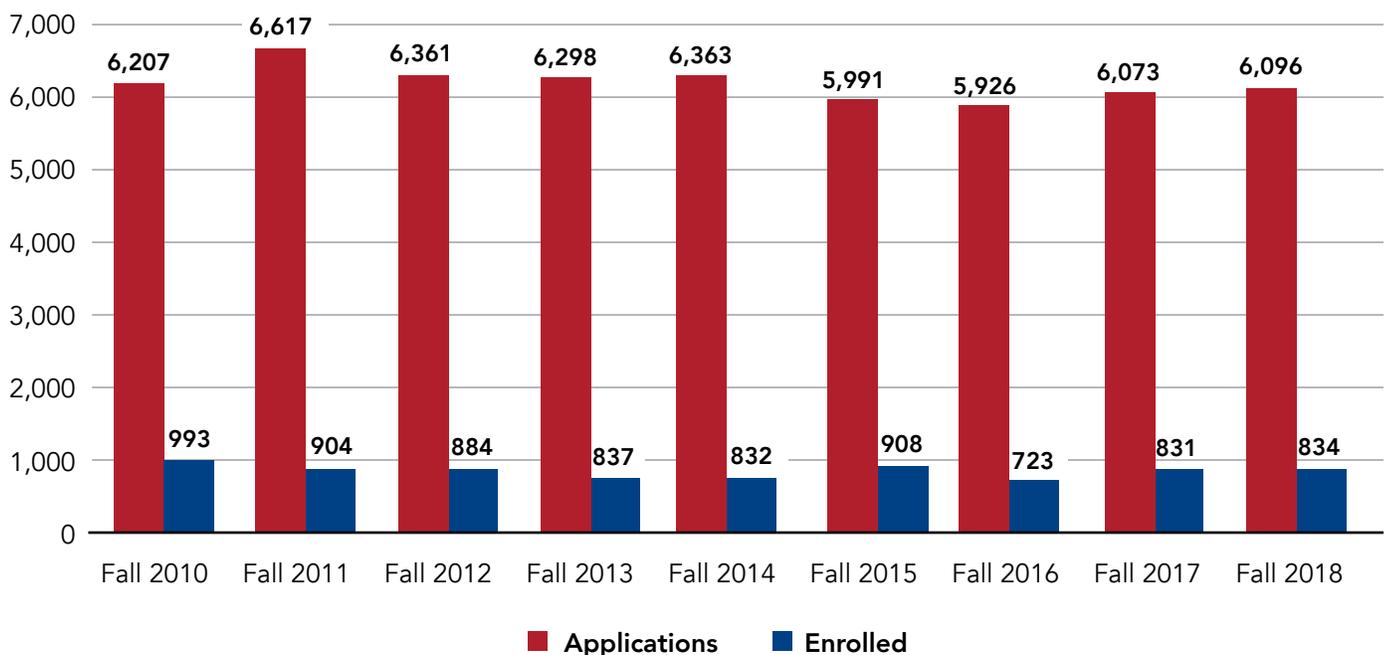
This review process was a critical element in the decision to adopt a test-optional admission policy. Test-optional admission is critical to attracting a diverse, prepared and best-fit group of applicants. The University's Office of Institutional Research and Planning has completed

regression testing to determine the most significant predictor for first to second year success. Statistically, the high school GPA most directly predicts a student's success. The careful consideration of the curriculum allows for the GPA to always have an additional layer of context. Standardized test scores add little additional predictive value.

Instituting a test-optional admission process, in conjunction with a change in the review of applications, has yielded three consecutive years of the highest first-to-second year retention the University has experienced in 20 years. There has been an increase in the average, unweighted GPA from 3.35 to 3.4 and an increase in the strength of the high school curriculum to a strong college prep/advanced placement range. While a test score is not required for a decision to be rendered on an application, students are asked to submit either their ACT or SAT before enrolling.

The University has also emphasized the importance of strategic external marketing and communications. In a 2015 reorganization, the Office of Public Affairs was renamed the Office of Marketing and Communications and transitioned its reporting to the division of Enrollment Management. While the number of staff remained the same, the office shifted its concentration from primarily internal communication to external marketing and communications. Expertise was developed in the area of social media, and there was growth and professional development for the creative services team. The web team, which previously

Chart 1: New Student Applications and Enrollment



consisted of one webmaster, grew to a four-person team and took the helm for a complete University web redesign. A primary goal in the shift to external marketing is to generate an earlier interest in the University by high school students at the sophomore and junior level to boost the overall number of applications for undergraduate studies.

The number of applications to the University's undergraduate programs has remained steady at approximately 6,000 over the past several years. The University is concentrating on increasing the academic profile of students with the new application review philosophy. The University also engaged the firm of Art and Science during 2017 to evaluate its market position and to identify strengths and challenges. The report identified areas of improvement and transparency that could assist in recruiting more applicants and enrollees, particularly in a competitive landscape. To address the study's findings, the University moved to centralize the Advising Center and the Office of Career Services into a combined Center for Academic and Career Success. The University is also implementing a three-year housing requirement to alleviate perceived concerns around safe and affordable housing near campus. The University addressed a recommendation to be more transparent with its direct costs — detailing costs on newly designed [websites](#) and starting affordability and budgeting conversations earlier with prospective students.

The University has made strides in updating and streamlining the online experience for students making the application (both for admission and financial assistance) process more transparent. The goal is to engage and interest students in an on-campus experience, either through two fall University open houses or two spring admitted-student days. The timing and focus of on-campus events have shifted to respond to the earlier timeline students expect in their admission journey. Opportunities to visit campus have increased through an additional admitted student day and many Saturday visits.

A complete listing of the University's policy for admission at the undergraduate level is available [online](#).

Graduate Recruitment and Admission

Over the past decade, graduate enrollment has steadily decreased, from a high of 3,394 in fall 2010 to its current level of 2,624. Enrollment decline is most related to the Great Recession's impact on enrollment in the Columbus School of Law. In fall 2009, law enrollment totaled 907 students, full and part-time; for fall 2017, total law enrollment had decreased to 355 students. Enrollment appears to have stabilized, with the fall 2018 total at 377 students. The current law school enrollment represents a 58% decrease from 2009, while overall graduate enrollment minus the law school has declined 6% during this period.

Over the last 10 years, applications to professional master's programs have declined, with a peak of just over 1,700 in 2010. Nevertheless, the University has continued to create new and relevant graduate programs to attract area students during the recent upturn in the economy, and at the doctoral level, annual applications have ranged from 580 to 760, with a similar impact in recent years due to the flourishing economy. The University will continue to strengthen recruitment efforts and has been yielding more completed applications and deposits even within a declining application pool.

In 2011, the centralized Graduate Admission Office was moved to report within the academic side of the University, under the senior vice provost for administration and dean of graduate studies. Under this model, customer service and recruitment efforts for the University's graduate programs are managed by the Office of the Vice Provost, while admission operations (inquiry and application processing) are managed by the centralized Enrollment Management Operations team. By purchasing a customer relationship management tool (CRM), modernization of the application process created an updated application portal. This portal streamlined the application-submission process for potential graduate students and allowed schools and departments to be more involved in recruitment. TargetX, the CRM, allows for an online application review and workflow that reduces the time it takes for schools to render a decision on a completed application. It also makes it easier for schools and departments to follow-up with students at different stages of the application process.

A complete listing of the University's policy for admission at the graduate level can be found [online](#).

3.4.3 Financial Information

The University starts the conversation about education investment while students are at the inquiry stage of the application process. The University revised its undergraduate admission site to highlight the accessibility and breadth of financial aid opportunities. These [tools](#) include detailed definitions/steps that make up the aid process, as well as a net price calculator for students to leverage. For fall 2014 applicants, the College Board's College Scholarship Service Profile was instituted as a way for the University to gain more robust information on a family's financial need and personal circumstances. This data, in conjunction with the FAFSA, is used to provide admitted students with the best financial aid package possible.

The Office of Student Financial Assistance has a website dedicated to providing consumer information to prospective and current students. The University

provides detailed information regarding college costs and all aid programs including educational loans, payment plans, tuition exchange and scholarships. In addition, as part of the Enrollment Management division, Admission and Financial Assistance collaborate on a brochure called the Admission and Student Financial Assistance Guide.

All policies that surround student accounts and refunds are presented to matriculated students at the point of enrollment, electronically, via the Statement of Financial Responsibility. Refunds from student accounts are processed within the appropriate federal guidelines and in accordance with University [policy](#).

3.4.4 Transfer Credit

The University utilizes a two-tiered process for transfer credit evaluation. First, transfer credits must meet the requirements laid out in the comprehensive University wide transfer policy. Second, transfer credits must meet the requirements of each individual school.

The University's [comprehensive transfer credit policy](#) governs credit earned at prior institutions, credit earned at other institutions while matriculated at Catholic University, and intramural credit, which is credit received from another school within the University.

The University employs a transfer credit coordinator to ensure policies are followed and to maintain a University-wide transfer database.

In addition to the University's overarching transfer-credit policy, each individual school may, with written permission of the provost, establish policies and procedures specific to its disciplines that are different from the rules set out in the general policy. All transfer-equivalency decisions are determined by the individual school to ensure academic rigor is maintained and specific learning objectives are met.

The Metropolitan School of Professional Studies (MSPS), Catholic University's school focusing exclusively on adult and professional students, has [a more inclusive transfer credit policy](#) as its students more regularly matriculate with transfer credits.

MSPS employs an associate director of records and faculty support to evaluate and award transfer credit. The associate director works in conjunction with appropriate faculty along with professionals working in their given fields to determine equivalencies for technical and industry-specific coursework. In addition to traditional transfer credit as outlined by the University's policy, MSPS considers transfer credit for College Level Examination Program and United States Department of Defense's Defense Activity for Non-Traditional Education Support Subject Standardized Test exams, American Council on

Education recommended courses, military training, and experiential portfolios. All prior learning credits are also evaluated under the oversight of the associate director of records and faculty support.

3.4.5 Retention and the Catholic University Network of Student Support

The University has placed significant emphasis on the retention and persistence of students in its work over this period. The University has an extensive network of support designed to proactively and reactively respond to student issues. The offices of the Dean of Students and Undergraduate Studies collaborate with units across campus to identify and coordinate interventions for students who are at risk.

Following some modest retention gains in the early years of this decade, the president established a University Retention Committee in January 2015. The committee took a multifaceted approach to their analysis, including a comprehensive review of institutional retention data, dialogue with student focus groups, a survey that was administered to all faculty and staff, best-practice outreach to aspirational peer institutions, and reviews of contemporary research on undergraduate student retention.

The group also met directly with key offices associated with student retention, including the First Year Experience, Academic Advising, Residence Life, Dean of Students, Campus Ministry, Athletics, and Enrollment. The committee developed 15 recommendations to help achieve greater gains and stability in student retention. Recommendations spanned the overall collegiate experience and included: identifying and supporting at-risk students; strengthening the First Year Experience; reimagining advising and career counseling; creating a space for minority students; and strengthening extracurricular activities. The direct link between student engagement and retention cannot be overstated given that the University experienced significantly higher retention rates for "engaged" students. The University tracks retention rates by various categories including student athletes, participation in Campus Ministry activities, student employment and honors program students. On each of these measures, students engaged in activities retain higher than the overall student cohort.

The University has experienced sizeable gains in both the freshman-to-sophomore and freshman-to-junior retention rates since the last Self-Study. Between 2007 and 2010, retention rates for freshman to sophomore hovered around 80%. The fall 2014 cohort retained at over 85%, and the University experienced the second-highest retention rate in history at over 87% for the fall 2017 cohort. Similarly, in the latter half of the past

decade, freshman-to-junior retention ranged between 71% and 74%. The fall 2016 cohort retained at just below 80%.

Academic Advising

Beginning in 2009, the Center for Academic Success (CAS) was charged with advising all incoming "exploratory" students until they successfully migrated to an academic major. In 2009, there were 165 incoming first-year exploratory students. The migration-to-major rate remained flat across that first year with 168 exploratory students on record at the end of the spring semester. Over the next three years, CAS had increased support and training for the graduate fellows tasked with advising roles and dramatically increased the migration-to-major rates for incoming exploratory students. In AY 2008/09, there were 165 exploratory students entering and 168 at the end of the spring, as some students had migrated away from an initial major and into exploratory status during the year. By contrast, in AY 2009/10 there were 149 students entering, and 110 at the end of the spring; AY 2010/11, 233 entering and there were 143 at the end of the spring; AY 2011/12, there were 155 entering and 109 at the end of the spring.

The success of this model of advising led to the professionalization of the central advising staff and the creation of the Undergraduate Advising Center (UAC) in the fall of 2012. Through the UAC, the advising model that had been focused on supporting incoming exploratory students was broadened to provide transitional advising and support for all incoming first-year students. By providing services to these subgroups of students, faculty were able to spend more time advising and mentoring upperclassmen. The UAC also became an input center for faculty with concerns about first-year students, where they could trust that appropriate intervention and coordination with other offices would take place.

In addition to a dedicated first-year advisor, students were also paired with faculty advisors at the school or departmental level, allowing those students to begin to develop mentoring relationships within their academic discipline. The UAC continued to work in close collaboration with CAS and other support offices to provide close and personal support to all first-year students from 2012 to 2016. In 2016, the UAC developed a stronger partnership with the Office of Career Services (CS) to provide a clearer way for students to connect their academic path with their career options. The UAC and CS staffs worked together to provide cross-training and to raise student awareness of the resources available to them in CS.

The success of this working relationship ultimately led to the merger of CAS, the UAC, and CS into a single entity, the Center for Academic and Career Success (CACS) in 2018. This joint venture between the divisions of Student Life and Academic Affairs is the University's centralized hub of academic advising, career counseling, and academic support resources. The primary goal of CACS is to assist students in all phases of their academic, personal, and professional development by providing students with guidance and integrated support resources from their matriculation through their graduation and beyond. The integration of academic and career advising with the support services of coaching and tutoring available through CAS allows for a lessening of the administrative gap between identification, referral, and delivery of services.

CACS works with students to proactively identify ways to improve and enhance their abilities so that they can become more successful, connected, and independent learners. To this end, the office provides programs, services, and resources designed to encourage and assist students in the timely engagement in all aspects of academic and career planning, experiential education, pursuit of post-baccalaureate educational opportunities, service work, and job attainment. The office empowers students to make positive educational choices by facilitating an in-depth awareness of academic options, vocational interests, abilities, values, faith, and life goals. CACS instituted several academic intervention methods to ensure that students remained on course in their programs and/or given the opportunity to explore minor/certificate programs to complement their academic and career interests. Working with CACS, students will acquire the skills and abilities necessary to be successful both during their time at the University, after graduation, and in support of the greater community.

Beginning with the fall 2018 freshman cohort, students are assigned one Academic and Career Advisor (ACA) based on his or her intended major that will follow them throughout their tenure. The ACA's primary role is to support students throughout the transition into university life, by connecting students with the available academic resources (e.g., tutoring, academic coaching), if necessary, and by providing basic course planning to assist students with their progress toward their intended academic programs.

This model allows for the delivery of holistic academic and career guidance for all students, more individualized attention, and more comprehensive guidance for students in their pursuit of internship, employment, and graduate school opportunities. At the same time, the critical role of faculty in advising and mentoring students

remains unchanged. Faculty continue to advise students within the pre-established systems in each school and department. Because these advising processes and career exploration paths tend to vary across schools, the centralized advisors are aligned by school to ensure close collaboration with deans and faculty, thorough awareness of curriculum requirements, and clear lines of communication for addressing student needs.

An early, positive consequence of this merger has been a noticeable increase in faculty and departmental involvement in career and academic conversations and programming with students.

Academic Support

The University's academic support programs provide students with a full range of options to fit their academic and personal needs, recognizing that each student is an individual and that the support provided helps students identify goals, overcome challenges, and enhance their abilities. Working with tutors, mentors, and academic coaches, students become successful, connected, and independent learners better able to acquire the skills and perspectives necessary to be successful at the University and in the greater community.

CACS provides individual one-on-one tutoring in all undergraduate courses (and select graduate courses). It maintains better than a 95% delivery rate on all requests.

CACS also provides drop-in based subject labs in key academic areas like nursing, engineering, physics, chemistry, and biology. These weekly group tutoring sessions are broad-based and open to all students on a walk-in basis.

CACS also supports the [Math Center](#) in cooperation with the Department of Mathematics. The Math Center, located in the Mullen Library, is staffed by faculty and students and serves all mathematics and mathematics-based courses.

The [University Writing Center](#) operates as a joint venture between the Department of English and the Division of Undergraduate Studies. The Writing Center, located in the Mullen Library, is staffed by faculty, doctoral students, and undergraduate tutors and serves students in all phases of the writing process, regardless if they are undergraduate or graduate students.

CACS also houses the academic coaching program, the deepest and most intensive level of academic support available to students. The program targets "at-risk" and "highly at-risk" students by using several different means of data analysis. Students are then brought into a series of intensive meetings with a professional academic coach who takes the student

through individual assessments, skills building, personal reflection and self-understanding, and finally student ownership of his/her academic strategy and track.

Students participating in academic coaching, whether they are formally required to participate or are doing so by choice, perform markedly better than non-participating students with the same risk markers and profiles. This is born out in the retention data. The ACA program has had a tremendous impact on at-risk students, outperforming predicted retention rates in all relevant categories. For example, the 2014 census data shows that students whose average GPA was below a 2.0, and whose average risk score was 37.69% were retained at 69.23%; students in the 52.30% risk band were retained at 60.61%; and students in the 70.20% risk band were retained at 73.33%.

Network of Support

The Office of the Dean of Students (DOS) coordinates support and intervention for students to address the day-to-day issues that students face. This ranges from the normal transitional adjustment to college difficulties, including challenges in building connections to campus, personal illness, roommate conflict, class attendance issues, to the more abnormal (major barriers to persistence). They include medical emergencies, severe mental health issues, personal and sexual violence, and alcohol and drug abuse. DOS comprises a team of assistant and associate deans who all provide general support to students while also guiding a particular service area. These service areas include Residence Life, student conduct, alcohol and other drug education, and sexual violence education and prevention. While each dean guides a major service area, the majority of their workday is spent providing individual support to students.

As a group, DOS coordinates the response to minor, moderate and critical incidents involving students and collaborates with offices throughout the University to connect students to more specialized resources.

In addition to managing the services of DOS, the associate vice president and dean of students also oversee the University's Counseling Center, Office of Disability Support Services and Student Health Center. These units regularly collaborate given the overlap in both student clients and the need to closely monitor the interventions that are implemented to better ensure the success of individual students. Consequently, not only are these key student support functions individually effective, but they are well-coordinated and provide the student with a connected support structure.

The DOS caseload related to direct support of students struggling socially, emotionally, and/or physically, as well as coordinating response to critical and emergency

incidents involving students, has increased significantly over the past five years. As outlined in Chart 2, since 2013–14, the caseload has more than doubled, and the number of interactions with students has more than quadrupled. In many cases, efforts to support an individual student continue over multiple years. Cases continue to grow in complexity, often requiring many staff hours across units. In the 2017–18 academic year, DOS provided support to almost one-third of the undergraduate population. All student interventions are tracked in a secure CARE network technology solution.

Title IX-related educational programs have dramatically expanded in nature and in scope since the last re-accreditation. The University has added a central Title IX Coordinator and a Deputy Title IX Coordinator. An improved [Title IX website](#) offers comprehensive information and next steps for all members of the community who have Title IX concerns. In 2017–18, DOS staff coordinated close to 50 unique trainings, programs, and educational events regarding this topic. Additionally, DOS coordinated mandatory online training for new freshmen, transfer students, and law students, as well as optional training for new graduate students. Only a fraction of this programming was done in 2012–13.

Interventions with victims of sexual harassment and violence have increased dramatically over the past few years as outlined in Chart 3. The data includes outreach with students whose incidents occurred both before and during their tenure at the University. In many cases, efforts to support individual students continue over multiple years.

Counseling Center

The Counseling Center offers a multitude of services to support students' mental health. This includes individual counseling center appointments, psychiatric services, group therapy, and community outreach. In 2017–2018, 635 (15%) full-time students were seen by the Counseling Center; in 2018–2019, a record 645 (15.2%) full-time students were seen, including 75 clients requiring medication. While most other universities have a cap of about 10 sessions per year, the Counseling Center allows full-time students 45 sessions over his or her academic career at no charge. This allows students to allocate sessions for when they need it most. If services are needed after 45 sessions, it is indicative of the need for ongoing support and the Counseling Center refers the student to local providers.

In a continuing effort to address resource allocation challenges while maintaining current session limits, the Counseling Center implemented "Let's Talk" walk-in appointments in 2016. This program provides students two non-emergency walk-in appointments per semester to discuss non-crisis concerns. The goal of the service was to maximize the availability of appointments for

students who require or desire ongoing counseling by not clogging the system with students who had a one-time need to speak with a counselor. In 2017–2018, 92% of students who utilized the service only did so once; in 2018–2019, this number dropped to 84%, as 220 walk-in Let's Talk appointments were conducted with 184 students. Meanwhile, emergency walk-ins increased 24% in the same academic year, with a total of 288 walk-in appointments (both Let's Talk and emergency).

The Counseling Center also added psychiatric services to students who are also in weekly individual therapy. To expand service appointments, the Counseling Center recently hired a psychiatric nurse practitioner (to replace a part-time psychiatrist) to serve approximately 150 students. The psychiatric nurse practitioner works with students considering starting medication and to monitor prescription medications for ongoing clients.

In addition to these individual services, the Counseling Center hosts numerous group therapy and community outreach opportunities. Each semester, the Counseling Center hosts a minimum of three group therapy groups, although five to seven groups have been held each semester for the past several years. Full-time and part-time students can join group therapy for free without numeric limitations. The themes of the group-therapy sessions reflect those of the current student body. Therapy groups include Understanding Self and Others (a group focusing on general interpersonal relationships); the Empowerment Group (a group for sexual assault survivors); Confident Cardinals (a group focused on social anxiety); MOSAIC (a drop-in group for LGBT-identified students and allies); the Body Project (a group focused on healthy body image); and Stress Management 101 (a group focused on skills to stress management, including mindfulness). In 2018–2019, six therapy groups ran in each semester, serving 60 people who attended an average of 6.4 sessions each.

The Counseling Center also reaches out to the community with an average of 60 activities per year. These activities include talks in residence halls, faculty and staff trainings, and screening events for issues such as alcohol abuse, eating disorders, and suicidality. There are liaisons with the Center for Cultural Engagement and the Office of International Student and Scholar Services, as well as sexual assault awareness events in conjunction with the DSS and Peer Educators Empowering Respectful Students, a student peer education group focused on alcohol and drug education, sexual violence prevention, and mental health.

Chart 4 outlines the number of students receiving individual counseling and those tracked for moderate/severe suicidality over the past several years. Individual clients have increased 25%, and those tracked for suicidality have increased 62% based upon the 2013–14 year.

Chart 2: DOS Support of Students

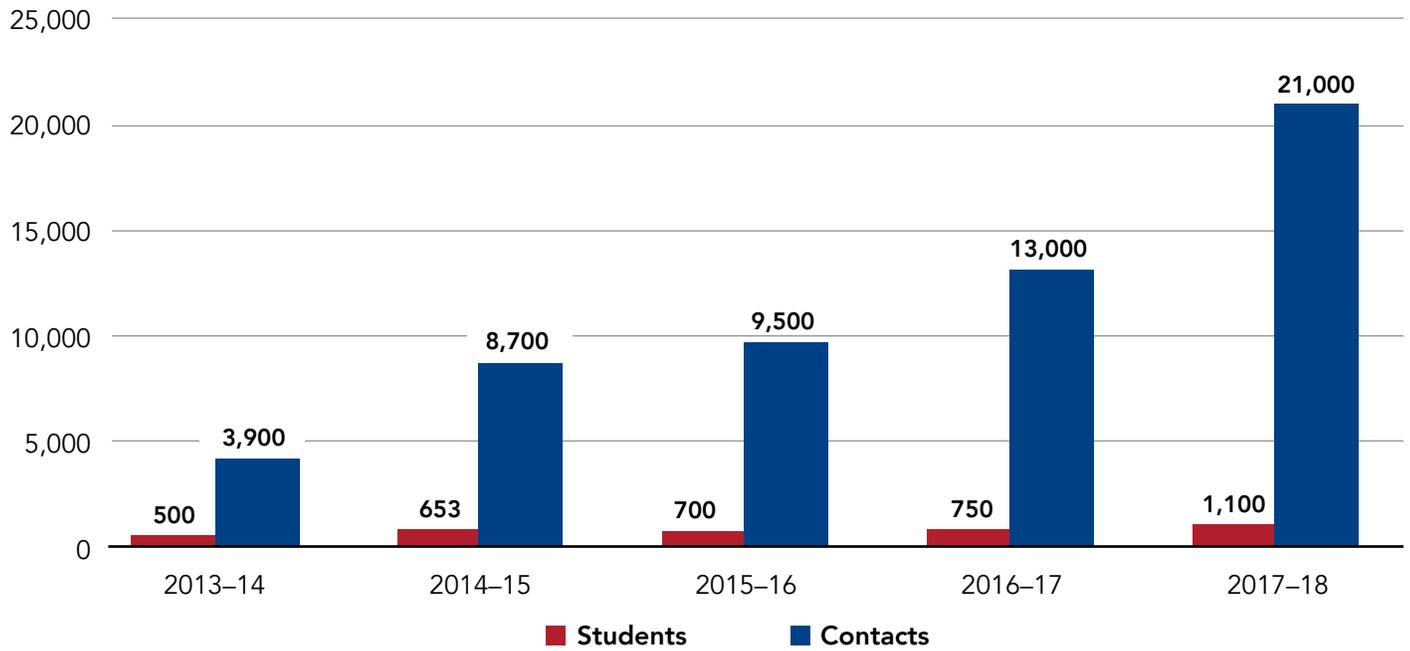


Chart 3: Support for Victims of Sexual Harassment and Violence

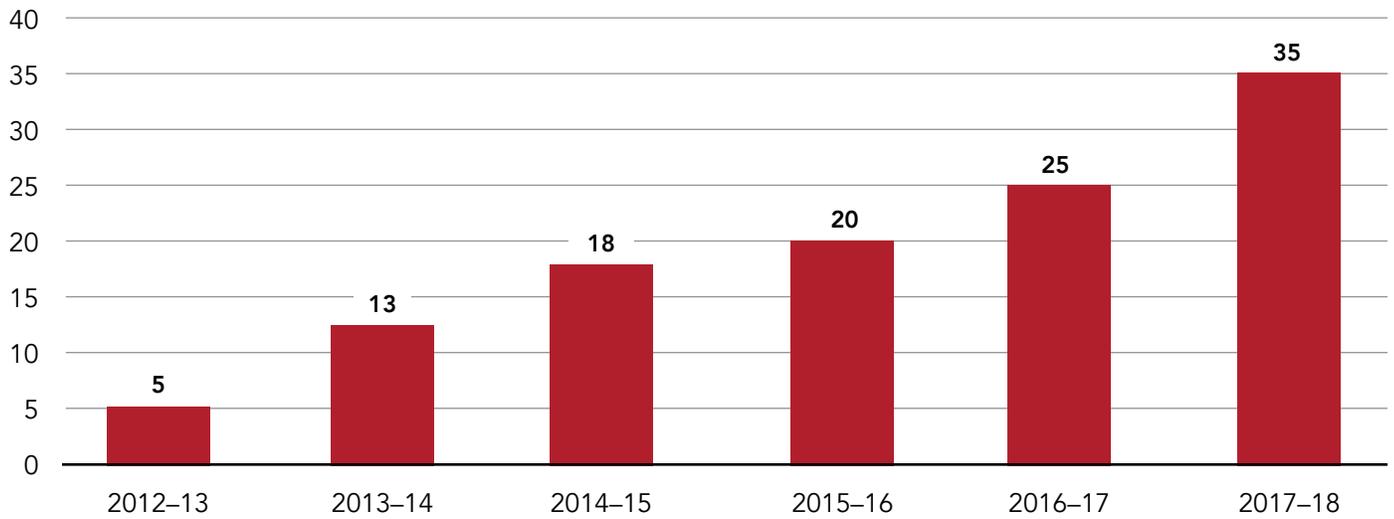
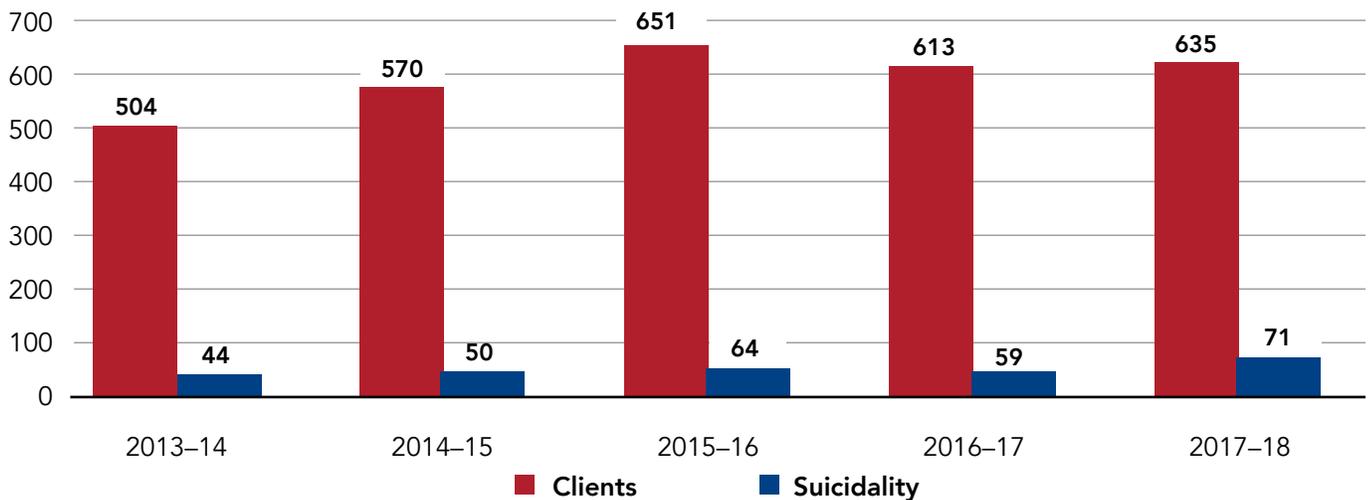


Chart 4: Students Engaged with the Counseling Center



Disability Support Services

The Office of Disability Support Services (DSS) provides accommodations for all undergraduate and graduate students. The number of students registering with DSS has increased from 178 students in fall 2014 to 357 students in fall 2017. In addition to creating letters of accommodation and maintaining accommodations, DSS supports the teaching and learning environments at the University.

One of the main ways that DSS has supported both students and faculty in the past several years is by proctoring accommodated testing. In 2015–2016, DSS proctored approximately 200 tests through a collaboration with the Counseling Center. The number of tests proctored by DSS has grown rapidly. In 2016–2017, DSS proctored 1,076 accommodated tests. In 2017–2018, DSS proctored 2,002 accommodated tests. To maintain test integrity and security of each test, DSS hired a new full-time test administrator in summer 2018 to meet accommodated testing demand.

While most universities provide letters of accommodation and assist students through critical issues, DSS works with students proactively through a program called 248. Launched in fall 2016, the 248 program assigns all incoming students and continuing at-risk students registered with DSS to meet individually with a DSS staff member three times in the fall semester. These meetings are conducted two, four, and eight weeks after a student receives his or her individual letter of accommodation. In these meetings, DSS staff work with the student to ensure that the appropriate accommodations and supports are utilized to troubleshoot any issues that arise. Staff also help students develop skills for success.

