

A photograph of the main building of Carroll College in Helena, Montana. The building is constructed of light-colored stone and features Gothic architectural elements, including pointed arch windows and a prominent cross on the roofline. The sky is clear and blue.

Carroll
MONTANA

YEAR SEVEN REPORT

Northwest Commission on Colleges and Universities • September 1, 2010

Carroll College

HELENA, MONTANA



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EXECUTIVE SUMMARY

This accreditation report comes at a particularly significant point in the history of Carroll College. We have just concluded our 100th Anniversary with a year of events celebrating our heritage and accomplishments. We have also just concluded the first decade of the 21st century, when colleges everywhere have encountered both challenges and opportunities created by economic pressures, accountability pressures, and expectations for more inclusive, intentional, and integrated student learning. Within this context, Carroll has exerted itself to fulfill its mission as a Catholic, liberal arts college dedicated to providing our students “the means for their full realization of the dual goal of vocation and enlightenment” (Carroll College Mission Statement). On balance, we are proud of our accomplishments as the *alma mater* of the 3,000 students who have graduated from this institution in the past ten years. We have also continued to learn from difficulties we have overcome as well as our ongoing challenges.

Throughout this report we often refer to changes that Carroll has made during the past decade. The physical campus has changed significantly, with the addition of the new Fortin Hall, Trinity Hall, Nelson Stadium, engineering building, and significant renovations to the Carroll Commons. Technology upgrades—a Datatel conversion, smart classrooms, wireless—have changed how we do learning and business at the College. The curriculum has also continued to evolve as the College revised the Core Curriculum and developed six new majors and seven new (mostly interdisciplinary) minors. New leaders have come to campus throughout the decade: President Thomas Trebon; Vice President for Student Life Jim Hardwick; Vice President for Advancement Richard Ortega; Senior Vice President for Academic Affairs, first, Jerry Berberet and, now, Paula McNutt; Associate Vice President for Enrollment Management Nina Lococo; and Director of Institutional Effectiveness Dawn Gallinger. Additional personnel have been hired primarily in the areas of Advancement, Technology, and Admissions. The College also completed its first Comprehensive Capital Campaign; one outcome of this campaign was the addition of 11 endowed professorships. These point to just a handful of changes at the College; others linked more directly to specific areas of the College are named below.

Chapter One sets out Carroll’s model of mission fulfillment. The model is framed by our four core themes—Academic Excellence, Catholic Identity, Community Life, and Stewardship. We explain our core theme objectives, indicators, and thresholds, which enable us to monitor and evaluate mission fulfillment at Carroll. The College’s model of mission fulfillment is a work-in-progress. We are confident that our four core themes represent the main pillars of our College, focusing our attention on the institution’s overarching goals and values. We note that our stated objectives within each core theme, while reflecting our past way of evaluating the quality of our programs, would benefit from more emphasis on the learning outcomes they aim to achieve. We also affirm that the selected indicators—what we have chosen to serve as our institutional “vital signs”—provide a useful means to monitor our performance on each core theme as well as the institution as a whole. Some of these indicators (graduation rates, for example) have long played a significant role in discussions of Carroll’s effectiveness. That said, we agree that our indicators need to be (1) reviewed and refined to ensure that they focus our attention and resources most effectively; (2) discussed, understood, and communicated more widely, among both internal and external constituencies, and (3) implemented, in the instances where we have yet to create

adequate ways to gather and evaluate critical information (about alumni graduate school and job placement, for example).

Chapter Two reviews Carroll College's policies and practices as well as its human and financial capital; it confirms areas where our resources are currently strong and areas where they are stretched too thin. Overall, we conclude that the college has sufficient resources and capacity in all major areas and thus has the potential to fulfill its mission adequately. The College has assembled a highly qualified and exceptionally committed faculty and staff; during the past decade, it has also built or refurbished several major facilities and installed up-to-date technology across the campus. Institutional planning for growth and improvement in many areas of the campus has been invigorated—two specific examples include a new Master Plan and the planning that resulted in a successful Capital Campaign. In particular, thanks to our Title III Grant for Institutional Effectiveness, the College has gained momentum in creating a comprehensive, systematic, outcomes-based assessment plan for academic programs. This remains a work-in-progress, but leadership through the new Office of Institutional Effectiveness will help us to continue our progress. Over the past decade, Carroll's persistent challenge has been financial vulnerability: we remain heavily tuition dependent, and we have been unable to achieve a reliable increase in enrollment and retention past the second year. This has contributed to inadequacies, most prominently in compensation, professional development, deferred maintenance, and new initiative funding. A recent effort to integrate planning and budgeting aims to enable the College to allocate its \$38 million annual budget to better address mission and strategic plan priorities.

Chapter Three describes the College's planning processes at the institutional level. The report affirms that Carroll has engaged in strategic planning throughout the decade, headed by Senior Leadership efforts but also including participation by a widely representative group of faculty, staff and, in some cases, Board members. The College has also attempted to engage the whole campus community in discussing and implementing our strategic initiatives. Over the past several years, institutional planning has become more integrated and comprehensive. First, major planning efforts (strategic planning, financial planning, master planning, capital campaign planning, for example) are now more intentionally connected with each other. Institutional planning efforts are also becoming increasingly coordinated with governance committees and work groups (a proposed new compensation system, for example, originated from a strategic planning subcommittee that then collaborated with the Faculty Welfare and Staff Advisory standing committees). In addition, planning at the program and department levels are becoming better aligned with institutional planning efforts as their plans are linked with the College's core theme objectives and indicators. While institutional planning at Carroll has thus become more comprehensive, integrated, and collaborative, it can become even more so. The College is well positioned to move ahead with three more critical improvements: planning must become more data driven; planning must become integrally linked with financial resources; and planning must more dependably result in improvements.

Chapter Four delves into Carroll's four core themes. It describes planning processes and reviews data from selected assessments and improvements in order to document our levels of achievement on the main objectives for each core theme.

- Within the *Academic Excellence* core theme, this report shows that upper division students are demonstrating satisfactory levels of proficiency in required senior and capstone classes, research projects, honors theses, and standardized exams within their major disciplines; it likewise shows high pass rates on examinations for professional licensure. The report indicates that experiential learning (in internships and service-learning courses, for example) is growing at the College. It also highlights several innovative programs and courses developed over the past decade, including more undergraduate research experiences. Other objectives within the Academic Excellence core theme call for improvement. We need to provide additional planning and resources for student success, to improve retention and our 4, 5, and 6-year graduation rates, which are lower than our comparison institutions. We need funding and leadership to increase compensation, restructure heavy workloads, and provide adequate professional development for faculty and staff. We must further development assessments of program- and college-wide student learning outcomes in some areas so we can better document and celebrate the academic achievements of our students as well as make program improvements. Alumni surveys, currently being developed, will also provide important outcomes data.

- Within the *Catholic Identity* core theme, our report confirms that our Catholic heritage and mission remains central in the Carroll experience. How we express our Catholicity has changed, given the declining presence of clergy on campus; yet the report shows that the Carroll community frequently encounters Catholic teachings, debates, values, and practices through the curriculum, co-curriculum, increasingly popular Campus Ministry offerings, and activities sponsored by the Sr. Annette Moran Center and the Archbishop Hunthausen Center for Peace and Justice, both newly endowed. The report calls for more institutional support for all of the programs and services that contribute to this core theme, to meet growing student interest in, for example, Search, Mass, and service-learning experiences at home and abroad. It also calls for a more systematic way of collecting data about where and how students encounter Catholic teachings or service in the curriculum and co-curriculum, and about the learning outcomes of such encounters.

