

Effective Directions

The Newsletter of the Institutional Effectiveness and Diversity Unit

Issue 2 Spring 2018



Eye on Assessment: Advancing the Mission

By Lisa D. Belfield, EdD, Director OIAA

Mission integration is a critical part of institutional effectiveness. According to the Middle States Commission on Higher Education (MSCHE), “institutional effectiveness reflects the degree to which a college or university is achieving its institutional mission” (www.msche.org). The mission statement is a declarative statement that clearly and effectively communicates *what* we do (purpose), for *whom* (the students we serve), and *why* we do it (what we intend to accomplish). The mission statement gives each institution a unique identity. It is our faith-based and mission-based culture that makes us unique. The entire Holy Family University community contributes to advancing the mission.

The issue of mission integration was given priority in Holy Family University’s strategic plan and as a result, the Office of Mission was created four years ago. Margaret Kelly has served as the Vice President for Mission since the office was created; however, she has been with the university for thirty-eight years. In her current role, she seeks to advance the mission and core values of Holy Family University and invites all members of the University community to recognize the University mission as both a calling and a responsibility.

What is the purpose of the Office of Mission?

The Office of Mission acts as an advocate and cheerleader for the institutional mission. It contributes to and assists in communicating and integrating the mission and core values of Holy Family University into life as a university community. It is also charged with educating everyone about the charism of “Family” of the Congregation of the Sisters of the Holy Family of Nazareth of which the University is a sponsored ministry. The office serves to facilitate exploration of the fuller meaning of the University’s values and the Congregation’s values, how they are related and how both are tools for life and work. Further, the office serves the Roman Catholic Church in its advocacy of Catholic Social Teaching and the Catholic Intellectual Tradition (the unending search for Truth, which invites all, without exclusion, to the table of dialog).

Have you seen a shift in mission awareness during your time at Holy Family and in particular during your tenure as Vice President for Mission?

There has been a gradual increase in mission awareness since I started at Holy Family University in 1979. I believe that due to the leadership of Sister Francesca in past years

MISSION AND CORE VALUES

Holy Family University educates students to assume lifelong responsibilities towards God, society and self.

The following core values inform the University as it seeks to carry out its mission:

Family

Respect

Integrity

Service & Responsibility

Learning

Vision



and the emphasis placed on mission by MSCHE, there has been a greater shift and increased engagement in articulating the heart of the mission and enhancing mission awareness, integration, and effectiveness.

We have always been strong with regards to mission, but now we are able to document mission awareness and mission integration. The Office of Mission is a resource for Human Resources, for recruiting for mission to ensure a good fit for employment of staff and faculty. It is a guide for the board of trustees for orientation and accountability. It helps to enhance and deepen the context of “Family,” which is an invisible presence lived/worked in a tangible way. We can lay claim to what we are doing well, but also recognize what we need to improve. For example, mission is integrated into classrooms and the curriculum; however, we do not always use “mission language” – we need to improve upon this.

Margaret Kelly at the February Faculty Dialog Luncheon.

Since mission involves intangibles, it is difficult to measure mission effectiveness. However, we have many strengths supporting the work of the office, including: having a University President in Sister Maureen with a clear vision for the University that includes proactive advocacy of the Mission and the charism of Family; having a mission officer with decades of experience and relationships at the University; having a critical mass of faculty and staff who care about the mission, understand it, and live it; having the presence of members of the Congregation in the administration, and among faculty and staff; and, having a mission that is easily understood as a statement and is relevant to everyday life.

I know that your office is doing great things with regards to new initiatives and programs for faculty, staff, and students. Tell me about the scholar program that the Office of Mission implemented this year.

Through a generous grant from the Nazareth Family Foundation, we have started the Faithful Listening-Faithful Learning (FLFL) Scholars Program this year. The primary goal of the program is to provide a new opportunity for integration of the University Mission and, by association, the Congregation’s Charism of Family and values into the teaching-learning experience of students and faculty at Holy Family University. The aim is to do this in a very clear and visible way so that the values are not hidden, but are addressed and appreciated in the process of applying them to a person’s individual struggle to balance faith and reason throughout the learning process. Through the sharing of stories, dialog, and reflection, the program will encourage the discovery of life’s deeper meaning and significance.