Chart 5 outlines the average number of students requesting services from Disability Support Services over the past several years. The number of students served in 2017–18 is double that of 2014–15.

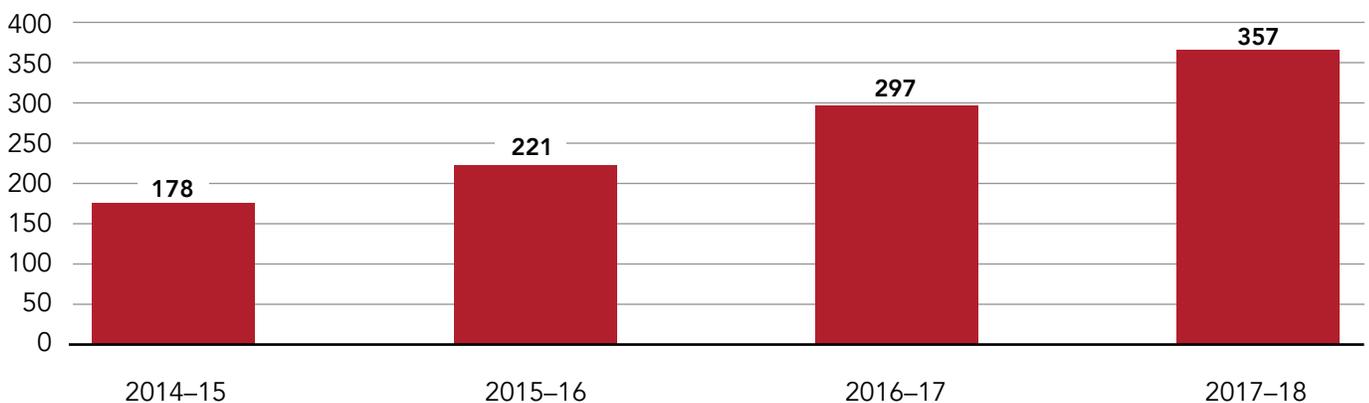
Campus Ministry

The Office of Campus Ministry is responsible for the pastoral care of students, faculty, and staff regardless of their faith tradition. Campus Ministry is a critical component of the University's network of support given the connections those staff make with students. The staff comprises clergy, religious, and lay persons. For the past 20 years, the director of Campus Ministry, who is also the University chaplain, and the other clergy staff have been from the Order of Friars Minor Conventual (Conventual Franciscans). In 2011, the University chaplain instituted a priest and religious-in-residence program to foster a greater understanding of priestly and religious vocations by having these men and women as live-in members of the students' residential community. The University engages three priests and six Dominican sisters in this capacity.

Campus Ministry supports active ministries for graduate and professional students, men, women, and pro-life activities. The professional Campus Ministry staff advise all the University's 10 [faith-based student organizations](#).

The Student Minister Program, composed of the House and resident ministers, is a critical component of Campus Ministry. The House has been a University tradition for more than 45 years. It started as an off-campus house for students to live together in an intentional Christian community. It moved to its current home on campus in Caldwell Hall, where Campus Ministry student staff members continue to live in community with one another. The prime responsibility of House ministers is to assist the Campus Ministry pastoral staff in ministering to first-year students. Student ministers in The House eat together, pray together, and serve together through their outreach in first-year residence halls and through conducting weekly events for prayer and fellowship. Resident ministers are a community of student ministers who live in the residence halls and minister to residential upperclassmen on campus. Resident ministers live

Chart 5: Students Registered with DSS



among the people they minister to on campus. They come together as a community for fellowship, prayer, and shared ministry.

Community service is a critical aspect of the work organized by Campus Ministry. On a weekly basis, Campus Ministry organizes 46 opportunities for members of the campus community to perform service in the Washington, D.C., area. The Mother Teresa Day of Service in September and the Martin Luther King Jr. Day of Service in January are major service activities coordinated by the office which allow more than 600 students, faculty, and staff to serve the local community. Annually, more than 2,000 individual students participate in close to 5,000 service opportunities.

Student engagement is a core component of Campus Ministry. Students lead retreats, mission and Habitat for Humanity trips, Bible studies, and play a critical role in daily liturgy and worship. During 2017–18, close to 4,000 students attended programming sponsored by Campus Ministry for a total attendance of more than 20,000.

The Center for Cultural Engagement (CCE)

The Center for Cultural Engagement (CCE), created in 2016, reflects the University's commitment to a campus and a world that values every human being and supports and celebrates their uniqueness, experiences, and contributions. The CCE is dedicated to students from minority backgrounds, helping them develop a sense of self, a sense of place, and a sense of responsibility. Lastly, the CCE has also become a resource for faculty and staff and has collaborated with various offices in the development of programs that encourage dialogue, service, and celebrate diversity.

A major focus of the CCE is its dedication to accompaniment and mentorship. Responding to the invitation posed by the recent [Synod of Bishops on Young People, Faith, and Vocational Discernment](#), the CCE understands that accompaniment must happen along the path of gradual assumption of responsibilities within society. The CCE supports the Synod by "focusing specifically on relationship with diversity, that sees it as a mutual enrichment and as a possibility for fraternal communion, against the twofold temptation of retreating within one's own identity and of relativism."

By providing a physical space for students to gather on a regular basis, the CCE promotes a culture of encounter between students of diverse racial, ethnic, and cultural backgrounds. The center serves as a safe space where students can relax, develop relationships, and receive support and encouragement. Through weekly facilitated discussions, known as *What's Going On?*, students consider important, timely, and sensitive topics in an environment of respect and understanding. They are challenged to stretch their own understandings and assumptions, seeking to build bridges. Similarly, through its *Intercultural Dialogues* series, the CCE organizes discussion panels of topics that affect the

University community. Guests include local community leaders, businesspeople, religious leaders, and others who work tirelessly to enhance human dignity. Through these dialogues, students hear about community needs and are encouraged to use their understanding in service to their communities, the nation, and the world.

To mentor students, the CCE provides opportunities for students to understand that life is a journey. Through a program called *Major Keys*, students learn about the journey of University faculty, staff, and other guests. The goal is to demonstrate to students that not accomplishing all the goals in life does not mean that one has failed, or that accomplishing all the goals does not mean one has succeeded. Students are challenged to see that life is more than their self-imposed expectations.

A key constituency of the CCE is first-generation college students. In 2019 the CCE launched *Take Flight*, a program that supports the transition of first generation students to life at Catholic University, capitalizing on gifts and talents they possess. Through their participation in *Take Flight*, first generation students will easily access resources available to them, reach personal and academic goals, develop healthy habits that ensure academic success, and fully engage in campus life. These students are also empowered to use their own experiences to encourage future college students by participating in the CCE's high school outreach initiative.

Commuter students have also found a home in the CCE. They participate in programs, giving them a sense of belonging on campus even when they do not return to the residence halls when their classes are over. The CCE serves as a place where they can study in between classes and "break bread" with others.

Early Identification and Intervention

The University process for identifying students who may be less prepared for study at the level for which they have been admitted is multi-dimensional and multi-faceted. The Center for Academic and Career Success (CACS) works with Institutional Research to support a robust plan for early identification and intervention of these students. Institutional Research aggregates data points based on the information the University collects from incoming students. The data points include measures such as high school GPA, SAT, or ACT scores, first-generation college status, gender, and disability status. This data is used to produce both a predicted GPA and a risk score.

CACS uses this metric to proactively engage students statistically more likely to experience difficulty once they enter the University. CACS also offers more formal assessments and interventions. Among the academic support services provided by CACS are subject labs, the Math Center, and Academic Coaching and Assessment — an intensive support and mentoring program. Services provided by the subject labs and the Math Center are free, but there is a small cost associated with individual tutoring services charged to the student's individual

account. Once students begin attending classes, CACS seeks out underperforming students by reviewing all the midterm grades of freshmen.

Additionally, early identification and intervention takes place in the classroom when professors/instructors notice a pattern of missed or incomplete assignments and failing grades. Students who have not sought out academic advice are encouraged to participate in academic consultation. At that point, the professor/instructor can advise the student to seek tutoring/coaching support, Writing Center support or an appointment with CACS. With the fall 2018 rollout of the Cardinal Success technology platform, students can make appointments online. Professors/instructors can also make online referrals to the Tutoring Center, the Writing Center, Disability Support Services, the Office of the Dean of Students, and CACS.

Additionally, all of the University's support functions discussed herein all receive inputs from students, faculty, staff, parents, and friends of students. Through Cardinal Success and the CARE network, staff more efficiently track concerns, detail interventions, and communicate with colleagues about at-risk students.

Student Life and Extracurricular Activities

The University offers a large schedule of events with at least one student organization-sponsored, department-sponsored, or student-focused event each day during the academic year. Through the Office of Campus Activities (OCA), the University recognizes more than 100 [student organizations](#) and provides resources to ensure their success.

Student organizations are provided training and information on policies and procedures applicable to all students, as well as student organization-specific information. Some of the most influential and longest-standing organizations include Program Board, College Democrats, College Republicans, Student Government Association, Cardinals for Life, Knights of Columbus, Filipino Organization of Catholic University Students, Centerstage Theatre Company, and the Graduate Student Association.

These organizations consistently serve as the foundation for student life. Every student can easily identify an event or initiative that one of these groups has sponsored that has positively impacted them. The cross-section of various types of involvement through these organizations underscores the student body's diversity of ideas and interests. Many of these organizations collaborate to put on larger and more impactful events and programs, including frequent collaboration between College Democrats and College Republicans.

OCA manages the new student organization process that allows students to submit proposals for the creation

of additional organizations. This process takes place at the beginning of each semester and allows students to submit their idea to be reviewed by OCA. Students interested in starting a new group are expected to review the existing organizations and determine if a need is not being met. The submission process asks students to think critically about the purpose of their organization, their short- and long-term goals, and it requires research into potential conflicts with the University's mission.

Upon submission, the OCA staff conducts a thorough review to determine if those groups meet established criteria for approval. Upon approval of the new organization, OCA works with students to mold their idea into an organization, including support for the creation of a constitution, selection of officers, event planning, and officer training. The OCA staff meets with the student group multiple times throughout the first semester to ensure that they are receiving ample support as they mold their idea into a fully functioning organization. As the organization meets the steps outlined by OCA, it becomes registered and recognized at the beginning of the following semester.

Catholic University Athletics serves the well-being of our campus community by offering a wide range of wellness opportunities for our students, faculty, and staff. It also offers student-athletes of exceptional ability and dedication the guidance they need to excel in their chosen sports, providing equal opportunities for men and women in intercollegiate athletic competition. The University competes in Division III NCAA athletics with 13 women's sports and 12 men's sports. The Department of Athletics supports more than 600 student athletes with mentorship, advising, and leadership training.

Cardinal teams have a proud history of performing on the field, in the classroom and within the community in both men's and women's sports. Our student-athletes are motivated to cultivate their God-given talents with discipline and heart, guided by committed coaches, and encouraged by the cheers of their classmates and the support of enthusiastic alumni. The University has won the Landmark Conference Presidents' Trophy as strongest overall athletic department in the league twice since 2012 — and on average over the past decade our teams have ranked among the top third of NCAA Division III programs nationwide.

For the 2018–2019 academic year, 24 of 25 varsity squads earned an above 3.0 grade point average for the year. Of 325 eligible student-athletes, 217 were named to the Conference All-Academic team, which translates to 66.7% of the athletes earning at least a 3.2 cumulative grade point average. Similarly, during the 2017–2018 academic year, 86% (18 out of 21) squads earned a grade point average of 3.0 or better and 62% (213 out of 345) were named to the Conference All-Academic team.

On an annual basis, Cardinal athletes and coaches volunteer their time and energy in community service related projects and events including the Martin Luther King Jr. Day of Service, Relay for Life, the Polar Bear Plunge, the fall and summer games of the D.C. Special Olympics, and the Catholic University Field Day for children from the Brookland community.

Our athletics programs are of high quality, which has enabled us to attract prospects that can help build successful programs. At the same time, our programs are also powerful drivers of both enrollment and retention across the undergraduate population. Fully 35% of the University's 2018 freshman cohort were recruited student athletes.

New Student Orientation

The Office of Campus Activities offers a comprehensive [Orientation](#) program that introduces new students to the University. It helps them navigate college life, understanding the opportunities and resources within the greater Washington, D.C. community and appreciate the rigors of academic study in the college environment.

Orientation facilitates the successful transition of new undergraduates into the University's intellectual, social, and faith-based communities; promotes student learning and development; encourages independence and individual responsibility; and facilitates continued student success to graduation. Programming emphasizes the University's academic and community expectations and social developmental resources and opportunities.

Through personal connections with peer leaders, faculty, and administrators, new students and their families will develop an understanding and appreciation of the intellectual, social, and service opportunities available, as well as gain knowledge of campus and community resources. To determine the effectiveness of these programs, the Office of Campus Activities reviews surveys from families and students who attend each year and compare data and statistics over the years. Orientation also provides a wealth of communications to students, including hand-written letters from student Orientation advisors, printed to-do lists, and student and family guides.

The program begins on a Thursday with residence hall move-in, a welcome from the president, and sessions designed to connect students and families to the campus community. The Friday schedule has University life sessions throughout the first half of the day, including options on campus safety, Education Abroad, campus employment, financial aid, campus health care, cultural programming, community service, and faith formation. The afternoon provides an opportunity for students and families to meet with their academic school, hear from the dean of their school, and learn more about their individual majors and programs.

After the academic sessions, the family portion of the Orientation program ends with a Mass followed by more social interactions for the first-year students.

Saturday is the first full day for students without their families on campus. It starts by getting more into direct advising and testing sessions, as well as *Real World*, a dynamic presentation that deals with topics such as community standards and difficult issues students may face. On Sunday students enjoy an excursion to explore different areas of the D.C.-community and get prepared for their first day of classes the next day.

An additional pre-Orientation is offered to incoming students registered with the Office of Disability Support Services (DSS). Called Smart Start, it is for both incoming students and their families. DSS staff and student ambassadors — student volunteers registered with or working for DSS — host the program. Smart Start allows students to move in two days early. They meet peers, upperclassmen, staff, and faculty, and they learn about their responsibilities and how to succeed at the University.

Smart Start is free to ensure its accessibility to all families. Participation in Smart Start has grown in the past several years; more than 100 incoming students and family members participated in Smart Start 2017. Feedback has been positive: Satisfaction on Smart Start surveys has been above 90% since 2014 (93% in 2014, 95% in 2015, 94% in 2016, 95% in 2017).

International Student and Scholar Services (ISSS) coordinates a one-day pre-Orientation in both the fall and spring for all new international students. Support is provided by a group of experienced international students who help facilitate conversations, build relationships with the new students, and answer questions. Peer mentors present panel discussions from current international students, provide campus tours, and present an introduction to campus services.

Student Achievement of Educational Goals

The University recognizes the importance of a transparent and achievable path to graduation, as well as post-completion placement. The University uses a student-centered advising approach to maximize every contact with the student to enhance achievement of educational goals. The institutional reorganization that created the Center for Academic and Career Success is the most recent effort to provide a seamless transition from student status to post-graduate status. This model, rolled out to the Class of 2022, assigns an [Academic and Career Advisor \(ACA\)](#) just after a student has matriculated. The ACA serves as a consistent resource for both academic and career advising. Topics for discussion include: first-year registration, major selection, career options, internship opportunities, cover-letter guidance, and interview training. After their first year, all students receive a second advisor from their

major who serves as a primary academic/major advisor.

Each year, the University reviews, updates, and catalogs the [University Announcements](#). Students can reference the degree requirements and policies for their term of admission.

The University has leveraged a home-grown tracking sheet system, built in consultation with each academic unit, the dean of undergraduate studies, and the registrar, for many of its undergraduate programs. For freshmen and sophomores, a new degree-audit tool was launched in 2018–2019 as part of Academic Advising in the Cardinal Students system. This is a more dynamic tool for tracking progress toward degree as it includes general education curriculum requirements and major requirements, as well as allowing for tracking double majors, minors, and certificates. The system allows students to visualize and “slot” classes to the programs’ requirements. Newly built functionality within the student information system better leverages PeopleSoft to configure degree requirements and a degree audit for each undergraduate major.

The program requirements are coded into the system and “checked off” as students meet the requirements. This new functionality allows the University to audit for specific conditions, such as GPA requirements and transfer credit, while tracking students double majoring or those with multiple minors. The new degree audit functionality also allows students to run “what-if” reports to show them implications of changing majors or adding minors/additional majors. Degree-audit functionality is available for students in the class of 2022 and beyond.

3.4.6 Maintenance of Student Records and Release of Information

The University maintains and updates appropriate policies for the safe and secure maintenance of [student records](#) as well as [transcripts](#).

Students are made aware of the Family and Educational Rights and Privacy Act (FERPA) as soon as they are admitted. The Office of Enrollment Services outlines this law and instructs students on next steps so relevant portions of their educational record can be shared with a parent/guardian or other representative. All calls and inquiries to the University are responded to carefully, ensuring that the student has granted the University access before disclosing non-directory information.

Additionally, the University requires that employees complete FERPA training every two years. A new online training module was implemented in 2019 that automatically reminds employees to complete training and managers to follow-up with employees out of compliance with their training requirements.

The University has a [Chief Ethics and Compliance Officer and Chief Privacy Officer](#) who manages compliance with internal policies, as well as federal regulations. For employees unaware of how to proceed, the University maintains a compliance helpline that allows anonymous contact for questions or concerns.

3.4.7 Recommendations

The working group makes the following recommendations:

- More fully integrate service learning into the academic and co-curricular experience. This was a recommendation from the 2016 Retention Committee report. Notably, National Survey on Student Engagement (NSSE) data from 2010 to 2017 show that the University scored higher on the service-learning measure for first-year students when compared to Mid-East Private, Selected Peers, and NSSE participants. However, there is a significant decrease in this measure for first-year students who enrolled in 2018. The University should take steps to address this decline in the near term, given the long-term performance in this area.
- Enhance cross-training of academic and student support professional staff. Because of greater collaboration between units as a result of increased communications via Cardinal Success of at-risk students and the establishment of CACS with more dedicated staff for academic advising, enhanced training should allow for a more streamlined delivery of services. Increases in collaboration and communications will also lead to an earlier identification of students of concern and prevent administrators from experiencing an overwhelming caseload. Through enhanced cross-training, the University could ideally refocus the less complicated and/or urgent cases to a more front-line advisor as opposed to an associate dean in DOS or in academic schools.
- Continue to take steps to address the retention of commuters and minority students. While enhancements such as the establishment of the Center for Cultural Engagement have had a positive impact in this area, current data shows that the five-year average retention rates for commuter (76.6%) students are behind residential (85.6%) students. African American (73.7%) and Hispanic (79.8%) students lag behind white (86.9%) students. More attention should be focused on the development of specific retention strategies to address these gaps, including the potential expansion of the CCE.

3.5 Standard V: Educational Effectiveness Assessment

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

3.5.1 Overview

The Standard V working group collected and reviewed documents pertaining to educational goals. In addition to the general charge, it considered the following questions:

- To what degree are educational objectives at both the institutional and programmatic levels articulated?
- How does Catholic University evaluate student learning outcomes and present its assessment findings?
- How does Catholic University integrate its mission in the curriculum?
- To what degree do Catholic University assessment activities drive improvement in programs?
- How does Catholic University assess student placements and identify major accomplishments?
- What is the culture of assessment in the Catholic University community?

3.5.2 Student Learning Outcomes and the Culture of Assessment

In response to the letter of reaffirmation from MSCHE in June 2010 that recommended Catholic University support assessment of institutional effectiveness and the achievement of intended student-learning outcomes (Standards 7 and 14 in the previous cycle), the University created a University Assessment Council. The provost at that time delegated day-to-day management oversight of the student learning assessment plan to the assistant vice president for Planning, Institutional Research, and Assessment. In July 2016, the new provost created the Office of the Vice Provost and Dean of Assessment to coordinate all academic assessment activities with the Office of Institutional Research. The vice provost and dean of assessment works with the Assessment Council with representatives of all schools, the dean of students, plus the director of the Honors programs, a representative of Campus Ministry, and the associate vice president for Planning and Institutional Research.

An essential contributor to the evaluation and development of student learning assessment was the Student Learning Outcomes Assessment Council (SLOAC).

The dean of undergraduate studies in collaboration with the assistant vice president for planning, institutional research, and assessment chaired the council. It facilitated implementation of the student learning assessment plan by providing guidance, structure, and support for the assessment of student learning.

The student learning assessment plan operated at three levels: course, program, and institution. It included an annual timeline and a conceptual framework based on a four-step cycle following MSCHE guidelines. The four steps in the cycle are: 1) develop and revise goals for student learning and appropriate outcome measures; 2) offer students the opportunities to achieve goals; 3) apply measures to assess student learning outcomes; and 4) analyze and use the results to understand and improve student learning.

SLOAC members included faculty from the appropriate programs, University librarians, Campus Life professionals, and students. SLOAC met quarterly and served as both consultant and advisor on assessment to the provost and the assistant vice president. It made recommendations on implementing policies to support the student learning assessment plan. The council created guidelines and a sample rubric for reporting assessment activities, reviewed assessment evaluations conducted by its subcommittees, and assisted with the bi-annual updating of the student learning assessment plans.

Formal statements of goals for student learning for each degree and certificate program are provided in the [University Learning Outcomes Assessment website](#). They identify multiple measures of student learning assessment appropriate to program goals, summarize the steps faculty follow to implement, and analyze these assessments. As new academic programs are introduced and existing programs are reconfigured, the vice provost and dean of assessment may work with individual academic units to create new or updated statements of goals for student learning. Rubrics are used by faculty as metrics to measure student learning outcomes and to aid faculty reflection upon student learning outcomes as well as an aid in the improvement of the curriculum. [A basic guide for designing rubrics](#) is available in the University Learning Outcomes Assessment website, as well as the [Student Learning Assessment Plan](#).

3.5.3 Syllabus and Course Evaluation

Every semester, professors, both full- and part-time, are required to provide a detailed syllabus of their courses in the beginning of the semester. Faculty upload their syllabi to the Institutional Research website at the start of each semester. Syllabi include goals for student learning and the related assessments through course requirements. A syllabus template is provided to all faculty via email by the provost office every semester, and faculty upload their version to the Institutional Research website. The syllabus template was updated in 2018 to be compliant with the Americans Disabilities Act (ADA).

Students complete course evaluations at the end of the semester. Students not only rate their courses and instructors, but they also evaluate whether the outcomes for the courses were obtained. Student feedback is a valuable resource for instructors and the University. Instructors use this feedback to make improvements to their teaching practice to create better learning environments. The course evaluations influence teaching and learning because feedback is also reviewed by deans and department chairs, contributing to decisions concerning faculty and courses.

The preparation of course evaluations starts around mid-term. In the beginning of each evaluation cycle, the Institutional Research and Assessment Office sends the preliminary course lists to each school and department for their verification and modification. Administrative assistants review the list, make changes if necessary after checking with the instructor, and return the updated list before the deadline. Students have more than two weeks to complete their evaluations. The online individual course evaluation reports with comments are generated one week after the general course evaluation survey close.

The individual reports with comments are distributed to the departments/schools. In 2017, the University started to move from paper evaluation to online. In 2018, only online evaluations were conducted. The participation rates going back to spring 2014 are summarized in Table 1. The drop in the response rate has prompted the vice provost and dean of assessment to start a campaign with faculty and students to increase the response rate in 2019. Evaluating courses online is fast, convenient, secure, and low-cost. The campaign focuses on how course evaluation results are used by faculty to improve teaching, and they are a significant component in the promotion and tenure process.

Table 1: Student participation rates for the overall course rating

Spring 2014	80%
Fall 2014	81%
Spring 2015	62%
Fall 2015	73%
Spring 2016	76%
Fall 2016	75%
Spring 2017	69%
Fall 2017	55%
Spring 2018	44%
Fall 2018	58%

Working Group V used a subset of both syllabi and evaluations to review how learning goals and outcomes were presented to students and to see how students perceived the attainment of course objectives. Syllabi from 10% of the courses taught at the University were sampled, leaving aside dissertation and independent study. There were about 4,500 course sections in 2017–2018. Of those, 58% had syllabi uploaded, because not all course sections require independent syllabi. After removing all courses with fewer than three credits, there were 2,084 syllabi uploaded. The sample included 10% of the courses, making sure the counts were proportional to school size. In total, 125 syllabi were evaluated, and 161 course evaluations were examined. Some of the major findings are described in Table 2.

3.5.4 Mission in the Curriculum

Working Group V analyzed how the educational goals are interrelated with the University's mission: "Dedicated to advancing the dialogue between faith and reason, The Catholic University of America seeks to discover and impart the truth through excellence in teaching and research, all in service to the Church, the nation and the world." To evaluate how the University's mission is integrated into the curriculum, the mission statements for the 12 schools were analyzed. The new general education curriculum was compared to the old system of distribution requirements, and the University Honors Program curriculum was evaluated.

The same aforementioned 125 randomly selected syllabi were evaluated. The working group rated the descriptions and learning goals sections of the syllabi on whether they articulated the mission of the University fully, partially, or not at all, with an additional column for insufficient information.

It was determined that the mission of the University could be more consistently articulated across all available platforms. Of the 125 courses evaluated, the working group concluded that only 23% of the syllabi effectively articulated the mission of the University.

The mission statement for graduate studies mentions the University's mission but does not articulate what it is: "The Office of the Vice Provost and Dean of Graduate Studies works collaboratively with faculty and administrators from CUA's 12 schools to enhance the academic quality of graduate programs, and provides leadership and support to the University's graduate mission." Individual graduate programs often do not have mission statements. Online programs do not differ from on-campus programs with regard to their mission statements.

The new general education curriculum, implemented in the fall of 2018, effectively articulates the mission of the University. Whereas the system of distribution requirements that existed prior to the fall of 2018 does not articulate a common purpose for the courses selected and does not refer to the mission of the University, the

Table 2: Syllabi and Course Evaluation Analysis

<p>Analysis done for 125 syllabi randomly selected</p>	<p>54% clearly stated course goals, learning goals and professional standards</p>	<p>62% clearly stated learning outcomes and what the student would gain from course</p>
<p>Course Evaluation done by students and analyzed by working group 5 (161 courses were analyzed)</p>	<p>65% of courses reflected the course goals and learning outcomes. Less than 2% of all courses were evaluated as “needs improvement”</p>	<p>79.5% reported that course assignments were appropriate to aims and objectives</p>

new general education curriculum, in its “Curriculum Principles,” articulates a specific rationale that relates directly to the mission: “Catholic liberal education, to use the words of [Ex Corde Ecclesiae](#), wishes to ‘enable students to acquire an organic vision of reality and to develop a continuing desire for intellectual progress.’”

As such, it is dedicated not primarily to “the acquisition of useful knowledge,” but to “free search for the whole truth about nature, the human person, and God”, which corresponds with the mission of a Catholic university as a whole. Liberal education, however, is not opposed to professional training, it rather complements it in the pursuit of “excellence in humanistic and cultural development” and a life-long ‘search for truth and for meaning.’ [Ex Corde](#) refers to the Pastoral Constitution [Gaudium et Spes](#) to explicate more specifically what such an education entails: “The human spirit must be cultivated in such a way that there results a growth in its ability to wonder, to understand, to contemplate, to make personal judgments, and to develop a religious, moral, and social sense.”

The Enduring Questions articulated in the new curriculum effectively address the University’s mission to advance the dialogue between faith and reason. These questions address five thematic areas: The Human Condition, Knowledge and Wisdom, Freedom and Justice, The Good Life, and God. In addition to the question “What is the proper relation between faith and reason?” the Enduring Questions address seminal issues within the Catholic intellectual tradition, such as “What is justice?” and “What does it mean to be free?”

The University Honors Program addresses the mission of the University effectively. Its curriculum is explicitly built around the Catholic intellectual tradition. The five thematic tracks in the program address key questions in philosophy, theology, humanities, social science, and environmental studies with reference to the teachings of the Catholic Church regarding the relationship between the person, the human community, and God. The Honors curriculum is being realigned with the new general education curriculum to incorporate the “Enduring Questions” described in Standard III. There are 25 courses in the thematic tracks,

23 of which have been redesigned to conform to the new curriculum, while two are pending.

3.5.5 How the University Reviews and Drives Improvement in Programs

Catholic University is a diverse academic community with fields of study ranging from traditional liberal arts disciplines (arts and sciences, philosophy) to professional programs (architecture, engineering, law, nursing, social work) to more mission-centric disciplines (theology and religious studies, canon law). Some academic programs are predominantly populated by graduate students; others cater to undergraduates. Still others have constituents composed of both. Because of this considerable diversity in program areas and program size, program reviews, data collected, and metrics used to evaluate for program improvement vary somewhat from program to program.

Some of the assessment processes conducted that drive continuous program improvement are:

- Syllabi collection
- Student learning assessment
- Course evaluations
- National Survey Student Engagement reports (NSSE)
- Assessment Plan for First Year Experience
- Annual Key Assessment Findings
- Major Assessment Findings
- Schools’ external/professional accreditation evaluation
- External professional examinations, such as the bar exam

In some programs, summative evaluation of students uses undergraduate and graduate comprehensive examinations (e.g. arts and sciences, business and economics, philosophy). Others utilize capstone courses for student assessment (e.g. architecture, business and economics, engineering, music, and the Metropolitan School of Professional Studies). Finally,

due to professional expectations, some programs use performance on external professional examinations for assessment (e.g. nursing, law, social service, engineering).

Regardless of the measures used for assessment, each school is required to submit annually Key Assessment Findings (KAFs) of their undergraduate and graduate programs to the provost's office. The KAF report focuses on faculty review and analysis of direct evidence of student learning for a one-year period. Each department and school reviews student progress and applies the results of student learning assessments in their short- and long-term planning to improve instruction and student outcomes. This process interjects a guided reflection and a formal report. Since mid-2016, KAFs are coordinated by the Office of the Vice Provost and Dean of Assessment together with the Office of Institutional Research. Table 3 lists all assessment findings since 2003. It is available on the Institutional Research website.

Table 3: Assessment findings timeline and reports

Year 2003–2008	Major Assessments Findings
Year 2009–2010	Key Assessment Findings
Year 2010–2011	Key Assessment Findings
Year 2011–2012	Key Assessment Findings
Year 2008–2013	Major Assessment Findings
Year 2013–2014	Key Assessment Findings
Year 2014–2015	Key Assessment Findings
Year 2015–2016	Key Assessment Findings
Year 2016–2017	Deans' Self-Study
Year 2017–2018	Academic Renewal
Year 2018–2019	Reviewing of programs and rubric — ongoing
Year 2014–2020	Major Assessment Findings — ongoing

Additionally, eight out of twelve schools have external accreditation bodies requiring additional rigorous data collection, evaluation, and continuous improvement processes. These schools and accreditation details are summarized in Table 4 below.

KAFs and Curricular Improvements

In the School of Arts and Sciences, there are 18 different departments ranging from traditional liberal studies programs (English, modern languages) to more technical programs (biology, chemistry, mathematics, physics). Many of these programs use either senior comprehensive exams or senior theses for student assessment. Curricular improvement changes include the addition of more content to support student scholarly writing and oral presentations, junior seminars,

and additional new courses within majors. Graduate-level assessment focus on pass rates on comprehensive exams, as well as professional development.