- Within the *Community Life* core theme, this report documents many improvements in facilities and the quality of the co-curriculum, including residential life, and reveals ongoing efforts to extend student learning through all Student Life activities. In the past decade, Carroll has built a new residence hall and a new stadium, expanded services in Health, Counseling, and Career Services, and increased entertainment, recreational, and community service programming. Our intercollegiate athletics teams have enjoyed a decade of unprecedented success in the Frontier Conference and at the national level. We have modestly surpassed our goal for the percent of residential students, and Carroll students report a higher level of satisfaction with overall engagement than our comparison schools. The report suggests that Carroll can improve its achievement of our Community Life objectives by building a chapel and/or auditorium as well as a student fitness center, enhancing athletic facilities, and acquiring additional resources to support more student clubs and activities.

- Within the *Stewardship* core theme, our report documents both significant achievements and significant challenges. Successes in this core theme, accomplished over the past ten years, include the following: implementing an effective technology plan across campus; achieving our \$30 million goal in the College's first comprehensive capital campaign; receiving the Title III

Grant for Institutional Effectiveness, which is now providing expertise and funds to enable data-driven decision-making in all campus programs and services; completing many “green” renovations; and creating a new Master Plan. While these have strengthened Carroll’s capacity to provide strong programs and services, our fundamental strength continues to be our human resources—faculty, staff, and administration—who demonstrate high levels of professionalism and dedication to their students, colleagues, and the College. Thorny challenges, such as inadequate compensation, provoke deep concern, but also have brought about creative and collaborative problem solving. This report concludes that the College must make progress on a number of serious resource challenges: we must grow our endowment and achieve incremental but steady enrollment through new recruitment and retention strategies; we must increase compensation and professional development funding and reduce workload in order to recruit, retain, and respect our most valuable human resources. These next steps will only be possible if we move towards a strategic finance model. The College is moving in this direction.

Chapter Five provides a final, broad look at how all the parts—our model of mission fulfillment, resources, planning, assessments, improvements, and the ability to adapt—come together to support mission fulfillment at Carroll College. The report describes the College’s efforts, particularly in the past three years, to connect planning and assessment, at all levels, with resource allocations. It comments, furthermore, on how these activities are aligned with core theme objectives and indicators. These efforts increase institutional effectiveness and contribute to our mission. The report also provides a broad overview of Carroll’s current status on a set of institutional indicators derived from our four core themes. This overview reveals that Carroll is performing above the threshold on over half of the institutional indicators of mission fulfillment and performing below the threshold on slightly less than one-third; we need to refine the remaining indicators and improve our methods of data collection before they will be meaningful. In those areas where we have achieved “above threshold, we affirm our good work and accomplishments; in deficient areas, we note that the College has developed plans for improvement. The report also notes that we need to deliberate more on our set of institutional indicators that will best help the College to track, evaluate, enhance, and communicate the outcomes that are central to our mission. Finally, the report shows that Carroll monitors internal and external environments in order to plan strategically and adapt to changing conditions so as to be sustainable. Within each of the core theme areas, the College has responded to internal data and made positive changes; still, even more improvements are called for and await additional resources. The College is also responding to external data, changing demographics and program demands, by developing new academic programs along with new marketing and recruitment strategies. The attention to internal and external data along with institutional effectiveness efforts enable the college to assess student learning, to evaluate program and service quality, and to measure the extent to which it is achieving the objectives of the core themes. Linked into a continuous cycle, the activities that we describe in this report demonstrate Carroll College’s continuous improvement in the fulfillment of our mission.



Introduction

By the time 1,000 Carroll faculty, staff, students, and supporters walked into the college's Centennial Gala on May 8, 2010, a full year of centennial celebration events drawing thousands more had already taken place, both on campus and beyond. Centennial events between May 2009 and May 2010 were focused on multiple lectures, arts exhibits and productions, in addition to alumni-oriented trips led by members of Carroll's faculty and administration. Among the arts events celebrating the Carroll Centennial were: the world premiere of a song-cycle "Patterned for Thee" and original ballet "Annette"; multiple centennial art exhibits; in March 2010, the multimedia production of "Creation/Unfolding," a historical view of faith and reason at Carroll by choreographer Victoria Marks, with collaboration and poetry by faculty member and published author Ed Noonan; a Carroll Theatre Department book release and live presentation of "The Story of Theatre at Carroll College 1909-2010, A Centennial Reflection" in the Performing Arts Center on campus during Commencement 2010 weekend; a history book, "Bold Minds and Blessed Hands: The First Century of Montana's Carroll College" written by Professor of History Bob Swartout; and the May 2010 world premiere of a new photographic art exhibit, "Traces: Montana's Frontier Revisited," by photographer and Carroll graduate Dr. Richard Buswell at the Holter Museum of Art in Helena.

Lectures commemorating the centennial included the Centennial Lecture Series keynote speakers Cardinal Theodore McCarrick in September 2009, in March 2010 "What Kind of Society Do We Want to Become? Catholic Teachings on Economic Life" by guest lecturer Mary Wright, co-author of "The Moral Measure of the Economy," and, in April 2010, Fr. John Pawlikowski presenting "Jesus would have died in the Holocaust: The Role of the Catholic Church in Holocaust Remembrance." Other centennial lecture events included the November 2009 three-day interfaith symposium with religious scholars and leaders from around the nation and representing all three Abrahamic faiths. In addition, the biennial Manion Symposium, a multiple-day event featuring an expert panel discussion on American healthcare and the world premiere of a new documentary film on the history of natural sciences at Carroll entitled "The Carroll Science Century," was held in May 2010 as the prelude to Commencement 2010.

In addition, the centennial was recognized by Carroll's best attended Homecoming of all time in September 2009 and was celebrated with two alumni trips overseas, with "Off the Beaten Track: The West of Ireland Tour," escorted by Assistant Professor of Sociology and Languages and Literature Murphy Fox in fall 2009 and "Treasures of Italy" led by Professor of Languages Fr. Dan Shea in May 2010. Also of note was the October 2009 annual President's Dinner, which for the centennial honored the college's living presidents from the past half-century. This last event occurred near the college's annual Founder's Day celebration in November 2009, which was also dedicated to the centennial. As the centennial celebration comes to an end we reflect on the history while embracing the future of Carroll. The Year Seven NWCCU Report documents the last decade's attempt to realize full mission fulfillment that is guided by the past but focused on the future.

This Year Seven Report includes Chapters One through Five: Mission, Core Themes, and Expectations; Resources and Capacity; Institutional Planning; Core Themes: Planning, Assessment, and Improvement; and Mission Fulfillment, Adaption, and Sustainability. Chapter One describes the four core themes through which the college manifests its mission and identifies objectives and indicators of achievement for each theme. Chapter Two reviews our policies, procedures, human resources, finances and facilities; it demonstrates that the college has sufficient resources and capacity in all major areas and thus has the potential to fulfill its mission to an acceptable level. Chapter Three describes the college's planning processes at the institutional level. Chapter Four focuses on each core theme, describing planning processes, assessments, and improvements within each. In this chapter, we review selected assessment practices that take place within the services and programs that carry out the core theme objectives. These assessment practices provide data on key indicators, enabling the college to evaluate student learning and to measure the extent to which it is achieving the objectives of the core themes; the data likewise inform planning and improvement efforts at the level of core themes as well as the programs and services that constitute them. Chapter Five addresses the use and evaluation of assessment and planning activities to ensure their adequacy, alignment, and effectiveness. Linked into a continuous cycle, the activities that we describe in this report demonstrate Carroll College's continuous improvement in the fulfillment of our mission.

