



CABRINI UNIVERSITY

CABRINI UNIVERSITY
SELF STUDY



I. INSTITUTIONAL OVERVIEW

OVERVIEW

Founded in 1957, Cabrini University is an accredited residential Catholic institution outside of Philadelphia, Pennsylvania that welcomes learners of all faiths, cultures, and backgrounds.

Our undergraduate and graduate degrees help students discover who they are and what they can accomplish in their life, in their career, and in society. Our students are empowered to make a better life for themselves and for others from the moment they step on campus. At Cabrini, we encourage students to explore their faith—whatever it may be. Our Justice Matters core curriculum features a series of three social justice writing courses, Engagements with the Common Good, that are the hallmark of our Cabrinian education. Through this social justice curriculum students engage with our local and global communities and learn how to use their voice for advocacy and community-based research.

Cabrini has three academic schools – Education, Arts & Sciences, and Business & Professional Studies. These schools offer 29 Bachelor’s programs, 6 Master’s programs, and 2 Doctoral programs. As of fall 2021, we are serving 1343 undergraduate students and 417 graduate students. Our curriculum focuses on high impact practices and Living and Learning Communities are a hallmark of our First-Year Experience. Additionally, our academic centers: The Jordan Center for Children of Trauma and Domestic Violence Education, The Center for Global Learning, The Center on Immigration, and The Center for Urban Education, Equity, & Improvement—as well as the Nerney Leadership Institute and the Wolfington Center (community-based learning, service, and Catholic Social Teaching) support our campus and community through education and advocacy work.

HISTORY OF CABRINI

In 1957, the Missionary Sisters of the Sacred Heart of Jesus (MSC), the religious order founded by Saint Frances Xavier Cabrini, secured the charter for Cabrini College. Led by the College’s first president, Sister Ursula Infante, MSC, Cabrini is the first and only institution of higher learning founded by the order. In the fall of that year, 43 women arrived on campus as the first students of Cabrini College. With the Woodcrest Estate Mansion serving as the centerpiece of the campus, the College made plans to expand. In 1970, the first male students enrolled at Cabrini, and a year later, the Evening Division opened, attracting non-traditional students to campus.

During the following decades, enrollment reached 1,000 students for the first time, and Cabrini counted had more than 10,000 alumni. The College helped form the Pennsylvania Athletic Conference (now the Colonial States Athletic Conference) and offered majors and programs that

reflect 21st Century education, including biotechnology, an online certificate program in web system design, and a Master of Science in Organizational Leadership (MSOL).

Throughout its history, Cabrini has been at the forefront of social justice learning among colleges and universities. Nationally, the College—now University—is among the first in higher education to implement community service into its curriculum and is the first in Pennsylvania to require community service of all undergraduates.

In 2014, the college welcomed its first male president, Donald B. Taylor, PhD, who announced that Cabrini will recruit more Hispanic and international students, while moving forward with plans to build the Athletic and Recreation Pavilion expansion of the Dixon Center, which was completed in 2016. Also in 2016, the Pennsylvania Department of Education (PDE) approved Cabrini’s application to become Cabrini University and we launched two doctoral programs. In Fall 2019, Cabrini opened a new residence hall and parking garage, which will help the institution move forward on a Master Campus Plan (MCP).

MISSION

Education of the Heart

Cabrini University is a Catholic institution of higher education dedicated to academic excellence, leadership development, and a commitment to social justice. Cabrini welcomes learners of all faiths, cultures, and backgrounds and prepares them to become engaged citizens of the world.

MISSION BACKGROUND

More than a century ago, St. Frances Xavier Cabrini urged her teachers to ‘educate the hearts’ of their students. She insisted that a Cabrinian education link intellectual competence with moral development and instill a special concern for those people who are in need. Cabrini University continues this Education of the Heart by providing liberal arts education mixed with hands-on learning and a living and learning environment that develops leaders who can succeed professionally and contribute to their communities.

INSTITUTIONAL GOALS

Over the past two years, Cabrini University has moved through a process of identifying and implementing academic and administrative efficiencies with guidance from Credo Higher Education Consultants. After identifying efficiencies, we moved into a robust, inclusive strategic planning process that involved ideas from our entire community. These ideas were synthesized into institutional goals that center around our students, financial resources, mission, and Diversity, Equity, Inclusion, and Belonging (DEIB).

We are revising our core curriculum and creating a more intentional academic design through a guided pathways approach that unifies our First Year Experience and Learning Communities, the Core Curriculum, and upper-level coursework in the majors. We aim to increase retention by more, holistically engaging our students through a developmental advising model. We also aim to invest in our physical spaces, creating a student center and refreshing existing facilities to better meet the needs of our students.

In these challenging economic times, we must reinforce our financial base to ensure future institutional sustainability. We are focused on expanding graduate and new program offerings, improving our financial margins, and leading through data-informed decision-making.

We see the importance of maximizing our brand by leveraging our Mission as the distinctive marker of a Cabrini education. While we live our mission daily, we aim to create a comprehensive Mission integration plan. We have a goal of strengthening our relationships with alumni to maximize recruitment of new students and philanthropy. We also have a goal of leveraging our digital footprint to better communicate, both internally and externally, about how we live our mission.

We also are committed to our Black, Indigenous, and people of color (BIPOC), First-Generation, LGBTQ+, and/or Latino/a/x students. Becoming a Dream US Scholarship school is a major step in living out Mother Cabrini's legacy to serve immigrants. We want to invest resources into these populations of students and increase their graduation rates. We have a goal to create a new Center for Diversity, Equity, Inclusion, and Belonging, because we want each Cabrini student to know that they belong here. We are also sensitive to the immense pressures that have been on our employees and students, so increasing morale, institutional pride, psychological safety, and mental health wellness are priorities.

KEY ENVIRONMENTAL FACTORS

COVID-19 pandemic – The pandemic has obviously impacted all of us. We continue to face challenges as the pandemic continues to evolve. COVID has impacted every aspect of our campus and certainly impacted our capacity to recruit and enroll new students. While we know that the pandemic has changed some of our processes forever, we also hope to return to more robust in-person gatherings. This return is not only limited by mitigation, but also by community members who are struggling to reintegrate socially due to mental health struggles, exacerbated by the pandemic.

Increasing BIPOC population – Our BIPOC population of students has increased dramatically over the past decade. We have intentionally worked to increase our Hispanic

population, based on our prior strategic plan, and the number of African American students has also increased dramatically. We need to continue to provide resources to support the specific needs of BIPOC students as well as support our BIPOC faculty and staff.

Increasing Pell-grant eligible population – The number of students who are Pell-grant eligible has increased over the past decade. We are committed to serving low-income students, yet there have been additional challenges with serving students who are housing, food, transportation, and technology insecure, especially during the pandemic.

Birth rate decline – We are facing a decreasing number of 18-year-old students in a highly competitive, saturated Philadelphia market. We have many schools competing for fewer traditional-aged students. Additionally, some traditional-aged students are opting for gap years due to the pandemic.

MAIN PROGRAMS OF STUDY

Nursing, Psychology, Business Management, Biology, Criminology, Education, Computer and Information Sciences, Exercise Science & Health Promotion, Health Sciences.

STUDENT POPULATIONS AND TRENDS IN ENROLLMENT

In Fall 2021, we enrolled a total of 1760 students—1343 in undergraduate programs and 417 in graduate programs. Our incoming class of first-time, full-time undergraduate students was 302 at census in September. While our FTFT enrollment is down, our fall-to-fall retention rate continues to remain strong at 75.5%. Most of our students live within a 50-mile radius of campus. The average financial aid package is \$20,704, with 99% of our students receiving financial aid from Cabrini. We see adult degree completion and graduate programs as an area of growth.

II. INSTITUTIONAL PRIORITIES TO BE ADDRESSED IN THE SELF-STUDY CABRINI'S INSTITUTIONAL PRIORITIES

Deepening Impact - Enhancing student engagement, learning, and holistic advising

We have an opportunity to rethink what it means to be a student at Cabrini and design programs in flexible ways, thinking beyond the traditional borders imposed on academic environments. Our entire campus must be involved in helping to increase retention across all populations of students, helping to build the web of relationships vital to lead students to thrive and succeed. We need to have flexible, intentional, and reflective processes and spaces for student engagement, which will enable Cabrini to focus on high-impact practices that add meaning, value, and significance to a student's career.