Curricular improvements at the graduate level include efforts to target increased preparation for comprehensive exams, oral/written communication, and workshops for teaching and research assistants. Three of the departments of the School of Arts and Sciences: chemistry, education, and psychology undergo periodic accreditation visits by American Chemical Society (ACS), National Council for Accreditation of Teacher Education (NCATE), and American Psychological Association (APA), respectively.

The School of Architecture and Planning undergoes periodic accreditation visits by the National Architectural Accrediting Board (NAAB). The last NAAB accreditation visit was successfully completed in 2016. From KAFs, due to results from design studio (CBDS) performance data, curricular changes over the past few years include allowing teams to self-select and the integration of senior coursework with CBDS to better align curriculum to design requirements. At the graduate level, a new thesis studio was introduced to guide/mentor master's thesis projects. Further, the graduate program added the requirement for inclusion of two external consultants to M.Arch. for increased rigor. A new Integrated Path to Architecture Licensure (IPAL) program was recently implemented. Catholic University is only one of 21 colleges and universities with an IPAL approval from the National Council of Architectural Registration Boards (NCARB).

The School of Business and Economics (now the Busch School of Business) uses the senior comprehensive exam for assessment. Students have an eventual 100% pass rate on the senior comprehensive exam. Students who initially fail the exam can take the exam multiple times until they pass. The first-time failure rate is ~24%. For curricular improvements, the school has added new courses in management and marketing. At the graduate level, grades in core courses such as MSBA 515, IEDM 562, ACCT 650 are used for assessment, as well as master's comps in IEDM (36% failed). New courses have been added (MSBA, IEDM) to increase program content in business communications, operations management, and team-based projects. MSM has been moved to SBE from MSPS.

The School of Engineering is accredited by the Accreditation Board for Engineering and Technology (ABET). Engineering was last accredited by ABET in 2014 and will be re-visited in 2019. In addition to KAF's submitted to the provost's office, engineering departments must submit internal accreditation summaries to engineering dean's office with detailed reports of assessment data and curricular improvements annually, e.g., ABET annual report. For example, in biomedical engineering, some curricular improvements include increased content in the area of engineering materials. Assessment data showed declining pass rates on the national Fundamentals of Engineering (FE) Exam,

Table 4: Schools with external, professional accreditation bodies requiring periodic visits and re-accreditation

School/Program	Body	Degrees	Last Visit	Next Visit
School of Architecture and Planning	NAAB	M. Arch	2015	2023
School of Arts and Sciences				
• Chemistry	ACS	B.S.	2011	2019
• Education	NCATE	B.A.	2014	2021
• Library and Information Science	ALA	M.S.L.I.S.	2016	2023
• Psychology	APA	Ph.D.	2011	2019
School of Engineering	ABET	B.S. (Biomedical, Civil, Comp Sci, Electrical Engr, Mechanical)	2013	2019
Columbus School of Law	ABA	J.D., LL.M., M.L.S.	2016	2023
Benjamin T Rome School of Music, Drama, and Art	NASM	B.A., B.M., M.A., M.M., D.M.A., Ph.D., Graduate Artist Diploma	2008	2021 ²
School of Nursing	CCNE	B.S.N., D.N.P., M.S.N. Post-graduate APRN certificate	2016	2021
National Catholic School of Social Service	CSWE	B.S.W., M.S.W., Ph.D.	2016	2024
School of Theology and Religious Studies	ATS	Master of Divinity, Master of Catechesis (Professional M.A.), Master of Arts (Academic M.A.), Doctor of Ministry, Ph.D.	2017	2022

requiring curricular changes to some coursework. At the graduate level, data showed 100% of students passed Doctor of Philosophy comprehensive examinations.

In the Metropolitan School of Professional Studies, assessment occurs in core courses such as MBU 324, MSO 340, MIS 457 and MID 499 (capstone). Review of KAFs show that students are meeting or exceeding expectations. However, the school continues to seek and implement improvements to further enhance student learning. Recent curricular changes in the undergraduate program include more critical thinking and writing skills workshops. At the graduate level, MUB 673/674 is used for assessment. Curricular improvement includes additional writing and research workshops.

The School of Music (now Benjamin T. Rome School of Music, Drama and Art) is accredited by the National Association of Schools of Music (NASM). The next cycle of accreditation is on hold due to the recent transformation of the school and hiring of the new dean. Music undergraduates are assessed via senior recitals. Graduate students are assessed on final degree recitals. All students passed their recitals. No curricular changes were implemented.

The School of Nursing is accredited by the Commission on Collegiate Nursing Education (CCNE). Nursing recently received a successful accreditation visit in 2017. As part of student assessment, all undergraduates must take and pass external professional exams (HESI, NCLEX) as a requirement for graduation. While results are high, nursing has further incorporated HESI prep and integration into undergraduate coursework. Additionally, nursing has also raised GPA requirements in basic science courses for pre-nursing students before admission into the program, thereby increasing program quality and rigor. At the graduate level, 100% of Ph.D. students in nursing passed comprehensive examinations. Additionally, MSN students must complete a capstone project and certificate examinations (ANCC, AANPCP). Curricular changes include strengthening of biostatistics content in graduate programs, improved faculty training for design of online courses, and evaluation of mentoring experiences. There is a new program in adult gerontology in collaboration with NCSSE.

In the School of Philosophy, assessment of undergraduate students culminates in a three-day senior comprehensive exam. Recent data has shown that students had a 100%

²The new Benjamin T Rome School of Music, Drama and Art has postponed the accreditation process due to the recent changes.

pass rate, though performance on the examination led the School of Philosophy to institute a writing intensive Junior Seminar. Assessment of students in the School's M.A. and Ph.L. programs involves not only careful consideration of coursework and a thesis but also a one-hour oral examination, involving four members of the faculty, after the student has completed all other degree requirements. Students in the Ph.D. program must sit for a two-part comprehensive examination on select premodern, modern and contemporary texts in philosophy.

The National Catholic School of Social Service (NCSSE) is accredited by the Council on Social Work Education (CSWE). NCSSE was last accredited by CSWE in 2017. For assessment, performance on the national ACAT examination is used. Every NCSSE student passed the ACAT exam. Curricular improvements were not shown in KAF's for 2016.

The Columbus School of Law is accredited by the American Bar Association (letter of last accreditation: January 16, 2018) and the Association of American Law Schools. The school currently has a bar passage rate of 68.8%.

In the School of Theology and Religious Studies, the capstone seminar (TRS 495) and senior comprehensive exams are primarily tools used for assessment. In the Certificate for Pastoral Ministry Program, grades, internships, and placement are primarily used. The school offers a key course in the University's general education curriculum, TRS 201. For this course, course evaluations and grades are reviewed annually. TRS 201, taken by all students at the University, evaluations receive the highest grades in FYE. The school is seeking to limit grade inflation for this course by working with instructors to provide a uniform experience in all sections. At the graduate level, M.A. and Ph.D./S.T.D. comprehensive examination rates are used for assessment, as are enrollment and retention rates. Pass rates are 100% for these comprehensive exams. No curricular changes are proposed. The school is accredited by the Association of Theological Schools (ATS).

Besides the annual KAF, the Office of Institutional Research also collects major assessment findings. The summative five-year reporting process ensures that faculty engage with the full range of direct and indirect student assessment data and elicits a report that is a product of their thoughtful analysis and reflection on these data.

For undergraduate programs, faculty review and report five years of data for key courses on enrollment, grades and course evaluations, as well as results from the National Survey of Student Engagement (NSSE). For graduate programs, the report emphasizes student progression rates, providing five years of data for key

courses and five years of data on enrollment, retention, and attainment of milestones such as the passage of comprehensive exams and completing degrees.

Assessment of Student Placements

The [Office of Institutional Research](#) gathers annually information on employment, further education, internship outcomes, as well as satisfaction feedback on how the University prepared students for post-graduate success.

Reports appear on the Office of Institutional Research website and can be viewed/analyzed by faculty and staff to identify trends, areas needing improvement and/or attention. Additional [summary reports](#) for surveys such as the [Undergraduate Senior Survey](#) are also created and placed on publicly accessible pages of the University website.

In the fall of 2017, the University contracted with [Emsi](#), a labor market analytics consultancy. To articulate alumni career pathways, Emsi matches past student records to their database of 108 million professional profiles. This analysis allows Catholic University access to employers, estimated earnings, location, job title, skills, contact info, and certification data for undergraduate and graduate alumni. It is filterable by program of study in an accessible software tool and Excel workbook. It indicates whether graduates are employed in a job related to their field of study.

The Graduate and Undergraduate Alumni Survey is administered annually by the Office of Financial Planning, Institutional Research and Assessment to measure the educational experiences and employment outcomes of graduate alumni one year after graduation. Data summary is provided below in Fig. 1 and Fig. 2 for the classes from 2014 to 2017.

Undergraduate Senior Outcomes

In 2013, the Office of Financial Planning, Institutional Research and Assessment, in conjunction with the Center for Academic and Career Success, began conducting an annual [survey of graduating seniors](#). This survey has traditionally been conducted from mid-April to mid-May, but it now runs mid-April to mid-November. Reports span the classes of 2013 to 2017.

National Association of Colleges and Employers (NACE) guidelines are followed in the collection of data. During the past two years, the Career Services office (now the Center for Academic and Career Success) augmented this survey data with verifiable information from departmental outcomes surveys, as well as LinkedIn. While the resulting data set is not generalizable to the entire student body, it provides a broader database of alumni outcomes.

The class of 2019 report is currently in progress.

Fig. 1: Graduate Alumni Survey, Four Year Summary, 2014–17

(N=680)

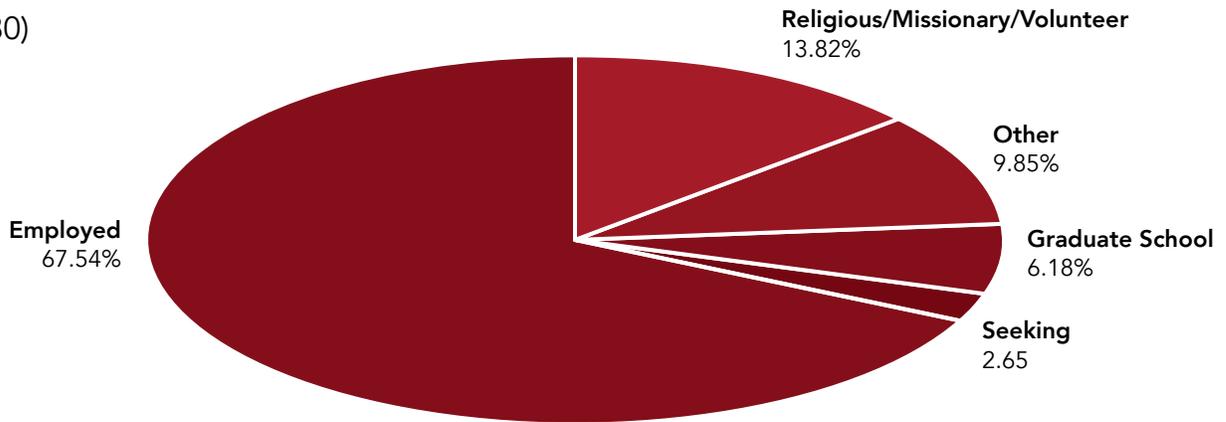


Fig. 2: Undergraduate Alumni Survey, Four Year Summary, 2014–17

(N=748)

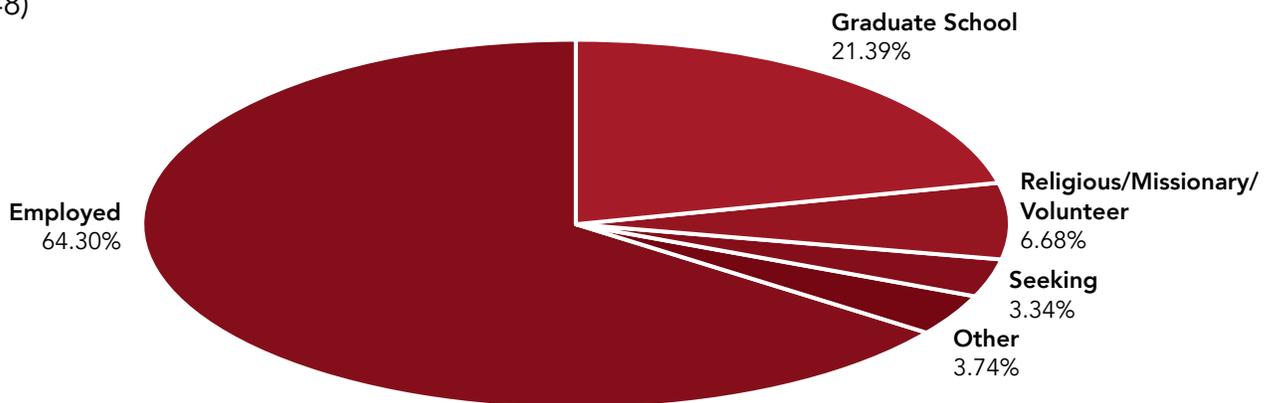
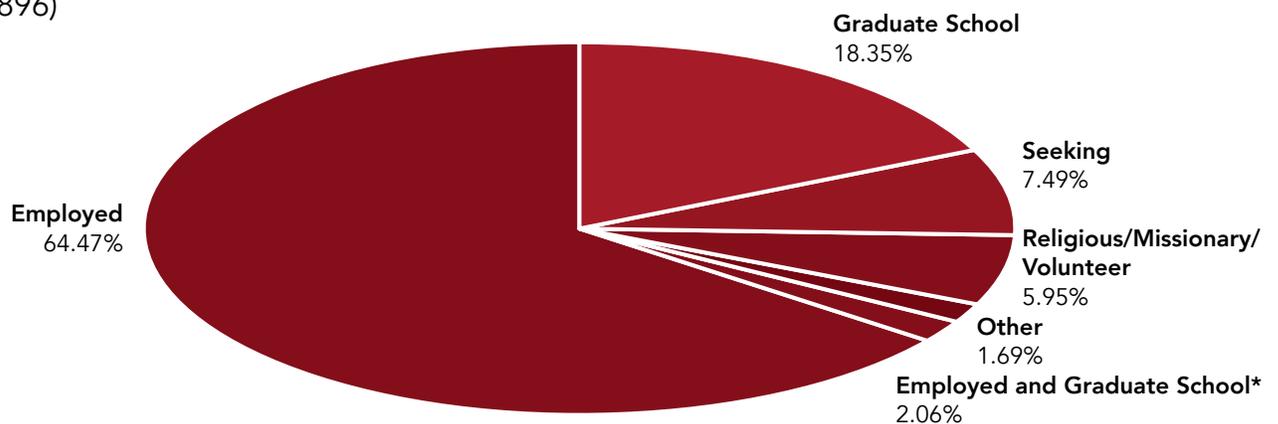


Fig. 3: Undergraduate Senior Outcomes, Four Year Survey, 2015–18

(N=1,896)



**In 2017, a category called "Employed and Graduate School" was added, which was not included in previous years.*

Fig. 4: Internship Survey, Four Year Summary, 2016–19
(N=1,267)

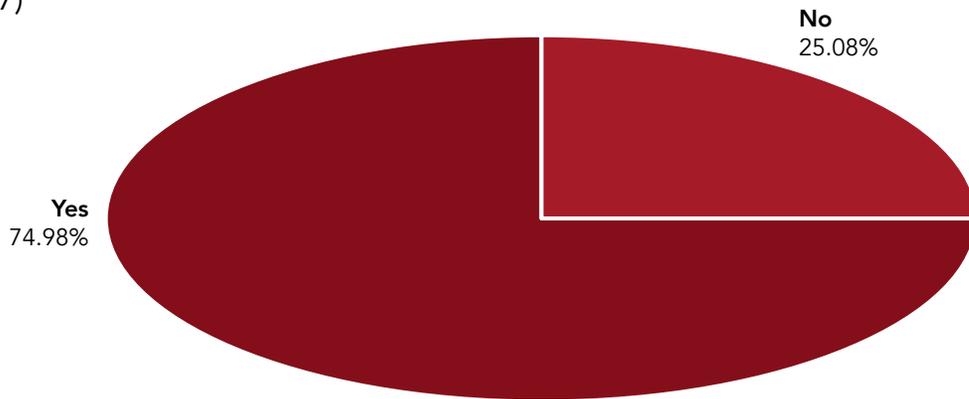


Fig. 5: Job Placements

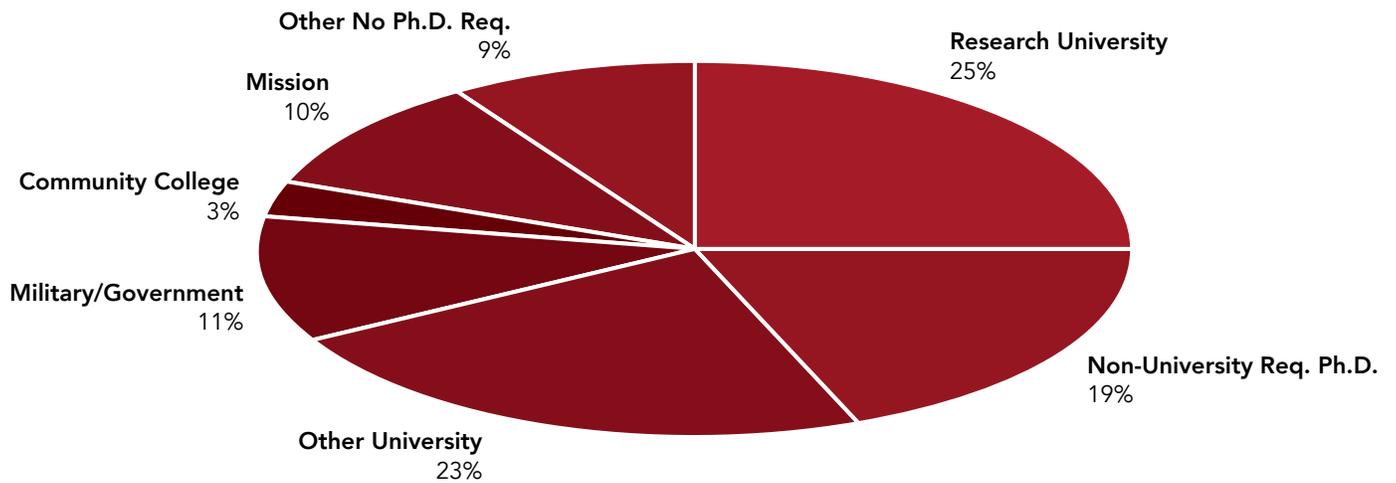


Fig. 5: Job placements for 758 Ph.D. alumni in the past 10 years (2008–2017).

Internship Survey

The Office of Financial Planning, Institutional Research and Assessment, in conjunction with the Center for Academic and Career Success annually conducts an Internship Survey. The survey runs for two weeks in April and is administered to all freshmen, sophomores, and juniors. Data has been gathered from 2016 to 2019 (Fig. 4).

Emsi

To articulate alumni career pathways, Emsi matches past student records to a database of 108 million professional profiles. Details on whether University graduates are employed in a job related to their field of study are also included. The current report was run in January of 2018. Data includes information gathered on 16,630 alumni from 1966 to 2018. An accessible online report is only available through an approved Emsi login.

Self-study of Doctoral Programs

In 2017, the vice provost and dean of assessment together with the provost conducted a self-assessment of all doctoral programs in a survey distributed to all deans. The result of the survey was a list of suggestions to improve programs that included the need to increase stipends for graduate students to become more competitive in the market. Also, in 2017, the vice provost and dean of assessment finalized a campaign initiated in 2016 to track all Ph.D. alumni. All deans were tasked to provide a list of Ph.D. graduates in the past 10 years and identify their current positions, whenever possible. An assistant was hired to complete the search online, but 30% of all Ph.D. alumni were not located. As seen in Fig. 5, of those 758 located, the majority are either employed by research universities (25%), by teaching universities (23%) or have jobs outside academia that require Ph.D.s (19%). Only 9% of the alumni have jobs that do not require a Ph.D.

Programs Assessment

The vice provost and dean of assessment works with the assessment council on putting together a rubric to evaluate all programs. This initiative is an outcome of the Academic Renewal proposal approved by the Board of Trustees that stated: "Ensure annual evaluation of all academic programs to identify what is working well and what needs to be fixed, and to propose one or more new growth programs each year that can have a positive impact on enrollment (with budgeted seed funding for most promising new programs)". The new rubric will be made available in fall 2019, and all programs will be assessed by spring 2020. As part of the University's commitment to assessing programs, the provost office is implementing the Education Advisory Board (EAB) Academic Performance Solutions (APS) platform, which will be used in assessment of the programs. This platform provides academic administrators with holistic access to data on course offerings, faculty workload, course completion rates, and other performance indicators.

The new EAB platform significantly improves the opportunities within the University Honors Program to advise students on how best to complete honors tracks and earn honors recognition at graduation. In some cases, students are unaware that they need only one or two courses to complete an honors track. The EAB platform allows the honors staff to assess quickly and easily which students could be encouraged to take one final class in order to finish a track.

The mission of the recently created Center for Teaching Excellence (described in Standard III) is to support intellectual growth in and out of the classroom. The center's goal is to foster an environment in which students are given a robust teaching, advising, and mentoring experience within a world-class research context. Services include online resources, workshops on a variety of instructional topics and techniques, and teaching orientation for new faculty and graduate teaching assistants. The center will improve pedagogy and will help planning, conducting, and supporting a range of professional development activities.

Division of Student Affairs

The Division of Student Affairs routinely engages in comprehensive assessment efforts related to programs, initiatives, and desired student outcomes across all areas of the division. In order to effectively summarize outcome measures, assessment data and progress updates are presented related to three distinct standards. These outcomes are summarized in the annual Division of Student Affairs Assessment Report, which can be found in Appendix J.

The first set of outcome measures captures progress toward the 10 guiding principles for the division. These guiding principles represent the strategic framework for the division, and they outline the core functions and services that the division provides to students and the University community on an annual basis. These principles remain relatively consistent from year to year. Each department within the division sets measurable goals in conjunction with these broad guiding principles. The outcome measures related to these goals are summarized annually in the assessment report.

The second set of outcome measures relates to progress on objectives specifically outlined in the [Strategic Plan](#). All of the major strategic initiatives for the division are embedded in the Strategic Plan. The Board of Trustees approved a revised version of the Strategic Plan in December 2016. The division is responsible for objectives, initiatives, and action items within the plan. Many of these objectives are one-time projects or aspirational plans, while others are ongoing initiatives. These items are tracked as "completed" (with documentation) or "in progress" depending on their status.

A third set of outcomes focuses on student retention. While the work of Academic Affairs, Enrollment Management and Marketing, Student Affairs, and

Campus Ministry is all interrelated and impacts student retention, Student Affairs leads the monitoring of retention data and outcomes. Annual retention data is summarized in the report, with specific emphasis on freshmen-to-sophomore and freshmen-to-junior trends and analysis. The University Retention Committee and University leaders review this data routinely for analysis and appropriate programmatic follow up.

Some examples of the assessment of the division of Student Affairs include the Counseling Center and the Disability and Support Services (DSS). For instance, the Counseling Center currently serves a record 15.2% of the full-time student population as clients and has added Let's Talk walk-in appointments in order to preserve the availability of long-term counselling by managing discrete issues through a separate track. The assessment of the program of the office of Disability and Support Services (DSS) for 2016–2017 showed that the GPA of students registered with DSS was maintained at an average of 3.14, with 66% of students with a GPA 3.0 or higher. Only 6.46% of students registered with DSS were at academic risk with a cumulative GPA of 2.3 or less. DSS also implemented a model for at-risk students. It schedules students to meet with DSS staff at least three times in the first semester. In fall 2017, 129 students participated, a 37% increase from fall 2016. Other programs such as Residence Life and Student Health Services were also assessed and are continuously improving.

Assessment in the Strategic Plan

Since the previous reaffirmation in 2010, assessment has become a major component in the [University's Strategic Plan](#). In the Strategic Plan, it is clearly stated that the vice provost and dean of assessment work with the provost and the deans of graduate and undergraduate studies to 1) "Sustain a culture of assessment for ongoing program evaluation"; 2) "Examine consolidation of existing schools to reflect academic effectiveness, build excellence, and promote interdisciplinarity"; 3) "Develop metrics to assess program impact (scholarship, research, education, service, finances) of each school; and 4) "Improve institutional assessment with regard to retention factors."

3.5.6 Recommendations

The following recommendations focus on student learning and achievement.

- **Develop a new University syllabus template.** The University syllabus template has had a very positive impact overall and should continue to be adhered to. However, the syllabi sample revealed both a disappointing rate of syllabi collection (58%) and inconsistent conformity to the template. Efforts should be made to improve both the rate of syllabus submission and the rate of conformity to the template.

A new template should be developed to provide faculty with better guidance on how to distinguish among course descriptions, course purpose, and course goals. A new template should also specify the goals of writing assignments and how they are more directly connected to the course outcomes.

In addition, a new template should include an explicit statement of the way in which the course supports the mission of the University. Graduate programs should have mission statements that articulate the relationship between the programs and the mission.

- **Improve course evaluation response rates.** The University needs to devise a better way to collect course evaluations online to improve response rates.

As per the model provided by the School of Nursing, the University should consider asking faculty to complete course evaluations of their own courses. This information would then be reviewed by a departmental or school-based outcomes committee and possibly the curriculum committee to facilitate making appropriate adjustments. Any changes to course objectives need to be reviewed by the departments.

- **Improve assessment effectiveness.** Compliance with annual KAF submissions needs to be increased. The desired goal should be 100% KAF submissions annually. In 2015, only seven of 12 schools submitted KAFs. For 2017, no KAFs were collected as schools were requested to submit dean's Self-Study reports in preparation for [Academic Renewal](#) described in more detail in Standard III.

Curricular improvements should be outcomes-driven and correlated to the data collected.

Several KAFs listed curricular improvements that were not aligned to data collected in KAF. In several programs, it is unclear that curricular improvements implemented will affect data being collected in the next cycle, as they are not tied to assessment data.

The University should improve guidance and training regarding expectations for KAFs. There was uneven quality and lack of consistency between the KAFs submitted by various units. Several units submitted data tables but no curricular improvements. Further, it is unclear that grades in a course and/or enrollment/retention are a proper metric for curricular assessment. In some cases, there is insufficient granularity in data collection to inform curricular improvements.

- **Update data-gathering protocols.** All data-gathering protocols should be reviewed and updated to ensure a standardized set of procedures, and all surveys should be coordinated. Reports should be created to allow for the ability to drill down data in a variety of ways, such as major, school, skill required, or first-generation status.

An annual graduate survey should be created that mirrors the timeline and process of the Undergraduate Senior Survey.

A standardized tracking procedure and reporting tool should be created for all for-credit experiential education.

3.6 Standard VI: Planning, Resources, and Institutional Improvement

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

3.6.1 Overview

As outlined in the [Strategic Plan](#), the University seeks to use its distinctive identity as a basis for securing the resources needed to fund the Strategic Plan. Over the past 10 years, the University has taken several initiatives to assess, measure, and adjust its processes and corresponding short-term and long-term plans to support the Strategic Plan. This chapter explores the University's planning processes, its ability to assess and enhance resources and infrastructure, and its response to opportunities and challenges with the goal of executing the Strategic Plan and supporting mission and goals.

3.6.2 Strategic Plan

Following the recommendation of the 2010 MSCHE decennial accreditation review, the University moved quickly to develop and implement a Strategic Plan with broad input from all quarters of the University community. The plan covers the 10-year period beginning on January 1, 2012 and ending on Jan. 1, 2022. The plan successfully translates the vision and mission of the University into actionable tasks and informs decision-making at scales large and small. As is evident throughout the Self-Study, the goals and objectives guide the work of the University at all levels — from capital campaign priorities to annual operating resource allocation. They help bring cohesion to the University.

Planning Process and Initial Development of the Strategic Plan

The planning process began in November 2010, when President John Garvey established an 18-member Steering Committee to guide and coordinate University-wide development of the new Strategic Plan. A six member Working Group provided background support in research and data gathering. The Steering Committee and Working Group consisted of representatives from faculty, staff, and administration. They were led by

Provost James Brennan and Vice President for Finance and Treasurer Cathy Wood.

A first draft of the plan was composed after a series of 15 town hall meetings was held over a month-long period (Jan. 19, 2011, to Feb. 10, 2011). The draft focused upon specific themes of importance to the entire University community, as well as the concerns of constituency groups with a significant stake in the future of the University. The initial draft also included data gathered through an alumni survey, data gathered through an open response form posted on a Strategic Plan website, and information provided through a liaison process between the Steering Committee and the Executive Committee of the Board of Trustees.

Revisions were then created through consultation with each of the various leadership groups, including the President's Council, the Academic Senate, the Deans' Council, the Academic Leadership Group, and the Administrative Council. A draft of the plan was reviewed by the Board of Trustees in June 2011, and the final plan was approved by the board in December 2011. The Strategic Plan went through 26 drafts during this intense period of consultation and revision.

Review and Update of the Strategic Plan in 2016

As the midpoint of the 10-year Strategic Plan was approaching, there were significant changes in the leadership as several new vice presidents joined the administration within a one-year span. This made it an ideal time to review and update the plan. In 2016, President Garvey charged Provost Andrew Abela, Vice President for Student Affairs Mike Allen, and the Executive Committee of the Administrative Council with this task. This group met in the first half of 2016 to assess the plan and discussed what had been accomplished, what still needed to be done, what was no longer relevant, and what needed to be added.

The review process yielded significant changes as the committee added, consolidated, and reorganized this living document. Most prominent is the addition of a preamble which introduces the plan and provides a context for it. A new top-level goal was also added to explain how revenues from enrollment and development efforts will underwrite the four original goals. Engagement was enhanced by designating a lead for each action item when there were multiple stakeholders indicated. This was especially important when stakeholders were from diverse units on campus. The final timeline of January 2022 was affirmed, and intermediary timelines were dissolved.

The changes to the plan proposed by the executive committee were then reviewed and refined in the summer and fall to incorporate contributions from the academic deans. The updated plan was approved by the Board of Trustees at its December 2016 meeting. The approved, revised Strategic Plan was shared with the University community on Jan. 31, 2017.

Strategic Plan Outline

The Strategic Plan consists of a series of layers moving from a general vision to an operational action plan. The Strategic Plan is built around five broad strategic goals. From these goals flow 21 objectives that describe in more detail the ways each goal will be achieved, 79 initiatives that describe the major methods to obtain the goals and objectives, and 237 action items that detail the individual tasks to achieve the plan's vision. Highlights include:

- **Ensure that every aspect of the University is clearly and distinctly grounded in Catholic identity.**
 - Ensure the continuance and deepening of a strong, mission-based, academically rigorous Catholic identity in every academic unit and program.
 - Ensure that all faculty and staff support and contribute to the University's Catholic mission.
 - Foster a community culture of academic pursuit of truth and virtue.
- **Aim for the highest standards of academic and professional excellence.**
 - Strengthen the undergraduate experience.
 - Strengthen the graduate experience.
 - Increase the academic profile.
 - Strengthen academic support at all levels.
 - Sustain a culture of assessment for ongoing program evaluation.
 - Improve infrastructure for education and research.
- **Provide a vibrant, challenging, and uplifting collegiate experience.**
 - Enhance the on-campus experience for all students.
 - Strengthen support for career preparation.
 - Expand co-curricular and extracurricular programs and opportunities.
 - Develop and maintain thriving, competitive recreational and wellness programs that are reflective of the mission of the University.
- **Offer a demanding, efficient, productive, and rewarding work environment.**
 - Improve competitiveness in salaries and benefits for faculty and staff.
 - Ensure diversity in faculty and staff recruitment and hiring.
 - Review and assess internal business processes for opportunities to operate more effectively and efficiently.
 - Strengthen faculty and staff morale.
 - Improve staff development programs.