Student mentees are paired with faculty mentors and each semester they meet at dialog dinners where they discuss specific readings which all have had time to read and reflect upon in advance. This past January, we had our first FLFL Dialog Dinner. I had a strong sense of family coming together and I truly believe that as the next three years unfold, each time we gather it will be more and more like a family reunion. I encourage faculty to apply to be faculty mentors and to encourage their students to apply. Applications for the next cohort will be available on-line towards the end of the spring semester.

What is your vision for future initiatives?

We have already created a Faculty Think Tank that assists in planning. Mentors state that they benefit from getting out of their silos to dialog, address concerns, and enjoy cross-disciplinary bonding opportunities. We expect to outreach further to adjunct faculty, graduate students, and students in the accelerated program. They are important constituents within our Holy Family University community.

If you have ideas or questions about mission awareness and integration or about the Office of Mission initiatives, you may contact Margaret Kelly at: mission@holyfamily.edu

Holy Family University Hosts J-1 Research Scholars from Around the Globe

By Sister Josita Churla, Director International Office

The Exchange Visitor Program administered by the United States Department of State brings to the United States and particularly to Holy Family University, international visitors for the purpose of educational and cultural exchange and the fostering of international understanding. Holy Family University's Exchange Visitor Program was initiated in 2010 and continues to evolve as the University explores the establishment of International Partnerships with universities in Europe, Asia, and South America.

The spring 2017 semester marked the beginning of a more defined J-1 Exchange Visitor Program at Holy Family that now engages our Academic Deans and Host Faculty sponsors in the plan of research or study as well as cross cultural activities that will enhance the exchange visitor's research objectives and experiences of American culture. The Host Faculty Sponsor in conjunction with the Host Academic Dean meets regularly with the exchange visitor to evaluate their progress and well-being in attaining the planned exchange program objectives. Our Host Faculty Sponsors mentoring our current research scholars from China and Hungary include: Dr. Janet McNellis and Dr. Roger Gee, School of Education, and Dr. Gina MacKenzie, School of Arts and Sciences.

Our Current Research Scholars at Holy Family University

Meng (Julia) Lyu



Meng (Julia) Lyu with her Faculty Host, Dr. Roger Gee.

February 1, 2017, marked the arrival of Meng (Julia) Lyu and her son, Yiming (Jett) Guo, in Philadelphia to begin a one year stay as J-1 and J-2 exchange visitors sponsored by Holy Family University. While here in Philadelphia, Jett (Yiming) would experience American elementary education as a 4th and 5th grade student at John Hancock Demonstration Elementary School while his mother, Julia (Meng), would have the opportunity to work with Dr. Roger Gee, her faculty host sponsor. She meets with Dr. Gee once a week to work on developing her research project of comparing and analyzing lexical bundles in thesis abstracts written by Chinese undergraduate students and American graduate students. Julia believes this research is relevant for Chinese university students as well as authors of scholarly articles since abstracts for theses or articles are usually written in English. "We hope our study can increase the interest in identifying phraseology with corpus tools and encourage teachers to put more emphasis on computer-based formulated language in the curriculum." In addition to her research project, as an 18-year English lecturer at North China University of Water Resources and Electric Power, Zhengzhou, China, Julia is very interested in applying English language corpora in her classes as well as providing Chinese students multiple opportunities to use American English beyond the limits of textbook conversations.

Julia has a great love for travel and adventure. During semester breaks in China she often travels within and beyond China. Since this was her first experience of American life and culture, Julia and her son have explored Philadelphia's many historic and cultural sites as well as many other parts of the country as far south as Florida and far west as Texas.

As her J-1 Exchange Visitor experience comes to an end, Julia hopes she will someday be able to share the wonders of China with her friends from Holy Family University. She lives and works in Zhengzhou which is the capital of

Henan Province in Central China. “Zhengzhou is one of the oldest cities in China with a history covering 3, 500 years.” During her interview Julia noted, “If you came to China I would take you on a tour on the Yellow River, Mother River of China and cradle of Chinese civilization. There would be opportunity to see the huge sculptures of emperors Yan and Huang, and learn about these ancestors of the Chinese nation. It is an amazing and historic place!”

Kailin (Karen) Zhou



Kailin (Karen) Zhou with her Faculty Host, Dr. Janet McNellis.