Building to Strength - Reinforcing our financial stability and future sustainability through data-driven decision making

The Cabrini campus community must expand into the right markets at the correct times and in the appropriate modalities. By caring for and building key partnerships, we will generate revenue and connect with the Philadelphia region and beyond, adding to the stability of the campus in the long term and keeping current with what employers need. We need to rethink, as a campus, how we use data, how and where we access it, train accordingly, and shift the culture to use it well and often. Vital to all of this is the successful implementation of all the prioritization work to date.

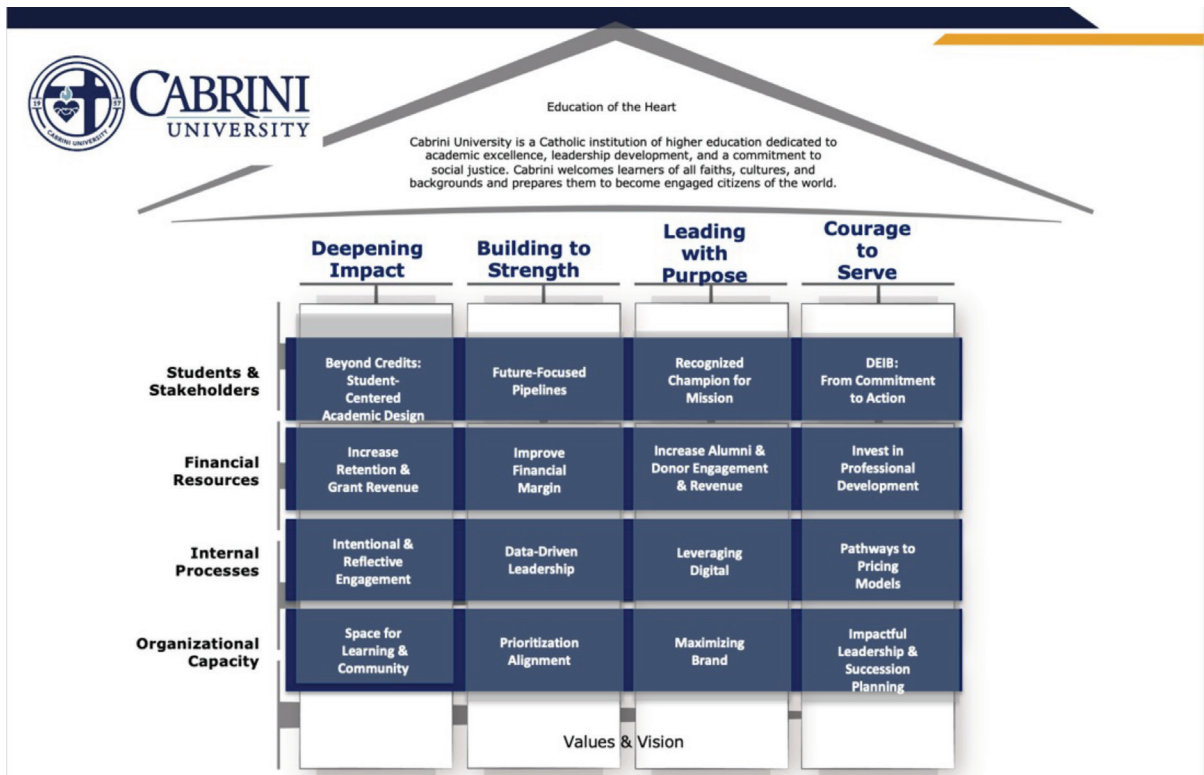
Leading with Purpose - Advancing our Mission to drive our brand identity

The future of Cabrini is limitless, and now is the time for us to take a national stand on our values and mission. This commitment will allow us to take the next steps with fundraising and alumni, building fierce loyalty to our campus and irresistible energy and spirit.

In addition, we can utilize the power of technology to help serve our students—and our campus—more effectively. All of this will align through our online presence, value proposition, and brand positioning. Our compelling Mission inspires and prepares students and alumni to drive social transformation. Understanding our brand potential is critical for the next generation of Cabrini students, employees, and alumni.

Courage to Serve - Investing in the success of our BIPOC/First-gen students; fostering a culture of DEIB professional development and engagement

We are passionate about DEIB and must focus our work intentionally and authentically. We need to develop future-focused employee skills and leading-edge DEI proficiencies that help to enable this plan for the future of Cabrini. In addition, creating alternative admission, financial aid pathways, and a pipeline of talent will also be critical to developing new and robust models for stability and transformation. We want to make bold and necessary leadership decisions to remain strategic, purpose-driven, trusted, and on the cutting edge of higher education.



These four priorities align with our Strategic Plan, which was presented to the Board of Trustees in October 2021 and approved for implementation in February 2022.

These four priorities reflect months of synthesizing feedback from our Cabrini community. Credo Higher Education Consulting led Cabrini through a process of finding efficiencies and then developing a new strategic plan. Cabrini's University Planning Council (UPC), a group comprised of faculty and staff and led by our Provost, served as leaders for developing the new strategic priorities. Credo assembled various constituents for "Community Days." The President's Cabinet, the Board of

Trustees, and faculty and staff had an opportunity to submit ideas. Every idea was captured on a virtual sticky note and the UPC grouped these ideas into four themes: Deepening Impact, Building to Strength, Leading with Purpose, and Courage to Serve. Using the ideas from the Cabrini community, UPC developed initiatives and then prioritized the initiatives. The prioritized launching initiatives have moved forward as the key elements of the strategic plan, along with Key Performance Indicators and a financial plan. UPC sought community feedback again prior to the presentation to the Board of Trustees and the Provost met with students for feedback.

Phase	Description
Leadership Team Retreat	Retreat where Leadership Team developed initial map March 2021
Community Day	3-hour celebration where community brainstormed initiatives April 2021
Community Day Planning Meeting One	Four 2-hour sessions where planning team goals were set May 2021
Board Meeting	3-hour conversation where board brainstormed initiatives June 2021
KPI Development	Monthly hourlong sessions with KPI Team to develop Key Performance Indicators June-September 2021
Planning Meeting Two	Four 2-hour sessions to finalize plan, prepare for board, and plan for feedback loops August-September 2021
Board Preview Session	Preview session for the board to receive feedback prior to approval September 2021
Community Feedback	Campus community feedback sessions prior to board approval September & October 2021
Board Presentation	Board presentation of updates to strategic plan October 2021
Board – Joint Meeting of Ed Qual and Fiscal Integrity	Presentation of Prioritization and financials of the strategic plan December 2021
Board Approval	Board presentation where board approval is sought February 2022
Implementation	Implement initiatives and plan for short term priorities March 2022-June 2022
Continued Implementation	July 2022-June 2027 (5 years)

The three main prongs of our mission statement – dedication to academic excellence, leadership development, and a commitment to social justice – along with our mission to welcome learners of all faiths, cultures, and backgrounds, align

with our four institutional priorities. We see these four priorities as fully in alignment with our Mission Statement and launching initiatives of our new strategic plan.

Elements of your Mission Statement	Priority 1: Deepening Impact	Priority 2: Building to Strength	Priority 3: Leading with Purpose	Priority 4: Courage to Serve
Academic Excellence	X			X
Commitment to Social Justice	X	X	X	X
Leadership Development	X	X	X	X
Diversity, Equity, Inclusion, and Belonging	X	X	X	X

Standards of Accreditation	Priorities			
	Deepening Impact	Building to Strength	Leading with Purpose	Courage to Serve
I. Mission and Goals			X	X
II. Ethics and Integrity		X	X	X
III. Design and Delivery of the Student Learning Experience	X			X
IV. Support of the Student Experience	X			X
V. Educational Effectiveness Assessment	X			X
VI. Planning, Resources, and Institutional Improvement		X	X	
VII. Governance, Leadership, and Administration		X		

III. INTENDED OUTCOMES OF THE SELF-STUDY

1. Demonstrate how Cabrini University currently meets the Commission’s Standards for Accreditation and Requirements of Affiliation.
2. Focus on continuous improvement in the attainment of Cabrini’s mission and institutional priorities.