- **Use the University's distinctive identity as a basis for securing the resources needed to fund this Strategic Plan.**

- Build up world-class advancement capability.
- Grow the undergraduate applicant pool size and quality to increase undergraduate enrollment.
- Expand research activity and funding.

Assessment of Progress in the Strategic Goals

The Executive Committee of the Administrative Council implements and assesses the progress of the Strategic Plan. Twice a year, each responsible party reviews their respective action items and reports which are either complete or no longer relevant.

Action items deemed no longer relevant are reviewed by the Executive Committee of the Administrative Council. If that determination is upheld, communication of the change in the Strategic Plan will depend on the scope of the action item. In all cases, the responsible parties, the full Administrative Council and the Board of Trustees will be notified. When action items with a broader scope are deemed no longer relevant, campus-wide announcements will be made.

The progress of the action items is then consolidated into a chart indicating the percentage completion of each goal. The Board of Trustees receives this update at its December and June meetings. By Jan. 1, 2018, the plan will have been in effect for six years, 60% of the timeline for the plan. As noted in Chart 1, each strategic goal is more than 60% complete and ahead of target.

3.6.3 Financial Planning and Forecasting

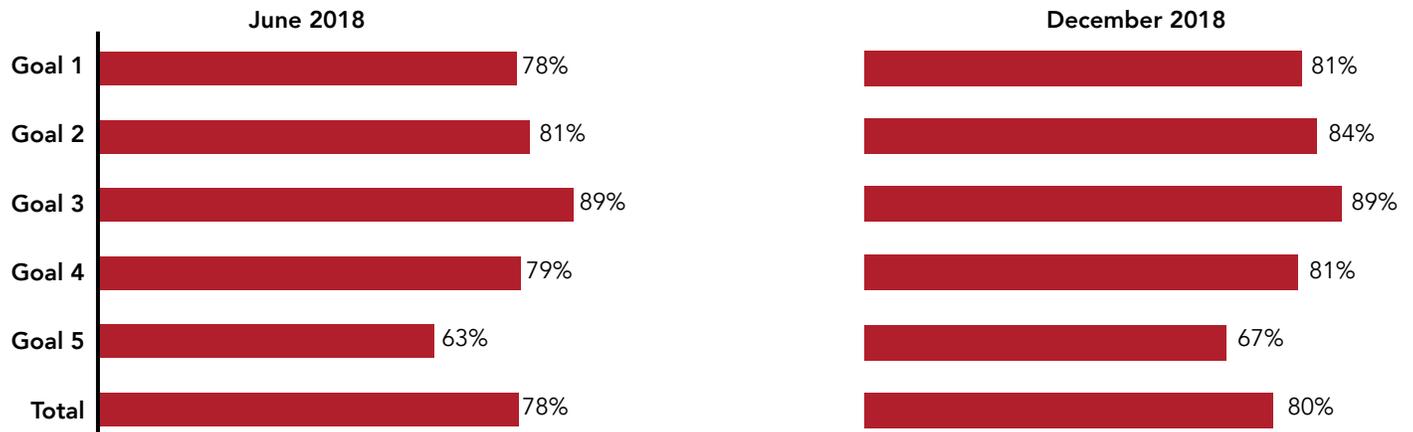
Long-Term Financial Planning

The University has revised its long-term financial planning processes. It maintains a rolling five-year financial forecast, which is updated periodically throughout the fiscal year. The forecast is used to assess the financial impact of differing enrollment scenarios, expense decisions, business-change scenarios, and major capital investment decisions.

On the revenue side, the forecast is built upon a series of statistical models, including: individual models for undergraduate, graduate, summer session, and law enrollment; a model of investment income and potential payouts from the University investment pool; a model for housing revenue; and a model for dining revenue. The revenue forecast also includes the ability to model various change assumptions in conference revenue; other revenues; direct grant and contract revenue; and indirect grant and contract revenue. Contribution revenues in the forecast are based upon projections from the Division of University Advancement, which can also be modified to assess various scenario outcomes.

Chart 1: Example Strategic Plan Update

Strategic Plan: December 2018 Update



Strategic Goal 1: Ensure that every aspect of the University is clearly and distinctively grounded in our Catholic Identity.

Strategic Goal 2: Aim for the highest standards of academic and professional excellence.

Strategic Goal 3: Provide a vibrant, challenging, and uplifting collegiate experience.

Strategic Goal 4: Offer a demanding and efficient, productive, and rewarding work environment.

Strategic Goal 5: Use our distinctive identity as a basis for securing the resources needed to fund this Strategic Plan

On the expense side, the model simulates the University's main expense categories, such as salaries and wages, services, depreciation, and interest. The model allows the testing of various growth assumptions over time, such as compound annual growth and compounding growth. Interest and depreciation expense projections are based upon the University's existing and planned debt funding and estimates of value and timing of capital project completion in future years.

In addition to these features, the model simulates non-operating activity, projected changes in net assets, and includes custom-built scenarios simulating the effects of potential capital projects, such as a new residence hall, new dining facility, or new fitness center.

The University also maintains a separate long-range financial projection model through its financial advisor to simulate the potential effects of additional debt issuance on the University's bond ratings by Moody's Investors Service and S&P Global, perform ratio analysis against the broader market, project and monitor future liquidity, and ensure continued compliance with the University's existing debt covenants.

Externally Assisted Planning and Assessment

The University has engaged several intensive self-studies to inform its strategy. In each instance, a third-party professional organization conducted an independent assessment and provided recommendations to aid the University in planning. Each of these self-studies were critical in the development of the long-range financial forecast, operating plan and the campus plan. The areas of focus were as follows:

- Tuition pricing and positioning
- Athletics and recreation
- Campus housing and dining
- Signage and wayfinding
- Integrated campus framework
- Utilities rejuvenation

3.6.4 Development

An examination of fundraising over the past 10 years reveals a clear change in strategy from a focus on unrestricted cash to a more diverse, mature, and professional approach. It includes annual fund, estate gifts, multi-year pledges for operating, and capital objectives. Under Scott Rembold's leadership, the advancement team has been expanded and re-shaped to support this new approach. The major and principal gift focus required investment in a team of major gift officers dedicated to the schools and programs across the University. Services and infrastructure have been consolidated at the center supporting a consistency of practice and eliminating redundancy.

The results speak volumes about both strategy and its careful execution: average revenue for the years 2006 to 2015 was \$19.85 million. In the first four years of the campaign, the yields have been \$56.2 million in fiscal year 2016, \$60.8 million in fiscal year 2017, \$62.7 million in fiscal year 2018, and \$55.5 million in FY19. These correspond to the four "quiet phase" years of a structured comprehensive campaign. The goal for fiscal year 2020 is \$70 million.

The Comprehensive Campaign

Commencing in fiscal year 2016, Catholic University began the quiet phase of a seven-year comprehensive campaign: *Light the Way: The Campaign for Catholic University*. This is the first comprehensive campaign in the University's history. Although small campaigns for projects and building have been undertaken, the *Light the Way* campaign is the first that has embraced the entire University in a multi-year effort to reach a defined fundraising goal as planned in the Strategic Plan. Years one through four represent the quiet phase, with a public launch on Sept. 26, 2019 and an end date of April 30, 2022.

In June 2019, the Board of Trustees approved a nine-figure Campaign goal, announced on September 26th, the public launch of the *Light the Way* campaign. Preliminary drafts of funding priorities point to a mix of capital projects and programmatic projects that can be funded through current use and endowed support. Distribution of the revenue will be across all revenue streams, operating and non-operating, with the expectation that transformational commitments will likely include a percentage of capital, endowment, and programmatic support. Each school will have priority objectives within the campaign.

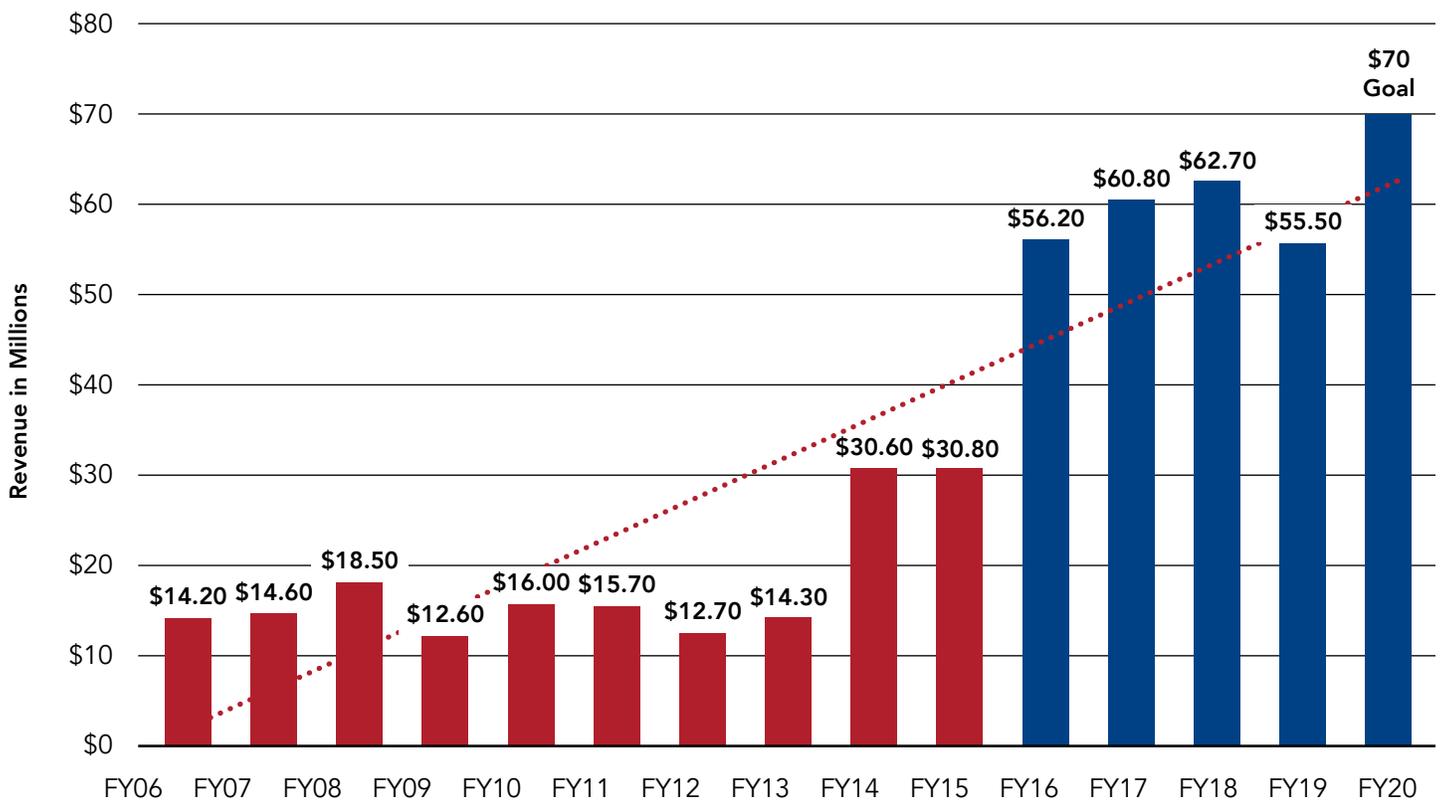
During the campaign, unrestricted giving remains an ongoing priority. Fundraising in support of unrestricted revenue, including the national collection and the annual fund, are trending up as an outcome of increased investment by the University. Fundraising is expected to continue to rise and eventually reach a sustaining level.

Successful campaigns rely on several key elements: a sound operating structure to support campaign success; urgent priorities to advance the University's progress; a compelling case for support; engaged leadership; campus support and engagement; a talented advancement team; and reliable financial investment.

Campaign Structure

The campaign is organized around three initiatives: Student Experience, Innovative Learning Environments and Faculty Excellence. Each of these initiatives will have low nine-figure goals. The Fund for Catholic University will also be a part of the campaign and it will carry a low eight-figure goal. The campaign is chaired by the chairman and the vice chair of the Board of Trustees. Under their leadership, an executive committee has been formed.

Total Fundraising Revenue: FY06–FY20



At the school-level, boards of visitors have been developed to create a way for donors and prospective donors to engage with the deans and faculty. The campaign is led by Scott Rembold. Director-level leadership comes from William Warren, associate vice president and campaign director, with counsel from Bonnie Devlin, principal at Washburn & McGoldrick.

Campaign Priorities

An extensive and highly collaborative priority-setting exercise with the University cabinet, deans, and faculty resulted in the identification of \$430 million worth of priorities. With guidance from external counsel, advancement leaders brainstormed with deans and faculty to reveal potential fundraising priorities, revealing urgent needs and visionary opportunities. This broad sweep was culled from a more defined list through discussions at the cabinet level.

Throughout the process, the Strategic Plan informed the process. The final list includes priorities that will not only support an individual school's needs, but also the University's Strategic Plan for sustainability. Advancement brought the lens of fundability to the exercise. Not all priorities will attract donor investment. The priorities were organized under the three broad initiatives previously mentioned.

Board and Volunteer Engagement

The Board of Trustees plays a vital role in the success of the campaign. The Division of University Advancement conducted an informal survey of board giving percentages at comparable institutions that are conducting, or have recently completed, a campaign. Of money raised to date, 25% has been provided by board members. The advancement committee of the board has assumed the functions of a campaign sub-committee of the board, with more than 50% of each meeting dedicated to campaign planning and progress.

At the school level, boards of visitors have been created to serve the dean in an advisory capacity. Membership is by invitation, and a three-year investment of \$75,000 (\$25,000 per year) is requested. This investment provides a dedicated resource for the dean to fund strategic priorities and the vision for the school. While board members do not have decision-making authority for the funds they give, they expect their gifts will be used to advance the priorities the dean has shared with them. This donor engagement strategy – creating a structure of a select group of philanthropists to engage with the dean and the advancement of a school – is a frequently used mechanism to increase engagement. Increased engagement will, in many cases, spur increased giving. These boards also serve as potential candidates for membership on the campaign's steering

committee and eventually the Board of Trustees.

Campaign Staffing

Scott Rembold implemented a school-based fundraising model starting in 2015. It includes embedded gift officers in schools with dual reports to deans and to central advancement. This model reinforces the importance of deans in donor relationships. A service model has been developed, including prospect research, database and IT support, stewardship, reporting, corporate and foundation giving, planned giving, principal gifts management, gift acceptance, and administrative support. This structure supports consistency of practice and quality and avoids redundancy of functions being replicated in each school. The advancement team has doubled since 2015, and now has 62 full-time employees.

Infrastructure Investment

In 2018, University Advancement replaced its donor management system, Millennium, with Blackbaud's The Raiser's Edge. This much more robust system dominates the fundraising field. This improvement has allowed advancement to deploy related tools such as the Target Analytics / Research Point tool to screen and segment 133,458 donor records against wealth and affluence data sources. In Fiscal Year 2020, advancement is migrating from its e-commerce platform: iModules, to Alumni Q, which will provide a broader array of engagement opportunities. Both technology advances better support fundraising in a campaign framework.

3.6.5 Treasury Planning and Infrastructure

Strong financial results and maintaining a solid financial leverage position are an integral component to growth and future financial success. The University heavily manages its long-term assets and indebtedness, with oversight by the Board of Trustees, as a key to supporting short-term and long-term strategic goals. The University utilizes financial experts, including a financial advisor and an outsourced chief investment officer, to analyze and recommend financial strategies to maximize results.

Annual reviews from credit agencies confirm their confidence in the University's financial stability, sound management, and the ability to meet the challenges ahead. In November 2018, Moody's and Standard and Poor's Global affirmed the University's bond ratings of A3 (stable) and A (stable), respectively. Moody's downgraded the University's bond rating from A2 (stable) to A3 (stable) in July 2017. Moody's cited softening enrollment demand and related net operating loss as a significant contributor to the downgrade.

Indebtedness

The University continues to uphold its debt policy, which provides guidance on the use of debt and financial parameters for the maintenance of the highest acceptable credit rating for the University. Debt policy is reviewed at least every two years by the Finance Committee of the Board of Trustees. All debt transactions are approved by the board. The policy further requires

three defined financial ratios not to exceed target levels without express approval of the board. The University also has one bond financial covenant to maintain liquid unrestricted net assets at a level greater than 80%. These financial ratios, along with other operational measures, are provided to finance committee at least four times a year. Chart 6 summarizes these debt ratios over the past five fiscal years ended April 30.

Chart 6: Debt Ratios for fiscal years ended April 30, 2014–2018

	Targets	FY2018	FY2017	FY2016	FY2015	FY2014
Viability	> 140%	204.2%	336.1%	318.9%	304.1%	274.2%
Debt Burden	< 7%	3.6%	3.2%	3.5%	3.7%	3.7%
Leverage	> 200%	297.4%	464.4%	419.6%	395.6%	353.4%
Bond Covenant	> 80%	131.5%	238.4%	227.1%	218.6%	203.1%

The University is actively restructuring its debt portfolio and is leveraging its financial position to address deferred maintenance and to fund capital initiatives

in support of the master plan and strategic goals. Significant debt transactions are as follows:

	Amount (in thousands)	Purpose	Description
2017B Series DC Revenue Bonds	\$ 58,400	Deferred Maintenance Resolution	Energy and utilities rejuvenation project in which the anticipated savings from a reduced utility, operations and maintenance expense will offset the associated interest expense.
2018 Series DC Revenue Bonds	\$ 60,000	Enrollment and Student Quality of Life	Construction of a new dining hall and residence hall to be constructed within the next three years.

In addition to the above new financings, the University refinanced its 2007 Series DC Revenue Bonds and 2010 Series DC Revenue Bonds over the past three fiscal years resulting in decreased interest rates, an increased liquidity position, and yielding a total net present value savings of approximately \$13 million over the remaining life of the debt.

Long-Term Pooled Investments

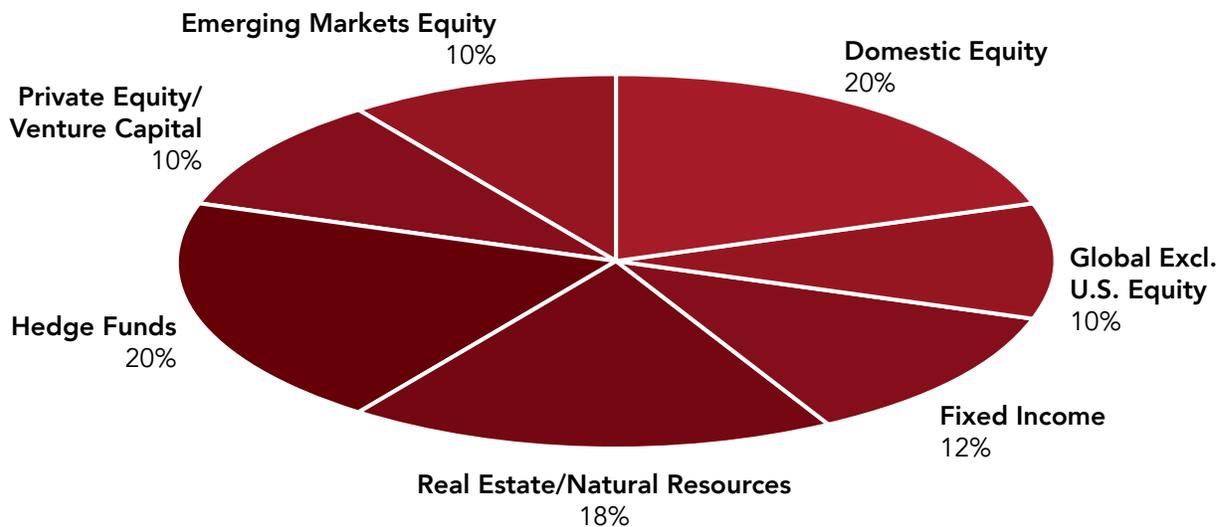
The primary financial objective of the endowment is to fund current and future operations of the University. Implicit in this objective is the financial goal of preserving and enhancing the endowment's inflation-adjusted purchasing power, while providing a relatively predictable, stable, and constant stream of income for current use consistent with the first objective. Overall investment strategy and oversight is the responsibility of the investment subcommittee, which reports to the Finance Committee of the Board of Trustees. The University's investment objectives, spending policy, and asset allocation are governed by its long-term pooled investment and endowment spending policies, which are approved by the board. The subcommittee reviews these policies at least every two years, with the most recent revisions made in December 2017.

The subcommittee meets periodically to review the investment performance, specific manager due diligence, manager recommendations, and any other strategy or policy issues. The University outsourced

its chief investment officer (OCIO) function. The subcommittee has delineated certain discretion to senior staff and the OCIO to ensure the portfolio can dynamically react to the fluidity of the market. The OCIO, in conjunction with senior leadership, has oversight of day-to-day activity, including performance monitoring, risk reporting, capital calls, and rebalancing the portfolio within approved allocation ranges. The OCIO, with approval from the vice president for finance and treasurer and the assistant treasurer, can recommend a change to a manager within an existing investment strategy. The vice president for finance and treasurer communicates those changes to the subcommittee. However, any new managers for new strategies require the approval of the subcommittee.

The fundamental principles of the University's long-term pooled investments and endowment management are to combine a prudent approach with a diversified asset allocation that focuses on long-term performance because endowments exist to provide perpetual funding. The investment pool maintains an allocation to fixed income to protect assets in accordance with the University's investment policy when equity markets are falling. Other assets are diversified among publicly traded equity securities, alternative assets, real estate, and emerging markets, with a global and industry diversification within these asset classes. The asset allocation strategy for Fiscal Year 2018 is provided in Chart 7.

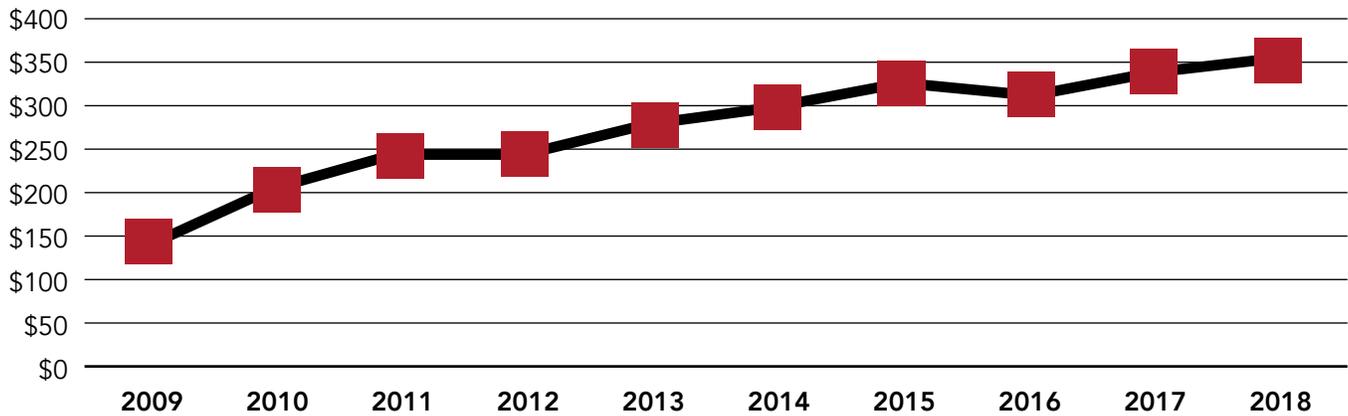
Chart 7: Pooled Investment Asset Allocation by Strategy for fiscal year 2018



The University's long-term pooled investments consist of endowment and designated funds invested to support the University's operating and capital needs. Donor- and quasi-endowed funds are restricted by either donor or Board of Trustees' action, respectively. Designated funds are unrestricted funds invested for the longer-term by

the University that can be budgeted for expenditure. The market value of the pooled investments was \$350.5 million for the fiscal year ended April 30, 2018, which represents an increase of \$201.6 million or 135% over a 10-year period. Chart 8 illustrates the changes in the pooled investments for the last 10 years.

Chart 8: Pooled Investment Market Value (\$ millions)



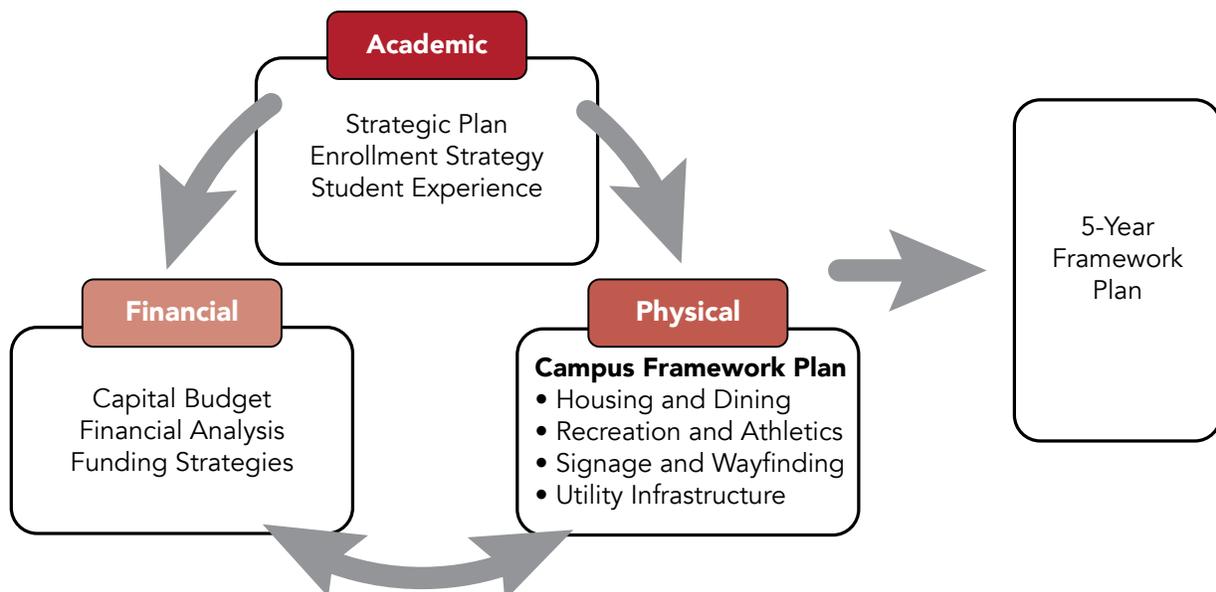
Capital Planning and Budget

In December 2011, the University completed its 2012 Campus Master Plan. The plan is a District of Columbia-mandated document formally revised every 10 years³, which guides how the physical infrastructure will be transformed to support the future vision of the University.

In 2016, an aggressive planning and facility assessment program updated and re-evaluated priorities outlined in the 2012 plan. The program established a facilities improvement plan to guide the investment in and improvement of campus buildings and grounds over the

next decade. To implement the goals of the Campus Master Plan, the University identified a need to create a targeted framework plan that outlines a five- to 10-year vision to address immediate needs and transform the campus setting. The framework plan is the physical component of the University's planning processes. It supports the academic plan, which includes the Strategic Plan, enrollment strategy, and commitment to the student experience. It is also closely aligned with the University's financial plan, ensuring that the capital budget and funding strategies support implementation.

Chart 9: Integrated Campus Framework Plan Structure



³The District of Columbia-mandated plans are typically 10 years (at most), but the District and University neighbors were satisfied with plan and approved it for 15 years.

The framework plan summarizes the outcomes of the physical planning process and communicates the recommended projects to advance the University's mission, enhance the campus identity, and help attract and retain talented students, faculty, and staff.

The framework plan is the cornerstone of the University's capital budgeting process. It is the guiding document from six focused planning efforts that support this process. They are the:

- 2018 framework plan;
- Five-year capital budget plan;
- Housing and dining plan;
- Recreation and Athletics facilities plan;
- Signage and wayfinding plan; and
- Energy infrastructure replacement plan.

The University's annual capital budgeting process, conducted through the University Budget Committee, is the point at which these plans become reality. Annually, the President and each vice president works with the associate vice president of facilities and the chief information officer to identify their immediate and long-term capital needs and priorities. In addition, an assessment of current building conditions and facility needs is conducted. The associate vice president of facilities and the chief information officer prepare a comprehensive and prioritized proposal of capital spending requests covering five prospective planning years and present this proposal to the University Budget Committee. The committee identifies the capital projects that will be recommended for execution in the first-year plan of the rolling five-year plan. It may recommend multiple-year projects as warranted.

The following factors are foremost among those considered by the committee in prioritizing requests:

- Correspondence to the Campus Framework Plan or Campus Master Plan
- Correspondence to the Strategic Plan
- Fire, life safety, and other code compliance
- Accessibility
- Accreditation impact
- Deferred maintenance resolution
- Support programmatic adaptation
- Energy efficiency and sustainability

Each year, the committee's recommendations of capital priorities are submitted to the President by the middle of November. The President and the chief financial officer bring these proposals to the Board of Trustees Facilities and Finance committees for review and

approval in their December meetings. The early timing of these approvals is intentional, as it provides the University with a five-month planning window before implementation begins at the start of the new fiscal year on May 1.

3.6.6 Academic Planning and Renewal

In September 2017, the University's Provost at the time, Dr. Andrew Abela, hosted a number of well-attended faculty Town Hall meetings where he shared concerns about the increased competition for students resulting from the decline in the number of high school graduates in the northeast United States and of private high school graduates nationwide, and how, in order to succeed in this new environment, the University needed to find ways to strengthen both academic excellence and financial sustainability.

At the Town Halls, each University academic unit (department, or non-departmentalized school) was requested to undertake a Self-Study and submit those to the Deans' Council. The Provost, in consultation with the deans and also the Senate Budget and Planning Committee, the Senate Academic Policy Committee, the Senate Committee on Faculty Economic Welfare and several student groups, then drafted a Proposal for Academic Renewal and submitted it to the Academic Senate.

The specific objectives of the Proposal were to enhance the University's research reputation, support sustainable teaching excellence and enable significant revenue improvements. It included the following initiatives:

- Improved support for faculty and student research
- Increased investment in teaching development support
- Creation of a new School of Music, Visual, and Performing Arts to bring together all arts faculty to foster cross-disciplinary efforts in and anchor the University's commitment to the Arts
- Reinforcement of the benefits of undergraduate education being delivered by active, world-class researchers, scholars and practitioners
- Continuing to launch new programs in areas of high interest to current and prospective students
- Maintaining all current programs, courses and sections, and low student-to-teacher ratios
- Renovating science laboratories, classrooms and performance and rehearsal spaces

The Academic Renewal proposal also envisioned adjusting teaching loads, without exceeding the norms enshrined in the Faculty Handbook, to allow more students to have more of their courses taught by faculty who are leaders in their fields of research and scholarship, and to reduce teaching costs and hence

strengthen financial sustainability. The rebalanced teaching loads would result in fewer faculty in certain academic units, which would be addressed ideally through voluntary incentives alone.