As a J-1 sponsoring institution, Holy Family University welcomed another J-1 Research Scholar this past October, 2017 for a 12 month stay. Kailin (Karen) Zhou, a lecturer and head teacher at Beijing University of Chinese Medicine, is here in the United States to gain insight on the effects of the flipped classroom model of instruction. In her effort to assist Chinese undergraduate students to develop greater self-directed learning skills and to become more actively engaged learners, Kailin and Dr. Janet McNellis, Kailin’s faculty host sponsor in the School of Education, have joined forces in the research of teaching strategies best suited to support higher cognitive and thinking skills. One such teaching model is the “flipped classroom”. This specific model has peaked Kailin’s research interest for she views the model as “a pedagogical model in which direct instruction is delivered via reading or lecture

videos for students to engage with before class and free up class time for activities that allow deeper exploration of content.” When asked why this research might be of value in China, Kailin noted that Chinese students “tend to be passive learners” which is related to cultural differences in teaching methods that are prevalent in China.

Kailin comes from Beijing, a city of over 20 million people, and enjoys the greater sense of community our Philadelphia campus offers. However, Beijing is the cultural center of China and has much to offer visitors in regard to Chinese history, architecture, and the wisdom of ancient Chinese scholars. Kailin hopes she will have the opportunity to reciprocate cultural and educational experiences as a faculty host to exchange visitor students and faculty from Holy Family University someday.

Dr. Beata Dimak-Tombi



Dr. Beata Dimak-Tombi with her Faculty Host, Dr. Gina MacKenzie.

On September 3, 2017, the International Affairs Office received an email from Dr. Beata Dimak-Tombi of Pecs, Hungary, requesting Holy Family University’s sponsorship for a seven-month research study that would commence on December 1, 2017. Preparations on both sides of the Atlantic required herculean efforts to make Beata’s, her husband Gabor’s, and their four-year-old twins, David’s and Daniel’s successful arrival in Philadelphia a reality. Dr. Tombi requested Holy Family’s sponsorship after investigating the University’s Catholic values and its mission of family. From her very first contact, she was impressed by the hospitality and kind concern of her University contacts especially, Christine O’Neill, Responsible Officer for the J-1 program, and her faculty host sponsor, Dr. Gina MacKenzie.

Dr. Beata Dimak-Tombi’s academic background is impressive and extensive. For her seven-month research study at the American Philosophical Society of Philadelphia, she received a scholarship from *Tempus Kozalapitan*, a Hungarian scientific organization. Dr. Tombi is currently an Associate Professor of Italian Studies at the prestigious University of Pecs, the first Hungarian university established by Louis the First of Hungary in 1367. The University has a rich history and a vibrant multicultural student population from many countries around the globe.

Dr. Tombi describes the focus of her research at the American Philosophical Society in this way: “I plan to focus my research work on the literature of popular science in North America placing the formation and the spread of this unknown and neglected branch of literature in a new, scientifically valid form. The main objective of my research work is to draw the most current and powerful picture of the formation and ways of evolution of the literature of popular science in America in the 1700s. It should not be forgotten, that while in Europe the formation of the literature of popular science is linked to England, France, Italy and Hungary, in America it originated in Pennsylvania as the center of intellectual activity”.

Dr. Tombi describes the relevance of her research as a “path-finder”. According to her viewpoint, “my work presents the literature of popular science as a relevant part of the literary canon in a more systematic and complete way than has hitherto been attempted”. Dr. Tombi and her faculty host sponsor, Dr. Gina MacKenzie are planning lectures to offer students and faculty a means of gaining insight into Hungarian culture and the results of Dr. Tombi’s research findings at the American Philosophical Society.

Getting to Know the Diversity and Inclusion Team

By Nicole Stokes-DuPass, Associate Vice President

The Diversity and Inclusion Team is a university-wide committee with representation across the university—faculty, staff and students. The Diversity and Inclusion Team reports to the University President via the Associate Vice President for Institutional Effectiveness & Diversity.