3. Engage the Cabrini community in an inclusive and transparent self-appraisal process that actively and deliberately seeks to involve members from all areas of the institutional community
4. Leverage energy of launching new strategic plan initiatives to ensure alignment with mission as well as progress on KPIs and goals.

IV. SELF-STUDY APPROACH

Cabrini will use a Standards-based approach to the Self Study. Given that we are finalizing the details of our next strategic plan while drafting this Self Study Design, we determined a Standards-based approach will help us to further analyze our new Strategic Plan through the lens of the Standards for Accreditation. This will allow us to affirm the priorities of the institution with every academic and administrative area through this self-examination. We believe the Standards-based approach will be meaningful to our campus and provide for a clearly organized study that will provide us with an analysis and feedback on our progress towards our institutional goals in the first year of the new strategic plan.

V. ORGANIZATIONAL STRUCTURE OF THE STEERING COMMITTEE AND WORKING GROUPS

Our Provost and Senior Vice President of Academic Affairs named the Tri-Chairs, who assembled the Steering Committee members. This entire team of 17 people attended the Self Study Institute.

An invitation was sent to all full-time employees to volunteer to serve on a working group. Our goal was for the process of forming working groups to be as inclusive as possible. Volunteers could suggest what Standard(s) interested them the most or suggest if they would like to be engaged in the process in another way other than serving on a working group. As volunteers came forward, the Steering Committee made suggestions about who would be a good fit for their group. Additionally, we created an additional working group of staff who will serve as readers and editors for the drafts of the self-study.

STEERING COMMITTEE:

TRI-CHAIRS:

Chioma Ugochukwu, PhD - Provost and Senior Vice President of Academic Affairs

Todd Matthews, PhD - Professor and Chair, Department of Leadership and Organization Development and Change

Michelle Filling-Brown, PhD - Associate Provost of Academic Affairs, Professor of English

WORKING GROUP CHAIRS:

Dawn Francis, EdD – Associate Professor and Chair, Department of Communications

Beverly Bryde, EdD – Dean, School of Education

David Madway – Instructor, Department of Mathematics

Melissa Terlecki, PhD – Professor and Chair, Department of Psychology

Caroline Nielsen, PhD – Associate Professor, Biology

Richard Thompson, PhD – Dean, School of Arts and Sciences

Kimberly Boyd, PhD – Dean, Retention and Student Success

Katie Farina, PhD – Associate Professor, Criminology

Courtney Smith, PhD – Professor, History and Political Science, Assistant Dean for the Core

Laura Groves, PhD – Associate Professor and Chair, Department of Social Work

Richie Gebauer, EdD – Assistant Dean, Retention and Student Success

Tim Mantz, DBA – Dean, School of Business and Professional Studies

Sheryl Fuller-Espie, PhD, DIC – Professor, Biology

Stephen Highsmith – Vice President of Institutional Advancement and External Affairs

TRI-CHAIRS CHARGE:

1. Establish the Steering Committee membership and create an inclusive process for establishing the Working Groups.
2. Establish the basic guidelines, processes, and structures for the self-study process.
3. Organize and lead Steering Committee meetings.
4. Communicate with the entire campus community about the Self Study.
5. Support Steering Committee members in accomplishing their goals and Working Group Charges.
6. Edit and Synthesize all Working Group written contributions, reports, documents in order to produce a cohesive Self Study Design document and Self Study Report that authentically represents contributions from the entire campus and institutional stakeholders.
7. Serve as liaisons between the Steering Committee, Board of Trustees, President's Cabinet, campus constituents, and MSCHE (including the MSCHE VP Liaison and the Site Team Chair).
8. Manage the evidence inventory and all submissions to the MSCHE Portal.
9. Identify potential gaps of process and policy and work collaboratively with stakeholders to identify corrective actions and sustainable solutions to meet standards and improve quality and effectiveness.
10. Arrange for institutional review and responses to drafts of the self-study document.
11. Coordinate all visits, virtual or in-person, related to the self-study process.
12. Prepare the campus community for the reaccreditation process through a well-developed and executed communication plan.
13. Assist the President in drafting Cabrini's response to the Evaluation Team report.

STEERING COMMITTEE CHARGE:

1. Provide leadership for the entire self-study process.
2. Determine key issues for the Self-Study.
3. Draft, review, and approve the self-study design.
4. Collaborate with other Steering Committee members in order to provide a unified, holistic approach to the self-study.
5. Draft the charge and lines of inquiry for Working Groups.
6. Serve as a liaison to the campus when gathering evidence.
7. Communicate with the campus community about the self-study process.
8. Lead Working Groups and coordinate their research and writing.
9. Responsible for writing their chapter, in collaboration with their Working Group.
10. Adhere to timetable, deadlines, and communication plan.
11. Collaboratively draft the self-study document.
12. Prepare for the Site-Team visit in fall 2023.

WORKING GROUPS

Each working group has developed lines of inquiry, identified key constituents related to their Standard, and located key sources of evidence to support the alignment of their standard with key institutional priorities. Each working group will work to answer their research questions, identifying evidence that supports the extent to which Cabrini meets the Standards of Accreditation and Requirements of Affiliation, as well as opportunities for growth and improvement related to their Standard and related priorities. Each Working Group has two co-chairs who also serve on the Steering Committee. The co-chairs are responsible for coordinating the members of their group, seeking evidence, drafting material, submitting drafts of reports on time, and working with the tri-chairs to provide communication across working groups and to the campus community.

WORKING GROUP 1 – MISSION AND GOALS

Dawn Francis, EdD – Associate Professor and Chair, Department of Communications (Co-Chair)

Beverly Bryde, EdD – Dean, School of Education (Co-Chair)

Anne Schwelm – Library Director

Celia Szelwach, DBA, PMP – Professor of Practice, Department of Leadership and Organization Development and Change

Angela N. Campbell, PhD – Vice President of Mission, Diversity, Equity, and Inclusion, and Student Engagement

Guilherme Lopes, MPS - Director of Campus Ministry

Fr. David A. Driesch, O.Praem. - University Chaplain

Ronald W. Whitaker II, EdD – Assistant Professor, Education, Director of District and School Relations

Sister Christine Marie Baltas, MSC – Campus Ministry Associate

Thomas Conway, EdD – Associate Professor and Chair, Education

Raymond Ward, PhD – Director of The Wolfington Center

Carolyn Berenato, EdD – Chair Educational Specialist Department and Assistant Professor, Education

WORKING GROUP 2 – ETHICS AND INTEGRITY

David Madway - Instructor, Mathematics (Co-Chair)

Melissa Terlecki, PhD – Professor and Chair, Department of Psychology (Co-Chair)

Chuck Colella – Director, Graduate Admissions

Ruta Clair, PsyD – Assistant Professor, Psychology

Trish Bradley - Director, Institutional Communications and Web Strategy

Lailah Dunbar, MS, MEd – Director, Department of Diversity, Equity, Inclusion, and Belonging

Jackie Neary - Title IX Deputy, Field Hockey and Women's Lacrosse Head Coach

Shana DeRosa - Director, Academic Advising

MaryKate Sapata- Senior Financial Aid Counselor

WORKING GROUP 3 – DESIGN AND DELIVERY OF STUDENT LEARNING EXPERIENCE

Caroline Nielsen, PhD – Associate Professor, Biology (Co-Chair)

Richard Thompson, PhD – Dean, School of Arts and Sciences (Co-Chair)

Amy Persichetti, EdD – Associate Professor and Chair, Writing and Narrative Arts

Anjali Gairola, PhD – Chair and Assistant Professor, Health and Exercise Sciences

John Doyle, MA – Assistant Professor, Communication

MaryLou Denesowicz - Assistant to Dean, Arts and Sciences

Bridget A. O'Donnell - Director, Student Engagement and Leadership

Marita Hurst - Assistant Registrar

Bethany Van Brown, PhD – Assistant Professor, Sociology and Criminology

Alia Sheety, PhD – MEd in Curriculum, Instruction, and Assessment Coordinator, Associate Professor, Graduate Education

Student Government Association Representative

WORKING GROUP 4 – SUPPORT OF THE STUDENT EXPERIENCE

Kimberly Boyd, PhD – Dean, Retention and Student Success (Co-Chair)

Katie Farina, PhD – Associate Professor, Criminology (Co-Chair)