The intention was to ensure that no programs, courses or sections be cut as a result of the Academic Renewal project, so that the quality of the student experience is maintained and strengthened. The consulting firm of Kennedy and Company, who specialize in academic consulting, were retained to determine the appropriate number of faculty necessary for each department or non-departmentalized school to staff its current course offerings. The difference between that number and the current faculty count provided an estimate for required faculty reduction, which totalled approximately 35. It was deemed highly desirable that, through voluntary withdrawals and other efforts, no involuntary reductions of faculty would be necessary.

Senate deliberation on the Proposal for Academic Renewal began at its March 15 meeting and continued through its April 12 meeting. In advance of the April 12 meeting, three committees of the Academic Senate — the Academic Policy Committee (APC), Budget and Planning Committee (BPC), and the Committee on Faculty Economic Welfare (CoFEW) — analyzed the proposal and submitted reports that contained a number of proposed amendments. Likewise the University's official student organizations — the Student Government Association (SGA) and the Graduate Student Association (GSA) — also presented amendments.

During the April 12 meeting, the Provost explained that, as the mover of the proposal, he would have to determine whether an amendment was considered "friendly" to the overall goals of the proposal, or as "unfriendly," and that he was striving to accept as many as he could in an effort to build as wide a consensus as possible for the Academic Renewal project. He accepted the SGA amendments, both of which involved leaving the Department of Media and Communication Studies in the School of Arts and Sciences, all of the GSA's amendments, which focused on mentorship initiatives and other support for graduate students, and the proposed change for the name of the proposed new school, which would be called the Benjamin T. Rome School of Music, Drama and Art, or Rome School of Music, Drama and Art.

There was insufficient time at the April 12 session to review all the proposed amendments and so the Senate convened an extraordinary session the following week on April 18 for that purpose. Following the Provost's recommendation, the Senate adopted a resolution to refer the Proposal on Academic Renewal, as amended, to the Senate Ad Hoc Committee, which had been elected in its February meeting. The Ad Hoc Committee's charge

was to consult widely with students, faculty, and staff who would be affected by Academic Renewal and to submit a report to the Senate by May 2, in time for final action on the proposal at its May 9 meeting.

The Senate made available its Academic Senate Archive files to all faculty through a dedicated Google Drive, including the Proposal for Academic Renewal; the APC, BPC, and CoFEW reports; the student government amendments; the Provost's written response to all the recommendations; and other documents. The Senate, through its designated committees, consulted widely with faculty, students and administrators prior to its final vote, which was held during its May 9 meeting. The result of the final vote was that the Academic Senate agreed that the Amended Proposal for Academic Renewal should go to the Board of Trustees, 35 to 8. The amended resolution included the following elements:

- The establishment of a new Benjamin T. Rome School of Music, Drama, and Art, containing all the students, faculty, staff and programs from the Benjamin T. Rome School of Music and the School of Arts and Sciences' Departments of Drama and Art; the Department of Media and Communication Studies to remain in the School of Arts and Sciences.
- The reestablishment of a Department of Economics in the School of Arts and Sciences, and the renaming of the Busch School of Business and Economics to the Busch School of Business.
- The creation of a Center for Teaching Excellence to support full- and part-time faculty, as well as graduate students. University faculty whose teaching excellence has been recognized by the University will be invited to serve as mentors at the Center.
- Implementation of the Faculty Handbook-specified full-time, tenure-track teaching load of 3:3 along with teaching load equivalencies for strong research contributions; for graduate student guidance; for certain service contributions, such as chair responsibilities; and for Advancement support. Instead of the earlier proposed classification system of Doctoral, Professional, and Undergraduate units with differential teaching loads, the Senate decided to create a Unit Standards Committee. This new standing committee of the Academic Senate will recommend standardized weights for various faculty activities to the deans and the provost, for the determination of actual teaching loads in each school.
- Elimination of 35 full-time faculty positions without closing any academic programs or reducing the range of courses or course sections, ideally through voluntary means only.

- Renovation of Mullen Library, science laboratories, classrooms, and studio, performance and rehearsal spaces funded through philanthropic giving and capital improvement projects.

The Senate's recommendation was then forwarded to the Board of Trustees, which voted on the Proposal during its June 5 meeting and approved it unanimously, with one small amendment. In the version that the Academic Senate submitted to the Board, the new Benjamin T. Rome School of Music, Drama, and Art was to be established on August 20, 2018. Since during the intervening time a new dean was hired, the Board was comfortable establishing the new school effective immediately. The goal of eliminating 35 faculty positions was achieved without any program closures or faculty layoffs or contract non-renewals.

In the following year, implementation of many of the key elements of the Academic Renewal plan took place, including the creation of the Benjamin T. Rome School of Music, Drama, and Art, the Department of Economics, and the Center for Teaching Excellence; the adjustments in teaching loads; and commencement of renovations in selected labs. The consulting firm of Kennedy and Company surveyed the campus regarding library spaces and services in order to provide guidelines for the future of the Libraries as discussed in 3.3.4.

3.6.7 Budget Development Process

Performance Based Budgeting

In FY14, the University began exploring and taking steps to implement a new budget model for the Academic Area: Performance Based Budgeting. The initiative was an outgrowth of the University's ongoing analysis of academic revenues and expenses through the Income Cost Model (an ongoing modeling exercise that ties direct revenues and expenses for academic units together for the purposes of assessment and evaluation). Under the proposed model, operating performance for each school would have been measured on the basis of an operating margin. Schools would have been required to monitor their margin throughout the fiscal year and make adjustments (to both revenues and expenses) as necessary throughout the course of the year in order to meet an established operating margin. The overarching goal for the change was to move towards a more transparent and accountable budgeting process for the academic units of the University while indirectly incentivizing a focus on metrics and activities which would produce additional revenue for the University and the units themselves.

In FY16, the University piloted the model in the Schools of Architecture and Business. In FY17, the University had built the necessary processes and infrastructure to implement the model, and a campus-wide education program about the new model had occurred.

However, in the fall of 2016, the University enrolled a freshman class of 723 students against a budget of 900 students. As University Leadership assessed the fallout from the enrollment shortfall, they quickly realized that if the Performance Based Budgeting model was followed, the Academic units of the University would carry the majority of the burden from the shortfall. In order to avoid this outcome, University Leadership suspended Performance Based Budgeting implementation until FY18, and implemented a reduction strategy that impacted the entire University equally. In FY18, the University again experienced a freshman enrollment shortfall, and additionally experienced a shortfall in graduate enrollment. Faced with the same decision, University Leadership again suspended Performance Based budgeting and implemented an equitable reduction strategy.

In FY19, the University implemented an Academic Renewal plan and fully suspended the Performance Based Budgeting initiative. The University is currently assessing alternatives to Performance Based and Incremental Budgeting models for the Academic Area.

The University Budget Committee

The University Budget Committee is responsible for oversight of the annual budget preparation process. Its work focuses upon formation of balanced and achievable University operating and capital budget proposals, which are then presented for endorsement by the president, followed by submission to the Board of Trustees for its approval.

The committee reports to the president through the vice president for Finance and Treasurer, who serves as committee chair. Member roles include the vice presidents, the secretary of the Board of Trustees, and the chair of the Academic Senate Budget Committee. The committee is supported by budget professionals in the University Budget Office and the Office of the Provost, as well as by the senior vice provost for Academic Administration.

The vice president for Finance and Treasurer and the president recommend the University's fiscal year operating and capital budgets to the Finance Committee of the Board of Trustees, which makes the budget recommendation to the full board.

A detailed planning calendar is developed by the support staff in advance of the first meeting of the committee to guide its work. Weekly meetings typically begin in October and conclude in February. The committee's recommendations for revenue drivers, such as tuition, fees, and room and board rates, as well as capital priorities, are submitted to the president and the board in December. The committee's projections for revenue and recommendations for expenses are submitted to the president and the board in March.

Revenue Drivers

Recommendations for tuition, fees, and room and board rates are annually submitted to the committee by the vice president for Enrollment Management and Marketing, the vice provost for Academic Administration and dean of Graduate Studies, the vice president for Student Affairs, and the deans of schools, with individualized rates. These recommendations are reviewed against competitor data for the University's top cross-application schools and against the current market environment through consultation with the University's financial aid leveraging firm. This process leads to a final recommendation for the president and the board. After approval of the final rate schedule by the board, the final rates are communicated to the University community by the president in January and implemented by the Office of Enrollment Services and University Registrar.

Operating Revenue

Once the revenue drivers have been approved by the board, the budget committee turns to the question of operating revenue. Revenue expectations for each of the following categories are set annually as a part of the committee's work. Supporting data are submitted as follows:

- Undergraduate Enrollment: vice president for Enrollment Management and Marketing and vice president for Finance and Treasurer;
- Graduate Enrollment: provost and vice president for Finance and Treasurer;
- Operating Net Contribution for the Columbus School of Law: provost and vice president for Finance and Treasurer;
- Operating Net Contribution for Auxiliary Operations: vice president for Student Affairs and vice president for Finance and Treasurer;
- Contribution Revenue: vice president for University Advancement; and
- Endowment and University Investment Pool Payout: vice president for Finance and Treasurer.

Once submitted, revenue expectations are incorporated into University financial models and a pro forma to create a final revenue expectation for the coming fiscal year. Different recommendations are modeled and presented to the committee for review and consideration throughout the process. Final recommendations are incorporated into the University's Long-Range Financial Forecast at the end of the process.

Operating Expenditures

Following the establishment of the University's revenue expectations, the president and each of the vice presidents prepares his or her operating budget requirements for the planning year, including a detailed rationale for each new expenditure. The committee reviews and prioritizes each proposal. Proposals must adhere to revenue expectations, be informed by the strategic and/or Campus Master Plan, and support a balanced-budget outcome.

Starting in FY17 and continuing through the current year, the University Budget Committee, at the direction of the president, implemented a strategy of budget reduction and reallocation. This initiative has allowed the University to maintain a balanced budget while increasing strategic capacity investments in development, marketing, enrollment management, freshman retention, human resources, and treasury. Each investment made during this period has either directly or indirectly supported revenue production from tuition and philanthropy.

Submission of Fiscal Year Detailed Budgets

Once the operating budget is approved by the board, each vice presidential area creates detailed budgets for their units within their approved budget target. The vice presidents decide on the allocation of their respective expense budgets to their individual units who then submit detailed operating budgets and associated staffing and salary information back to their vice president for approval. Once approved, the final budgets are forwarded to the budget office, which consolidates them and ensures that detailed budget submissions remain in balance with the board-approved budget.

Investment Priorities and Expense Reductions

Starting in fiscal year 2017 and continuing through 2019, the University Budget Committee, at the direction of the president, implemented a strategy of budget reduction and reallocation. This initiative has allowed the University to maintain a balanced budget while increasing strategic capacity investments in development, marketing, enrollment management, freshman retention, human resources, and treasury.

Chart 10 shows expense reductions made by division over fiscal year 2017–fiscal year 2019 and the expected reduction in fiscal year 2020.

Chart 10: Operating Expense Reductions by Division: FY2017 Through FY2020

	FY2017	FY2018		FY2019	FY2020	Total
	Summer/ Fall	Beginning Budget	Sumer/ Fall	Beginning Budget	Unfunded Mandatory Requests	
Area/Division	%	%	%	%	%	%
President	2.00%	1.00%	3.50%	4.00%	2.50%	13.00%
Provost	2.00%	1.00%	3.50%	2.50%	0.50%	9.50%
VP Enrollment Mgt	2.00%	1.00%	3.50%	2.00%	0.00%	8.50%
VP Student Affairs	2.00%	1.00%	3.50%	0.00%	4.00%	10.50%
VP Inst Advancement	2.00%	1.00%	3.50%	0.00%	0.00%	6.50%
VP Finance	2.00%	1.00%	3.50%	4.00%	3.50%	14.00%

Note: Additional reductions that occurred during this same period include: the closure of a residence hall, dining service reductions, reductions to the University's capital budget (to capture associated depreciation savings), reductions to the University's operating contingency, reductions to the University Library budget, and the reduction and delay of a budgeted University-wide merit increase.

Simultaneous to these reductions, the University Budget Committee made a series of recurring investments in the operating budget to support four key areas: recruitment and marketing; fundraising; retention; and administrative infrastructure. An itemized list of these investments is arranged according to the year in which the investment was made to further the Strategic Plan and effectively utilize and grow resources:

FY2017:

- **Fundraising:** The University invested \$1.57 million in University Advancement to increase fundraising capacity during the quiet phase of the comprehensive campaign, as well as to right-size the central support team and to build a major gift culture.
- **Recruitment and Marketing (Undergraduate):** The University invested \$1.1 million in undergraduate recruitment, brand development, and marketing with the goal of increasing applications, expanding into new markets, improving the campus visit experience, and re-imagining the University's marketing and web presence.

FY2018:

- **Retention:** The University invested \$250,000 in the Office of Career Services to raise the service level consistent with University peers and competitors.
- **Administrative infrastructure:** The University invested \$400,000 in the Office of Human Resources as part of an effort to build capacity while ensuring continued compliance with evolving labor standards and practices.

- **Retention:** The University invested \$400,000 in Athletics to create four new varsity sports: men's and women's crew; and men's and women's golf. Additional options for Athletics not only enhance the student experience, but they also enhance University recruiting efforts and lead to improved student outcomes in academic performance, retention, and graduation.
- **Recruitment and Marketing (Graduate):** The University invested \$430,000 to create a new Office of Graduate Admission and Recruitment with the overarching goal of professionalizing graduate admission practices across academic programs and establishing a formal marketing and recruitment presence for graduate admission.
- **Fundraising:** The University invested \$240,000 in the Office of University Advancement to supplement the investment made in the prior fiscal year.
- **Recruitment and Marketing (Undergraduate):** The University invested \$100,000 in undergraduate recruitment to supplement the investment made in the prior fiscal year.

FY2019:

- **Fundraising:** The University invested \$3 million in the Office of University Advancement to support the public launch of the comprehensive campaign.
- **Retention:** The University invested \$230,000 to create a new Integrated Career and Advising Center to seamlessly transition students from first-year advising to academic and career advising.

- **Retention:** The University invested \$135,000 in Athletics to complete its commitment to the four new varsity sports it introduced in the prior year.

FY2020:

- **Fundraising:** The University invested an additional \$3.8 million in the Office of University Advancement to support the launch of the comprehensive campaign.

The payoffs on these investments have been mixed so far, but the returns are promising. Investments in retention have allowed the University to post its highest retention rates in recorded history and to significantly improve four-, five-, and six-year graduation rates. Investments in advancement have yielded consecutive record years of fundraising returns, and they have resulted in significant investments in University programs and infrastructure.

Investments in graduate recruitment and marketing have stabilized new graduate enrollment after years of steady decline. Investments in undergraduate recruitment and marketing allowed the University to rebound from a marked decline in freshman enrollment in fall 2016 and have driven increases in the University's prospect and inquiry pools. Additional investments in revenue-generating activity are needed, and University leadership is in discussions with the board on the form that additional investments will take.

3.6.8 Other Assessment

Risk Assessment and Oversight

Risk identification and an assessment of managing these risks are routinely conducted by internal audit, external audit, and the Compliance and Ethics Program. The assessment, results, and recommendations of these efforts are reported to the Board of Trustees via the Audit Committee. The board requires coordination and alignment of the risk assessment and monitoring conducted by these compliance and risk partners.

Compliance and Ethics Program

The Compliance and Ethics Program, led by the chief ethics and compliance officer, was developed in fiscal year 2011 to manage compliance with regulatory requirements and internal policies and to provide oversight of compliance matters. The chief ethics and compliance officer reports to the president and Board of Trustees and partners with other internal risk partners, including general counsel. The officer also serves as the chair of the Policy Committee. The program performs an annual assessment of the risk of regulatory requirements and routinely monitors operational areas for effectiveness through targeted reviews and investigations. The program also facilitates a hotline for anonymous reporting of potential noncompliance and fraudulent matters. A status report of the program activity is reported to the audit committee.

Internal Audit

A third-party contractor, Baker Tilly, serves as the internal audit for the University. Internal audit formally reports to the Audit Committee and supports the vice president of Finance and Treasurer. Every four years, internal audit facilitates an enterprise risk assessment to identify and prioritize the risks that could impact the University's strategic objectives. Internal audit develops an annual audit plan aligned to the risk assessment. The annual internal audit plan is approved by the Audit Committee. The results and recommendations of the internal audits are reported to the Audit Committee.

External Audit

Annually, the University obtains an external audit of its financial statements, pension, and federal grant programs by an independent audit firm. The audit uses a top-down risk approach and considers the risk assessment and reviews performed by both the Compliance and Ethics Program and internal audit. The results of the audit and any recommendations are communicated to the audit committee.

In addition to these functions reporting to the Board of Trustees, several internal groups consisting of various University constituents work to identify operational risk.

The Administrative Council serves the University as a sounding board and as a vehicle for better dissemination of information. The council hears information on what has been reported to the Board of Trustees, as well as the latest news at the University. The council may also be asked for input on matters of non-academic policy and procedures that affect the entire University community. Within the Administrative Council, a rotating executive committee meets throughout the year to discuss current affairs and further actions to advance the mission and goals of the University, such as updating the Strategic Plan. Both the full Administrative Council and its executive committee meet at various times throughout the year.

The Academic Leadership Group (ALG) consists of deans, academic leaders, associate vice presidents, and staff leaders. Under the leadership of the provost and senior vice president, the ALG focuses on strengthening the processes that support the academic mission.

The provost established the **Academic Leadership Institute (ALI)** in 2015 to provide current and future leaders in the Division of Academic Affairs with training to facilitate effective administration of their units. The ALI consists of deans, chairs, academic administrators, and business managers responsible for administering operational processes, policies, and procedures. Training and discussions are held with those who own and facilitate administrative business processes, such as human resources, procurement and payment services, enrollment management, and facilities.

3.6.9 Faculty and Staff Review and Assessment

The Office of Human Resources supports the mission of the University in maintaining and developing programs that support hiring and developing staff and faculty. This includes not only the hiring process, but also training, labor relations, benefits, compensation, and all aspects of providing for a well-qualified workforce.

The University is committed to maintaining a diverse workforce, fostering a pleasant work environment, and treating employees fairly and equitably. Consistent with its philosophy on human resource management, the University promotes respect for the dignity of all people.

Catholic University operates in a highly competitive market. This, coupled with the recent financial pressures on higher education, has offered both opportunities and challenges for the office.

Improvements in the Hiring Process

The Office of Human Resources has faced issues of short staffing and antiquated paper-based systems that have limited the full function of the office. In 2018, the University launched a cloud-based employment applicant tracking system that allows for an improved candidate experience. The cloud-based system also enhances hiring manager effectiveness, speed of hiring, and improved hiring manager visibility to candidates. The Office of Human Resources posts about 180 positions per year. The hiring process has been improved as the manager has direct access to the status of the requisition throughout the process. The candidates can now apply online, and the manager can immediately see the application rather than waiting for it to be emailed or uploaded to a Google drive.

Attrition — Voluntary and Involuntary

The prior MSCHE report noted that the workforce was generally stable and productive. Recent years have shown a dramatic change in both voluntary and involuntary attrition.

To improve the University's financial position, there were two initiatives launched in 2017 and 2018. For staff, there were multiple staff reductions in 2017. In 2018, the University offered an early retirement plan to eligible faculty. This plan resulted in 24 retirements, seven resignations, one tenured faculty buyout, one cancelled search, and one non-renewal of a contract for a total of 34 positions. These retirements were staggered over two fiscal years.

The University's attrition rate has continued to fluctuate. Increasing attrition places an additional burden on the human resources function to locate qualified candidates.

Fiscal Year	Attrition Rate
2018	12.07%
2017	10.42%
2016	14.09%
2015	12.64%
2014	10.80%
2013	9.39%

The Office of Human Resources conducts exit interviews with employees. The most common stated reasons for staff leaving are higher pay and lack of advancement opportunities.

Fostering a Mission-Driven Culture

Catholic University operates in Washington, D.C.'s highly competitive talent marketplace. Refining the University's employment offer to existing and prospective faculty/staff will help the University attract and retain talented people, as well as help achieve the University's goals, objectives, and mission.

Strengths in Catholic University's employment offer today are:

- A culture of care for the individual;
- A very collegial and pleasant work environment;
- A beautiful campus with many green spaces to walk, take breaks outside, and to take in the college campus experience;
- An organization that values faith and work/life balance; and
- A generous retirement benefit plan.

3.6.10 Recommendations

- Continue to be strategic in the annual operating budget to drive new revenue and review programs that are not revenue positive.
- The academic area should expand central budget operations, standardize school-based budget staffing, and create documentation for the business process on the academic side, including kick-off meetings and clearly articulated expectations and instructions. Budget operations in the academic area are insufficiently staffed for the scope and complexity of the operation. In partial recognition of this problem, in fiscal year 2018, the University expanded the academic area's budget operations staff from one to three individuals. This, however, remains insufficient to the stated academic area goal of creating budget transparency. At the school level, budget professionals do not have a standard qualification set,

a standard job description, or standard performance expectations. This situation further contributes to problems on the academic side.

- The Academic Senate should work with the University Budget Committee and the Board of Trustees Finance Committee to clarify expectations and formally document roles and communication protocols that are achievable. Concerns have been expressed regarding the transparency of the central University budget process and the role of faculty insight and oversight in that process. The chair of the Academic Senate's Committee on Budget and Planning serves as a member of the University Budget Committee and as a standing member of the committee serves as an observer to the Board of Trustees Finance Committee. Informal guidelines exist to ensure confidentiality of discussions and information shared within and between these respective governing bodies. These guidelines aid in the disconnect between the members of the Academic Senate's Committee on Budget and Planning and the overall Academic Senate, creating a perceived lack of transparency and restrictions to financial planning processes.
- Conduct a comprehensive compensation study to evaluate and market match positions at the University. This study would be administered by an external consultant to bring unbiased and market-based data to ensure the University compensates people in a fair and competitive manner. While the study would take an estimated one year to complete, the actual process to bring salary ranges to an agreed-upon market position would be a multiyear effort.
- Redesign and implement a mission-driven performance evaluation system for faculty and staff based on University strategies and objectives. By aligning and connecting faculty and staff and the work they perform directly to agreed-upon mission objectives, the mission is brought to the forefront. This effort will require hands on-training and workshops with every department and division. It will take one to two years to launch before becoming an annual process.
- Foster a culture of development for faculty and staff. Today's workforce expects to learn, grow, and stay market competent in their work and profession. Career development planning and support are critical to attract and retain the best talent. As part of the mission-focused performance management project, the University needs to appoint a director of organizational development to champion and implement faculty and staff development initiatives. The director would assess and design development programs for leaders, managers, and individual contributors. The director would also initiate diversity programming efforts.

3.7 Standard VII: Governance, Leadership, and Administration

The institution is governed and administered in service of its stated mission and goals, in a way that benefits the institution, its students, and other constituencies. The institution operates as an academic institution with appropriate autonomy, though it has certain affiliations or oversight by the Catholic Church and, as appropriate, governmental and regulatory organizations.

3.7.1 Overview

The University governance structure encourages and accommodates input from all parts of the Roman Catholic Church in the United States. That includes the U.S. bishops, the University's original founders and today its sponsors; through the Board of Trustees; the president and administration; faculty; staff; students; alumni; and the Catholic community generally. The administrative bodies work together toward the goals outlined in the Strategic Plan.

The past 10 years have seen substantial changes in the governance structure of the University. The Board of Trustees was restructured to increase the participation of lay trustees and secure the University's Catholic character by changing the proportion of lay trustees and introducing a group from within the board, known as the Fellows, to retain certain key pieces of authority. This change was intended to allow the University to more effectively realize its mission and goals. In addition, both formal and informal changes have taken place in the ways in which senior leadership and administrators organize their work and communicate with the various constituencies of the University.

The change in the overall structure of the Board of Trustees has meant a stronger engagement by members. The overlap by administration across the aforementioned committees, and the regular invitation of the president to speak at many of these constituent meetings, has helped to ensure serious discussion by all constituencies of issues critical to the University. An increased commitment to diversity across all these committees will continue to ensure representative and diverse voices to the governance process. The president also ensures that students' voices are heard by convening random groups several times a year for a conversation on current University topics. He meets regularly with the presidents of the undergraduate and graduate student governments.

Overall, while the senior leadership reports satisfaction with the size and structure of the University administration, there are particular areas in which improvement is still needed or where it is too soon to evaluate the impact of the University's new leadership structure.

3.7.2 Governance

Board of Trustees

The role and structure of the Board of Trustees is clearly and transparently articulated. In December 2016, the board was restructured to increase lay participation while retaining majority clergy influence in the few areas in which authority is reserved to the Fellows of the University. Because this was a substantial change to the legal governance of the University, it necessitated changes in the University Bylaws (ultimately they were completely rewritten) and Faculty Handbook, both of which are easily accessible and explain the newly constituted board. Lists of trustee names and conflict-of-interest policies are also public. The change in the structure was highly publicized at the time it was adopted due to the significance of the change.

The prior bylaws provided for an evenly divided board, with 24 each of lay and clerical members (the President could be either). A 48-person board is among the larger in United States higher education, but the discussion about restructuring was less about sheer size and more about engagement. The President and the Chancellor conducted many consultative sessions in the couple of years that the changes in governance were being considered. Ultimately they settled on a broad set of concepts, including a desire to have greater lay involvement, not only by percentage of board membership but in the quality and intensity of contributions to governance, and a way to ensure the Catholic character of the University. After about two years of study and deliberation, the main features of the new structure emerged:

A board of trustees that would consist of the Fellows, Bishop Trustees, and appointed Trustees. There is not an exact number because the number of Fellows can vary (the number of Cardinals is not static, not all are required to serve, and a Fellow may qualify for membership under more than one capacity (e.g., head of the bishops' conference and also a Cardinal). Besides the Fellows, the board will include three Bishop Trustees and at least 20 but no more than 40 appointed Trustees. In its early years, the total number of Trustees has been between 30 and 40.

Within that board (the University has been careful to characterize it as a "two-component" board, not a two-tier board) there was designated a group of Fellows with the following retained powers (those powers not enumerated remained the province of the full board):

- Ensure the "essential character as a Catholic institution of higher learning in perpetuity"
- Appoint Bishop and appointed Fellows
- Appoint Bishop and appointed Trustees
- Remove any Fellow or Trustee (two-thirds vote)

- Appoint or remove the President
- Approve disposition of all or substantially all of the assets of the University
- Amend the key governing documents (charter, bylaws, canonical handbook), by a two-thirds vote.

The Fellows would consist of:

- All Cardinals serving as diocesan Bishops in the United States (unless they declined)
- Four bishop fellows
- Maximum of four ex officio Fellows:
 - Chairman of the Board.
 - President.
 - Chancellor.
 - President of the United States Conference of Catholic Bishops.
- Two appointed Fellows (it was intended to ensure some lay presence on the Fellows though, strictly, the appointed Fellows did not have to be lay members)

The Fellows were required to have an annual meeting, which they have done since the new charter took effect, while the full board has continued to meet three or four times per year.

This change in structure has led to a more actively engaged board because the lay members have expertise in such areas as finance, philanthropy, and physical plant. This has increased the involvement of the board and its members in University matters. There has also been a significant increase in the level of philanthropic activity by lay members.

Communications between the senior administration and the board are effective. The lay chair of the board has begun meeting regularly with the three faculty representatives to the board in an effort to improve the level of communication and degree of transparency between the board and the faculty.

Administrative Council

The Administrative Council consists of the senior leadership of the University and it is a forum in which leaders from many sectors of the University can gather to share information. However, the disadvantage of this broad membership is that it can be unwieldy in size (more than 50 members) and does not lend itself to deep or thoughtful deliberation.

Thus, an Administrative Council Executive Committee was created in October 2015. This body consists of 18 senior members of the administrative council and it meets monthly during the academic year to discuss the current affairs of the University and to provide input

to the President, the provost, and the vice presidents for high-level decisions. The Executive Committee has several permanent members (the vice presidents, as well as the general counsel, chaplain, head of HR, and chiefs of communications) and then several individuals who rotate every two years (a nominee from most of the senior leaders).

This is an avenue to facilitate two-way communication among University administration and senior officials. It has become the practice to seek input on matters that are being considered by the senior leadership of the University while the decision-making process is ongoing. In recent years, for example, the Executive Committee has previewed and provided advice on matters including building priorities, changes to public safety, how to allocate bonuses, and the focus of the coming comprehensive campaign. The Committee does not take votes but offers its perspective in a setting that includes representation from all sectors of the University. While the administrative council still meets as a whole, the executive committee, with its rotating but significantly smaller membership, has proven to be a more efficient vehicle for a two-way exchange of information among the University's leaders.

Senior Administration

Most senior leaders report that they are satisfied that the size and qualifications of the senior staff are appropriate for the size and complexity of the University. Changes in senior administration are communicated via email when they occur and are then reflected in the University's organizational chart when it is updated.

To further organize the work of the senior administration, the provost's title has been changed to University Provost and Senior Vice President. Since November 2018, the Academic Leadership Group (ALG) was expanded to include associate vice presidents and staff leaders from across the University in addition to the deans and other academic leaders.

Faculty, Staff, and Students

The rights, responsibilities, and duties of the faculty are outlined in the Faculty Handbook and on the policies website. A Faculty Handbook Committee proposes changes to the Faculty Handbook, which must be approved by both the Academic Senate and the board. The Faculty Handbook Committee also drafts language to implement changes requested by the Academic Senate and presents this language to the Senate for its approval. A University Policy Committee, chaired by the chief compliance and ethics officer, includes faculty representation, along with representation from other University constituencies. The Committee on Faculty Economic Welfare ("CoFew") is a committee of the Academic Senate, which also reports to the Academic Senate on economic and other issues impacting faculty welfare.

The University organizational chart is updated regularly, although staff changes that occur frequently or that do not involve senior leaders are harder to capture on the chart. An Employee Benefits Council has been created to allow staff to contribute to discussions about issues that pertain to them.

Graduate and undergraduate students serve as representatives to the Academic Senate and the Board of Trustees. Their participatory role is well defined. The Faculty Handbook also clearly provides for student representation in dean search committees. Student leaders of the Graduate Student Association and Undergraduate Student Government meet regularly with senior administrators. The constitutions of these two student government groups govern their activities. All students have the opportunity to evaluate the faculty in writing. These evaluations are a factor in faculty retention and tenure decisions, and are made available to appropriate constituencies.

Boards of Visitors

Individual schools may have initiatives such as boards of visitors that serve both a philanthropic and advisory role. Information about these boards appears on the individual web pages of the schools that have them. While they serve an important advisory role and can be of valuable assistance to individual deans, the boards of visitors do not have any formal governance authority.

Opportunities for Improvement

It should be easier to locate information on various aspects of University governance. Many of the documents reviewed do not appear to be easily available online in an organized way. In addition, documents online may not always represent the most current versions of documents. There should be a more uniform process for ensuring that materials are appropriately updated and posted. In particular, the same information sometimes appears in multiple places on the website, for good reasons. However, greater care is needed to ensure that when there is an update, it is made consistently in all places.

Some faculty members have expressed concern that the Academic Senate has a high fraction of administrators versus elected faculty representatives. However, this has also been described as a strength because it prevents the stratification of the University into a management versus workers scenario.

Some functions, such as the reporting of Academic Senate matters to the larger community, are dependent on the work of individual senators. Thus, there may be a lack of uniformity in the ways in which information is disseminated. Some schools are represented by senators who share more abundant or detailed information about Senate activities with their colleagues than senators at other schools. Recently, a new initiative

by the Academic Senate has been implemented to place Senate reports and minutes online. This will equalize the access to Academic Senate information among all faculty in every school.