The vision statement for the Team states that, a “diverse, inclusive, and equitable Holy Family University community constitutes an essential part of our efforts toward continued institutional effectiveness and excellence in accordance with our university mission, core values, and in daily work as a faith-based institution of higher education”. The mission statement is operational and focuses on the work of the committee - “Holy Family University’s diversity and inclusion initiatives seek to expand intellectual and personal worldviews, preparing all members of our university community—students, alumni, staff, faculty, and senior leadership to make thoughtful and responsible contributions as culturally competent citizens of a diverse and globally integrated world”.



Amanda Gurecki (student) and Father MacNew.

This year the Team’s work focused on three key areas—enhancing the overall student experience with educational opportunities and experiences inside and outside of the classroom that support intercultural and global competency. The Team collaborated with Student Life and the General Education Committee to incorporate diversity learning modules into the First Year Experience Course (FEXP 100) and the General Education Capstone Course (GNED 400). Members of the Diversity Team designed learning modules to expose undergraduate students to the tenets of diversity and inclusion, framed as opportunities for increased global diversity and inter-cultural competence. Specifically, this project engages university students in concrete and tangible ways with a skills-based approach to diversity framed as increased inter-cultural and global competence. Students are encouraged to develop a growth-mindset and think about diversity issues beyond the usual suspects—race, ethnicity, class, gender and sexuality.

Upon completion of the modules, students will have an enhanced appreciation of why intercultural competence matters and how to apply learned skills to everyday interactions. These skills are a critical part of the overall university experience and the ability to develop global-ready and culturally competent graduates of Holy Family University who will serve well the communities in which they live and work in the near future.



Cullen Worsh and Amanda Mouser; and Nicole Stokes-Dupass and son Tyler, a Cub Scout.

Second, the Team is working with the Office of Institutional Effectiveness and other key administrative units to assess and build a campus climate that establishes a culture of accountability for practices and policies that are affirming of diversity and inclusivity. In this area, the Team is developing a university-wide strategic plan for Diversity and Inclusion initiatives that will be presented to university stakeholders for review and approval this semester. The Team is also working with the Office for Institutional Research to deploy the first university-wide climate survey in March 2018. The Office of Institutional Research will deploy the HERI Diverse Learning Environments Survey to all Holy Family University students in order to take the pulse of our university community. We will gather information that will ultimately shape our future work on diversity and inclusion initiatives.

Third, we are working with key university constituents to recruit and retain a diverse student body and workforce that reflect and support the university vision and mission. The Diversity and Inclusion Team are working to bring Diversity and Inclusion training to campus for the committee members and key university stakeholders. The training has pedagogical approaches that focus on individual prejudice reduction, interpersonal and intergroup coalition building, and building skills to empower university leaders to address bias incidents and controversial public issues. This training will also help us to develop skills in conflict resolution with an emphasis on inclusion and equity. All of these endeavors work in tandem to ensure that all Holy Family University students graduate with the knowledge, skills, and habits of mind necessary for career readiness and living as members of a diverse and globally integrated society.

The Diversity and Inclusion Team has a rich history at Holy Family University and while many of the initiatives described above are new, they build upon many of the staple programs and initiatives that the Team has led on our campus for many years. Associate Vice President for Institutional Effectiveness and Diversity (IE-D), Dr. Nicole Stokes-DuPass interviewed two long-serving members of the Diversity and Inclusion Team including, chairperson, Pamela Flynn, Professor of Art and Ms. Robin Arnold, Associate Director of Athletics.

IE-D: Please describe the history of and evolution of the Team as you have served throughout the years?

PF: I have been a member of the team for about 17 years. The Diversity Team has always had an important impact on the HFU community. The Team has through the years, made its presence known on campus by sponsoring many activities including the Dr. Martin Luther King Day of Service projects, brown bag discussions on diversity topics, Faculty Development Day Presentations and International Day. The Team worked as a group to develop a Mission Statement that was accepted by Senior Administration. Last year the Team adopted the addition of Inclusion to its name so to be more in step to the [changing] student population at HFU.

RA: I joined the Team in 2015. Prior to that I had worked informally with [the previous and long-serving Diversity Coordinator] Dr. Gloria Kersey-Matusiak on a number of joint projects with Athletics.

IE-D: How does your work with the Diversity and Inclusion Team complement your academic and/or career interests or your overall experience thus far as a member of the Holy Family University community?

PF: I am an artist who deals with social and cultural issues. My work is about asking the viewer to examine where one stands. Being part of the Diversity/Inclusion Team is a natural fit for me on both a personal level and on an artistic level.