Aileen O’Dowd - Assistant Director of Financial Aid

Rebecca Steffy, PhD - Writing Center Coordinator

Charlie Spencer - Director, International, Transfer, and Military Recruitment

Anne Filippone, PhD - Dean for Student Engagement and Leadership, Co-Director, Nerney Leadership Institute

Valerie Sas - Associate Registrar

Mariana Cruz-Sanchez - Undergraduate Student

WORKING GROUP 5 – EDUCATIONAL EFFECTIVENESS ASSESSMENT

Courtney Smith, PhD – Professor, History and Political Science, Assistant Dean for the Core (Co-Chair)

Laura Groves, PhD – Associate Professor and Chair, Department of Social Work (Co-Chair)

Johanna Crocetto, DSW, LCSW – Assistant Professor, Social Work

Matt Reid, PhD – Assistant Professor, Sociology and Criminology

Colleen Lelli, EdD – Undergraduate PreK-4 w/Special Education Program Coordinator, Associate Professor, Education

Tyler Bond- Admissions Counselor

Amber Gentile, EdD- Middle Level Program Coordinator, Assistant Professor, Education

WORKING GROUP 6 – PLANNING, RESOURCES AND INSTITUTIONAL IMPROVEMENT

Richie Gebauer, EdD – Assistant Dean, Retention and Student Success (Co-Chair)

Tim Mantz, DBA – Dean, School of Business and Professional Studies (Co-Chair)

James Cooper – Vice President of Finance and Administration

Laura Chisholm - Executive Director of Grants and Foundation Relations

Elizabeth Brenner, EdD – Director of Research, Academic Affairs

Gerry Donahue - Registrar

Patty Smith - Director of Facilities

Vinayak Mathur, PhD – Assistant Professor, Biology

WORKING GROUP 7 – GOVERNANCE, LEADERSHIP, AND ADMINISTRATION

Sheryl Fuller-Espie, PhD, DIC – Professor, Biology (Co-Chair)

Stephen Highsmith – Vice President of Institutional Advancement and External Affairs (Co-Chair)

Molly Harty - Director, Marketing

Stephen Rupprecht, EdD – Dean of Students

Erin McLaughlin, PhD – Professor and Chair, Business

Jeanne Komp – Professor and Chair, Visual and Performing Arts

Paul Wright, PhD – Associate Professor, Writing and Narrative Arts

Nancy Ollinger - Director, Trustee Administration and Presidential Initiatives

Anton Shufutinsky, PhD, DHSc, - Assistant Professor in the Organization Development and Change

EDITING WORKING GROUP

Todd Matthews, PhD - Professor and Chair, Department of Leadership and Organization Development and Change

Michelle Filling-Brown, PhD - Associate Provost of Academic Affairs, Professor of English

Stephen Grieco, DMA – Assistant Professor of Music

Adam Altman, EdD – Electronic Resources and Systems Librarian

Erin Gabriele, MS – Director of the Center for Career and Professional Development

Sarah Alstrom - Graduate Student and Alum

WORKING GROUP CHARGES AND LINES OF INQUIRY:

The Working Groups are responsible for evaluating Cabrini through the lens of their Standard. The Working Groups have reviewed the criteria and are assembling relevant evidence. As they begin to answer their lines of inquiry, they will engage the broader University community regarding the criteria, identify gaps in evidence, and analyze the University’s efforts, and make recommendations for the future. If there are gaps, the Steering Committee and tri-chairs will work to address the gaps. Each Working Group will submit draft outlines of their chapter. The Steering Committee will review these outlines to ensure that each Working Group has addressed the criteria for their standard, included the key activities, programs and achievements associated with the University priorities, and identified key evidence to support its standard as well as any gaps in evidence. In addition, the Steering Committee will work to eliminate any redundancies and to develop clear main points for each chapter.

The Steering Committee is very aware of the potential for overlap across certain standards. As such, the Steering Committee has been meeting regularly during the drafting of the Design document to discuss where there is potential for overlap. This dialogue has provided an awareness of which Working Groups need to work closely to collaborate on areas of overlap and reduce undue duplication of effort.

The Steering Committee will identify how they will reach out to campus constituents so that there isn't undue stress or multiple, duplicative requests placed on the same people or offices. Each Working Group co-chair has drafted their lines of inquiry considering the Standards, the priorities identified that intersect with their assigned Standard, and the institutional mission.

The Steering Committee and Working Groups will meet a minimum of once a month and communicate electronically between those meetings.

WORKING GROUP – STANDARD 1

CHARGE:

This group holds responsibilities to fulfill all aspects of the general Working Group charge with respect to STANDARD I: Mission and Goals and will make sure the mission and goals are clearly defined roles:

1. Are developed through appropriate collaborative participation by all who facilitate or are otherwise responsible for institutional development and improvement; address external as well as internal contexts and constituencies; are approved and supported by the governing body; guide faculty, administration, staff, and governing structures in making decisions related to planning, resource allocation, program and curriculum development, and the definition of institutional and educational outcomes; include support of scholarly inquiry and creative activity, at all levels and of the type appropriate to the institution; are publicized and widely known by the institution's internal stakeholders; are periodically evaluated.
2. institutional goals that are realistic, appropriate to higher education, and consistent with mission;
3. goals that focus on student learning and related outcomes and on institutional improvement; are supported by administrative, educational, and student support programs and services; and are consistent with institutional mission; and
4. periodic assessment of mission and goals to ensure they are relevant and achievable.

LINES OF INQUIRY:

1. In what way are the institution's goals linked to its mission, realistic and appropriate to higher education?
2. How is mission integration achieved for all institutional constituencies in a formalized and on-going manner?
3. How does the institution's mission and goals influence and inform the decision making process for its faculty, administration, staff, and governing structures?
4. How do internal and external stakeholders understand and engage with Cabrini's mission and brand? How is mission communicated to them? Is there sufficient transparency?
5. What institutional goals focus on student learning and related outcomes and are consistent with institutional mission?
6. How does the institution support scholarly inquiry and creative activity in alignment with institutional priorities and the mission?
7. How do the institution's internal stakeholders periodically evaluate their department's alignment with the institution's stated goals and their fulfillment of the mission?

PRIORITIES TO BE ADDRESSED: LEADING WITH PURPOSE, COURAGE TO SERVE

CONSTITUENTS TO BE CONSULTED:

- University President
- Missionary Sister/Campus Ministry Christine Marie Baltas, MSC – Campus Ministry Associate
- Vice President Of Mission, Diversity, Equity, And Inclusion, And Student Engagement
- Director Of Campus Ministry
- University Chaplain
- Director Of The Wolfington Center
- Ronald W. Whitaker II, EdD – Co-Chair of DEI Task Force
- Board of Trustees (and Board sub-committees)
- Board members on the DEI Advisory Council
- LACRELA Membership
- CREDO leadership and other consultants brought to Cabrini
- VP for Institutional Advancement
- Dean for Admissions/Directors of Marketing
- Catholic Relief Services (CRS) Ambassadors
- Undergraduate Assessment and Curriculum Committee (UACC)
- Admissions Ambassadors

- Student Government Association (SGA)
- Center for Student Success (CSS)
- Alumni Association
- Senior Leadership

INITIAL EVIDENCE:

- University Mission Statement
- Catholic Identity Statement
- University Core Values
- Missionary Sisters' Charism
- Missionary Sisters' Mission Standards
- DEI Advisory Council Strategic Plan
- University Strategic Plan
- Cabrini Day Themes and Programs
- Departmental Annual Reports
- Annual Mission Integration reports to the Missionary Sisters
- MSC Corporate Stance on Human Trafficking: ECG courses/extra-curricular programming
- Justice Matters Core Curriculum and recent revisions
- Faculty and Staff Mission Academy Development
- NACCC Survey Data
- NSSE (National Survey of Student Engagement) Survey Data
- Credo Efficiencies Process
- Strategic Plan KPIs (Key Performance Indicators)
- List of mission-focused grants received
- Current hiring and onboarding practices for faculty and staff
- Founding documents for Centers on campus
- Board of Trustees Charter
- Faculty Handbook
- Staff Handbook

WORKING GROUP – STANDARD 2

CHARGE:

This group holds responsibilities to fulfill all aspects of the general Working Group charge with respect to STANDARD II: Ethics and Integrity and will do the following:

1. Determine if the institution supports a commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights.

2. Determine if the institutional policies and procedures related to conflicts of interest, hiring, evaluation, promotion, discipline, and separation of employees, and grievances are fair, impartial and equitable for all stakeholders.
3. Ensure that the institution is adhering to its mission of respect and accessibility among all stakeholders from a range of diverse backgrounds, ideas, and perspectives.
4. Ensure the compliance and full disclosure of all required federal, state and commission reporting policies, regulations, and requirements including timeliness of disclosure of substantive changes.
5. Determine if the institution's external and internal communications are truthful and transparent in public relations announcements, advertisements, recruiting and admissions materials and practices to ensure the transparent dissemination and usage of ethically acquired data related to institutional assessments (graduation, retention, certification and licensure or licensing board pass rates).