Carroll College's Year Seven Report focuses on our four core themes—Academic Excellence, Catholic Identity, Community Life, and Stewardship. For each core theme, we briefly describe the essential elements and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives. As further described in Chapter One, Carroll College's core theme, Academic Excellence includes indicators such as graduation rates, retention rates, student satisfaction, and employment rates, which are objective-based measures. A second core theme, Catholic Identity, relies on data related to participation and opportunity as a way to capture the extent to which this aspect of our mission is dynamic and visible on campus; these are indirect and input measures. Similarly, the third core theme, Community Life, includes indicators related to satisfaction and participation; these measures track, for example, levels of student participation and satisfaction with various aspects of campus life, perceptions about co-curricular experiences and connected learning, and examples of faculty-student life collaboration. The Stewardship core theme plays a critical role in each of the other themes; indicators reveal trends and changes in financial strength, human resources, and technology. As part of this self-study process, in conjunction with Title III Institutional Effectiveness efforts, Carroll has defined a set of indicators that are relevant to both institutional and departmental goals and objectives.

A Steering Committee of eleven faculty, staff and administrators lead the self study process. Co-chairs, Dr. Jim Hardwick, Vice President for Student Life, and Dr. Kay Satre, Associate Professor of Languages and Literature and Associate Academic Dean facilitate regular meetings. The group has divided itself amongst the four core themes. A full listing of the committee membership is available in Appendix A.



Institutional Context

Carroll College, located in Helena, Montana, is a Catholic, Diocesan, liberal arts and pre-professional 4-year baccalaureate institution. The campus celebrated the 100th anniversary of the College's 1909 founding between May 2009 and May 2010. In recognition of the Carroll century, a number of prominent community and fundraising events culminated in a spring 2010 Commencement Celebration and Gala.

Fall 2009 student headcount was 1,462 a full-time-equivalency of 1,338. The enrollment since the last full accreditation has grown about 9% with three years of headcount enrollment less than 1,400. While part time student enrollment has dropped slightly from 17% to 12% of total enrollment, full time student enrollment has grown over the past ten years from 82% to 87% of the total student enrollment. Though the college remains predominantly comprised of students from Montana, (50% in 2009 compared to 70% in 2000), recent enrollment trends and significant declines in Montana high school graduates are requiring Carroll to increase recruitment efforts in out-of-state markets.

Carroll's student body currently represents 34 states and 5 countries, including Montana. Carroll is approximately 60% female and 40% male and remains predominantly comprised of students between the ages of 18 and 21, with over 800 students living in campus housing. The last ten years have seen small shifts in the relative representations of these groups. Increased average first to second year cohort retention rates (70.5% in 2000 to 84.3% in 2009-2010) are due in part to a larger residential population, a required first year seminar, and implementation of new retention strategies and tools recommended by the Noel Levitz consulting firm.

Since 2000, Carroll's Department of Athletics has added men's and women's cross-country and women's soccer. Carroll will add men's and women's track and field teams beginning Fall 2010. Carroll has added new minors in Latin American Studies, Gender Studies, and Human Animal Bond, new majors in Computer Information Systems, Engineering Mechanics, Ethics and Values Studies, Health and Physical Education K-12, and the Health Sciences. Over the last decade, a renovated Wiegand Amphitheater opened for classes in Simperman Hall, the Fortin Science Center was built, and over 90% of classroom and lab spaces were updated with the latest technology. Nelson Stadium, a 4,800-seat stadium, opened in 2001 for Carroll football and soccer games. Trinity Hall, a 204-bed apartment-style residence for juniors and seniors, opened in 2003 to provide new housing for upper-class student and to increase the percentage of students living in campus housing.



Preface

CORE THEME UPDATES

This section provides an overview of major changes and challenges from early 2000 to the present in the four major areas of the College. These four areas figured, throughout most of the decade, as the pillars of our Strategic Planning efforts; since our work with the NWCCU's new accreditation process, they have become our Core Themes. Each section highlights accomplishments, challenges, or shortfalls that the College has experienced since our last full accreditation report in 2000. This progress report was requested by the Year Three Evaluation Team.

Academic Excellence

A number of significant changes have taken place in Academic Affairs over the past decade. In 2003, the college updated the general education program that had been in place, unchanged, for 20 years. The former General Liberal Arts Requirements (GLAR) were replaced with a new Core curriculum that included "Foundations" courses and "Areas of Knowledge" requirements. A new required freshman seminar, Alpha Seminar, was implemented as were two Writing Intensive and Global and National Diversity requirements. A Core Committee, chaired by an appointed faculty member, was also established to provide for ongoing development and assessment of the Core program.

We have added six new majors: Computer Information Science, Health Sciences, Engineering Mechanics, Biochemistry/Molecular Biology, History and Political Science for Secondary Education, and K-12 Health and Physical Education Major. Three majors have added new concentrations or emphases: International Business and Marketing Concentration in Business Administration; Television Production Emphasis in Public Relations; Environmental Emphasis in Civil Engineering major. Seven majors have been significantly revised: Social Studies for Secondary Education, Computer Science, Biology, English Literature and English Writing, Public Relations, Environmental Studies and Community Health. Carroll has also added these new minors: Physics, Combined Fine Arts, Arts Management and Administration, Human Animal Bonding, Latin American Studies, Gender Studies, and Music (reestablished). We have deleted one major in TESOL and three minors: English for Secondary Education, Social Science for Secondary Education, and Visual Arts. Carroll also discontinued its Intensive Language Institute (CILI). Just this past year, the college developed Certificate Program Guidelines and added our first certificate program in Geographical Information Systems.

A major change came when Dr. James Trudnowski, Vice President for Academic Affairs, retired from the position in 2005. He remained on the faculty and continued as the Director of Assessment at Carroll. Two national searches for his replacement did not result in a permanent appointment. After the first, Dr. John Scharf, former Chair of Math and Engineering, served as interim VPAA for one year. After the second, Dr. Jerry Berberet, former Executive Director of the New American Colleges and a member of the Carroll Board of Trustees, accepted the position for two years, which was then extended by a third year. We are happy to report that

Spring 2009, through a national search, we hired Dr. Paula McNutt to replace Dr. Berberet as the SVPA. Dr. McNutt is actively promoting our commitment to academic programs that are both rigorous and relevant.

In 2000, Carroll had 67 instructional staff, 15 (22%) of whom were full professors. Carroll now has 81 instructional staff, 18 (also 22%) of which have full professor rank. This is an overall instructional staff FTE growth of seven. Much of the growth in instructional staff over the past decade has been in adjunct and part-time assignments. Fifty-four faculty members (68%) have terminal degrees, compared to 63% in 2000.

Compensation has been a contentious issue for much of the decade. Between 2000 and 2005, the college addressed faculty compensation with yearly percentage raises (3% each year, except for 2003-04, when a budget shortfall resulted in no percentage increase) and “adjustments to market” that intended to relieve internal inequities, primarily caused by compression, and increase our external standings, by faculty rank, with a group of comparator institutions. The process for determining the comparator school list and market salaries was developed jointly by the Director of Human Resources and the Faculty Welfare Committee. In 2006, after several market adjustments, it became apparent that the peer group used for faculty salaries was not comparable to the peer group that had been developed for a significant portion of the staff; this placed faculty at a disadvantage. Human Resources, Faculty Welfare and Staff Advisory developed a method for establishing a peer group for both faculty and staff and a new list of comparator schools derived from that method; this was discussed at length by the Budget Committee and Faculty Assembly; the college adopted the process and list of 77 “peer institutions” in May 2008.