Overall Evaluation

The University's governance structure is clearly articulated, with clearly defined and documented responsibilities for each constituency — particularly those whose roles and responsibilities are outlined in the Faculty Handbook or University Bylaws.

The governance structure itself is transparent, but some specific roles and responsibilities of some constituencies are not as transparent. This is particularly true with respect to students and staff other than senior staff.

Some important information, particularly with respect to the evaluation process, may not be publicly available and/or may be privately contained in the employment contracts of senior University officials, including the University president.

The University's Governance Structure

The University's governance structure has changed significantly in the past 10 years, producing a number of strengths and improvements. Given the recent date of the changes, there is more to develop and assess over time.

The University completely changed its corporate structure in 2016, the culmination of a three-year process of study, consultation, and analysis. Since 1969, the University has had a Board of Trustees of about 50 members, equally divided between clerics and lay members. For reasons summarized below, the new structure consists of a two-component board. Powers are reserved to a smaller subgroup of the Board of Trustees called the Fellows, while most of the traditional functions of a board of trustees are exercised by the full board. The ratio of membership also has changed from an equal lay-clerical split to majority lay membership, although the majority of the Fellows are bishops.

Under the new Bylaws, slightly amended in 2017, there is not a definitive, set number of trustees because there are several variables in determining who sits on the board at any given time⁶. The Fellows, who are all also trustees, consist of all U.S. cardinals who are diocesan

bishops, meaning they have a geographic responsibility, such as archbishop of Washington or Houston⁷. A cardinal may decline to serve, and he may continue to serve so long as he is a diocesan bishop. In addition, *ex officio* Fellows are the president, chairman, and vice chairman of the board, chancellor of the University, and the president of the United States Conference of Catholic Bishops. The participation of the president of the USCCB in this way reflects the University's unique status as the "bishops' university," as it is the only institute of higher education in the United States that was founded by the nation's Catholic bishops.

The other Fellows are four bishops elected by the Fellows, who must be diocesan bishops. They serve three-year terms. Two appointed Fellows can be, but are not required to be, lay people. They also serve three-year terms. The rest of the board consists of two classes of trustees: bishop trustees, of whom there are to be three (and who are a separate population from the bishop fellows and the *ex officio* cardinals who must also be bishops) and appointed trustees, of whom there are to be 20 to 40. These appointed trustees are generally lay people, but they can also be clergy who are not bishops, such as priests and deacons, or members of religious orders⁸.

The major purposes behind the restructuring of the board were to emphasize lay involvement and expertise, and to increase the engagement of all board members in both governance and philanthropy. Most members of the board and the University's leadership believe that the restructuring has accomplished those goals. The two-component board structure is not unique to Catholic University. Other institutions, including the University of Notre Dame and some Jesuit schools, feature some version of two-component governance. The reserved powers for Catholic University's Fellows are not atypical of such powers. They include appointing or removing trustees, appointing or removing the president, disposing of "all or substantially all" of the University's assets, and ensuring that the University "maintains its essential character as a Catholic institution of higher learning in perpetuity."

Some have raised concerns over whether there is too much concentration of authority in the Fellows, which will always include a super majority of bishops.

⁶ One of the reasons that the number of trustees is not fixed is that some members might have more than one basis for serving on the Board. For example, the Archbishop of Washington is the Chancellor of the University. He is often, but not always, a cardinal. If he is both, then he has two independent bases for serving on the Board but would only count as one vote.

⁷ On occasion, someone is named a cardinal but does not have a traditional geographic see. For example, Cardinal Avery Dulles, S.J., was named a cardinal relatively late in life because of his extraordinary scholarship. In addition, cardinals who once supervised sees, upon retirement or transfer, frequently have duties in the Vatican or elsewhere. All of these such cardinals would not be eligible to serve as Fellows because they no longer have a geographic see.

⁸ For example, at the time this chapter is composed, the appointed trustees include two priests, a deacon, and a religious sister.

In practice, the Fellows have fulfilled their minimal functions by primarily electing and renewing board members. They have not met as a group or engaged the rest of the board as a bloc to express a particular point of view on board actions. Most members believe that the board has benefited from the restraint exercised by the Fellows, although the opinion is not uniform. The Fellows and the rest of the board are in the early years of establishing a “board culture” that can be better assessed over time.

A great amount of the work of the board occurs independently of its three or four annual meetings. All trustees serve on two committees, and all the committees hold meetings the day before the full board meetings. Many of the committees will hold additional meetings or conference calls between the in-person meetings. It is common for committee members to regularly engage with the University leader responsible for their area of concern. For example, the vice president for Finance and Treasurer commonly confers with the chairs and other members of the audit and finance committees between meetings. Similarly, the vice president for Student Affairs engages with the chair of the Student Affairs Committee between meetings. The chairman of the board is in regular contact with the president on matters of strategic policy, as well as with the secretary of the board, on matters of governance and administration.

There is a consensus among trustees and the University’s senior leadership that the balance is about right between too broad or too granular involvement by the board in day-to-day operations. There is regular consultation, but it is coupled with deference to the University’s leadership once the leadership becomes aware of the board’s concerns and obtains its input. As an example, in recent times there have been long-developing and complex discussion regarding the scope and sequencing of several construction projects. These discussions involved the board as a whole, and several committees, especially finance, student affairs, facilities, and advancement. All committees considered certain aspects of the proposed projects over the course of several meetings. When the University leadership was planning how to spend its bond money, it held a special joint meeting of the finance and facilities committees to coordinate the leadership’s decision. While there was not unanimity, all parties were satisfied that the important issues were raised and considered in a constructive atmosphere that led to confidence in the process and the decisions.

The process for evaluating the president has become more structured and rigorous in recent years. It starts with the publication of the president’s goals at the beginning of each academic year. There are regular reports by the president that are both official, such as the three to four meetings of the board and the

four meetings of the executive committee per year. More informal are the conversations with the chairman and other trustees on a regular basis. At the end of the academic year, all board members are sent a questionnaire (Appendix K), and the board chair appoints a select committee. It considers all input and makes a recommendation to the executive committee on compensation, as well as on any revisions of the president’s goals for the year to follow.

The board does not have a set method for evaluating its own processes and competencies or for its continued professional development. Certain members, by virtue of their professional experience or interest, are especially attuned to matters of governance and will raise recommendations for process improvements. Otherwise, the main way in which the board steps outside its normal processes is to reflect about its functions and goals during its biennial retreat. In alternating years, the September meeting of the board is omitted, or it serves as a board retreat, which has been held in Rome and at conference centers in the United States. Most recently, a board retreat was prepared and scheduled for September 2018. This was changed to a special meeting of the board in late summer 2018 because of the developing crisis in the Church. Many trustees found this meeting to be highly valuable.

On other governance matters, trustees must fill out conflict-of-interest disclosures upon joining the board and annually thereafter. The annual disclosures are evaluated by the chief ethics and compliance officer and, as necessary, in consultation with the University’s general counsel or chief of staff.

Regarding areas for improvement, the board needs more appointed trustees. The process of identifying, cultivating, and appointing trustees in a timely manner should be improved. The board also could benefit from a greater representation of women, as well as candidates with more diverse racial, ethnic, geographic, academic, and professional backgrounds.

3.7.3 Leadership and Administration

The Presidential Appointment and Evaluation Process

[President John Garvey](#) was appointed president effective on July 1, 2010. The president is the University’s chief executive officer who serves at the pleasure of the Board of Trustees. Prior to his appointment as Catholic University’s 15th president, Garvey served as dean of the Boston College Law School and as a law professor at the University of Notre Dame. He came to Catholic University with a clear understanding of the mission given his prior academic experience. In an interview, he noted the uniqueness of the University even among other Catholic institutions. He pointed to ways in which the mission is visibly promoted in all segments of the University — from

student life to Athletics and across various departments — rather than simply being limited to the ecclesiastical schools or to Campus Ministry.

He has emphasized the importance of a distinctively Catholic education in every school and discipline. During his inaugural year, Garvey hosted a series of prominent intellectuals in disciplines such as history, music, literature, and science. The speakers presented lectures on the interplay between their ideas about virtue and their scholarly work. Under Garvey, Catholic University launched the School of Business and Economics in 2013 to provide a rigorous business education that fully integrates Catholic Social Doctrine in every aspect of the curriculum. He also has continued to be a prominent public voice on many contemporary issues in higher education, culture, law, Catholicism, and religious liberty. He has testified twice before members of the House of Representatives. He spoke on religious liberty in 2012, and on anti-Semitism in 2013.

The board elects the president based on the report of a search committee. On the Board of Trustees, the president serves as an *ex officio* Fellow. The University can have up to four *ex officio* Fellows, all of whom are individuals who hold official positions within Catholic University or at the United States Conference of Catholic Bishops. According to the Bylaws, “The Fellows serve as the members of the University and hold certain reserved powers designed to preserve in perpetuity the essential character of the University as a Catholic institution of higher learning.”

As the University’s chief executive, the president is charged with leading the institution toward its goals, and has primary responsibility for its day-to-day-administration. The board evaluates the president annually and provides regular feedback throughout the year. In an interview, he described his own evaluation process, stating that at the outset of every academic year, he creates a list of goals in consultation with all of the vice presidents, his chief of staff, and other senior administrators. At the end of the year, the president reports back to the board with a self-assessment as to how well those goals have been met.

The Executive Committee of the board is responsible for the end-of-year presidential review on performance and a full range of administrative responsibilities, including fulfillment of the Strategic Plan. Every September, an evaluation form, which evaluates the president’s performance, is sent to all trustees. The results are aggregated and reviewed by an ad hoc committee of the Executive Committee. The ad hoc committee completes its evaluation and presents a summary of its evaluation, as well as recommendations on compensation — including what bonus, if any — to the Executive Committee. Recommendations are made to the president based on the feedback from all members

of the board. The president also forwards to the board evaluations by the provost and vice presidents.

President Garvey has worked hard to show fidelity to the University’s mission and to strengthen its identity. He has increased the University’s financial stability through an investment in resources and people in the Division of University Advancement. The capital campaign, which was rolled out in several phases, is designed to support large-scale initiatives across the University.

The president has been instrumental in moving the University forward in physical plant goals. The chiller loop project is a large-scale heating and cooling project that will greatly reduce energy costs. In addition, he has advanced proposals for revitalizing existing athletic facilities and building new facilities such as the dining hall, a new residence hall, and a recreation center. Academically, the Academic Renewal initiative, proposed and implemented by the provost at the direction of the board and approved by the Academic Senate, overhauled the curriculum, reorganized schools, and made other changes to support the teaching function for the first time in decades. The recently announced “Catholic Project” is also an initiative by President Garvey to provide a vehicle for Catholic University to be of assistance in addressing the current crisis in the Church and offer an opportunity for lay expertise to address these concerns.

Interviews with the president, vice president for Finance and Treasurer, vice president for Student Affairs, chief of staff, and president of the Academic Senate agreed that the president has the authority to fulfill his responsibilities, and he has the assistance of qualified administrators. President Garvey noted that the board has not interfered with his work and that he was very happy with his senior staff. The president’s senior administration is made up of a provost and senior vice president, vice president for Finance and Treasurer, vice president for Student Affairs, vice president for Enrollment Management and Marketing, chief of staff and counselor to the president, general counsel, vice president for University Advancement, and Executive Director of Strategic Communications.

All these appointments report directly to the president, but only the officers (provost, treasurer, and secretary) are subject to board approval. The president also appoints deans and chairs of departments after consultations that follow procedures outlined by the Faculty Handbook. In addition, the president looks to the deans of the schools, the Executive Committee of the Administrative Council, and the Administrative Council for guidance. A review of the resumes of the executive leadership shows they are well-qualified administrators and have proven success in higher education.

The [Administrative Council](#) serves the University as a sounding board and as a vehicle for better dissemination

of information. The council hears information on what has been reported to the Board of Trustees, as well as the latest news at the University. The council may also be asked for input on matters of non-academic policy and procedures that affect the entire University community.

After finding the value in the council and the voices of its 58 members, including its usefulness in disseminating information to the University, the president determined that he wanted to create a smaller Executive Committee of the Administrative Council. It meets monthly to provide him with opinions on issues facing the University and strategic priorities and goals. The membership of the executive committee rotates every other year to widen the circle of participation and to bring in fresh options and ideas.

The president has expanded his administration through the creation of an expanded Enrollment Management and Marketing Division and a much-enlarged Division of Advancement. On the question of the appropriateness of the size of the administration, the president noted that he believes that the expansion in advancement has paid for itself, and it should continue to expand given the stagnation of enrollments.

There are opportunities for improvement as the University looks to continued growth. The president noted that more personnel and funds need to be allocated to the areas of Human Resources, Technology Services and Finance in order for those areas to move the University forward.

In addition, the last two archbishops of Washington have had high profiles in the current Church crisis. However, per the University governance structure, the archbishop of Washington serves as the University's chancellor. Archbishop Wilton Gregory, the newly appointed archbishop of Washington, will have an important role to play in healing the wounds of the crisis that are particularly felt in the Archdiocese of Washington. The president noted that the chancellor does not merely have a figurehead role. Rather, the chancellor manages communications between the University and the Vatican, among other responsibilities.

To ensure that the University and its departments can run effectively should a key senior leader no longer be able to perform the duties, succession plans should be in place, updated, and reviewed annually. Some areas have succession plans, but it does not appear they are updated regularly.

While the University's senior structure is very clear, the makeup of the departments of those senior leaders is not as clear. In order for the University community to understand the structure of the University as a whole, the institutional organizational chart should be updated yearly and made easily available and accessible. Finally, to ensure true diversity of opinions and that ideas flow to the president, the University should be working toward a more diverse senior leadership.

Advancing the University's Goals

Since 2010, the University has improved engagement with faculty and students to advance University goals. The consultative processes driving the Strategic Plan and capital campaign are examples of integrating units and segments of the campus to implement changes. To enhance communications and participation among the faculty, the Academic Senate launched a drive in 2017–18 to make minutes and reports easily accessible to faculty.

The active role of faculty and administration is also seen in various committees and groups, such as the University Policy Committee, the Senate Budget and Planning Committee, and the Academic Leadership Group. The role of Board Observers is another example of integrating faculty in all levels of governance. The restructured Board of Trustees has shown particular interest in recognizing the institutionalized role of the faculty observers, and the board has been open to meeting with faculty outside of this role.

To ensure that donors do not have undue influence, the University has been careful in explicitly retaining sole authority to hire and fire faculty. While the University made it explicit to donors that they will have no direct role in hiring or firing of faculty or administration, the University should take steps to ensure that there is no indirect influence (or perception thereof) in the personnel decisions of individuals, departments, units, and schools.

At the same time, opportunities for improvement remain. Having an updated, clear, and easily accessible organizational chart for the University and for major units would be very useful. Having such a chart is particularly important given that the University continues to make changes to best address the requirements outlined in this and other focus areas. Given that there is some concern about the makeup of the Academic Senate in terms of the ratio of deans and administrators to elected faculty members, the University should institute more robust mechanisms for communications between the Senate and the faculty at large. In addition, proposals have been made for increasing the membership of the Academic Senate to include "at-large" faculty positions.

The University has robust top-down assessment of the leadership and administration. While there are mechanisms for incorporating faculty and staff input in the assessment of the leadership and administration, the University should improve bottom-up assessment. This could be achieved by enhancing communications about existing mechanisms for faculty and staff input and by implementing new ways to incorporate more faculty and staff participating in assessment activities.

Restructuring the Board of Trustees

Significant structural changes since 2010 have resulted in a more active and engaged Board of Trustees. It is particularly pronounced among the lay members who may have expertise in fields of interest to the University, such as finance and infrastructure. This reenergized board has been more involved in the assessment of the University's leadership, governance, and administration.

The board itself does not have a formal process for assessing its own effectiveness. Members are given the opportunity to self-assess as part of the process of seeking reappointment, but that typically occurs only in the last year of a term and only for those seeking reappointment. Members are indirectly evaluated in other ways, including in considering their requests for committees on which to serve, as well as deciding who will chair the committees, both of which are the prerogatives of the chairman.

There would be value in the board more regularly, formally, and comprehensively evaluating its functionality as a unit, particularly in the early years of operating under the new corporate structure.

3.7.4 Maintaining Compliance

The Compliance and Ethics Program has been fully realized since the last accreditation report by the creation of a compliance office and the hiring of a full-time chief ethics and compliance officer (CECO).

The compliance officer has instituted a program, which meets the U.S. Federal Sentencing Guidelines for organizations. It provides a safe harbor in the event of criminal wrongdoing by an agent of the organization. The key elements of an effective compliance and ethics program per the guidelines include:

- A compliance officer with authority and operational responsibility for the program;
- Establishing standards and procedures;
- Communicating standards, procedures, and other aspects of the program;
- Board of Trustees' oversight of program implementation and effectiveness;
- Periodic reporting to high-level personnel and the board by the compliance officer;
- Monitoring, auditing, and periodic evaluation of program effectiveness;
- A confidential mechanism for reporting legal violations or seeking guidance without fear of retaliation; and
- Responding appropriately to criminal conduct with corrective action.

An updated version of four revised training modules (Discrimination/Sexual Misconduct, Compliance Awareness, Privacy and Information Security, and FERPA Awareness) was delivered to all faculty and staff for training. Newly hired staff complete the modules at the time of hire. Within the past five years, complete campus-wide training on the Campus Security Act and Title IX was implemented.

Regular communications from the Chief Ethics and Compliance Office keep the community informed of resources, policies, and changes.

In addition, since the last MSCHE report, the University has hired a full-time Title IX coordinator to raise visibility and assure compliance. The University's [Title IX website](#) includes information and resources in this area.

The Policy Committee, comprised of faculty, staff, and administrators and chaired by the chief ethics and compliance officer, meets regularly to evaluate proposed University policies or to update existing policies. However, owners of policies need to play a more active role in keeping them current and bringing proposed changes to the attention of the Policy Committee.

While the policies are all collected on one web page, there are gaps in knowledge among faculty and staff about the policies. The Chief Ethics and Compliance Officer has taken steps to address this concern, including initiatives to highlight new policies, encourage faculty outreach to the Ethics and Compliance Office, and offering indices by subject matter for easier reference by faculty and staff. However, recent years have seen an increase in the regulatory complexity of the higher education sector — a development that increases the range of policies with which faculty and staff must be familiar.

The Office of Human Resources has been hampered by leadership volatility. Lack of compliance in this area can have significant negative impacts on the University. The University should consider creating a compliance liaison within this office, although at present human resources personnel are good at reaching out to Compliance with issues, concerns, or questions, and there is an established relationship between the units. Increased staffing is recommended for human resources, with all staff having compliance written more formally into their position descriptions.

In addition, the University has the appropriate intellectual property policies in place as required for accreditation, but a central copyright clearinghouse would reduce risk further. The University should consider creating a system that would allow faculty to easily license copyrighted materials where needed.

Overall, most University departments recognize the need for compliance and do their best to follow guidance. Because setting the tone at the top is helpful, it would be particularly effective if the senior University administrators would take

the lead on certain compliance issues, such as copyright and accessibility, which are areas that need attention.

In terms of governance, ideally the president would have regular meetings with the general counsel and the chief ethics and compliance officer in addition to the current practice, which is to meet with them whenever either individual believes there is a need.

Disclosing the Governance Structure

The Board of Trustees and a group of Fellows have disclosed its governance structure in a more focused way. The Board of Fellows is specifically charged with the reserved power of ensuring the University's fidelity to mission. This structure is disclosed in several places, including:

- The University Leadership website, which explains to the public the roles and relationships of the Board of Trustees, president, provost, vice presidents, administrative council/executive committee, and deans.
- The Faculty Handbook, which describes in detail the governance structure, executive office (including officers, election and appointment, term, removal, chairman, president, vice chairman, chancellor, secretary, provost, treasurer, and vice president of finance) and each position relation with the head governing body, the Board of Trustees.
- The Bylaws of the University in the Faculty Handbook, which discusses in great detail the roles, abilities, limitations, structure, and other minute details of the Fellows, meetings of Fellows, trustees, committees, officers, trustees emeriti or emeritae, and miscellaneous provisions.
- The Academic Senate Constitution, which discusses the roles and relevance of the Academic Senate and its role as the governing body of the University's academic areas.

Disclosing Conflicts of Interest

The University's [Annual Conflict of Interest Disclosure Process](#), administered by the chief ethics and compliance officer (CECO), requires that trustees, as well as designated employees and researchers, complete an annual online disclosure of their non-University interests and affiliations.

The process implements the [Trustee Conflict of Interest Policy](#) and [Conflict of Interest Policy for Staff and Faculty](#), both of which were significantly revised since the last reaccreditation. This annual disclosure process supplements the more specific disclosures required for research proposals under the [Conflict of Interest Policy – Externally-Funded Research](#). This policy also has been revised since the last reaccreditation. The CECO also reviews all ad hoc conflict-of-interest disclosures and,

in coordination with relevant managers, implements management plans. All potential or actual conflicts, however reported, are addressed through the central process.

The University benefits from the excellent process now in place for reviewing conflicts at the Board of Trustees level, as well as for faculty and staff. The process for faculty and staff has been streamlined by hiring of a chief ethics and compliance officer in 2011. Because of this, the University community has greater awareness and vigilance. The board's conflict-of-interest compliance has been 100% for several years.

There have been situations in which a potential conflict was not directed to the compliance office. The CECO has followed up in these cases.

Hiring and employment conflict-of-interest policies are under review and need updating. Overall, the process generally works well. The CECO has taken initiatives to bring the policies to the attention of the community. However, campus training on what is and is not a conflict, with a chance for discussion and questions, would be helpful.

3.7.5 Supporting the Strategic Plan

The University's Strategic Plan was adopted after lengthy consultations with various constituencies of the University. It is readily available online to all those constituencies and administrative bodies to guide their work independently and cooperatively.

Academic Senate and University Priorities

The Academic Senate shares with the president responsibility for academic governance. It establishes, maintains, supervises, and in general is responsible for the University's academic policies. The constitution of the Academic Senate, as approved by the Board of Trustees, is binding on the University community. The constitution (included in the current governing documents) determines the membership of officers of the administration, deans, faculty delegates, and two adjudicatory committees — Committee on Failing Grades and the University Academic Dishonesty Appeals Panel. It also applies to the following standing committees: Faculty Economic Welfare, Honorary Degrees, Academic Services, Budget and Planning, Academic Policy, Faculty Handbook, Evaluation, and The Unit Standards Committee.

The Academic Senate has delegated to the Graduate Board general supervision over specific matters relating to graduate study, including admission standards, programs of study, and requirements for degrees. The [Senior Vice Provost for Academic Administration and Dean of Graduate Studies](#) chairs this committee, *ex officio*, and the president of the Graduate Student

Association serves on this committee as a non-voting *ex officio* member. Similarly, the Academic Senate has delegated to the Undergraduate Board general supervision over parallel matters relating to undergraduate study. The Undergraduate Board reports its recommendations to the Academic Senate. The vice provost and dean of Undergraduate Studies is the *ex officio* chair of the Undergraduate Board.

The Academic Senate appoints the members of these two boards from the faculties of the schools that offer graduate or undergraduate degrees, respectively. Deans are eligible for membership. The Academic Senate committee structure is driven by the effort of the committee chair, and its effectiveness and broad range can be more useful at certain times than at others. Making the process of defining committees more consistent would help ensure the effectiveness of the committees. In addition, a review regarding the percentage of academic deans on the Academic Senate to ensure the voices of the faculty are robustly represented is advised.

Faculty and University Priorities

The faculty, as a corporate entity, is a body of teachers empowered to act on such matters as the appointment and promotion of its members, admission of students, recommendation of curriculum requirements, and recommendation of candidates for earned degrees. The term is often used unofficially to denote the body of teachers of a college or university in one of its component parts, such as a department.

Faculty voting rights, particularly with respect to faculty appointments, promotion, and tenure, are detailed in the [Faculty Handbook](#). When it comes to minor, non-personnel matters, there might be some variation in practice. Faculty members generally have a structured path for influencing academic policies: through their voting and committee privileges in schools and departments and through faculty representation in the Academic Senate and its constituent boards and committees.

Senior Administration and University Priorities

The administrative structure of the University is presented in the 2019 organization chart. It is straightforward in its organization according to functional reporting lines. The major governance documents and the more specific operating policies spell out the distribution of decision-making authority at the various administrative tiers. However, these prescriptive documents generally leave flexibility in the delegation of that authority, i.e., who actually does what tasks.

The provost is the chief academic officer and acts for the president in his absence. He also serves as secretary of the Committee on Academic Affairs of the Board of Trustees. The provost has ongoing general responsibility for the coordination and development of all academic units and programs, as well as University Libraries, CUA Press, Center for Global Education, Rome Center, Center for Academic and Career Success, and several research institutes. On behalf of the president, the provost receives recommendations for academic appointments and for sabbatical and other leaves of absence and, once approved, the provost issues the official letters of appointment or leave. The provost exercises general supervision over procedures leading to recommendations for faculty appointments with continuous tenure and receives appeals for reconsideration of recommendations against reappointment. The provost approves all applications for funding of instructional, research, and service programs submitted to external agencies.

The vice president for Finance and Treasurer serves as liaison with the board's committees on finance, facilities, and audit, and the vice president administers policies involving financial transactions and development of financial resources. As treasurer, the vice president is charged with the collection, receipt, custody, disbursement, and expenditure or disposal of all University assets, including cash, equipment, supplies, buildings, and real estate. The vice president coordinates and supervises the work of the internal auditor, who has direct access to the president, the chair of the Audit Committee, and the chair of the board, as necessary. The vice president oversees the offices of budget and financial planning, the controller, facilities planning and management, human resources, institutional research and technology services.

The vice president for student affairs supervises the delivery of student services and the conduct-of-student activities. The vice president oversees Athletics, the Office of the Dean of Students, Center for Academic and Career Success, Counseling Center, Campus Activities, Dining Services, Health Services, Housing Services, Recreational Sports, Transportation, Residence Life, Conferences and Events, Center for Cultural Engagement, Student Experience and Family Engagement, Undergraduate Student Government, and Graduate Student Association.

The chief of staff and counselor to the President has also been appointed as the secretary to the Board of Trustees. The chief of staff's primary responsibility is to assist the President, the deans, and the faculties in the University's external relations. The chief of staff also oversees the offices of the General Counsel, Campus Ministry, and the Department of Public Safety. He also supervises the Title IX coordinator and the chief ethics and compliance officer.

The vice president for Enrollment Management and Marketing has oversight for developing and administering undergraduate enrollment, student recruitment and marketing strategies, as well as directing University-wide services in admission, financial aid, student registration and billing, and marketing and communications.

The vice president for University Advancement oversees all efforts to engage alumni, parents, business leaders, corporations, foundations, and organizations as partners in support of the University, its 12 schools, and programs. The vice president manages the offices of alumni relations, corporate and foundation relations, planned giving, the Fund for Catholic University, stewardship, the parents fund, reunions and advancement services to secure funding across the institution. The vice president's team is responsible for all fundraising efforts on behalf of the University, including the National Collection, and works closely with the Board of Trustees and members of school-based advisory boards.

The Administrative Council is a forum for internal University communications. Made up of all academic deans and most other senior administrators, it meets twice a year during the academic year to provide updates to faculty and staff on the latest University developments. They include areas such as community relations, the University's response to the Church crisis, property development, and campus building projects. The council has provided feedback and recommendations to the president.

The Executive Committee of the Administrative Council meets approximately once a month during the academic year to discuss the current affairs of the University. The membership of the committee rotates every other year to widen the circle of participation and to bring in fresh options and ideas.

The President's Emergency Council deals, as circumstances warrant, with such matters as health risks, terrorism, active shooters, crime off-campus, weather events, and preparations for catastrophic emergency. It includes key individuals who might have safety-related functions, such as the Chief of Public Safety and representatives from Facilities. Individuals are added as necessary, depending on the nature of the crisis (e.g., residence life, the Counseling Center or other offices might be included on some occasions but not others).

Some individual schools at the University have established boards of visitors. For example, the [Columbus School of Law](#), the [Busch School of Business](#), and [School of Engineering](#) have also established boards of visitors, which are largely philanthropic in nature but act as committees to test out ideas. Likewise, the Benjamin T. Rome School of Music, Drama and Art is supported by the [Catholic Arts Council](#).

Students and University Priorities

Students can have a voice in decisions affecting them through the committees. They also can have a voice through leadership of the graduate and undergraduate student governments, as well as student membership in the Academic Senate by serving on committees and boards. They include dean search committees and accreditation Self-Study task forces; and informally through the student newspaper, *The Tower*, and regular contacts with faculty and administrators. Student representatives attend meetings of the Academic Affairs and Student Life Committees of the Board of Trustees (but not meetings of the full board). While students can voice their sentiments through several channels, they generally cannot vote on academic or administrative matters.

In addition, the vice president of Student Affairs started the Student Leadership Council in 2017. The council is a group of students who represent a variety of on-campus student constituencies. They meet with the vice president two to four times a year to discuss campus topics, provide feedback on ideas, and to discuss concerns.

Faculty Assembly and University Governance

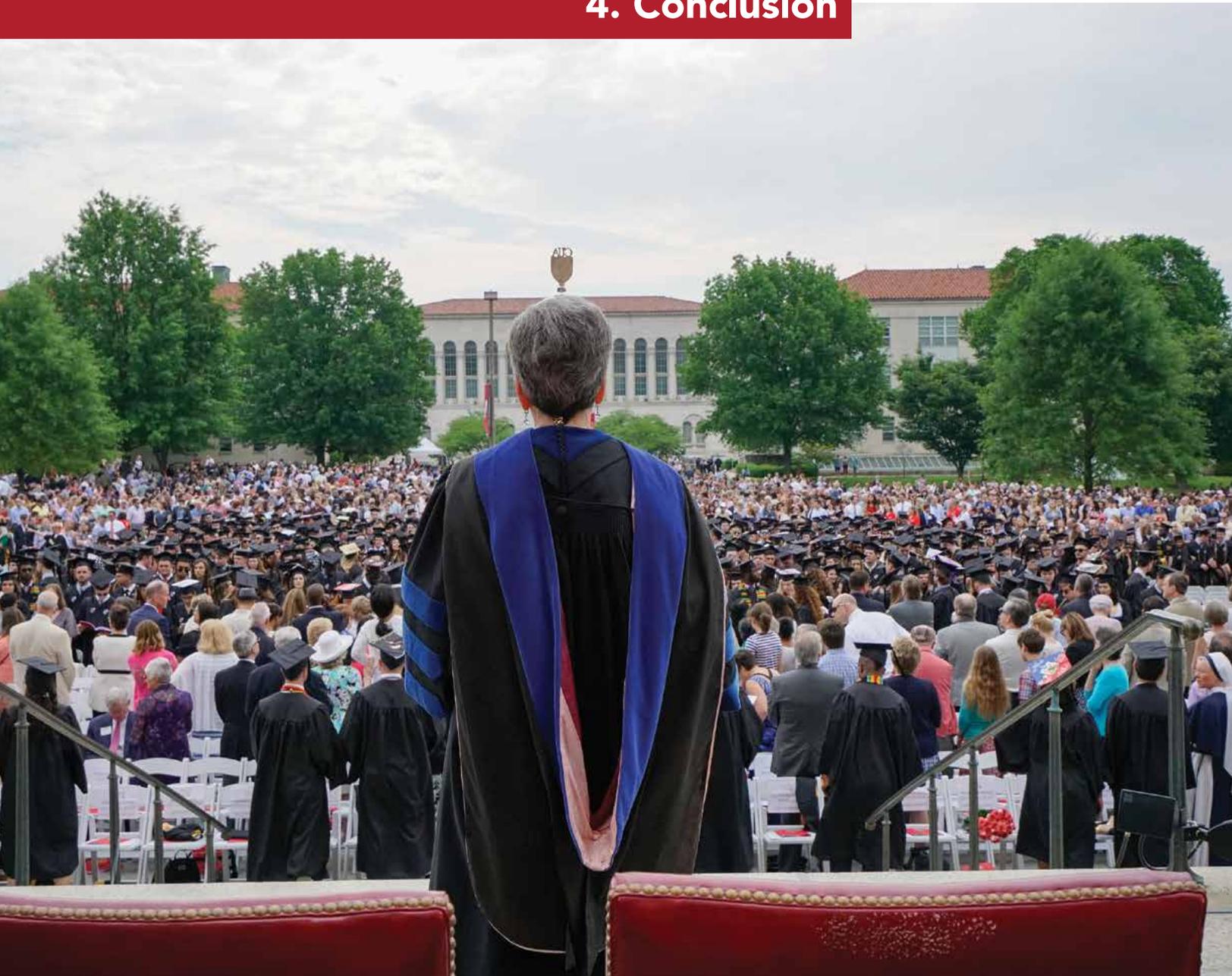
The Faculty Assembly is not an official entity in the University administration and has no governance authority in its structure. The Faculty Assembly has arisen from time to time to provide a forum for discussion and a means for concerted action. It was reconstituted in the spring of 2018 and has sought to bring some of the faculty from the various schools of the University together for discussion and action on issues of importance and common concern to the University as a whole. In particular, it arose from dissatisfaction with the direction, rollout, and aims of the Academic Renewal project.