LINES OF INQUIRY:

PRIORITY 2: BUILDING TO STRENGTH

1. How are sustainable revenue streams serving our students' academic, career, and social development needs? (financial literacy)
2. Are financial resources ensuring fair financial compensation, job security, career growth opportunities, a sense of purpose and belonging, work-life balance, recognition and respect?

PRIORITY 3: LEADING WITH PURPOSE

3. What institutional functions, programs and marketing strategies, including public reports, communiques, and internal communications, are advancing Cabrini's social justice brand as a leader in ethical and moral education? (full disclosure and transparency, access to data, disclosed in timely and accurate fashion) (Charge #3, #4, #5)
4. How does the institution foster a commitment to academic and intellectual freedom and respect of intellectual property rights? (Charge #1)

PRIORITY 4: COURAGE TO SERVE

5. How are ethical policies and practices used and assessed throughout the recruitment, advising, retention, and support of students, faculty, staff, partners, and other BIPOC and first-generation stakeholders? (periodic assessment of ethics and integrity policies, institutional policies and procedures to handle student and staff conflicts of interest and grievances) (Charge #2, #3)

PRIORITIES TO BE ADDRESSED: BUILDING TO STRENGTH, LEADING WITH PURPOSE, COURAGE TO SERVE

CONSTITUENTS TO BE CONSULTED:

- Conflict of Interest Policy
- Faculty Handbook
- Staff Handbook
- Marketing strategic plan, budget, communications dept.
- Cabrini Fact sheet (policies behind gathering that data – IA and Registrar)
- HR hiring policies, title 9, Ethicspoint procedures
- Admissions procedures
- Financial aid procedures and billing office (#6)
- Healthcare and retirement (HR) salary and benefits
- DEI office initiatives and assessments (what are the University's community-based partnerships and professional organizations that promote DEI? for example, LACRELA). Also get stats from Cabrini's Centers.
- Campus climate assessments (for example, from Student Life – most recent NSSE survey, academic advising survey)
- Student Grievance Policy and Academic Review Board policies and procedures (for example, the University's academic standing and progression policies from the Catalog)
- Strategic Plan and how it aligns with Standard
- Retention Plan and how it aligns with Standard
- Transfer articulation process (how easy is it for transfer students to apply to Cabrini and transfer their credits from another 2 or 4-year institution?)
- Foster Care to College program, Cabrini Cupboard, student retention grants such as the "Bridge to Success" scholarship that helps students close the financial gap and pay down their balance.
- NCAA compliance
- The Staff Advisory Council (StAC) and its programs
- New Core
- Cabrini Assessment, Response, and Evaluation Team (CARE)
- Ratios of financial aid counselors to students
- Advising caseloads
- Data from student support services (for example, CSS, Counseling and Psychological Services (CaPS), learning community program)
- Business Office and BAC (Priority 2) for information about the budget and how it relates to the students and employees.

- Board of Trustees (they are all successful people from a variety of Professions, perhaps one or two of them might be very useful to help us with Institutional Priorities)
- Alumni Board (also another group of successful people in different fields, that the college wants to engage with)
- Institutional Research
- IRB
- Marketing and Communications (#5)

Initial Evidence:

- Conflict of Interest Policy
- Faculty and Staff Handbooks
- Marketing strategic plan
- budget
- Cabrini Fact sheet (policies behind gathering that data – IA and Registrar)
- HR hiring policies
- title 9
- ethicspoint procedures
- Admissions procedures
- Financial aid procedures
- Healthcare and retirement (HR) salary and benefits
- DEI office initiatives and assessments

WORKING GROUP – STANDARD 3

CHARGE:

Working group 3 holds responsibilities for STANDARD III: Design and Delivery of the Student Learning Experience and will do the following:

1. Determine to what extent the institution meets Standard III and its criteria, Requirements for Affiliation #8, 9, 10, and 15, and applicable federal regulatory requirements for Verification of Compliance.
2. Consider how Cabrini's institutional priorities (particularly Deepening Impact and Courage to Serve) along with all elements of Cabrini's mission statement are addressed in Standard III.
3. Collect and examine relevant data, processes, and procedures for Standard III.
4. Identify the institution's strengths, challenges, and opportunities for improvement for Standard III and recommend strategies for improvement.
5. Develop draft reports and incorporate feedback into a final report for Standard III according to established timelines.

LINES OF INQUIRY:

1. Do the offered undergraduate and graduate academic programs provide a coherent student learning experience, with sufficient learning opportunities that promote synthesis of learning and independent thinking?
2. To what degree are undergraduate and graduate student learning experiences designed, delivered, and assessed by faculty and/or other appropriate professionals?
3. To what degree do these faculty and other appropriate professionals demonstrate effectiveness of professional responsibilities, hold requisite qualifications, are sufficient in number, engage in professional growth and are evaluated regularly?
4. Does the general education program sufficiently offer students broad and diverse areas of intellectual experience, expand their cultural and global awareness and cultural sensitivity, prepare students to make well-reasoned judgments and develop general skill areas?
5. Are the various components of the curriculum accurately communicated to all relevant constituencies (internal and external) through our Catalogs, website, etc.?

PRIORITIES TO BE ADDRESSED: DEEPENING IMPACT, COURAGE TO SERVE

CONSTITUENTS TO BE CONSULTED:

- Registrar's Office
- HR
- PTB
- Deans Offices
- Department Chairs
- CSS staff
- Accessibility Resource Center (ARC) Staff
- Career and Professional Development (CCPD) Staff
- UACC
- Assistant Dean of the Core Curriculum
- Graduate Program Directors
- Institutional Research Office

INITIAL EVIDENCE:

- Catalogs
- Promotion and tenure policies/procedures
- Five-year review process
- Comparisons with other SEPCHE schools related to numbers of full-time and adjunct faculty
- Cabrini Website
- Info on Academic Support Services

- Current Core Curriculum details
- New Core details
- Details of the process of moving from current Core to new Core
- Graduate curricula
- Examples of past Program Reviews

WORKING GROUP – STANDARD 4

CHARGE:

This group holds responsibilities to fulfill all aspects of the general Working Group charge with respect to STANDARD IV: Support of the Student Experience and will do the following:

1. Determine to what extent the institution meets Standard IV and its criteria, Requirements for Affiliation #8 and #10 and applicable federal regulatory requirements for Verification of Compliance.
2. Consider how institutional priorities #1 (Deepening Impact) and #4 (Courage to Serve) are addressed in Standard IV.
3. Collect and examine relevant data, processes, procedures, and policies relevant to Standard IV to determine how well Cabrini University supports and enhances the student experience.
4. Identify the institution's strengths, challenges, and opportunities for improvement in Standard IV, specifically in terms of the institution's commitment to a quality student experience. This includes but is not limited to procedures/policies regarding enrollment, awarding of credits, orientation programs, and retention. This includes but is not limited to procedures/policies regarding enrollment, awarding of credits, orientation programs, and retention.
5. Develop drafts and incorporate feedback into a final report for Standard IV according to established timelines.

LINES OF INQUIRY:

1. What are the policies and procedures regarding admissions and enrollment? How does the university handle transfer students both into and out of the university? Is the university transparent and public regarding its financial support and expenses for prospective students? What programs are available for students to be supported?
2. How are credits granted and are such guidelines transparent? This includes transfer credits, experiential credits, etc.
3. How is student information protected? How well is this accomplished?