At the same time, faculty members voiced concern that, over a number of years, the college had not followed the Faculty Handbook, which mandates “an annual step of 3% will be included each year as part of the base budget” unless the college’s financial status necessitates otherwise. Subsequently, the community has debated the role of the step in the overall faculty compensation scheme, and the need to maintain a clear distinction between this contractual “step” for faculty and cost-of-living-adjustment increases given to both faculty and staff. What has become apparent is that the philosophy behind the faculty compensation scheme, which relies on the “step” for equitable progress on the salary scale, has been significantly different than the compensation scheme for staff. In sum, over the past two years, the college has been wrestling with how to bring these two schemes into accord to achieve equity between faculty and staff salaries. Meanwhile, our faculty salaries remain behind the external markets as set by our peer institutions. Comparing average salaries of Carroll professors with the average of our comparison group of peer institutions, full professors’ salaries at Carroll are at 82%, associates’ are at 83% and assistants’ at 88%. Comparing average salaries of staff using the same comparison group of peer institutions, senior leadership’s salaries at Carroll are at 84.5%, while Directors, Other Professionals, Paraprofessionals salaries range between 88% and 90%, and Trades, Clerical, and Service/Maintenance salaries range between 79% and 86%.

Many faculty are dismayed by our current compensation situation; some feel even more frustrated by compensation schemes that appear to favor some staff over faculty. Faculty have called for more transparency in administration decision-making about salaries and insisted that the Faculty Handbook be followed regarding the annual 3% step increase. Many agree that there

is a serious need for a more effective oversight structure for faculty compensation. Senior administration has worked with Faculty Welfare, whose members have undertaken a large share of the research, to explore the issue. They have also participated in many discussions across campus. In December 2008, the President allocated approximately \$50,000 to move all faculty who had gotten “off step” onto the nearest step up, as an initial move towards following the Faculty Handbook’s terms for the yearly step. A Compensation Task Group, including members of Faculty Welfare, Senior Leadership Team, and the Strategic Planning Committee, continues to meet; it has made several presentations to the college community regarding salary issues, principles, and potential models.

In April 2010, faculty voted to suspend the current compensation policies in the handbook in order to implement a one-year pilot of the new salary system. Staff also passed a resolution to implement the salary system on a one-year trial basis. In May 2010, the Board of Trustees affirmed the faculty and staff pilot salary system. They voted to suspend the faculty handbook compensation policy for one trial year. At present, the salary and benefit adjustment has cost over \$660,000; moving all employees to at least 85% of target market. Despite this initial success, there remain outstanding issues. The Compensation Task Group continues to work on policies involving definition of living wage, application of merit performance, discipline pay differentials, and financially sustaining the system. While the issue is not yet resolved, there has been a diligent attempt to create open dialogue, to use data for a systematic analysis of compensation, and to make faculty compensation a priority in this past year’s budget, even in the face of difficult budget times.

A more flexible faculty workload, a stated goal in the 2002 Strategic Plan and an oft-mentioned concern in subsequent institutional planning, may be gradually emerging. A Faculty Council “Report to the President on Workloads,” May 2005, recommended that the college-wide formula for calculating workloads be dropped in favor of each department tailoring a workload plan to better meet its needs while upholding its institutional responsibilities. The report recommended changing the Faculty Handbook’s description of workload by replacing “credit hours” with “workload credits” to recognize the varied ways that faculty members perform their work. Departments are being asked, as part of their Program Reviews (with data points on student loads, advising, etc.) to consider how they might revise their curricula to use their resources more wisely; this could have a positive impact on workload by balancing out various kinds of faculty work and creating space for course releases. Several departments, such as History and Theology, are developing a rotating “4/3 load” to support research and scholarship. In addition, a course-release program for scholarship and a provision for summer study grants were added to the Faculty Handbook. These grants have not been funded on a regular basis.

College funding for professional development for faculty comes from a number of sources, including the operating funds, donor-restricted funds, and Title III funds. Overall, faculty requests have exceeded the allotted amount in the last three years.

The Faculty Development Committee awards the budgeted Faculty Professional Development funds. Budgeted funds since 2003-04 have ranged between \$29,600 and \$40,000. During the past two years, the Faculty Development Committee has allotted professional development funds for a broader set of activities than ever before, including travel to present papers, participate in conferences, and travel expenses for research. In addition to Professional Development funds, the College operating budget also provided support for Sabbaticals each year. Five Sabbaticals

were awarded each year for six of the past nine years, including the last two years. Fewer were awarded the other three years. Sabbaticals are recommended by the Rank and Tenure Committee.

Our Title III grant and related operating funds have supported faculty travel for assessment training and provided faculty development funds to support off-campus departmental planning and assessment retreats. Ten have participated in assessment training in the last 3 years. Two departmental requests were made in 2008-2009 and one request in 2009-2010.

Some donor-restricted funding has been allocated as well for summer research awards and to enable faculty members to attend conferences for campus wide projects, rather than for discipline specific scholarship (for instance, funding has supported attendance at assessment conferences, a leadership conference on Sustainability Across the Curriculum, and an Education Abroad conference).

In the last several years, Faculty requests have exceeded available funds by an average of 25%. The Faculty Development Committee members have analyzed the awards data and are preparing a recommendation for additional funding for the Senior Vice President for Academic Affairs for 2011-2012.

Embody Catholic Identity

During this past decade, Carroll has experienced an ongoing—sometimes tense, yet ultimately productive—exploration of our identity as a Catholic, diocesan college. This aspect of our mission is becoming an increasingly visible and vital presence at Carroll, through a range of curricular, co-curricular, and professional development activities as well as through the work of campus groups and new programs. Admittedly, the dialogue has also been sparked by several controversies. But the overall effect has been to make us think and talk more about what it means to be a Catholic college. To mention several examples, beginning in 2004, the Task Group on Catholic Identity, representing all campus constituencies including our Bishop, developed a series of recommendations for strengthening our Catholic Identity on campus. Each year, the college sponsors lectures that address Catholic tradition and beliefs. Every Alpha Seminar discusses Carroll's mission with its students and explores what "higher education in a Catholic context" might mean, for Catholic and non-Catholic students alike.

As the 2002 Strategic Plan was reviewed and discussed—annually by the Senior Leadership Team, and in 2005, 2008, 2009, and 2010 by an ad hoc Strategic Planning Committee comprised of representatives from faculty, staff, administration, and Trustees—the goals of Catholic Identity were analyzed and revised on several occasions, reflecting new points of emphases at the institution. For example, new wording of the 2005 and 2008 strategic initiatives relating to Catholic Identity reflect the college's aspiration to integrate our Catholic identity more effectively both within and between the curriculum and co-curriculum. In 2008, the College began to use the phrase "Spiritual Vitality" rather than "Catholic Identity" in planning documents to articulate the college's desire to connect and deepen spirituality within all aspects of the College; the institution also wanted to emphasize the College's commitment to ecumenism and interfaith dialogue. Two new Centers directly related to our Catholic identity were recently established, the Sr. Annette Moran Center (2007) and the Hunthausen Center for Peace and Social Justice (2008). In summer 2010, the Hunthausen Center was renamed The Center for

Mission and provided office space in an existing campus building. These centers, still in their infancy, are offering additional programs and services related to our Catholic identity; they have also contributed to a growing emphasis on service and social justice, which is likewise reflected in our more recent discussions of strategic goals for the institution as a whole. A “Spiritual Vitality” Task Group, which emerged during the 2008 Strategic Planning work, now meets directly with those who develop programs and services related to Catholic mission—e.g. the directors of the two Centers mentioned above, Campus Ministry, at-large representatives of students, staff, and faculty. This new group, jointly sponsored by Academic Affairs and Student Life, ensures that those who develop and provide programming have direct input into strategic goal setting and defining objectives for this core theme area. The group also assists in selecting indicators and analyzing data to determine how effectively the College has met the objectives of this core theme. As these developments suggest, the College’s on-going strategic and institutional planning shows continued attention to this core theme.