3.7.6 Recommendations

- Continue to evaluate the ways in which the new Board of Trustees is functioning to ensure that this new model is working as intended and that the "board culture" is functioning well.
- Consider a way in which the board might more regularly, formally, and comprehensively evaluate its functionality as a unit, particularly in the early years of operating under the new corporate structure.
- Continue in a more formal way the initiative of the chair of the Board of Trustees to meet with the three faculty representatives to the board to improve the level of communications and degree of transparency between the board and faculty.
- Ensure that a clear and regularly updated University organizational chart is easily available and that any changes in significant roles and responsibilities are communicated to all relevant constituencies.

- Develop a more consistent process for ensuring that materials are updated and posted to the relevant web pages of the University and that they are more clearly indexed and easier to locate.
- Explore the possibility of additional “at large” faculty representatives to the Academic Senate.
- Develop a more formal way for the board to evaluate its own process and competencies and continue its professional development.
- Ensure that major University offices and departments have succession plans in place.
- Continually review the allocation of personnel and funding to ensure that they are directed toward those sectors that most need attention. Currently, there is sentiment that these areas may be Technology Services, Finance, and Human Resources.
- Strive for a more diverse senior leadership to ensure a variety of opinions, ideas, and perspectives are shared with the President for guidance in his own decision-making process.
- While there is robust top-down assessment of leadership and administration, the University could benefit from improvement in the area of bottom-up assessment that incorporates more faculty and staff in assessment activities.
- Encourage owners of various University policies to play a more proactive role in bringing proposed changes and updates to the attention of the Policy Committee.
- Continue and strengthen training in, and communications about matters of policy, compliance, and conflicts of interest in a proactive way.

4. Conclusion



4. Conclusion

Since spring of 2018, Catholic University has been preparing its decennial Self-Study for Middle States. Approximately 100 people have been engaged in preparing the report including faculty from all schools, administrators, staff, students, and trustees. Working groups reviewed policies and practices and made suggestions for improvements. The Self-Study provided an opportunity to identify challenges and strengths. The entire campus community was engaged in open forums and was invited to submit comments.

This Self-Study highlights an array of accomplishments over the past 10 years. A new core curriculum has been implemented. Philanthropic support has reached record levels over the past four years and has positioned the University for its first comprehensive campaign. Student retention has reached its highest levels in at least 20 years. And the University's commitment to assessment has significantly improved. The new governance structure for the Board of Trustees has clarified the role of the Fellows in assuring that the University's Catholic identity is central, and the infusion of more lay board members has strengthened the fundraising capacity.

The Self-Study also notes areas where improvement is necessary. Developing alternative revenue streams to offset the challenge of growing undergraduate and graduate net tuition revenue is imperative. Addressing faculty and staff salary levels to assure strong employee retention and to recruit first-class faculty and administrative professionals has been noted. And continued improvement in all facets of assessment are noted throughout the report.

The final product is a reflection of the University's mission and commitment to provide a world-class education to undergraduate and graduate students.

Steering Committee and Working Group Members

Steering Committee

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Appendices



Appendices

Appendix A: Ecclesiastical Faculties

The Catholic University of America was founded by the bishops of the United States, with the approval of Pope Leo XIII. As such, the University is governed not only by civil law, but also by canon law. In addition to the 1983 Code of Canon Law, two special laws apply to The Catholic University of America: the apostolic constitution *Ex Corde Ecclesiae* (1990) of Pope John Paul II and the apostolic constitution *Veritatis gaudium* (2017) of Pope Francis. The former applies to Catholic universities; the latter governs ecclesiastical universities and faculties.

Ecclesiastical universities and faculties are those institutions of higher education that have been canonically erected or approved by the Apostolic See. They foster and teach sacred doctrine and the sciences connected therewith. These institutions have the right to confer academic degrees by the authority of the Apostolic See. These degrees are called “canonical degrees.” The aforementioned institutions can take various forms: they can be an ecclesiastical university, or an ecclesiastical faculty *sui iuris* (meaning that the faculty is not a university but a faculty standing on its own); or an ecclesiastical faculty within a Catholic university; or even an ecclesiastical faculty within some other kind of university, for instance a state university. An example of the latter can be found in Germany, as a result of concordats concluded between the Holy See and German *Länder*.

At The Catholic University of America, there are three ecclesiastical faculties: Canon Law, Philosophy, and Theology (and Religious Studies). This is an example of three ecclesiastical faculties within a Catholic university. These three ecclesiastical faculties must meet the criteria set forth in *Veritatis gaudium* to confer academic degrees with canonical value. The Congregation for Catholic Education — the competent department for these matters within the Roman Curia — oversees the various programs of study and approves them. Whereas the Congregation for Catholic Education oversees from a canonical perspective the whole University, the oversight for most of the University is founded in *Ex Corde Ecclesiae*, while the oversight over the three ecclesiastical faculties is rooted in *Veritatis gaudium*.

Appendix B: Communications and Participation Improvements Since 2010

Initiatives include:

- Campus Accessibility Reviews in 2014 and 2018, and Physical and Technological Accessibility Improvement Plan in 2018–2019;
- CommUNITY Initiative in 2015;
- Center for Cultural Engagement in 2016;
- Child Care Committee 2016–2018;
- Monthly Departmental Technology Representative (DTR) meetings by Technology Services 2017
- Executive Committee of the Administrative Council, 2017;
- Benefits Advisory Council in 2017;
- Veterans Benefits Initiative 2010–2018;
- Improved weekly e-mail communications 2018;
- Extended Faculty Open Forums with the provost, and departmental and school meetings with the provost, to discuss areas for University improvement 2018;
- Academic Leadership Group expanded to include administrative associate vice presidents and other administrative leadership 2018; and
- Campus Climate Survey for Faculty 2018–2019.

Appendix C: Examples of Recent Mission-Specific Improvements

The University's [Strategic Plan](#), revised in 2016, instills values, character, leadership, and sound decision-making skills in its students. The plan also focuses on key areas important to Catholic values and the University's mission, such as economic justice, commitment to service, employee development, increasing benefits and wellness programs, improving morale, and promoting employee diversity.

In 2017, the University revised its [homepage](#) to place greater emphasis on how the Catholic intellectual tradition promotes intellectual freedom. Both the website and revised weekly communications to campus profile how students, staff, and faculty advance mission-based Catholic values in their studies, research, and work. The weekly email communications to employees focuses on how student, staff, and faculty work advances human values. This represents a particularly strong demonstration of ethics and integrity.

In student life, the mission is demonstrated particularly well. The University is committed to helping students

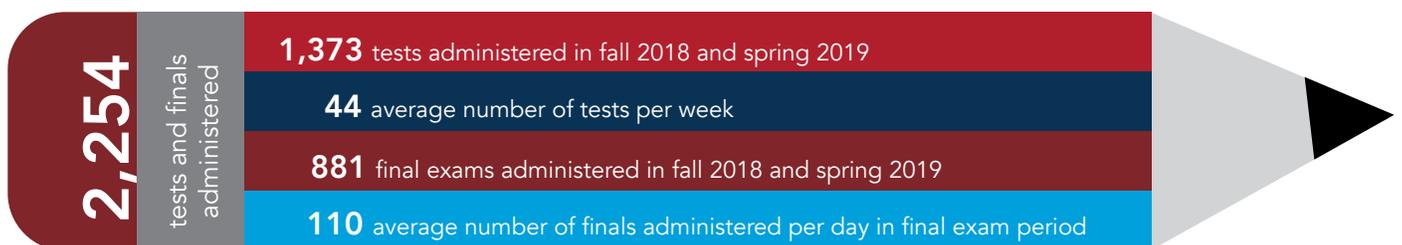
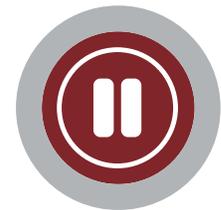
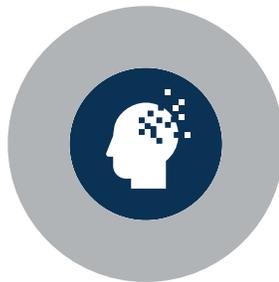
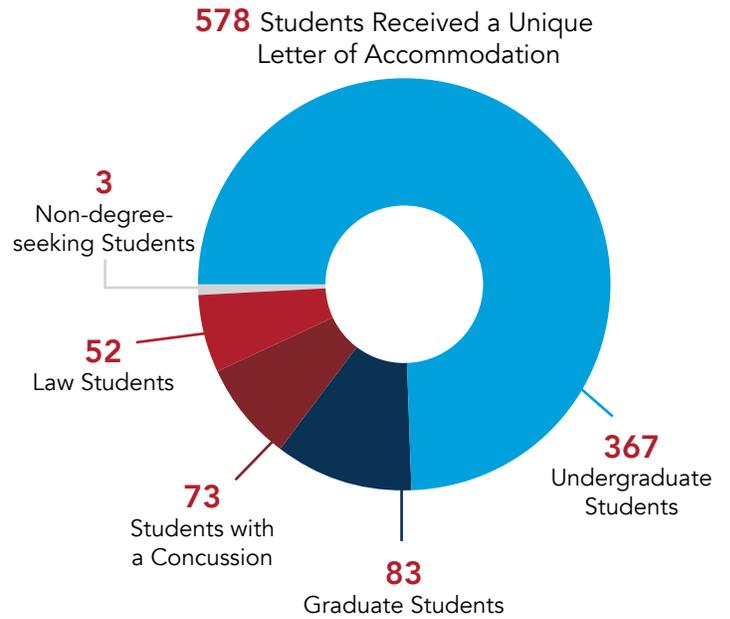
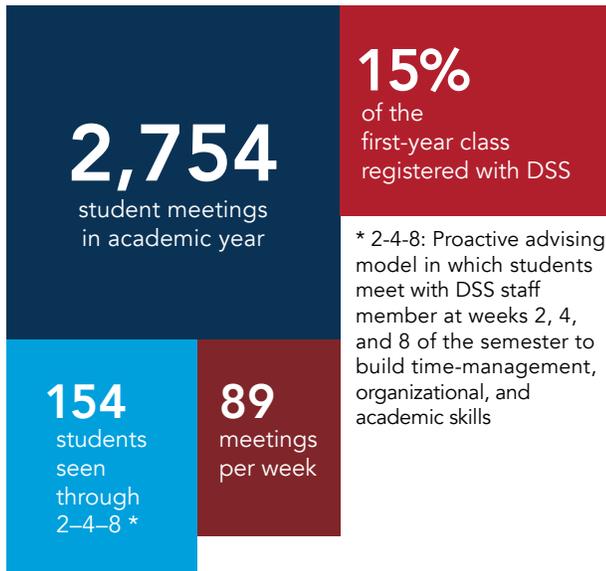
understand faith and the role it plays in the person and their life. There is a belief that spirituality enhances life. Additionally, there is a focus on the whole person, as well as on understanding and advancing faith and reason, which is a particularly strong demonstration of mission integrity.

The University provides strong support functions to the students consistent with mission. For example, students receive 45 free counseling sessions, whereas other D.C. schools provide approximately five, and there is no co-pay for Student Health Services visits. The University has a robust disability support services function that empowers students to participate without reducing their responsibility to achieve their own success.

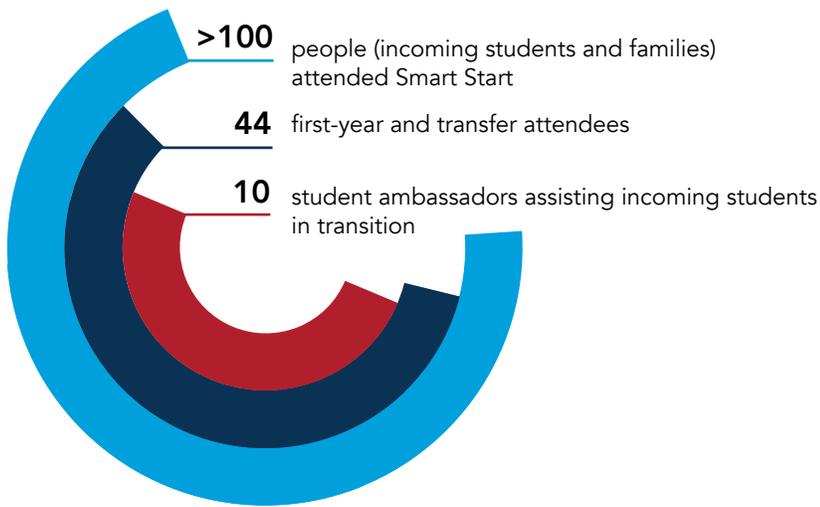
The University also has expanded its advising and coaching functions through the improved student success function, and the student affairs division has achieved a 20-year high in student retention. This demonstrates deep care for the student and a culture of engagement and connectedness, exemplifying the mission.

Appendix D: Disability Support Services Statistical Data

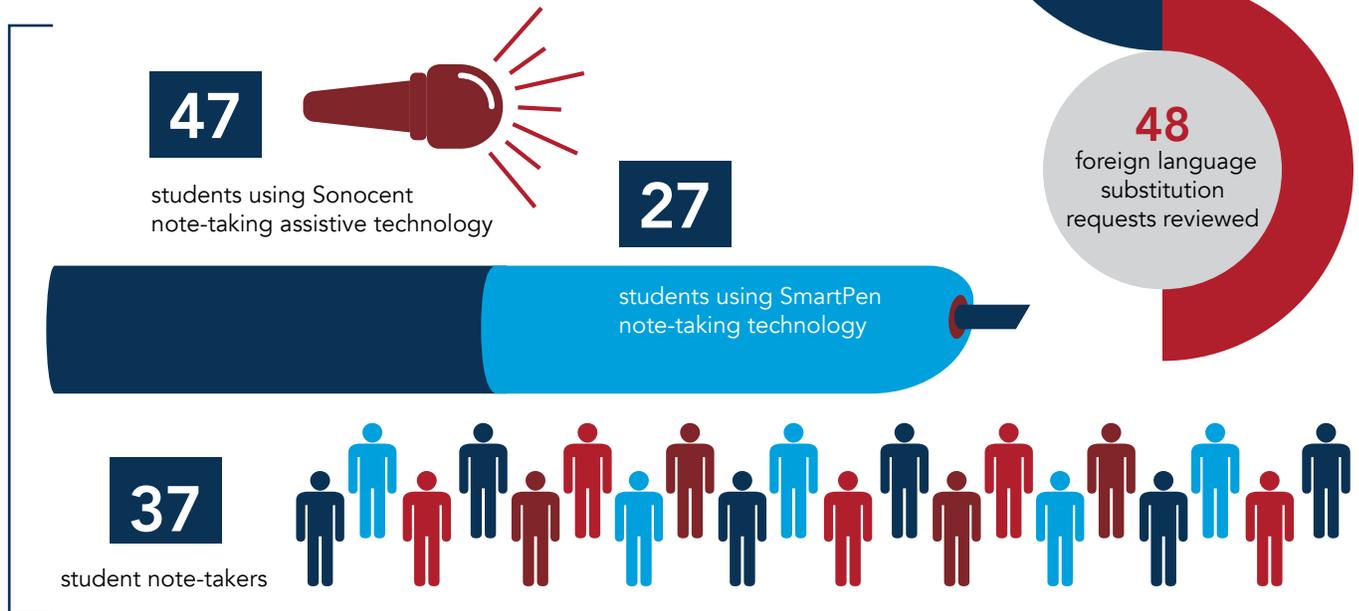
Office of Disability Support Services • 2018–2019 by the Numbers



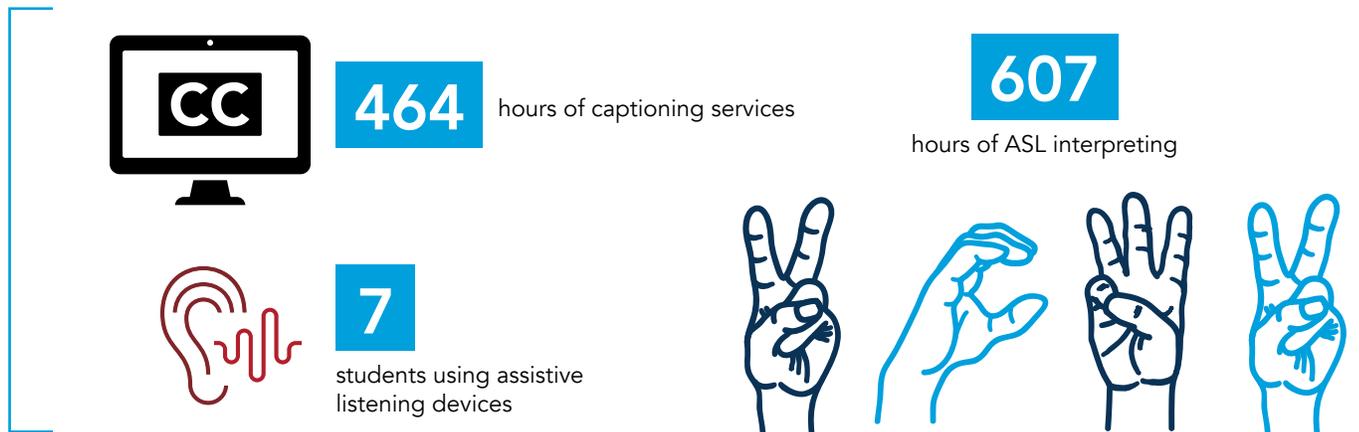
Smart Start is a two-day orientation program designed to aid students in making a smooth transition to Catholic University. We discuss important academic and personal skills that will help students succeed in college.



Note-taking Accommodations



Accommodations for Students with Hearing Impairments



Appendix E: Improvements to Fair and Impartial Employment Practices

In 2014, a new, board-approved [Code of Conduct for Staff and Faculty](#) was adopted that focused on mission-based commitments and a fair and equitable work environment. Also in 2014, a revised policy for [Sick and Safe Leave](#) was implemented to follow D.C. regulatory requirements.

In 2016, a more holistic [Non-Discrimination Policy](#) was implemented, and the Sexual Harassment Policy for staff and faculty was expanded into a more holistic [Sexual Offenses Policy](#) for employees and third parties.

In 2017, the University implemented a more holistic mandatory online harassment prevention training for all employees that covers both Title VII and Title IX.

In 2018 and 2019, all four compliance training modules were transferred to a new platform that provides for automated reminders, more consistency in capturing all employees, and improved tracking and reporting capabilities.

In 2020, a new online student employee training module will be implemented that covers compliance, privacy and information security, FERPA, and harassment prevention, in a way most useful for student employees.

In 2018, a revised [Family Medical and Leave Policy](#) was adopted. All procedures were reviewed and revised to more accurately reflect and protect employee rights.

In 2018, the Benefits Advisory Council continued the work of the Child Care Review Committee from 2016. It formally evaluated employee child-care needs and provided a detailed report and roadmap to the senior administration.

In 2018, a new applicant tracking system for all new hires was implemented. The new system allows for greater in-depth and consistent equal opportunity reviews, creates more harmony in staff and faculty hiring processes, and it will streamline the entire hiring process.

Appendix F: Elements of the Central, University-wide Compliance and Ethics Program

In support of its mission and core values, Catholic University is committed to conducting its activities with the highest integrity and ethical standards, and in compliance with all applicable laws and University policies.

In 2011, the University implemented a formal [Compliance and Ethics Program](#) to create a centralized structure to promote a culture of compliant and ethical behavior, to reduce the risk of non-compliance with laws and University policies, and to support the University's mission. The program incorporates all elements for an effective program per the [U.S. Sentencing Guidelines for Organizations](#). It includes:

- Board of Trustee oversight and an [Executive Compliance Committee](#) composed of senior staff;
- A [Code of Conduct](#) for all employees, a central [policy website](#), and robust [policy process](#);
- [Mandatory online training](#) in the areas of compliance, privacy and information security, FERPA, and harassment prevention/Title IX;
- [Anonymous reporting mechanism](#) and [formal investigative procedures](#) for prompt, thorough, and objective reviews and consistent corrective action; and
- [Regulatory Risk Assessments](#), targeted compliance reviews for high-risk areas, and ongoing evaluation of program effectiveness and metrics.

The program, approved by the Board of Trustees, is administered by the [Chief Ethics and Compliance Officer and Chief Privacy Officer](#) who reports to the Office of the President and the Audit Committee of the University's Board of Trustees. The program supports the board's governance role by providing an information and reporting system so the board can reach informed judgments on compliance matters.

All compliance activities and initiatives are undertaken in coordination with key compliance and control partners, such as the general counsel, internal audit, risk manager, chief human resources officer, controller, equal opportunity officer/Title IX coordinator, information security officer, and the vice and associate provosts.

Appendix G: Audits and Compliance Reviews Since 2010

Compliance Assessment	Internal Audit	2010
Information Privacy and Security	Internal Audit	2011
SEVIS	Compliance	2012
Enterprise Risk Assessment	Internal Audit	2012
Americans with Disabilities Act	Compliance	2013
Enterprise Risk Assessment	Internal Audit	2013
Student Safety	Internal Audit	2014
Civil Rights and Sexual Assault	Internal Audit	2014
Conflict of Interest	Internal Audit	2014
Americans with Disabilities Act	Internal Audit	2014
OMB Uniform Guidance	Compliance	2015
Camps and Conferences	Compliance*	2015
Title IX	Compliance	2015
Minors on Campus	Compliance*	2016
Anti-Bribery	Compliance	2015
International Activities	Internal Audit	2016
Enterprise Risk Assessment	Internal Audit	2016
Officer Expenses	Internal Audit	2018
Academic School Governance #1	Internal Audit	2018
Distance Education	Compliance	2018
Physical and Technological Accessibility	Compliance	2018
Academic School Governance #2	Internal Audit	2018
Academic School Governance #3	Internal Audit	2018
Privacy (in progress)	Compliance	2019
Drug Free Schools (in progress)	Compliance	2019

**Conducted jointly with General Counsel and Risk Management*

Appendix H: The Vocabulary of Mission

Articulation and communication of the mission reflects treasured Catholic values, while informing the campus community about improvements tied to those values and expanding on the inherent language of mission. It is integrated and holistic. It demonstrates a commitment to participation, and it engenders that participation because University leadership listens and addresses student, faculty, and staff concerns in a most responsive manner, speaking with one consistent, mission-based voice.

The University has an opportunity to use existing elements of Catholic teaching, current principles of corporate accountability, and existing University activities and accomplishments to advance the University community's understanding of its unique place at the "crossroads of faith and reason, and debate and science." Such elements and principles could provide a larger vocabulary for the mission. Using that vocabulary in communicating University accomplishments would enable members of the campus community to better observe and effectively understand what the mission means in a broader range of activities, while aligning their work and study to that mission.

As a starting point for this endeavor, consider the Principles of Catholic Social Teaching in the [Compendium of the Social Doctrine of the Church](#) and the [Seven Themes of Catholic Social Teaching](#) detail core principles of accountability that focus on life and dignity of the human person, community and participation, rights and responsibilities, care for the poor and vulnerable, the dignity of work, solidarity and subsidiarity, and care for the environment. These principles of common good encompass and embrace the true meaning of integrity. Consider also the [United Nations Global Compact's Guide to Corporate Sustainability](#) details principles of human rights, fair labor, anti-corruption, and protection of the environment that corporations should adhere to in order to remain sustainable businesses. These contemporary principles of corporate responsibility mirror Catholic social teaching, and both speak consistently of the common good.

This Appendix is, admittedly, only a starting point for this discussion. The campus community as a whole should participate in framing the discussion, and in defining the vocabulary of mission in light of both Catholic social teaching and individual and collective experiences. In this way it is a living and ongoing endeavor that informs and articulates as it grows.

Appendix I: List of Centers and Institutes

Catholic University has a variety of [Research Centers, Institutes and Facilities](#). Many of them have a long history and are an integral part of our tradition while others are modern, interdisciplinary and state-of-the-art facilities. Catholic University has also been disseminating scholarship in book and journal form through the [Catholic University of America Press](#) since 1941.

- Institute for Christian Oriental Research (1931)
- American Catholic History Research Center and University Archives (1949)
- Vitreous State Laboratory (1968)
- Center for Medieval and Byzantine Studies (1969)
- Institute for Policy Research (1974)
- Center for the Study of Early Christianity (1975)
- Center for Advanced Training in Cell and Molecular Biology (1983)
- Latin American Center for Graduate Studies in Music (1984)
- Comparative and International Law Institute (1985)
- Law and Public Policy Institute (1985)
- Law and Technology Institute (1985)
- International Center for Ward Method Studies (1986)
- Center for Advancement of Catholic Education (1995)
- Center for Advancement of Children, Youth, and Families (Formerly National Research Center for Child and Family Services - 1995)
- Institute for Astrophysics and Computational Sciences (1996)
- Center for Global Aging (1996)
- Center for International Social Development (1997)
- Institute for Interreligious Study and Dialogue (1998)
- Homecare and Telerehabilitation Technology Center (1999)
- McLean Center for the Study of Culture and Values (2000)
- Securities Law Institute (2000)
- Center for Applied Biomechanics and Rehabilitation Research (2002)

- Center for Promotion of Health and Mental Health Well-Being (2002)
- Institute of Sacred Music (2002)
- Center for Nanotechnology (2008)
- The Rome Center (2009)
- Catholics for Family Peace (2011)
- The Art and Carlyse Ciocca Center for Principled Entrepreneurship (2016)
- Institute for Human Ecology (2016)
- Leo Initiative for Catholic Social Research (2016)
- Space Weather Center (2016)
- Center for the Study of Statesmanship (2017)
- Engineering Center for Care of Earth (2017)
- Rehabilitation Engineering Research Center (2018)
- Center for Religious Liberty (2018)

Appendix J: Division of Student Affairs Annual Assessment of Guiding Principles

The Division of Student Affairs routinely engages in comprehensive assessment efforts related to programs, initiatives, and desired student outcomes across all areas within the Division. This set of outcome measures captures progress toward the 10 guiding principles for the Division. These guiding principles represent the strategic framework for the Division, and outline the core functions and services that the Division provides to students and the University community on an annual basis. These principles remain relatively consistent from year to year. Each department within the Division sets measurable goals in conjunction with these broad guiding principles and the annual outcome measures related to these goals are summarized in this section.

Division of Student Affairs

Guiding Principles

1. Maintain a vibrant portfolio of proactive educational programs and developmental services that are student-centered, reflect institutional mission, foster student retention, and promote the holistic development of students.
2. Cultivate relationships with individual students and student groups to provide a supportive environment in the many transitions to, during, and from college life; engage students in learning opportunities that will assist them in becoming responsible, compassionate members of society and empower them to be active members of the University community.
3. Through close collaboration with faculty and the academic community, develop and enhance an effective portfolio of support services, interventions, and initiatives with a focus on providing individualized support to students with demonstrated academic, health, wellness, and behavioral challenges.
4. Provide a university experience that encourages student engagement through enjoyable and meaningful experiences and interactions, while promoting co-curricular learning opportunities and fostering inclusiveness across campus.

5. Utilize the “living and learning” educational model to develop programmatic opportunities that revolve around the core concepts of social development, connection building, educational growth, spiritual growth, community building, service opportunities, and ethical decision-making, all intended to help develop students as stronger participants in a global society.
6. Empower students toward self-efficacy in career decisions through programming, advising, and vocational tools that assist students in understanding their vocational interests and abilities and the role that their faith, values, and personal goals have in discerning their career choices.
7. Inspire students to develop a holistic and healthy lifestyle of personal growth and balance through active engagement in fitness, recreation, competitive, and wellness opportunities.
8. Offer a wide array of varsity athletics programs that aim to compete at the national level, aid student enrollment and retention objectives, while also serving as a vehicle to successfully promote the University and provide its student body with opportunities for holistic educational experiences.
9. Through close collaboration with University Advancement and Facilities, Maintenance and Operations (FMO), develop and manage versatile, dynamic, and well-maintained multi-use facilities that meet the developmental needs of students, support the growth of community, and encourage the creation of seamless learning environments.
10. Work collaboratively with Enrollment Management and Marketing to effectively capture and promote the comprehensive support network and wide range of activities and engagement opportunities that are available to Catholic University students, with specific emphasis on the recruitment of new students.

Division Assessments

1. **Maintain a vibrant portfolio of proactive educational programs and developmental services that are student-centered, reflect institutional mission, foster student retention, and promote the holistic development of students.**

Assessment: Dean of Students — Sexual Violence, Alcohol and Drug Training

Description: All incoming new undergraduate students are required to complete online trainings on sexual violence, alcohol and drugs.

Administered: Summer, 2018; 853 participants

Key Outcomes:

- 99% of new freshmen and transfer students completed both the Sexual Violence and Alcohol and Drugs online trainings.
- For Sexual Violence, the average post-test score was 90% compared to average pre-test of 67%.
- For Alcohol and Drugs, the average post-test was 83% compared to average pre-test of 56%.

Assessment: Dean of Students — Individual Interventions for Alcohol and Drugs

Description: Outcomes assessment of the Brief Alcohol Screening and Intervention for College Students (BASICS) program, the Marijuana Intervention and Support (MIS) program, the Options Alternative Workshop, the Informed Choice Alternative Workshop, E-Checkup follow up meetings, and the Medical Amnesty program.

Administered: September 1, 2018–May 28, 2019, 103 Participants

Key Outcomes:

- 100% of students expressed the opinion that their facilitator created an environment that was non-judgmental and allowed them to share their thoughts directly.
- 100% of students reported they can recognize the consequences of high-risk alcohol/drug consumption.
- 100% of students reported they can identify protective strategies to reduce harm.
- 95% of students reported they gained tangible skills to reduce negative consequences associated with alcohol/drug use.
- 95% of students agreed or strongly agreed that as a result of the meeting(s) they are more likely to avoid high-risk alcohol and drug consumption.