4. What programs support the student experience outside of the classroom? How are such programs should be framed by the university's mission?
5. What third party providers support the student experience? How do they impact enrollment/retention efforts at the university?
6. How does the university evaluate its programming, both educational and otherwise? How are changes implemented and assessed?
7. How intrinsic are the goals for student achievement and learning embedded with larger institutional planning efforts?

- Institutional Advancement
- Academic Affairs
 - Library
 - ITR/Collegis
 - Provost's Office
 - Nerney Leadership Institute
- Honors Societies
- Institutional Research
- Institutional Review Board
- Human Resources

PRIORITIES TO BE ADDRESSED: DEEPENING IMPACT, COURAGE TO SERVE

CONSTITUENTS TO BE CONSULTED:

- Undergraduate and Graduate Admissions
 - Dual Enrollment
- Cavalier Express Center
 - Billing, Financial Aid and Registrar
- Athletics
- Faculty Athletic Representative
- Center for Student Success (CSS)
 - ARC, Advising/COL 101, Academic Enrichment and Academic Recovery
 - First Year Experience
 - Summer Orientation and Beginnings
 - CCPD
- Departmental Academic Advising
- Study Abroad
- Graduate Student Experience
- Commuter Student Support
- Dream.US Program
- ACT 101
- Mission, DEI, and Student Engagement (MDaS)
 - Office of DEI and Belonging (ODEIB)
 - Student Engagement and Leadership (SEaL)
 - August Orientation
 - Campus Ministry
 - The Wolfington Center
 - Residence Life and Housing (Res Life)
 - CaPS
 - Public Safety
 - Food Services/Sodexo
 - Health Services

INITIAL EVIDENCE:

- Undergraduate and Graduate Catalogs
- Student Handbook
- Program-Specific Handbooks
- Admissions Viewbook and Materials
- Academic Review Process
- Student and Parent Portals
- Social Media Accounts
- Text Messaging System for Safety
- DegreeWorks
- Website
- TCE/Credit Acceptance policies
- Affiliation Agreements
- NSSE and other nationally recognized surveys
- Mission Statements
- Strategic Plan
- Student Hiring Policies
- Pandemic Responses/Changes
- Exception to Policy Documents
- NCAA Policies

WORKING GROUP – STANDARD 5

CHARGE:

This Working Group, which focuses on Educational Effectiveness Assessment, will do the following:

1. Identify the relevant documents, processes, and data for Standard V.
2. Collect the published goals/learning objectives for the institution's academic programs to ensure compliance with Criteria 1.
3. Collect information about assessment procedures and how stakeholders apply the data gleaned to ensure compliance with Criteria 2 and Criteria 3.

4. Collect information about assessment of our assessment and learning outcomes for outside accreditations to ensure compliance with Criteria 4 and Criteria 5.
5. Identify the strengths and areas for improvement in institutional assessment to ensure compliance with Criteria 1 through Criteria 5.
6. Determine how Standard V supports Institutional Priority #1, Deepening Impact, and Institutional Priority #4, Courage to Serve.

LINES OF INQUIRY:

1. How does Cabrini University ensure that assessment is conducted regularly and systematically across all of its academic programs and courses of study?
2. How do Cabrini University's assessment processes support the institution's Mission, including evaluating and promoting Diversity, Equity, Inclusion, and Belonging?
3. How does Cabrini University ensure that its student learning outcomes for all academic programs are measurable, reflect program goals, and coherent across program levels?
4. How does Cabrini University establish and maintain a culture of assessment to support consistent, effective assessment? In what ways does Cabrini University equip and support its faculty and staff for consistent, systematic, and meaningful assessment in their respective areas?
5. In what ways does Cabrini University ensure the feasibility of consistent, systematic, and meaningful assessment processes?
6. How does Cabrini University utilize assessment results for continuous improvement of student learning and institution-wide outcomes such as retention, graduation, and transfer rates?
7. How does Cabrini University ensure that assessment practices are reviewed for effectiveness and identifying possible areas for improvement?

PRIORITIES TO BE ADDRESSED: DEEPENING IMPACT, COURAGE TO SERVE

Constituents to be consulted:

- Department Chairs
 - o Focus on departments with undergraduate majors
 - o Focus on every undergraduate major within those departments
- Assistant Dean of the Core Curriculum and Undergraduate Assessment and Curriculum Committee

- o Assistant Dean of the Core Curriculum
- o Members of UACC

- ARC
 - o Executive Director
- CSS
 - o Dean for Retention and Student Success
 - o Assistant Dean for Retention and Student Success
- Associate Provost
 - o Associate Provost
 - o Director of Research
- ODEIB
 - o Vice President of MDaS
- Athletics Department
 - o Director of Athletics and Recreation
 - o Assistant Director of Athletics—Academic Services

INITIAL EVIDENCE:

- Departmental Annual Reports
- Retention Reports
- Core Assessment Data

WORKING GROUP – STANDARD 6

CHARGE: This group holds responsibilities to fulfill all aspects of the general Working Group charge with respect to STANDARD VI: Planning, Resources, and Institutional Improvement and will do the following:

1. Determine to what extent the institution meets Standard VI and its criteria, Requirements for Affiliation #5, 6, 7, and 11, and applicable federal regulatory requirements for Verification of Compliance.
2. Consider how institutional priorities #2 (Building to Strength) and #3 (Leading with Purpose) and intended outcome #2 are addressed in Standard VI.
3. Collect and examine relevant data, processes, and procedures relevant to Standard VI to determine how well Cabrini's planning processes, resource allocations, and institutional structures are aligned with one another and with the University's mission and goals.
4. Identify the institution's strengths, challenges, and opportunities for improvement for Standard VI, specifically evaluating the university's approach to systemic and sustainable assessment through the lens of mission and institutional priorities, recommending strategies for improvement, and implementing strategies where feasible.

5. Develop draft reports and incorporate feedback into a final report for Standard VI according to established timelines.

LINES OF INQUIRY:

1. In reflection of the University's work with consulting firm Credo, what processes were used to examine institution-wide and individual unit efficiencies and maximize resources to deliver a holistic learning experience for students and how have these processes resulted in the design of a strategic plan that directly connects to the University mission?
2. What is the University's current financial position and how has the University's planning and budget process served as a strategic tool to maintain and/or strengthen this position, support potential growth in undergraduate and graduate programs and services, and advance the University's strategic plan, mission, and goals?
3. In light of the strategic plan, how has the University assessed the adequacy and efficient utilization of technology, facilities, and infrastructure in relation to planning, budgeting, and long-term sustainability?
4. How is the University evaluating and planning for financial costs associated with the maintenance and upgrades needed for the University to live out its mission and carry out its strategic plan?
5. How does the University define and communicate its decision-making processes to ensure the clear understanding of responsibility and accountability within the University community?
6. In what ways does the University collect and analyze data, share and receive feedback on results, and use data to drive institutional changes to showcase continuous improvement in academic units to both the community and external stakeholders?
7. In what ways does the University collect and analyze data, share and receive feedback on results, and use data to drive institutional changes to showcase continuous improvement in non-academic units to both the community and external stakeholders?
8. How does the University establish, implement, and maintain effective internal controls to prepare for a successful annual independent audit and what measures are taken to follow up with evidence of any concerns cited in the audit's accompanying management letter?