Community Life

The transformation in Student Life—the division at the college that is most responsible for attention to the core theme of Integrate Community Live—has been significant since the last accreditation evaluation. Student services, which previously were not meeting the expectations of students, staff, or faculty, have been reinvigorated with new leadership, appropriate staffing and a clearer vision of the connection between student learning in and out of the classroom. The residential nature of the college has been renewed with reframing Residential Life as Community Living and embracing a dining program that is more health conscious. A new student code of conduct has been implemented to address problematic student behaviors. In Student Activities and Leadership, Carroll College students appreciate the enhancement of programming in community service, social justice and outdoor leadership. The quality of care that students receive in the Health Center and Counseling Services is highly valued by faculty and staff. Student internships are a new outreach initiative in Career Services and Testing. Athletics has redefined their sports programs as student and donor recruitment efforts.

One of the greatest challenges facing Student Life had been retrenchment of staff positions in the previous decade. Achieving appropriate staff levels has been a critical part of the transformation in Student Life. Hall director positions were upgraded to area coordinators when new campus housing was constructed and returned to master’s degree preferred positions instead of using current undergraduates. After two years of supporting four residences with two professional staff positions, a third hall director position was hired. The two Director positions that had been eliminated—Director of Athletics and Director of Counseling Services—were restored to the college’s budget—though the Director of Athletics position was charged with fundraising the expense of his position and the expense of an administrative assistant for Athletics. The Director of Student Activities and Leadership—with the housing background—was recruited to lead the Community Living department. A new Director of Student Activities was hired. One of the three departments sharing a support staff position—Career Services and Testing—was relocated to another building to relieve the pressure on the administrative assistant for the Health Center and Counseling Services. Career Services and Testing operated without support staff or professional staff until 2008 when an internship coordinator was added to the staff through the Optimal Enrollment Plan. The support staff position for the Vice President for Student Life and the Director of Community Living was separated from responsibilities in Conferences and Events.

Security staff coverage was expanded from 7pm-7am seven days a week with an additional officer added for parking patrol from 7am-3pm. An assistant director for Student Activities and Leadership was added in 2006 to assist with the addition of a new program board and community service programming. The position was reorganized in 2009 and combined with a position in student housing. The Health Center received the addition of a .5 FTE registered nurse position in 2008 but after the first year has struggled to find a nurse who is interested in a half-time position.

Reorganizing campus housing to promote greater occupancy and enhanced community development was the next set of tasks facing Student Life's efforts to make progress on the core theme of Integrate Community Living. Three existing campus residences were undersubscribed as far as housing occupancy with underclassmen and the college had decided to build a campus residence to attract juniors and seniors to live in campus housing. With upperclassmen, the most common complaint about campus housing was living with freshmen who had lighter academic work loads and higher distracting behaviors as they made the adjustment to college life. At the time, freshmen women were housed in Our Lady of Guadalupe Hall as an all-women's residence and freshmen men were housed in St. Charles Hall or Borromeo Hall as all-men's residences. Upperclassmen unable to escape the noise and escapades of college freshmen moved off-campus after fulfilling their two-year housing requirement. After meeting with groups of students throughout the 2002-03 academic year, the decision was made in Student Life to reorganize campus housing. Our Lady of Guadalupe Hall, with its two wings of housing, became the freshmen hall with men living in St. Joseph wing and women living in St. Mary wing. St. Charles Hall and Borromeo Hall became housing options for sophomores. Trinity Hall, the new \$12 million, suite-style, campus residence that opened for the 2003-2004 academic year would house juniors and seniors. The college currently houses approximately 98% of freshmen, 96% of sophomores, 40% of juniors and 25% of seniors. Approximately, six out of ten students at Carroll live in campus housing.

The potential for Athletics to increase the profile of the college with prospective students and donors has become a success story for Carroll College over the past decade. In 2002, Carroll Football won their first NAIA National Championship in Savannah, Tennessee. Over the next six years, Carroll Football would add four more National Championships, a cover photo on *Sports Illustrated* and a feature article in the *New York Times*. At the same time, Men's Basketball went as far as the Fab Four in 2006. In 2004, Women's Basketball, received the program's first bid to the NAIA National Tournament. The Women's Basketball program repeated the invite to the national tournament in the next three consecutive seasons. In 2007, Women's Soccer received their program's first bid to the NAIA National Tournament and repeated their bid for the national title at the National Tournament in 2008.

The fundraising efforts in Athletics have supported important enhancements to Nelson Stadium and the PE Center. The need to replace outdoor seats in the stadium or wooden bleachers in the gymnasium was made possible through Athletics fundraising rather than institutional funds. Corporate sponsorships, donor cultivation and recognition, booster club fundraising, and institutional "friend" raising has increased dramatically over the past seven years. The gift of fitness equipment for a performance training lab, a gift from the spouse of a past president of the booster club to create much-needed office spaces for coaches, and on-going fundraising to pursue the installation of lights, artificial playing surface and visitor stands for the stadium

demonstrates continuous quality improvement efforts. Athletics is limited by the confines of the existing, forty-year old, PE Center. Creative space use has created a two-room fitness center, a yoga and martial arts studio, a performance training lab and office space for new positions that did not exist ten years ago. The swimming pool is the one part of the PE Center that may not be able to be maintained with small fixes. Given that most of our students are coming from high school athletic facilities that are better than our existing athletic facilities, a new athletic complex has been discussed in our college's master planning and Centennial Campaign planning sessions.

Student leadership has been nurtured through the efforts of Student Activities and Leadership, Community Living, Campus Ministry, and the Vice President for Student Life. The primary student leadership groups at Carroll have been the Associated Students of Carroll College (student government), Community Advisors (student housing staff), Kirchen Ministers (peer ministers), Student Ambassadors (admissions tour guides and student hosts), Search Retreat teams (retreat staff), Headlights Service Immersion Trip teams (social justice outreach) and New Student Orientation Team. Emerging student leadership groups at the college have been *The Prospector* staff (student newspaper), *The Hilltopper* staff (yearbook), CAMP leaders (outdoor adventure leaders), Engineers Without Borders (working with projects in underdeveloped countries), the Carroll Choir (parish outreach), Carroll College Student Nurses (with local children's hospital, AIDS clinics in South Africa, parish nursing program) and Carroll Christian Fellowship (evangelical Christian outreach).

The final area of growth and development for the core theme of Integrate Community Living was to develop a web presence to serve students. Ten years ago, Student Life was not an organized presence on the college's web site. Athletics and Career Services and Testing had web pages but none of the other Student Life department had a presence on the web. Ten years later, Student Life is one of the tabs on the college web page. The Vice President for Student Life posts a blog each day of the year—and has been doing so for seven years. All seven departments have web pages which are linked to each other and to the Students general page. The student handbook is published electronically. Results from national surveys are posted on-line. Prospective students can go to the college's Student page to read about campus events, announcements, services, deadlines and opportunities. Posting photos, video links, student blogs, cluster of pages on an information topic (e.g. H1N1 flu virus), and electronic surveys is a part of how student services is delivered to students at Carroll College and how we integrate Community Living.

Stewardship

Our Core theme of Stewardship refers to careful use and sustainability of our precious resources: our people, programs, facilities, technology and our funding. Our successful Title III grant developed from the need for accurate, timely data on which to base informed decisions regarding our resources. Major changes over the past decade in Finance and Administration begin with our successful Title III grant. The grant has enabled the college to implement a new campus software system and hire a Director of Institutional Effectiveness who provides increased access to accurate, timely, relevant data to improve decision making. The College has continued to address our comprehensive compensation benchmarks for faculty and staff (more information about faculty compensation follows on p. 189). To provide a healthy working environment, we have

installed a Fitness Center, provided a free annual health screening for employees, and developed wellness activities and resources.