IE-D: What impact do you want the work of the Diversity and Inclusion Team to have on the overall HFU Campus Community?

RA: I would like to see meaningful change in the following areas: (1) [for the Team to serve] as a visible and tangible resource for students, staff faculty and staff to raise concerns related to diversity and inclusion; (2) to advocate for more diversity in faculty and staff and in curriculum; (3) develop training for faculty and staff as well as students. We are off to a good start with the Diversity Module in the FEXP course regarding diversity and inclusion.

In addition to the initiatives described above, the Diversity and Inclusion Team has maintained the long standing tradition of honoring the work and legacy of Reverend, Dr. Martin Luther King, Jr. by having our Day of Community Service at the Jewish Relief Agency (JRA) in the Northeast. This year we partnered with Cub Scouts Pack 304 from Glenside, PA to work at the JRA distribution center preparing dry and produce foods that were delivered to needy families and food banks in our area. One of my favorite quotes from Rev. Dr. Martin Luther King is as follows, "Everybody can be great because anybody can serve. You don't have to have a college degree to serve. You don't have to make your subject and verb agree to serve...You don't have to know the second theory of thermodynamics in physics to serve. You only need a heart full of grace [and] a soul generated by love."



Renee O'Brien, HFU alumni, and son Reese, a Cub Scout.

This event and day of service aligns well with HFU's mission and core values. Giving back to our community and to those in need recognizes the dignity of each person and the oneness of our human family. Part of the experience of an education at Holy Family University is to impart an appreciation of lifelong responsibilities to God, society and self.

The Diversity and Inclusion Team also expanded its membership this year to include more staff and faculty in key areas of the university and four representatives from student organizations committed to the work of diversity, inclusion and equity on campus—Fusion Multicultural Club, IDEA, Spectrum, and SGA Diversity Representative. The IE-D Unit also interviewed two new committee members, Mr. Daniel Geary, Systems Librarian and Recording Secretary for the Diversity and Inclusion Team and Ms. Marianne Price, Title IX Coordinator.

IE-D: Why did you join the Diversity and Inclusion Team?

DG: I joined the Diversity and Inclusion Team because I previously worked at secular public universities and libraries and I was curious about how diversity and inclusion strategies would be different at a private religiously affiliated university. I hoped my past experience combined with new experiences here might foster a new synthesis of ideas. As a librarian, I often have a hand in collection development at the library. My work with the Diversity and Inclusion has introduced me to ideas and people that help to make the library's collections more diverse and inclusive. For example, we recently weeded out old texts concerning LGBT+ issues and Freda Ginsburg, who I met through the Diversity and Inclusion Team, helped us build out our LGBT+ selections during Pride Month.

MP: I appreciate very much the commitment of Holy Family to challenging our students to become global citizens. We value a community committed to supporting and caring for those within. With that, becoming a part of this Team is important to my contributions on this campus. I want to be part of this important work on our

campus. Personally, social justice, diversity, and civil rights are all a passion for me, and have truly driven my work professionally. As our campus looks to expand opportunity for conversation and access to resources, I am hopeful I can use my voice to help move us forward as a global campus.

IE-D: What impact do you want the work of the Diversity and Inclusion Team to have on the overall HFU Campus Community?

MP: I look at our core value of Respect for guidance on this work. I want our Team to focus on ways that we can offer multiple points of view, find opportunity for dialogue, and create pathways to a holistic education, including one centered on social justice work. Additionally, I think our national landscape in relation to advocacy and awareness is changing. Young adults are becoming more involved in their communities. I want our Team to provide opportunity to our campus community for ways to really engage with the community.

IE-D: How does your work with the Diversity and Inclusion Team complement your academic and/or career interests or your overall experience thus far as a member of the Holy Family University community?

MP: My professional career has shifted to work focused on civil rights, equity, fairness, and compliance. I hope to bring my experiences in this role to the Team, and challenge us to think critically about how we can provide equal pathways on our campus and equitable opportunities.

IE-D: What is the grand take-away or experience that you hope the other members of the university community will have as they come to Team events or engage with the activities of the committee?