PRIORITIES TO BE ADDRESSED: BUILDING TO STRENGTH, LEADING WITH PURPOSE

CONSTITUENTS TO BE CONSULTED:

- Chief of Staff

- Director, Trustee Administration and Presidential Initiatives
- Provost and Senior VPAA
- Associate Provost
- VP of Finance and Administration
- VP of MDaS
- VP for Institutional Advancement and External Relations
- Academic Deans
- Dean of the Core Curriculum
- Chair, Faculty Assembly
- Chair, Budget Advisory Council
- Director of Financial Aid
- Dean of University Admission, Financial Assistance, and Marketing
- Executive Director, Grants and Foundation Relations
- Director, Undergraduate Admissions
- Director, Graduate Admissions
- Director, Financial Aid
- Director, Institutional Research
- Human Resources
- Director of Facilities
- ITR/Collegis
- Registrar
- Director, Events and Conferences

INITIAL EVIDENCE:

- Strategic plan
- Financial Innovation Plan
- Academic and Administrative Efficiencies Process – Documents and Findings
- Credo Presentation to the Board
- Institutional Financial Statements
- Reaffirmation of Bond Rating
- Financial Forecasts of the Strategic Plan
- Fundraising Records
- Institutional Enrollment Plan
- Tour de Force Report
- Collegis – New Policies – Report
- Campus Master Plan
- University Organizational Structure
- Process Book
- Staff Handbook

- Townhall Meeting Agendas
- Faculty Governance Organizational Structure
- IPEDS reports
- University Audit Reports
- Single Audit Reports

WORKING GROUP – STANDARD 7

CHARGE:

This group holds responsibilities to fulfill all aspects of the general Working Group charge with respect to STANDARD VII: Governance, Leadership, and Administration and will do the following:

1. Consider the governance, leadership, and administrative systems within the institution and determine the impact of those systems and assessment practices on relevant stakeholders and constituencies.
2. Identify decision-making processes, accountability and leadership within the various structures, with a particular focus on best practices implemented to ensure effective communication, transparency and, where possible, shared governance.
3. Collect evidence and assessment data from relevant constituencies including the Board of Trustees, President, President’s Cabinet, Faculty Cabinet, Faculty Assembly, Staff Advisory Council, and the Student Government Association to demonstrate compliance with the criteria for Standard VII and the requirements of affiliation, and to identify and address any gaps in that information.
4. Determine how institutional information and assessment are collected, archived and used by administrators, faculty, staff and students for the purpose of continuous improvement across all departments.
5. Identify decision-making procedures in place that inform best practices for financial management and stability for future sustainability at the institution.
6. Develop draft reports and incorporate feedback into a final report for Standard VII according to established timelines.

LINES OF INQUIRY:

Governing bodies include: Members of the Corporation (Founding Order of the Missionary Sisters of the Sacred Heart of Jesus), Board of Trustees, President’s Cabinet, and Faculty Assembly.

1. What are the roles of the governing bodies and administrative leadership in relation to governance, leadership and administrative practices? How well are they defined in written documents, evaluated, and

communicated to all constituencies, and what level of interaction is in place to ensure effective decision-making practices?

2. How and why have the structures of the governing bodies and administrative leadership evolved since the last Self Study, and what procedures are in place to assess the effectiveness of those changes.
3. What processes are in place for evaluation of the Chief Executive Officer and the administration by the Board of Trustees or relevant supervisor?
4. In what ways do governance structures solicit student input in reference to decisions that directly impact the student body?
5. What are the expectations of the Board of Trustees members in reference to the institution’s mission, curricular programming needs, fiscal responsibility and integrity? What are the processes for orientation, mentoring and periodic training of new and existing Board members?
6. How do governance practices align with the mission, goals and objectives of the institution? How do the governing bodies interact to reinforce the alignment of the mission, goals, and objectives of the institution?
7. How effectively are institutional records collected, archived, and used by university leaders for data-driven decision-making purposes?
8. Do current decision-making practices reinforce financial management and stability needed for future sustainability?

PRIORITIES TO BE ADDRESSED: BUILDING TO STRENGTH

CONSTITUENTS TO BE CONSULTED:

- Dean for Retention and Student Success
- The Budget Advisory Committee
- Faculty Cabinet
- Vice President of Finance and Administration
- HR Director

INITIAL EVIDENCE:

- Articles of Incorporation, Faculty Handbook, Bylaws, Conflict of Interest Policy
- Board of Trustees Committee and charges
- List of President’s Cabinet and their qualifications
- Board of Trustee Handbook-Trustee Resource Guide
- Plenary Assessments
- Board Self-Assessments

- Presidents and Administrator evaluation tool
- Staff evaluation tool
- Faculty evaluation tool (including Department Chair)
- Efficiencies Report
- Proposal for faculty representation on Board of Trustees Committees

VI. GUIDELINES FOR REPORTING

STYLE GUIDELINES

Reports should follow Cabrini's Style guide. (<https://www.cabrini.edu/about/departments/marketing-and-communications/style-guide-and-logo-use>)

All writing should be in 12pt Avenir font, single spaced, 1 inch margins, left justified, and no paragraph indentation.

To abbreviate or use the letters of the name of an organization, office, or committee, spell out on the first mention, followed by the abbreviation in parentheses. The abbreviation can then be used in the rest of the chapter.

DEADLINES FOR DRAFTS AND REPORTS

May 1, 2022 - Each Working Group Co-Chair will identify the evidence sources to support compliance with each criterion and identify any gaps in evidence. Documents will be uploaded to the Evidence Inventory on One Drive

Summer 2022- The Self-Study Tri-Chairs will review the report on evidence sources and examine if gaps in evidence can be remedied.

September 1, 2022- Each Work Group Co-Chair will provide an outline of their chapter and detail the priorities that will be covered in their chapter.

Fall 2022 - The Steering Committee and members of the Working Groups will solicit input at meetings with broader campus community.

November 2022 - Each Working Group will submit the first draft of their chapter. This draft will include the Working Group's analysis of existing data but recognizes that there may still be gaps in evidence. Draft chapters will link criteria for their Standard to specific evidence documents uploaded to the university's internal evidence inventory. The draft will also include the Working Group's initial or preliminary recommendations.

December 2022- The Tri-Chairs and Editing Working Group will provide feedback to the Working Groups.

January 2023- The Working Groups will revise based on feedback and any new data collected through fall 2022.

February 2023- Self-Study chapters will be posted for feedback from the entire campus community.

Spring 2023 - The Steering Committee and members of the Working Groups will present findings at meetings with

the University community during spring 2023. Working Groups will revise their chapters for the draft Self-Study Report to be submitted to the Chair of the External Review Team by Spring 2023.

Summer 2023 - The report will be finalized based on the comments of the Chair of the External Review Team in Summer 2023.

Fall 2023 - Members of the Working Groups along with the Steering Committee will participate in the MSCHE Review Team's site visit.

VII. ORGANIZATION OF THE FINAL SELF-STUDY REPORT

Our final Self-Study Report will be organized around the Commission Standards. The Executive Summary will be preceded by an Index of Tables, an Index of Figures, and a Glossary of Acronyms.

Each chapter addressing a Commission Standard will also address relevant Requirements of Affiliation:

Introduction: Executive Summary and Introduction: Institutional overview including mission and priorities, brief institutional history, brief outline of self-study process, summary of each chapter, summary of self-recommendations.

Chapter 1: Standard I: Mission and Goals and Requirements of Affiliation 7 (Mission and goals) and 10 (Institutional planning linked to educational goals)

Chapter 2: Standard II: Ethics and Integrity

Chapter 3: Standard III: Design and Delivery of the Student Learning Experience and Requirements of Affiliation 8 (Evaluation and communication of educational programs), 9 (Rigor and coherence of educational programs), 10 (Institutional planning linked to educational goals), 15 (Core faculty)

Chapter 4: Standard IV: Support of the Student Experience and Requirements of Affiliation 8 (Evaluation and communication of educational programs), and 10 (Institutional planning linked to educational goals)

Chapter 5: Standard V: Educational Effectiveness Assessment and Requirements of Affiliation 8 (Evaluation and communication of educational programs), 9 (Rigor and coherence of educational programs), and 10 (Institutional planning linked to educational goals)

Chapter 6: Standard VI: Planning, Resources, and Institutional Improvement and Requirements of Affiliation 8 (Evaluation and communication of educational programs), 10 (Institutional planning linked to educational goals), and 11 (Documented financial resources and fiscal management)

Chapter 7: Standard VII: Governance, Leadership, and Administration and Requirements of Affiliation¹² (Governance) and 13 (Appropriate and unconflicted governing body). Requirements of Affiliation not addressed in a chapter of the Self-Study (Requirements 1-6 and 14)

Conclusion: Summary of each chapter including Commission Standards and Requirements of Affiliation, summary of self-recommendations, Steering Committee and Working Group Members.

VIII. STRATEGY FOR VERIFICATION OF COMPLIANCE WITH APPLICABLE FEDERAL REGULATORY REQUIREMENTS

Michelle Filling-Brown, PhD, ALO and member of the Middle States Leadership team, will coordinate the completion of the Verification of Compliance with Accreditation-Relevant Federal Regulations, in collaboration with the Steering Committee. Based on the current compliance areas, the following campus units will be consulted in this process: Mission, Diversity, and Student Engagement, Academic Affairs, Director of Research, General Counsel, Registrar's Office, and the Business Office.