The institution has improved how it stewards resources through a variety of strategies, such as diversifying investments, negotiating tax-exempt bonds to fund campus improvements, reducing energy use and costs through the Johnson Controls energy plan, and putting liability/property insurance out to bid for the first time in College history (for a savings of almost \$100,000), among others.

Changes in our facilities over the past ten years include significant renovations to Simperman Hall, our primary academic building; construction of three new buildings: Fortin Hall, our science building; Trinity Hall, our upper class residence hall; and an Engineering building. Many classrooms have been renovated with new furnishings. Parking has also been expanded. The College has made determined strides in providing technology as well as technology training and support across the campus. Purchases of hardware, software and key personnel to support faculty, staff, and students in the effective use of technology have resulted in a technologically sophisticated and technologically friendly campus. This includes the addition of Moodle and the development of on-line courses.

While Carroll had engaged in systematic annual enrollment planning since the late 1990s, the College has now developed a multi-year strategic enrollment plan to guide and direct enrollment growth. This planning process, named the Optimal Enrollment Plan, was initiated in the spring of 2008. For the first time ever, the international recruitment plan is a cohesive part of the total recruitment plan for the College with funding, staffing and specific goals. International recruitment of degree-seeking students, rather than ESL students, has become the emphasis of our international recruitment plan. In 2002, Carroll began using the Noel Levitz Enrollment and Revenue Management System (ERMS) in awarding financial aid. The ERMS helps target financial aid dollars more effectively, improving the impact of awards on enrollment. The college moved to an on-line registration and degree audit system. It is now one year into the implementation of a New Student Information System, moving from Jenzibar AS/400 to Datatel Colleague. We have also added online application functions, first with a Carroll College Online application and, more recently, the Common Application. Carroll has enhanced its retention efforts with the introduction of the Carroll Intervention Team, the Early Alert System, and Alpha Seminar (first year required course). In the Fall of 2008, as part of the Optimal Enrollment Strategy, the college hired an internship coordinator to contribute to retention efforts from sophomore through senior year. The coordinator increased the number of internships from 96 in 2008-2009 to 121 in 2009-2010. Finally, the College has restructured its Enrollment Management operations, shifting to a model in which Admission, Financial Aid, Academic Support Services and Advising, and International Programs are part of the Enrollment Management Team and report to an Associate Vice President for Enrollment Management.

Dr. Thomas Trebon became Carroll's President in 2001. Under his leadership, strategic planning has become a regular and inclusive practice at the college over the last decade. In addition to major strategic planning sessions, in 2002, 2005, 2007, 2008, 2009 and most recently summer of 2010, frequent discussions have created a broad base of interest and input as well as engaged many campus constituents in implementing aspects of the plans. Our 2007 Title III grant,

focused on assessment and planning, will assist the college as it makes its next steps toward more integrated planning, decision-making, and budgeting, based on data, at all levels of the college. An optimal enrollment plan, initiated in 2008, a master planning process, which began in 2008, a campus-wide program review process instituted in 2008, and a three-year integrated planning and budgeting process, currently in its early stages of implementation, also testify to Carroll's commitment to institutional planning. Our 2010 summer planning integrated several streams of planning. Faculty and staff members of the Strategic Planning Committee, Budget Committee, Accreditation Steering Committee, Faculty Welfare, Staff Advisory, Compensation Committee, and representatives from the Core Curriculum Committee and Faculty Council began the summer's work with a workshop on strategic finance, presented by Dr. Kent Chabotar (president of Guilford College.) Immediately following the workshop was a series of assessment workshops which tied together assessment, program review, and the NWCCU objectives and indicators. Also, Board of Trustees members held a planning retreat in mid-July 2010, which was be informed by the work to date by Carroll's faculty and staff.

Beginning in 2001 the institution purposefully increased the support and staffing of Development efforts in anticipation of initiating a comprehensive Centennial Campaign. From 2003 to 2005, the focus of the gifts from the Board of Trustees was to enhance the fundraising infrastructure and staffing for the college. The purchase and installation of Raiser's Edge (software for Alumni and Development management), the hiring of a planned giving/major gifts officer and Executive Director for Development and Alumni and increased alumni activities occurred in this timeframe. Since 2006, the pace of staffing accelerated with the hiring of a proposal/grant writer, prospect researcher, annual fund supervisor, and donor stewardship positions. For the 2008-09 and 2009-2010 fiscal years, the Board of Trustees approved a draw on the quasi-endowment to provide additional funds for development activities plus additional temporary positions (two development officers plus additional support for development marketing). The Centennial Campaign commenced in October of 2007 with a goal to raise \$30 million in four years. At present, the goal has been reached. See Appendix G for Centennial Campaign accomplishments.

Not surprisingly, technology has seen considerable change at Carroll College in the past nine years. The name of our IT department was changed from Information Systems Management (ISM) to Campus Computing and Information Technology (CCIT). In response to the 2000 accreditation visit, the Technology Task Force was transformed into the Technology Committee, a standing committee with formal representation of faculty, staff and students which serves as an advisory committee to CCIT. A formal technology request process was put into place that integrates with the college budget planning process. This process is communicated to the campus community each January and allows its members to express their technology needs for inclusion in budget planning. The college hired an Associate Director for Information Technology specifically to address Learning Technology on campus; in four years, he has enabled most classrooms on campus with multimedia presentation technology and implemented Moodle, an online learning management system. In the last decade, CCIT has also added a Web Programmer, a System Specialist, a Network Specialist, and a Technical Support Specialist. Wireless access is now provided in all indoor common areas and in most classroom spaces. Student Resident Technical Assistants are hired each year to assist other students in the residence halls with their technology needs, especially during non-business hours. A formal replacement cycle was adopted for computer labs and full-time faculty and staff. Lab computers are replaced

on a three-year cycle and employee computers are replaced on a four-year cycle. Student technology fees were raised to provide the monetary resource to meet this commitment. A system to provide online registration, payment, grading and advising was implemented. The college, with funding from a Title III grant for assessment, replaced the sixteen-year-old administrative software system with Colleague, a Datatel product. The installation includes an online Portal, providing the college with an Intranet environment. A full report of CCIT resources and capacity is available in Chapter Two.

Responses to Evaluator Recommendations

Recommendation 1: The Commission recommends that the College more effectively integrate its planning and budgeting processes to recognize the interrelationships between strategic planning, the achievement of core themes, and the College's financial realities (Standard 3.A.4).

Response 1: The College recognizes the need to more effectively align our allocation of resources according to our mission and strategic priorities. We have an annual budget process, involving faculty, staff, and student representatives, along with members of the senior leadership team. As part of the budget process we have consistently created three year financial plans incorporating different enrollment scenarios and corresponding levels of available net revenue. However, effective allocation of resources (human, financial, space, etc.) begins with a strong comprehensive strategic, long-term plan with clear priorities, tasks, and timelines. We are working to strengthen our planning process to more clearly tie our strategic priorities to the resources needed to accomplish those priorities. Our annual budget process will then flow directly from our strategic plan, and is year one of a 3-5 year financial plan, (and incorporate our enrollment, academic, athletic, and master plans).

Recognizing all of the above, and in order to strengthen our planning, in summer 2010 we invited members of several governance committees and task groups to a series of planning workshops. Members of the Accreditation Steering, Budget, Title III Steering, Compensation, Faculty Welfare, and Staff Advisory committees, along with the chair of the Core Curriculum Committee and a representative of the Faculty Council were invited to participate. In all, 43 faculty and staff were invited to participate, and 32 did participate throughout the summer. One Board member, Dr. Tom Longin, former provost of Ithaca College and former vice president of the Association of Governing Boards of Universities and Colleges, participated in the first workshop and facilitated another workshop later in the summer.