DG: I hope that the Diversity and Inclusion Team helps faculty, staff, and students to accept and embrace other people and cultures. I hope we also encourage administration to hire a wide range of faculty and staff while also admitting students from a variety of backgrounds. With these two goals combined, the university can become not only a more diverse and inclusive community, but also a stronger one.

Student Satisfaction Survey Results Highlights

By Chad L. May, Director, OIR

In Spring 2017, Holy Family University administered the current Student Satisfaction Survey to students, for the purpose of understanding their experiences with various University services and offerings. Of particular interest, the Office of Institutional Research sought to see (1) if there are specific services or experiences that the University can improve upon; (2) if the Holy Family student experience is the same for all of our student populations; (3) if differences in overall satisfaction and perception exist between students within our four academic schools; and (4) if there are differences between various other demographic or student sub-groups experiences and impressions of the University.

Similar to findings from the 2015-16 survey, money or cost still is a major issue for many of our students. 64% of students considered cost when choosing a college to attend. Almost half of undergraduate commuters stated they chose to live off-campus with their family due to the cost to live on-campus or in off-campus housing. Nearly 80% of all students work off-campus during the academic year while they are taking courses (~70% for full-time undergraduate, 84% part-time undergraduate, 100% undergraduate accelerated, 94% graduate, and 94% accelerated graduate). The data show that the top reasons students chose to attend Holy Family University were cost, close to home, availability of major/program, and quality of teaching/interaction with faculty. These results mirror other survey results that we have participated in from external agencies, such as the Cooperative Institutional Research Program (CIRP).

Here are some significant findings from the 2016-17 administration of the current student satisfaction survey.

- Dining Services moved from last to 7th from last, changes to dining services from 2015-16 to 2016-17 have increased satisfaction with dining service options on-campus. However, dissatisfaction still exists for graduate and accelerated students and the qualitative data suggests needs for dining options at our Bensalem and Newtown locations.

- Student Activities moved from fourth from last in 2015-16 to in the top 7 average satisfaction rating in 2016-17 for full-time undergraduates. This suggests that the changes in student engagement and leadership have increased student satisfaction.
- Residence Life Moved up from second to last to fifth from last, again, another positive sign with changes from 2015-16 to 2016-17.
- Health services decreased in satisfaction. Health services was on hiatus due to staffing changes/medical illness during the time period that the survey was administered in 2016-17, thus impacting these results. Many student comments noted the lack of health services during this period.
- The University Library remained one of the top rated service areas as well as the top utilized service area with an average use of 3.6 on a 5 point Likert-scale.
- Extended Learning/Adult services are also highly rated by our accelerated UG and GR students.

The investment and strategies that the University has made in dining services, student engagement and leadership, residence life, and health services all seem to be influencing the overall student satisfaction with University services. There is more work to be done, but these results demonstrate that with appropriate actions we can increase satisfaction with various services/offices.

Fifty-four percent of student respondents indicated that the top aspect of the campus culture that they found appealing was the “close knit community (like a “family”); this mirrors our mission and core values, specifically our current “tag line” *The Value of Family*. With continued emphasis on our mission and expression of that mission across campus these aspects of campus culture should continue to increase.

As we launch the 2017-18 version of the current student satisfaction survey, we wanted to highlight last year’s results. A full version of results will be available on the Institutional Research website and Canvas organization. Please take some time to review the full set of results.

Spotlight on



African Dance & Drum Ensemble

By Nicole Stokes-DuPass, Associate Vice President



Kulu Mele brought an amazing performance to Holy Family University at the end of the Fall Semester. The Office of Institutional Effectiveness and Diversity and FUSION Multicultural Student Organization wanted to showcase unique and diverse forms of entertainment at HFU.

The student members of FUSION drafted a wonderful organization constitution with the goal of blending cultures and fostering inter-cultural connections and experiences among our diverse students at Holy Family University. In this plan, they wanted cultural programming that would highlight a variety of cultural traditions and be fun. When they approached the Diversity and Inclusion Team with this idea, we immediately suggested Kulu Mele to them.