- 95% of students agreed or strongly agreed that as a result of the meeting(s) they are more likely to serve as an empowered bystander in the event in of an alcohol/drug emergency.

Assessment: Office of Disability Support Services (DSS) — GPA and Persistence

Description: DSS supports students who need accommodations to be successful at Catholic University. As stated on each letter of accommodation, accommodations do not to give students with disabilities an advantage or otherwise negate essential course requirements and technical standards. An investigation of GPA reveals that students who are supported by accommodations are successful at Catholic University.

Administered: May 2019; 578 participants.

Key Outcomes:

- The GPA of students registered with DSS was maintained at an average of 3.13
- 64% of students registered with DSS earned a GPA of 3.0 or higher
- Only 8.65% of students registered with DSS were at academic risk of a cumulative GPA of 2.3 or less.

2. Cultivate relationships with individual students and student groups to provide a supportive environment in the many transitions to, during, and from college life; engage students in learning opportunities that will assist them in becoming responsible, compassionate members of society and empower them to be active members of the University community.

Assessment 2: Office of Campus Activities - Orientation Student Survey (Guiding Principles #1, 2, 4, 5)

Description: The Orientation Student Survey measures students’ perceptions of the Orientation program and its desired outcomes.

Administered: September 1–19, 2018, to 177 Participants

Key Outcomes:

- The majority of students agreed or strongly agreed that they felt welcomed at Catholic; made connections with other students at Orientation; learned about academic, involvement, and spiritual opportunities; felt more comfortable with campus and available resources; understood their responsibility as a student as stated in the CUA Pledge; and were excited to be a part of the Catholic University community.

- 93% of respondents reported attending Doors Opening: Welcome to CUA. Of those students, 97% would recommend the session to others.
- 93% of respondents reported attending Real World: CUA. Of those students, 87% would recommend it to others.
- 92% of respondents reported attending Safety First, Safety Always. Of those students, 99% would recommend the session to others.
- 87% of respondents reported participating in a D.C. Excursion. Of those students, 95% would recommend their D.C. Excursion to others.
- 96% of respondents reported attending their third meeting with their Orientation Advisors. Of those students, 86% would recommend this meeting to others.
- 87% of respondents reported attending the House of Cards night event during Orientation. Of those students 96% would recommend this event to others.
- 97% of student respondents reported downloading the Orientation guide. 90% said that the app was easy to use and 75% preferred it over a printed schedule (an additional 13% were neutral).

Assessment 7: Office of Campus Activities — Orientation Family Survey (Guiding Principles #1, 2, 4, 5)

Description: The Orientation Student Survey measures families’ perceptions of the Orientation program and its desired outcomes.

Administered: September 1–19, 2018, to 269 Participants

Key Outcomes

- The majority of family members agreed or strongly agreed that they felt welcomed at Catholic, made connections with faculty and staff, were less anxious about their student’s transition to college, learned about academic opportunities and campus resources, thought their student could develop spiritually at Catholic University, and were excited for their student to join the University community.
- 90% of respondents reported attending Doors Opening: Welcome to CUA. Of those family members, 99% would recommend the session to others.
- 44% of respondents reported attending Letting Go. Of those family members, 97% would recommend the session to others.

- 70% of respondents reported attending Safety First, Safety Always. Of those family members, 99% would recommend the session to others. 82% of family respondents reported downloading the Orientation guide. 89% said that the app was easy to use and 66% preferred it over a printed schedule (an additional 23% were neutral).

Assessment: Dean of Students — CORE Alcohol and Drug Survey

Description: The Core Alcohol and Drug Survey was developed to measure alcohol and other drug usage, attitudes, and perceptions among college students at two and four-year institutions.

Administered: January 21–February 2, 2019, 781 Participants

Key Outcomes

- 87% of students said the campus is concerned about the prevention of drug and alcohol use (consistent with 2017 CORE findings).
- 69.8% of Catholic U students responded that they consumed alcohol in the past 30 days (compared to 76.5% in 2017, a decrease of 6.7%).
- 46.2% of students reported binge drinking in the previous two weeks (compared to 50.9% in 2017, a decrease of 4.7%).
- 15.6% of students responded that they have used marijuana in the past 30 days (compared to 18.9% in 2017, a decrease of 3.3%).
- 59.4% of students responded that they consume two drinks or less in a typical week (compared to 50.8% in 2017, an increase of 8.6%) and 30.2% of students responded that they choose not to drink (consistent with CORE 2019 findings).
- 80.9% of students reported that they consider potential consequences when deciding to consume alcohol and/or drugs.

Assessment: Dean of Students — Student Disciplinary Engagement Reporting

Description: Student Conduct and Ethical Development (SCED) manages the disciplinary process for students engaged in incidents involving possible Code of Conduct, Off-Campus, Housing, or other University policy violations. As part of the process, SCED develops first-three-weeks, semester, and end-of-year reports regarding details of the disciplinary process.

Administered: September 2018, January 2019, June 2019

Key Outcomes:

- A total of 749 disciplinary interventions (a 13.3% increase from the previous year) occurred during the past academic year, involving 727 unique students. In addition there were 94 informal interventions (conversations). The total number of disciplinary incidents (510) is a 49.6% increase from the prior academic year; this is attributed to the change in visitation incident documentation.
- Student conduct case resolution (from incident report to adjudication) has decreased from 10.6 days in 2017–18 to 9.48 days in 2018–19. This decrease can be attributed to the number of cases where written warnings were sent in lieu of disciplinary conferences (includes first-time visitation concerns) and the decrease in University Hearing Board cases from seven cases the previous year to one case in 2018–19 (this case is pending).
- 53.6% of all disciplinary cases were resolved as lower level disciplinary conferences. 9.2% of all disciplinary cases were resolved at the higher administrative hearing level. 37.1% of all disciplinary cases were resolved as warnings or informal interventions which is a significant increase from the previous year (due to the change in documentation of visitation concerns). The University Hearing Board resolved <1% of all disciplinary cases.
- Six reports concerning off-campus student behavior were received to date this year involving six unique properties (a 62.5% decrease from the previous year). Three reports were made in September and three reports between April 29–May 9.
- During 2018–19, 27.9% of all disciplinary cases involved alcohol and/or drug charges. This represents a 21.7% decrease in the percent of alcohol and drug cases from the previous academic year. The change is attributed to the increased visitation cases which has impacted the overall percentage of case types by charges.

Assessment: Dean of Students — Student Conduct Process Feedback Survey

Description: The Student Conduct Process Feedback Survey measures students' perceptions of the disciplinary process after participating in a student conduct or disciplined property case.

Administered: May 2019; 38 participants (3.6% of students involved in disciplinary cases)

Key Outcomes:

- 78.9% indicated their conduct officers' reasoning/ rationale for the decision was clearly communicated in their outcome letter.
- 71% agreed or strongly agreed that they were provided the opportunity to discuss the events of the incident during the conduct process.
- 68.4% agreed or strongly agreed that after participating in the conduct process, they understood the procedural guidelines applicable in student conduct proceedings.
- 71% agreed or strongly agreed that after participating in the conduct process, they feel they are less likely to violate the Code in the future.
- 60.5% of responding students indicated that they have a better understanding of the expectations of them as a member of the Catholic University community after participating in the process.

Assessment: Office of Disability Support Services — 2-4-8 Survey

Description: 2-4-8 is a proactive advising model for incoming and at-risk students registered with DSS. Students meet individually with a DSS staff member 2, 4, and 8 weeks after receiving a letter of accommodation in the fall semester to ensure that the student understands their accommodations, has the necessary supports in place, and is working on the academic and organization skills needed to succeed at Catholic U. Additionally, the IRB approved study investigated the effectiveness of this model through a series of three self-report questionnaires sent to students enrolled in 2-4-8.

Administered: August 2018–January 2019; 106 participants.

Key Outcomes:

- 55% of respondents were freshmen and it was the first semester working with DSS for 65% of respondents.
- 27% of respondents experienced a change to their mental or physical health over the course of fall 2018 semester.
- 84% of students attended at least the three mandatory meetings of the 2-4-8 model.
- 84% of respondents said that meeting through the 2-4-8 model was helpful. Additionally, 95% would recommend 2-4-8 to another student.
- 92% of students who participated in 2-4-8 in fall 2018 returned to Catholic University in spring 2019.

- There were significant increases in several self-reported academic skills, including organization, studying, time management, and communication with professors. Skills not targeted by 2-4-8, such as writing, did not show a significant increase.
- Many students wrote that confidence was increased through 2-4-8.

Assessment: Office of Disability Support Services — Smart Start Survey

Description: Smart Start is a two-day pre-orientation program for incoming students registered with DSS and their families. At Smart Start, students move in early, meet peers, student ambassadors, and faculty, and learn of the responsibilities of a student with a disability at Catholic University as well as the supports that are available.

Administered: August 22, 2016–27, 2018; 18 participants.

Key Outcomes:

- 100% of participants were satisfied with Smart Start; 83% were highly satisfied.
- 100% of participants found Smart Start beneficial for the transition to Catholic U; 83% found it highly beneficial.
- 100% of participants felt that Smart Start prepared them to work with DSS.
- 94% of participants reported that Smart Start prepared them to be a successful student at Catholic U.
- In a review of material presented at Smart Start, participants responded correctly to 96% of questions.
- Feedback included, "This is an amazing program and I am more than grateful to be able to utilize it." Additionally, many students commented that the best part of Smart Start was making new friends.

Assessment: Dean of Students — Community Building (also related to GP 1, 5)

Description: Over the course of the year Residence Life actively tracked and recorded all programming and intentional interactions that happened in the residence halls for benchmarking purposes.

Administered: August 2018 through May 2019

Key Outcomes:

- On average each resident in our buildings had the opportunity for a personal and meaningful conversation with residence life staff at least 26 times over the course of the year.
- 49% increase in one-on-one interactions, including participation by faculty-in-residence and community councils.
- Hall security assistants managed 25,623 visitors to the residence halls.
- Residence hall office teams managed 2,100 different customer service issues.

3. Through close collaboration with faculty and the academic community, develop and enhance an effective portfolio of support services, interventions, and initiatives with a focus on providing individualized support to students with demonstrated academic, health, wellness, and behavioral challenges.**Assessment:** Client Satisfaction Survey

Description: The client satisfaction survey was developed to assess clients' satisfaction with both highly specific and more global elements of the therapy services they receive at the Counseling Center.

Administered: Clients currently in treatment complete this survey over the course of the last two to three weeks of each semester. 327 individual therapy participants.

Key Outcomes:

- 94% of individual therapy clients rated their overall client experience "very positively" (50%) or "positively" (44%), with only 6% rating their experience as "neutral."

Assessment: Collaborative Assessment and Management of Suicidality (CAMS)

Description: CAMS is described by Dr. David Jobes, its creator, as a "therapeutic framework for suicide-specific assessment and treatment of a patient's suicidal risk."

Administered: The initial assessment is administered either if intake paperwork indicates a certain level of suicidal symptomatology, or at the discretion of a clinician over the course of an intake or therapy session. 55 participants.

Key Outcomes:

- Of the 151 students expressing some suicidal ideation, 55 students (8.5% of all clients seen) were tracked for serious concern about suicidality.

Assessment: Standardized Data Set

Description: As described by the Center for Collegiate Mental Health (CCMH) research consortium, "The Standardized Data Set (SDS) is a set of standardized data materials used by CCMH counseling centers during routine clinical practice. Originating from the intake materials of more than 50 counseling centers, the first SDS was created with feedback from over 100 counseling centers in 2006 and 2007 along with guidance from the inaugural CCMH Advisory Board. Since its original development, the SDS has been revised several times to improve individual questions/answers and add new sections of assessment/data collection with the goal of balancing the needs of practitioners and researchers."

Administered: Throughout the year to new clients as part of intake-related paperwork. 448 participants.

Key Outcomes:

- 38.9% of our clients had been in counseling prior to beginning treatment at the Counseling Center.
- 30.8% of our clients take or have taken psychiatric medication.
- 29.1% of our clients acknowledged having considered suicide.
- 35 of our clients acknowledged having made suicide attempts.
- 31 of our clients had been hospitalized for psychiatric reasons, including 10 students who had been hospitalized more than once; as recently as four years ago only 13 of our clients had a history of psychiatric hospitalization, with only one client having been hospitalized more than once.
- 25.2% of our clients reported having engaged in self-injurious behavior.
- 23.4% of our clients reported having experienced unwanted sexual contact.
- 9.8% of our clients identified as first-generation college students.
- 24.3% of our clients said that they often or always experienced financial stress.
- 19.9% of our clients did not identify as being exclusively heterosexual.
- 20.5% of our clients have registered disabilities (up from 13.5% last year).
- 11.2% of our clients are student-athletes.

Assessment: Students Registered with DSS for Mental Health

Description: Percentage of students in each disability category were calculated for each semester from fall 2014 through spring 2019. Significant increases were seen in the number of students with a mental health diagnosis.

Administered: May 2019

Key Outcomes:

- Most students had diagnoses in categories of ADHD (47% fall 2014; 36% spring 2019), learning disabilities (47% fall 2014; 27% spring 2019), and mental health diagnoses (17% fall 2014; 31% spring 2019). While there has been a decline in the percentage of students with ADHD and learning disabilities, there has been an increase in students with mental health diagnoses.
- There is a significant increase in students dealing with mental health diagnoses. In 2018–2019, 181 students registered with DSS with a psychological disability; in 2014–2015, there were only 47. This is almost a four-fold increase over four years.
- This change is supported by increases also seen through the Counseling Center and in the Dean of Students office. In 2018–2019, 21% of students seen by the Counseling Center were also receiving services through DSS. This is an increase from 14% from 2017–2018.

Assessment: Student Withdrawal/Academic Leave Exit Survey

Description: The Office of the Dean of Students manages the CUA leave process for students who temporarily or permanently leave the University. As part of the leave process, students complete an exit survey to provide CUA with additional details on factors influencing their decision.

Administered: Individually from May 1, 2018–May 1, 2019, 230 participants.

Key Outcomes:

- During the 2018–2019 academic year, the Office of the Dean of Students (DOS) processed 87 requests for academic leaves, 111 requests for permanent withdrawals and 32 requests for term withdrawals from the University. Combined, these represent a 6.5% decrease from the 2017–2018 academic year. The total number of students permanently withdrawing fell 15% from the prior year; permanent withdrawals of first-year students was stable and declined by 44% for sophomore students.

- Assessment data continues to suggest that students leave Catholic University for a multitude of reasons depending upon the personal situation of each student. Significantly more students noted the following as reasons impacting their decision to leave Catholic University:

- Academic, new school has better reputation for chosen major or chosen major not offered at Catholic: 35
- Financial, family finances changed dramatically or unable to obtain loan funding or do not want to incur additional loans: 54
- Personal, managing medical or mental health issue: 65
- Personal, does not feel connected at Catholic: 40
- Personal, closer to home: 34

4. Provide a university experience that encourages student engagement through enjoyable and meaningful experiences and interactions, while promoting co-curricular learning opportunities and fostering inclusiveness across campus.

Assessment: Office of Campus Activities — Leadership Conferences Assessment (also related to GP 1, 2, 3)

Description: The Catholic U Leadership Conference is a daylong event that allows students an opportunity to learn about leadership in many different settings. Conference participants have the opportunity to attend a keynote speaker session, breakout sessions, interactive table discussions, and more. This assessment used quantitative and qualitative questions.

Administered: April 2019.

Key Outcomes:

Quantitative:

- 36 registered participants.
 - 17 out of 36 students participated in evaluation.
- 14/17 (82%) conference participants stated that the keynote presentation was applicable to their goals as a leader.
- 14/17 (83%) conference participants felt the instructor was a good communicator.
- 13/17 (76.5%) conference participants felt that the keynote presentation material was presented in an organized manner.

- 13/17 (76.5%) conference participants felt that the keynote speaker was knowledgeable on the topic.

Qualitative: Includes thoughts related to the leadership conference as a whole, to include breakout sessions and keynote speaker.

- "I loved the 'reaching your goals' activity with the envelopes because it was a great way to show how we need each other to reach our goals."
- "I thought the day was very well organized. Not too long, but not too short; it didn't feel rushed."
- "Steve McClatchy and his talk about gain/prevent pain. The interactive activity of chips in the bucket regarding understanding others. Improvements could be made by more interpersonal dialogue/discussion."
- "The speaker was awesome and the whole day was informative. Maybe include a helpful handout to go with presentations."
- "Work with others in groups: doing activities grows community."

Assessment: Dining Styles Survey (also related to GP 5, 7)

Description: A detailed survey created to develop strategies for improving satisfaction, value, and utilization; to assess our dining facilities relative to capacity, design, and flexibility to adapt to emerging trends; to guide the recommendations of our dining master plan.

Administered: Fall semester 2018; 648 total respondents (down from 791 respondents previous year).

Key Outcomes:

- The top three positive ratings from respondents were convenience, a welcoming/friendly dining staff, and cleanliness.
- The top three desired improvements from respondents were organic/sustainably sourced products, food variety, and price/value.
- Improved respondent ratings (2018 compared to 2017) were seen for fifteen of the seventeen performance attributes.
- Nine of the seventeen rating categories for the student restaurant were lower than the overall campus rating for the respective category, affirming the need for a larger and more modern residential dining facility.

Assessment: Voice of the Consumer (VOC)/Your Voice Counts (also related to GP 5,7)

Description: VOC provides an avenue for consumers to provide feedback on their terms.

Administered: Spring semester 2019; 362 total responses. This is an 18.6% increase in responses from the prior year.

Key Outcomes:

- Goals were met for three categories: Overall Satisfaction, Quality, Convenience, and Service Satisfaction. The goal for each is the percentage of respondents rating each as a nine or 10 (on a 1 to 10 scale).
- The categories Health and Personalization did not meet the desired goal but increased in both categories.
- The category of Health increased 26.2% while Personalization increased by 35.9% from the prior year.

Assessment: Social Media Presence (also related to GP 5,7)

Description: Part of the Dining Services communication and customer service plan is to reach as many customers as possible, utilizing various formats/methods of communication. Social media platforms have become and will continue to be important and effective tools to communicate with students.

Administered: Ongoing

Key Outcomes:

- There were over 130 posts on Instagram (up from 91 in the previous year). Each post has an average of 26 "likes." There is a 14% campus following (up 4% from previous year). There are 342 followers of the Instagram account, which was launched in the summer of 2017. The Instagram account is @catholicdining.
- The dining services Twitter account had 11,500 impressions, which is down from 29,901 impressions during the previous year. There were 69 tweets from the account during that time period. Currently there are 932 followers. The Twitter handle is @Catholicdining, and there is a 44% campus following.

5. Utilize the "living and learning" educational model to develop programmatic opportunities that revolve around the core concepts of social development, connection building, educational growth, spiritual growth, community-building, service opportunities, and ethical decision-making, all intended to help develop students as stronger participants in a global society.

Assessment: Dean of Students — Residence Life Training (also related to GP 2, 3, 5)

Description: This assessment was given to all staff after training in the fall and winter seasons. Training is required in order to review topics related to the student leader position.

Administered: August 2018 and January 2019

Key Outcomes:

- 96% of RAs felt they were well prepared for the year.
- 81% of RAs felt they had stronger communication with their peers as a result of training.

Assessment: Athletics - Consistent commitment to serving others from our department staff and varsity programs through community outreach projects and collaborations.

6. Empower students toward self-efficacy in career decisions through programming, advising, and vocational tools that assist students in understanding their vocational interests and abilities and the role that their faith, values, and personal goals have in discerning their career choices.

Assessment: Class of 2018 Undergraduate Senior Survey (Guiding Principles 6 and 10)

Description: The senior survey is administered to undergraduates capturing data regarding plans after graduation. This data is augmented through cross-referencing information with departmental surveys and information obtained on LinkedIn profiles.

Administered: May 1, 2018–December 1, 2018 with 559 identified graduates.

Key Outcomes:

- Data was gathered on 73% of the class of 2018.
- 92% of the respondents reported employment, attendance at graduate school, or long-term service.
- 67% of the 133 respondents reported earning \$50,000 or more.
- 76% of 361 identified graduates completed an internship or other experiential opportunity during their time as a student.
 - 61% of these individuals reported having two or more internships.

Assessment: 2018–19 Internship Survey (Guiding Principles 6 and 10)

Description: The internship survey is administered to current freshmen, sophomores, and juniors capturing internship participation/preparation throughout the academic year and following summer.

Administered: April 15, 2019–May 14th, 2019 with 174 respondents.

Key Outcomes:

- 83.3% of the respondents reported having an internship.
- An average hourly wage of \$14.53 was reported.
- 55.3% of the 94 respondents that reported having an internship, indicated they also had one prior to this opportunity.
- Top ways students reported finding their internship included: personal referrals, internet announcements, and university resources/events.

Assessment: 2018–19 Work-Study Survey (Guiding Principles 6 and 10)

Description: The work-study survey is administered to students that participated in the program during the academic year assessing their ability to develop practical skills and satisfaction with the program.

Administered: April 16–May 3, 2019; 76 respondents.

Key Outcomes:

- 72.4% stated that their position helped develop their office knowledge/skills (answering phones, assisting callers/visitors).
- 55.3% stated that their position helped develop their technical skills (use of Microsoft products, web editing technology).
- 81.6% stated that their position helped develop their professional skills (training others, planning programs, conducting research). 96.1% stated they would recommend their position to another student.

Assessment: First Year Advising Survey

Description: The First Year Advising Survey is administered to all first-year students and gathers information about their experience with first year advising with CACS.

Administered: April 26–May 24, 2019, approximately 830; 131 responded (or about 15% of the first-year class).

Key Outcomes:

- 70.49% agree or strongly agree that their academic and career advisor checks in with them.
- 87.60% agree or strongly agree that their academic and career advisor is easy to reach.
- 63.94% agree or strongly agree that their academic and career advisor helps connect them with resources.
- 55.74% agree or strongly agree that their academic and career advisor keeps them informed of opportunities (i.e., majors, minors, internships, career fairs, study abroad, service, etc.).
- 77.21% agree or strongly agree (49.17% strongly agree) that their academic and career advisor listens to them and considers their interests and abilities when offering advice.
- 74.59% agree or strongly agree that their academic and career advisor helps them consider options for a long-term academic and career plan.

7. Inspire students to develop a holistic and healthy lifestyle of personal growth and balance through active engagement in fitness, recreation, competitive, and wellness opportunities.

Assessment: Fresh Check Day (also related to GP 3, 7)

Description: Residence Life hosts Fresh Check Day (FCD) annually to encourage student awareness of mental health issues, and the support available on campus for those who might be struggling.

Administered: Individually on September 20, 2018.

Key Outcomes:

- 96.08% of students are more aware of available resources after FCD.
- 90.19% of students are more comfortable talking about mental health and suicide after FCD.
- 94.12% of students are more likely to seek help if experiencing distress after FCD.

8. Offer a wide array of varsity athletics programs which aim to compete at the national level, aid student enrollment and retention objectives, while also serving as a vehicle to successfully promote the University and provide its student body with opportunities for holistic educational experiences.

Assessment: Athletics — Number of deposits from incoming first year students.

Description: In an effort to support University enrollment objectives, the Athletics department works consistently throughout the school year to confirm deposits from the largest number of recruited student-athletes possible.

Administered: This process is ongoing throughout each annual student recruitment cycle; total number of expected deposits is tabulated each June.

Key Outcomes:

- There were 275 newly recruited varsity athletes enrolled as first year students for the fall 2019 semester. This represents 33% of the total number of first year students enrolled at the University (a similar contribution to last year's percentage, also 33%).
- These 275 deposits represent a decrease of 8 students from the 2018 total (283).

Assessment: Landmark Conference Presidents' Trophy and Learfield Directors' Cup rankings.

Description: To gauge how competitively successful our varsity athletic programs are when judged against conference and national opponents.

Administered: Statistical information is gathered at the conclusion of each playing season (fall, winter, spring). Final rankings are formulated each June.

Key Outcomes:

- Catholic University finished third out of eight schools in the 2018–19 Landmark Conference Presidents' Trophy standings — behind conference opponents Moravian College and Susquehanna University... yet ahead of Elizabethtown College, The University of Scranton, Drew University, Juniata College, and Goucher College.
- This third place finish is similar to another third place finish in 2017–18; Catholic University finished first in this ranking following the 2012–2013 and 2014–15 school years.
- Cardinal Athletics received a final national Directors' Cup ranking of #213 out of over 450 NCAA Division III schools in 2018–19. This ranking system looks to highlight the strongest overall athletic departments in the country by assigning point totals to each school based on the national finish of each sport that particular institution sponsors.
- Catholic University was ranked #195 (out of 450+) in the 2017–18 Directors' Cup standings and #189 in 2016–17.

9. Through close collaboration with University Advancement and Facilities, Maintenance and Operations (FMO), develop and manage versatile, dynamic, and well-maintained multi-use facilities that meet the developmental needs of students, support the growth of community, and encourage the creation of seamless learning environments.

Assessment: Office of Residence Life — EBI Housing Satisfaction Survey

Description: This bi-annual assessment complements the EBI Survey, providing residents the opportunity to supply feedback on their residential experience, and guiding the future of the residential program at Catholic U.

Administered: November 2018–December 2018

Key Outcomes:

- 92% of residents attended at least one Residence Life activity per semester, an increase of 8% over 2017–2018.
- We saw a 2% growth in overall satisfaction of policy enforcement by Residence Life staff.
- 94% of residents felt a greater sense of security through the presence of a hall security assistant in the residence hall, an increase of 10% over 2017–2018.
- 73% of students have utilized resources available through the residence hall offices.

10. Work collaboratively with Enrollment Management and Marketing to effectively capture and promote the comprehensive support network and wide range of activities and engagement opportunities that are available to CUA students, with specific emphasis on the recruitment of new students.

Assessment: The Division of Student Affairs worked closely with Enrollment Management and Marketing throughout the 2018–19 year to strengthen public messaging around the support network and engagement opportunities that are available for students. A summary of these efforts is provided in the Division of Student Affairs Annual Report .

Key Outcomes:

- Applications for the class admitted for the fall 2018 semester increased by 0.4% from the previous year (freshman applications increased from 6,073 in fall 2017 to 6,096 in fall 2018).
- The total number of new undergraduate students for the fall 2018 semester increased by 0.5% (freshman new enrollment increased from 831 in fall 2017 to 834 in fall 2018).
- Applications for graduate programs (including Columbus School of Law) admitted for the fall 2018 semester increased by 2.0% from the previous year (graduate student applications increased from 3,014 in fall 2017 to 3,074 in fall 2018).
- The total number of new graduate students (including Columbus School of Law) for the fall 2018 semester increased by 2.7% (graduate student new enrollment increased from 788 in fall 2017 to 809 in fall 2018).
- For additional information about enrollment trends and data see: <https://ir.catholic.edu/index.html>

The Catholic University Of America

Board of Trustees

Washington, DC 20064

Presidential Review Committee

Board of Trustees Review

The following assessment is to be completed by current Board members. The questions have been designed for each category taking into account the tenure of the President, the priorities previously established by the Board, and University needs and concerns.

When searching for the fifteenth President of The Catholic University of America in 2010, the Board of Trustees developed four “key aspirations,” set forth below, for its next leader. Any evaluation of the President should measure whether he has met the challenges and Board expectations in these four areas.

In fulfillment of its mission, CUA aspires to be “the” outstanding example in the United States for a Catholic University that meets the challenges set forth in *Ex corde Ecclesiae*.

1. **In regard to Catholic Identity and Mission** this means that Catholic University, as a Catholic institution of higher education, manifests her participation in the ongoing mission of the Church to engage the contemporary culture with the Gospel message as it comes to us through the Church. The University does this through her structures and programs, as well as in life and activities of her students, faculty and staff.
2. **In regard to Academic Excellence** this means identifying, evaluating, and strengthening those academic programs which are excellent in themselves, sustainable, and which are key participants in the dialog between faith and culture which will equip our students for living an authentically Catholic way of life in America. This aspiration would involve students in the highest quality academic experience while inviting accomplished and recognized scholars to the faculty.
3. **In regard to Holistic Student Development**, understood in the context of participating in a community that derives its inspiration from Catholic values, this means helping students develop not only intellectual excellence but spiritual, social, and human virtues.
4. **In regard to Financial Stability** this means understanding that none of the other priorities is possible without providing the capability to operate each year with a balanced budget, significantly building the endowment and financing growth, and managing debt while anticipating future developments.

Please rate the President in the following key functional areas.

1 = Does not meet expectations

2 = Meets some expectations

3 = Meets expectations

4 = Exceeds some expectations

5 = Significantly exceeds expectations

DK = Don't Know

Your comments are appreciated and serve as an important component of the President's performance review.

Specific Aspiration Review	1	2	3	4	5	DK
• Catholic Identity and Mission						

Comments:

Specific Aspiration Review	1	2	3	4	5	DK
• Academic Excellence						

Comments:

Specific Aspiration Review	1	2	3	4	5	DK
• Holistic Student Development						

Comments:

Specific Aspiration Review	1	2	3	4	5	DK
• Financial Stability						

Comments:

Institutional Leadership	1	2	3	4	5	DK
• Is creative and innovative in solving problems and dealing with crisis						
• Stays current with trends, information, legislation, and other movements pertinent to the University's future						
• Promotes and requires excellence in administration						
• Provides leadership for the professional development of staff, and maintains his own professional development						

Institutional Leadership (continued)	1	2	3	4	5	DK
• Exhibits the ability to change leadership styles and strategic objectives in light of new challenges, perceptions, and opportunities						
• Understands relevant theories of change and how they apply in an academic setting						
• Is informed and provides leadership as related to:						
— University operations						
— Problems and issues						
— Student involvement						
— The University's Strategic Plan						

Comments:

External Relations	1	2	3	4	5	DK
• Builds constructive relationships with news media and other public relations outlets						
• Encourages involvement from and respects all constituencies and gives their issues fair consideration						
• Is effective in promoting the institution as related to:						
— University image						
— Community partners						
— Federal, State, and District of Columbia level relationships						
— Trends that affect the University						

Comments:

Budgetary/Fiscal Management	1	2	3	4	5	DK
• Has appropriate fiscal management knowledge and judgment						
• Develops and supports appropriate strategies of attracting funds to the University						
• Addresses the University's financial needs						
• Develops strategic initiatives to address fiscal management						

Comments:

Personal Qualities	1	2	3	4	5	DK
• Has the interpersonal skills and talent to rebuild relationships after they have been strained by unpopular decisions						
• Has the emotional maturity and discipline to accept criticism and even personal attack without becoming afraid to lead or acting out his/her own hurt or anger						
• Exercises good judgment in dealing with sensitive issues between people and groups						
• Is well-organized and efficient in accomplishment of objectives						
• Shows respect to University personnel and students						
• Sensitive to differing needs						
• Gives recognition due to staff						
• Maintains high standards for presidential performance						
• Demonstrates professionalism in all duties						
• Shows charisma and enthusiasm for position						

Comments:

Relations with Board of Trustees	1	2	3	4	5	DK
• Offers professional advice to the Board on items requiring board action, with recommendations based on thorough analysis and sound educational principles; marshalling as many staff and external points of view, issues, and options as needed for fully informed Board decisions						
• Understands importance of governance policies						
• Handles constructive criticism well						
• Communicates actions or concerns clearly						
• Keeps the Board informed						
• Provides effective support						
• Communications are appropriate in terms of frequency, quality, and relevance						
• Appropriately engages with the Board on strategic matters, not operational detail						

Comments:

What major initiatives/projects should the President be focused on?

Name _____ Date _____



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