Our first workshop was facilitated by Dr. Kent Chabotar, author of *Strategic Finance*, and president of Guilford College. The purpose of this workshop was to:

- Introduce strategic planning as a process and a result that enhances its relevance, feasibility, and assessment,
- Link the plan to the human and financial resources available to support it, and
- Prepare for plan development and implementation.

Our second strategic planning retreat also focused on the alignment of planning and budgeting activities. A strategic planning template (see Appendix L) ensures the alignment of strategic goals, initiatives, core theme objectives, indicators, and resources over the next seven years. The intent is to complete the strategic planning template throughout the remaining academic year; integrating strategic planning and strategic budgeting. This template was later shared with the faculty and staff at the 2010-2011 Fall Convocation, and will be discussed in detail at two Community Forums (August and September 2010). The new TracDat software system will also

support this alignment and integration. TracDat allows users (departments and academic programs) to align resource needs (personnel, equipment, budget) with strategic goals and assessments. It will soon be possible to print a report from the TracDat system that will help inform the three year budget process.

Discussion of the College's financial realities was an integral part of our summer's planning work. In addition to our first strategic finance/strategic planning workshop, and the development of the planning template at subsequent planning sessions, a section of our July planning retreat was dedicated to discussing the College's financial health. We reviewed our indicators, acceptable thresholds, and the potential financial outlook for the next three years based on our planning work to date. We recognize that our ability to address compensation, workload, program, and facility needs depends on the availability and strategic allocation of resources.

Recommendation 2: The Commission recommends that the College more consistently identify student learning outcomes for the core curriculum and for individual academic programs and employ more direct measures of student learning that include authentic student work (Standard 4.A).

Response 2: The College recognizes the need to more effectively assess the core curriculum and individual academic programs. The College needs to better "close the loop" on assessment. The College's focus between 2005 and 2008 was on establishing elements of infrastructure to support systematic collection and use of assessment evidence for improvements. A solid process using program review is now in place; at this point, the emphasis is on the quality of the assessment efforts. Albeit not yet perfect, faculty are beginning to document the changes they are making to courses and programs because of their assessment efforts. Student learning outcomes for each academic program are now listed in the handbook and in most cases on the department's webpage. While progress on "closing the assessment loop" for all academic programs is steady in most areas, assessment processes for select programs like biology, chemistry, and psychology are true examples of authentic assessment (see examples on p. 129). The documentation of the assessment process will be further streamlined as academic programs begin to enter their student learning outcomes, methods, and findings into the TracDat assessment management system. The system will allow programs to make more frequent updates to their plans and upload supporting assessment documents.

In 2009-2010 the Core Curriculum Assessment Committee completed work on a direct evaluation of Core Diversity Learning Outcomes. In 2010-2011 the emphasis will be on translating core curriculum learning goals into measurable student learning outcomes. This fall, the Core Assessment Committee will begin by identifying outcomes and measures of the Communication core goal. Emphasis is shifting now to direct measures of achievement and to documentation of use of results for improvements for more information regarding the proposed core assessment processes (see p. 80). As Carroll aligns its institutional planning processes with the new accreditation model, it is developing thresholds for "good enough" around core curriculum student learning outcomes.

Recommendation 3: The commission encourages the College to refine and improve its planning and assessment processes to ensure the relevance and impact of its core theme indicators to more closely align institutional efforts toward the achievement of core themes and mission fulfillment (Standard 4.A.4, 4.B.1).

Response 3: Several references to core theme objectives and indicators were incorporated into the 2010-2017 Strategic Planning Document to articulate connections to core theme and mission fulfillment. More explicit budget connections will be articulated as strategic planning activities are synchronized with the new accreditation cycle (2011-2018). In addition administrative and academic program reviews now specifically align resources needs, core theme objectives, indicators, thresholds, and implementation dates. The improved integration of core theme indicators into planning and budgeting along with the annual evaluation of progress toward achieving appropriate thresholds of core theme and mission fulfillment will ensure the relevance and impact of these core theme indicators.

Recommendation 4: The Commission encourages the College to engage more institutional stakeholders in its planning processes (Standard 3.A.2.; Standard 2.A.1).

Response: The College seeks wide and representative participation in its planning processes. Most importantly the College looks for overlap amongst the various planning groups in order to provide continuity. Several of the planning efforts are captured below:

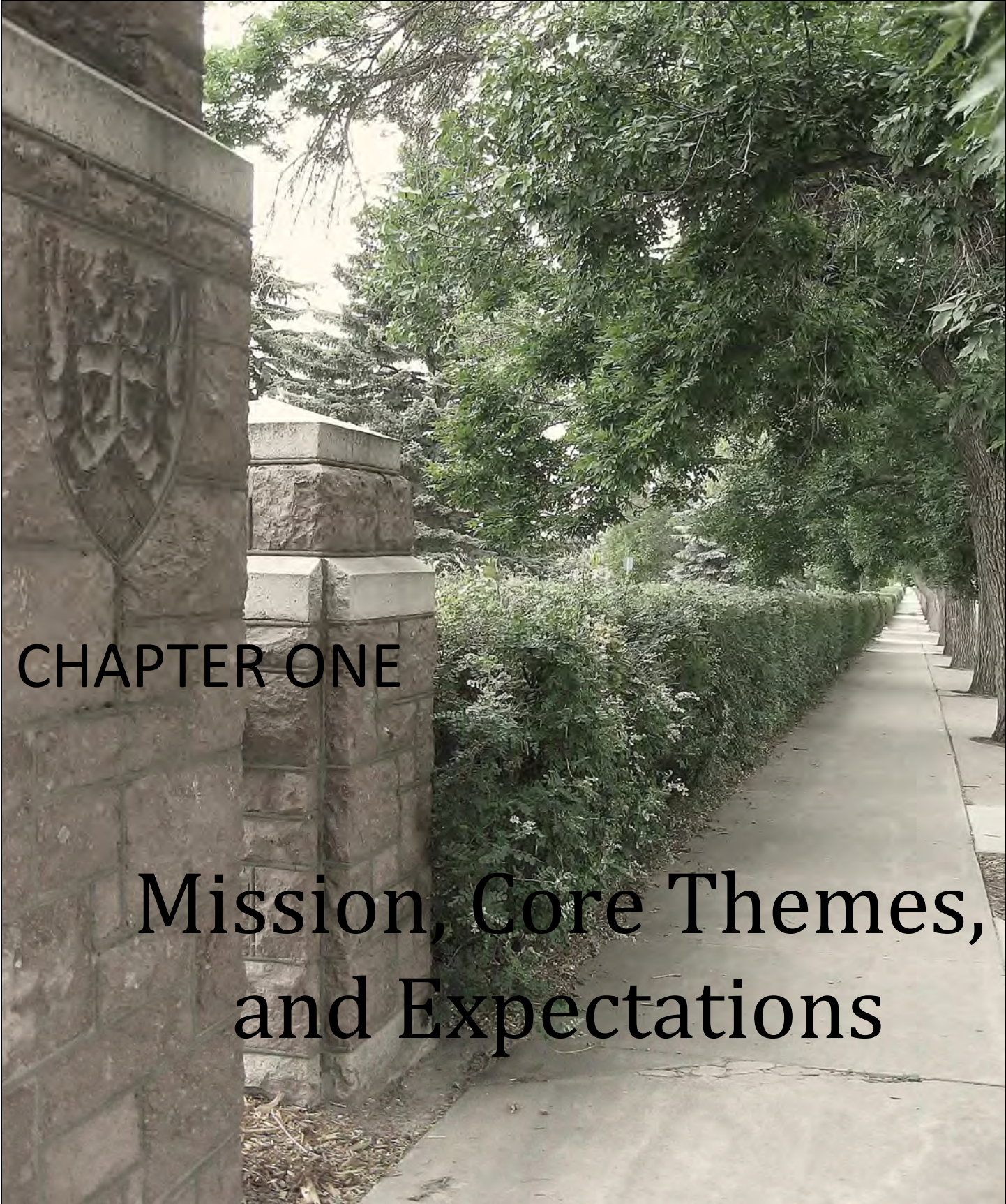
- NWCCU Steering Committee has four faculty and six staff representatives. Rank and Tenure Committee, Student Life, Institutional Effectiveness, Strategic Planning, Academic Planning, Budget, Finance and Administration, Spiritual Vitality, etc. have representation on the NWCCU Steering Committee.
- The Strategic Planning Committee has 28 members. The members also serve on faculty governance, staff advisory, institutional effectiveness, budget, accreditation, master planning, technology, and various other committees. Again, the membership of the Strategic Planning Committee is inclusive of the various streams of planning on campus. From the Strategic Planning Committee stem various task groups. The task groups have expanded representation beyond the Strategic Planning members. Spiritual Vitality Task Group and Compensation Task Group are two examples. The Spiritual Vitality Task Group includes representatives from the Core Curriculum Committee, Campus Ministry, and Hunthausen Center. The Compensation Task Group has also expanded its membership to include Human Resources, Rank and Tenure Committee, and Finance and Administration.
- The Budget Committee has 21 members. The Budget Committee is part of the faculty governance system and is comprised of representative voting and non-representative, non-voting membership. The Budget Committee has representatives from faculty, staff, and students.
- The Title III Committee for Institutional Effectiveness has four members. The participants represent faculty, finance and administration, institutional effectiveness, and technology.