Kulu Mele is a Philadelphia cultural gem. Kulu Mele began as a small local dance and drumming company with the big goal of bringing diverse artistic expression to the cultural and performing arts scene in Philadelphia. We immediately saw the synergy in what Kulu Mele strives to achieve and what FUSION

is also trying to achieve on campus. Kulu Mele has grown significantly over the past 30 years in scale and stature. They were asked by the City of Philadelphia to perform for Pope Francis during his recent papal visit and they have been commissioned to perform internationally. We were not sure they would say yes, but was so pleased when they immediately agreed and wanted to support our students in this endeavor. Happily, it turned out to be a perfect match and the Holy Family University community responded so positively to their performance.

Kulu Mele's performance consisted of three "acts" that included several drummers and dancers, a vocalists and an array of beautiful costumes that celebrate the African diaspora and traditional music and dances from West Africa and the Caribbean. The performers involved the HFU audience and taught us some of the dance moves.

Ms. Maria Rybicki, Field Placement & Certification Compliance Coordinator for the School of Education commented, "I enjoy all types of music and dance, but this exceeded my expectations. The costumes were authentic, and bright, the dancers were awesome- what a workout! Dorothy explaining the

origin of the songs and dances, and where they originated from made the event so much more meaningful for me.

Ms. Kate Breslin, Special Assistant to the President also attended the event and remarked, "We should celebrate and appreciate all cultures because variety is the spice of life. Learning about other cultures leads to greater understanding and unites us. Because we are living in polarizing times, it is important to remind everyone that we are all in this life together and should celebrate the diversity among us.



Assessment In Action



Closing the Assessment Loop: From Planning to Action

By Lisa D. Belfield, EdD, Director, OIAA

The term "closing the loop", in my opinion, is a bit of a misnomer. Assessment is not a destination, it is a journey because we are always striving to make the best decisions and implement the most effective strategies in order to achieve our desired outcomes. First we plan, then we assess, then we take action, and assess again.

Within the assessment cycle, there should be a clear connection between the plan, the findings, and the actions. Assessment does not end with collecting data and presenting results. The results of the assessment are used to identify changes to improve the academic program or administrative unit. In some cases, the changes are easy to implement, while in other instances the proposed changes will have to be implemented over a period of time or through a series of steps. In all cases, the action plan for improvement is tied to the assessment results. Even if there are no specific changes, the assessment process aids units and programs in maintaining excellence.

Some of the administrative units and academic programs at Holy Family University had the opportunity to go through at least one assessment cycle (from planning to action). Below are highlights of how the assessment process has helped them to reflect on their goals and outcomes and take action.

The Careers Center
Mr. Don Brom, Director

Good news to share from the Careers Center. The action plan for the Careers Center included reaching out to faculty who teach senior seminar classes in order to increase awareness and participation in Careers Center workshops and events. Many of the seminar courses have professional and career development as central components of the course content; these courses serve as the perfect setting to educate students so that they will be better prepared when applying for and managing career opportunities.

As a result of collaboration with faculty and deans, student attendance documented in Fall 2017 (cover letter/resume & interviewing skills workshops) exceeded previous student participation. Thus far, the two workshops were presented before 207 students; this is a significant increase from past workshops that took place in the Campus Center during the common hour. Moving forward, the workshops will be presented in the classroom setting as this has had a significant impact on the services provided to students. Due to the increase in student awareness and participation, the Careers Center is scheduling more appointments and helping more students with their vocational counseling concerns. Overall it's been a win-win for everyone – the Careers Center, faculty, and most importantly, the students.

Mathematics Program (BA)
Sister Marcella Louise Wallowicz, Associate Professor of Mathematics
Assistant Dean, School of Arts & Sciences

The assessment findings for the “mastery of knowledge of mathematics” outcome indicated that between Fall 2013 and Fall 2016 there was a 64.7% pass rate on the first attempt at the Mathematics Major Field Test (MFT). In addition to evaluating factual knowledge, the MFT assesses a student's ability to analyze and solve single and multi-step problems, understand relationships and interpret data. It was hypothesized that exposure to various types of problems and problem solving techniques would better prepare students for the mathematics comprehensive examination.

In Fall 2016, timed weekly Canvas-based multiple-choice quizzes were introduced in the Senior Seminar courses. The quizzes were used to assess basic content mastery of each week's course material and to aid in increasing student comfort level with multiple choice math quizzes in preparation for their comprehensive exam. Notably, there was a 100% pass rate on the Fall 2016 administration of the MFT. Due to the small class size, subsequent student performance needs to be monitored to ensure the causal relationship between the quizzes and MFT performance is valid.