The Steering Committee is charged with validating that the University's Institutional Federal Compliance Report (i.e., Verification of Compliance) provides evidence that the university meets accreditation relevant federal regulations. The Institutional Federal Compliance Report and supporting evidence will be combined into a single, bookmarked, PDF file and uploaded with the Self-Study Report and other relevant documents.

Requirement of Affiliation	Compliance Demonstrated
1. Authorized to operate	Compliance Review Process
2. Institution is operational	Compliance Review Process
3. Students graduating	Compliance Review Process
4. Communicate with the Commission in English	Compliance Review Process
5. Complies with federal and state laws and regulations	Compliance Review Process
6. Complies with Commission policies	Compliance Review Process
7. Has mission statement and goals	Standard I
8. Systematically evaluates programs	Standards III, IV, V, VI
9. Learning programs and opportunities are characterized by rigor, coherence, and appropriate assessment of student achievement	Standards III, V
10. Institutional planning	Standards I, III, IV, V, VI
11. Financial resources	Standard VI
12. Governance structure	Standard VII
13. Governing body conflict of interest policy	Standard VIII
14. Institution and governing bodies provide information	Compliance Review Process
15. Core faculty	Standard III

IX. SELF-STUDY TIMETABLE

Date(s)	Activity/Task
January 12, 2022	Video Conference with VP Liaison (tri-chairs)
Early 2022	Complete Self Study Design (must be submitted 2 weeks prior to visit – March 17th)
March 31, 2022	Visit by VP Liaison (virtual)
Sept 2022	Team Chair Selection
Fall 2022-Early Spring 2023	Working on Self Study Draft
Spring 2023	Finalize the Draft to submit to Chair
Late Spring 2023	Chair's Preliminary visit
Summer 2023	Finalize Self Study based on feedback from Chair
Late summer 2023	Submit final Self Study
Fall 2023	On-Site Evaluation
March 2024	Commission action

X. COMMUNICATION PLAN

There are three main ways will communicate with the Cabrini University community: (a) campus emails (b) website, and (c) meetings with various constituent groups across the University.

As we reach major milestones in the Self-Study process, we will email updates. We will create a dedicated page for the Middle States Self Study process. We will send a campus email that announces the Self-Study process,

directs people to the website, and explains that updates will be periodically posted there.

The Cabrini University Middle States Self-Study website (www.cabrini.edu/middlestates) will be updated to include the Self Study Design document, information about the accreditation process, list of upcoming Middle States related events and meetings, drafts as they become available, and an email for individuals to submit feedback on drafts and the process.

Purpose	Audience	Methods	Timing
To update all employees about the Self Study Process and invite participation in working groups	Faculty/Staff	Emails, video messages	October 2021
To update Academic Departments about the Self Study Process and encourage engagement	Faculty	ALO visiting all Department meetings	Fall 2021/Early Spring 2022
To update students about the Self-Study process	Students	Cabrini Middle States Self-Study Webpage; open forums; presentations to Student Government Association (SGA); include SGA representative on Steering Committee; SGA meetings with the Provost; email and video updates	Continuous updates to the webpage; reports to Student Government Association each semester; periodic forums
To update Alumni about the Self-Study process	Alumni	Cabrini Middle States Self-Study Webpage; updates in alumni newsletter and emails, advisory board reports	Continuous updates to webpage; Alumni newsletter: periodic updates
To update Faculty about the Self-Study process	Faculty	Cabrini Middle States Self-Study Webpage; open forums; faculty representatives on Steering Committee; updates at Faculty Assembly meetings; monthly email updates; Presentations by tri-chairs at STAC and President's Update meetings	Continuous updates to webpage; reporting at Academic School Meetings and at Faculty Planning and Assessment Days; monthly updates at Faculty Assembly meetings
To update the Board of Trustees about the Self-Study process	Board of Trustees	Cabrini Middle States Self-Study Webpage; presentations at BOT meeting	Monthly updates by the President; periodic updates at BOT meetings by Self-Study co-chairs
To update President's Cabinet about the Self-Study process	Cabinet	Cabrini Middle States Self-Study Webpage; Presentations by tri-chairs at Cabinet; monthly email updates	Continuous updates to webpage; periodic updates
To update Staff about the Self-Study process	Staff	Cabrini Middle States Self-Study Webpage; Presentations by tri-chairs at The Staff Advisory Council and President's Update meetings; monthly email updates	Continuous updates to webpage; periodic updates

To Update Steering Committee on Working Group Progress	Steering Committee and Working Groups	Reporting out at Steering Committee Meetings; Updates on One Drive shared folders	Monthly meetings; continuous updates via email and One Drive
To gather feedback on Working Group draft material	Editing Working Group	One Drive and email communication	Continuous email communication
To gather feedback on Self Study Report	Students and Alumni	Feedback from SGA representative on Steering committee after sharing updates on Working Group reports; feedback from open forums; monthly email updates; Alumni newsletter and advisory boards.	Spring 2023
To gather feedback on Self Study Report	Faculty	Feedback by Faculty serving on Steering Committee after sharing relevant Working Group reports; feedback after sharing updates at Faculty Assembly meetings; feedback from open forums; monthly email updates.	Spring 2023
To gather feedback on Self Study Report	Administration and Staff	Feedback about relevant Working Group reports by administrative and staff representatives on Steering Committee; feedback from open forums; monthly email updates.	Spring 2023
To gather feedback on Self Study Report	Board of Trustees	Provost and SVPAA's Presentation and Discussion at the BOT Plenary	February 2023
Final communication of Self Study Design	All campus constituents	Updated website and email	Summer 2023

XI. EVALUATION TEAM PROFILE

TEAM CHAIR CHARACTERISTICS

Cabrini University requests that the evaluation team chair be a Chief Academic Officer from a small, private, faith-based, mission-driven institution with comparable enrollment. The Team Chair should be familiar with enrollment and financial challenges facing small liberal arts schools, as well as the need to support diversity, equity, inclusion, and mental health wellness on a college campus.

TEAM MEMBER CHARACTERISTICS

Members of the team should be from this same type of institution and have experience with issues of student retention and success, supporting diversity, and enrollment challenges. The team should be familiar with schools who enroll high numbers of Pell-grant-eligible and first-generation students. In addition, evaluations should have experience with academic program assessment,

operating in an environment with diminishing financial resources, and the FYE. The team should have expertise in student affairs, academic affairs, and financial issues.

Evaluation Team members should have representatives of the following roles/divisions:

- o Academic Affairs (faculty who work at institutions with a heavy teaching load)
- o Student Affairs (at an institution with commuter students and residential students whose homes are within 50 miles of campus)
- o Finance/Chief Finance Officer (with oversight for a variety of areas, including Information Technology, Facilities, Human Resources, etc.)

PEER INSTITUTIONS – (WITHIN MIDDLE STATES REGION)

DeSales University
Carlow University
Hood College
Notre Dame of Maryland University
College of Mount Saint Vincent
Mount Saint Mary College
Saint Peter’s College
Alvernia University
Albright University

ASPIRANT INSTITUTIONS – (WITHIN MIDDLE STATES REGION)

West Chester University
St. Joseph’s University
Scranton University
King’s College
Iona College

CONFLICT-OF-INTEREST INSTITUTIONS

Cabrini is highly collaborative with SEPCHE institutions (Neumann University, Gwynedd Mercy University, Arcadia University, Chestnut Hill College, Holy Family University, Immaculata University, Rosemont College, Salus University) and our two neighboring institutions, Eastern University and Valley Forge Military College. Based on these partnerships and agreements, these institutions, while peers, could be seen as a conflict of interest.

LIST OF TOP PROGRAMS BY ENROLLMENT:

Business, Psychology, Criminology, Education

XII. EVIDENCE INVENTORY STRATEGY

The Evidence Inventory will be maintained in Cabrini’s One Drive. The Steering Committee was provided with a folder for each Standard, to populate with initial “evidence” documents associated with that Standard. The Steering Committee was encouraged to not only populate their own folder, but also drag and drop to other Standards as appropriate. Ultimately these will be merged into one Evidence Inventory folder within the One Drive. The Tri-Chairs will keep a record of what has been uploaded and refine the Evidence Inventory.



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