Center for Academic Enhancement (CAE)
Mr. Dennis Millan, Director

During the Fall 2017 semester, the CAE saw a dramatic increase in tutoring appointments for graduate students. In the previous academic year (2016-2017), for both Fall and Spring semesters, there were a total of 91 graduate appointments. In Fall 2017, there were a total of 142 graduate appointments. Practically all of the appointments were for writing.

The CAE anticipated an increase in graduate student appointments because of discussions with heads of the School of Arts and Sciences' Doctor of Counseling Psychology (PsyD) program, the School of Nursing's Doctor of Nursing Practice (DNP) program, and School of Education's K-12 Teacher's Alliance (KTA) program. The assessment findings demonstrated a strong need to initiate an online tutoring service. The CAE's current action plan is to offer more online hours, particularly during the evening and weekend. The assessment findings pinpointed the student demographic impacted (graduate students) in addition to the subject which required additional professional tutors and hours (graduate writing). In addition, for graduate students who prefer face-to-face tutoring sessions, the Center will remain open later in the day, up until 9 pm, from Monday to Thursday. Moving forward, the CAE will assess the impact of the improvements.

Conference Reflection

By Chad May, MA, Director OIR

Northeast Association for Institutional Research (NEAIR) Conference 2017

After attending the annual NEAIR conference in Jersey City, NJ in November 2017, I thought it would be nice to reflect on almost 18 years of membership in a professional association that I have been a part of for my entire career in Institutional Research. This year, I not only attended the conference but presented, volunteered, and assisted in the running of the conference. I presented two sessions; a three-hour pre-conference workshop as well as a 45-minute conference breakout session. The pre-conference workshop was titled, Applications of Enrollment Management Research, and the 45-minute breakout session was jointly with our assessment management system vendor; TaskStream-TK20-LiveText. The session offered highlights of our implementation of the three Taskstream products, AMS, LAT, and Aqua.

Currently, I am serving as co-lead on the professional development sub-committee as part of the planning process. I will be continuing on the 2018-2023 strategic planning taskforce for NEAIR as we plan for the next five years.

At the Jersey City conference, I had the pleasure of leading a Monday night dinner group. Dinner groups are a must networking opportunity and a highlight of the NEAIR conference. It provides a more informal occasion to talk with other professionals in a less intimidating atmosphere. We chose to leave Jersey City and took the train into New York City for dinner in the West Village section of lower Manhattan, at The Crooked Knife restaurant.

I have a new appreciation for the work it takes to put on a conference after being program chair for the 2016 annual conference in Baltimore, MD. NEAIR has about 1200 members, but the conference usually pulls in approximately 400-500 attendees and therefore is considered between a small and mid-size conference within the larger Higher Education professional association(s). NEAIR membership includes New England, the Mid-Atlantic states, and Washington, D.C.; however, we often have attendees from all over the country due to the quality of the sessions and former colleagues who are now outside the region but maintain their membership as it becomes a part of their professional identity.

I highly encourage you to get involved in your professional association, there are hundreds in Higher Education, so no matter your position within the University there is a professional association for you. Get out there and network and keep the good name of Holy Family University alive and well among our many peers, colleagues, and friends. You will learn quite a bit about your specific area of job responsibility while being able to shape and mold your professional identity and make some long-term colleagues and friends.

For more information about the North East Association for Institutional Research go to www.neair.org.

Effective Directions is produced twice annually by
the Division of Institutional Effectiveness and Diversity.

Dr. Nicole Stokes-DuPass, Associate Vice President, Institutional Effectiveness and Diversity,
267.341.3695, nstokes-dupass@holysfamily.edu

Sister Josita Churla, Director, International Office, 267.341.3469, jchurla@holysfamily.edu

Sister Juliana Tran, Assistant, International Office, 267.341.3336, jtran@holysfamily.edu

Dr. Lisa Belfield, Director, Institutional Assessment and Accreditation 267.341.3621,
lbelfield@holysfamily.edu

Mr. Chad L. May, Director, Institutional Research, 267.341.3214, cmay@holysfamily.edu

Ms. Cheryl Glover, Research Assistant, OIR, 267.341.3614 cgllover@holysfamily.edu