These are just a sampling of the widespread planning efforts happening at Carroll. Planning is also occurring within individual administrative and academic programs. These planning

activities are documented in program reviews and incorporated into the larger institutional planning efforts through the Strategic Planning Committee. The alignment and accountability components of planning and assessment are now more apparent because of the strategic planning template (see Appendix L). The template helps align goals with specific responsibilities and timelines. Planning efforts will be evaluated annually by the Strategic Planning Committee beginning in 2010. This will not only address core theme and mission fulfillment but will enhance institutional effectiveness.

Recommendation 5: The Commission encourages the College to improve the coordination of its governance and planning processes to minimize duplication of effort and inconsistency in institutional direction (Standard 3.A.1).

Response: In 2010-2011, the Senior Vice President for Academic Affairs plans to revise the Faculty Handbook to propose the creation and elimination of policies that may confuse coordination and cause duplication of governance and planning processes. The first step of the SVPAA's process is to do a complete policy audit. The audit will focus in part on the current faculty governance committees. A proposed Program Review and Assessment Committee (PRAC) will replace the current Quality of Student Life and Learning Committee (QSLC) (Faculty Handbook, Article IV, Section 3.2.1). Folding the PRAC into the faculty governance system will help minimize duplication of planning and assessment efforts. The well-structured, intentional selection of representatives from faculty governance groups to participate in strategic finance workshops and to participate on the Strategic Planning Committee is another important step in helping better coordinate planning and budgeting.



CHAPTER ONE

Mission, Core Themes, and Expectations

Introduction

The first chapter of our report reviews our mission and institutional goals. It also describes Carroll College's model of mission fulfillment, based on our four core themes—Academic Excellence, Catholic Identity, Community Life, and Stewardship. We describe and explain the College's selected institutional dashboard indicators; we also describe and explain our core theme objectives, indicators, and thresholds, which enable us to monitor and evaluate mission fulfillment at Carroll. The chapter concludes with a review of the strengths and areas that need improvement in the College's model of mission fulfillment.



Mission Statement

Carroll College's Mission Statement, developed by a faculty committee in 1976 and officially approved by the Board of Trustees in 1978, articulates the college's commitment to liberal learning and values education within the context of the traditions and teachings of the Roman Catholic Church.

The Mission Statement's first sentence names the main aspects of the college's identity: "Carroll College is a Catholic, diocesan, liberal arts college in the ecumenical tradition of the Second Vatican Council." As a liberal arts college, Carroll provides for students "the means for their full realization of a dual goal of vocation and enlightenment." As a Catholic college, it presents a curriculum in line with "the magisterial teachings of the Catholic Church" and acknowledges its "special obligation to provide for the spiritual needs of the college community." More distinctively, the Mission Statement is deeply informed by Father Bernard Lonergan's understanding of intellectual development and the Second Vatican Council's program of *aggiornamento*. Thus, it affirms "freedom of inquiry in the process of investigating, understanding, critically reflecting upon, and finally judging reality and truth in all fields of human knowledge." It likewise asserts its "policy of open participation by members of all religious faiths and all persons of good will in the total academic and spiritual experience of the college community." The Mission Statement also reflects the college's diocesan identity, in dedicating its "spiritual, academic, and social resources" to serving the diocesan community as well as the "citizens of Montana, its home, and the worldwide human family." The Carroll College Mission statement is available on the web at: <http://www.carroll.edu/about/mission.cc>.

The Carroll College Mission Statement

Carroll College is a Catholic, diocesan, liberal arts college in the ecumenical tradition of the Second Vatican Council. As a liberal arts school, Carroll College acknowledges the practical role of preparing its students for a career, but it also affirms the traditional role of providing for the expansion of the intellectual, imaginative, and social awareness of its students. It is dedicated to providing for its students the means for their full realization of a dual goal of vocation and enlightenment. Thus, while providing substantial professional and pre-professional programs, the College encourages and expects all students to participate in a broad spectrum of academic disciplines.

As an academic community, Carroll College affirms its commitment to the principle of freedom of inquiry in the process of investigating, understanding, critically reflecting upon, and finally judging reality and truth in all fields of human knowledge. As value-oriented, Carroll College is committed to and deeply involved in the further dimension of free deliberation and decision making regarding values and personal commitment. Each student at Carroll, through personal and institutional means, is exposed to value systems with which one can readily identify, including secular values such as the worth of work and the use of the intellect, humanistic values centering on the uniqueness and dignity of the person, and religious and moral values concerned with one's relationship to God, self, and others.

As a Catholic college, Carroll is obligated to treat judgments concerning ultimate reality and decisions concerning ultimate value at both an academic and a pastoral level. This obligation involves the College's relationship to the Magisterium of the Catholic Church, defined as "the perennial, authentic, and infallible teaching office committed to the Apostles by Christ and now possessed and exercised by their legitimate successors, the college of bishops in union with the pope." Carroll College is committed to present faithfully within its curriculum the magisterial teachings of the Catholic Church. At the same time, it acknowledges the special role of the theologian, who-although not a part of the authoritative teaching body of the Church-makes available to the Magisterium his or her scientific competence, while acting as a mediator between religion and culture by carrying on an academic dialogue with philosophy, science, the liberal arts, the believing community, and secular society.

As a college founded by and related to the Diocese of Helena, Carroll has a special obligation to provide for the spiritual needs of the college community. At the same time, the resources of the College's Theology Department, and campus ministry organization are available for the special religious needs of the diocesan community as a whole. Moreover, Carroll College rededicates its spiritual, academic, and social resources to the service of the citizens of Montana, its home, and to the worldwide human family through continuing efforts to guarantee to individuals, to groups, and especially to minorities the right to life, to personal and social dignity, and to equality of opportunity in all aspects of human activity.

In the ecumenical tradition of the Second Vatican Council, Carroll College is committed to a policy of open participation by members of all religious faiths and all persons of good will in the total academic and spiritual experience of the college community. While standing fast by the teaching of the Catholic Church, and avoiding a false conciliatory approach foreign to the true spirit of ecumenism, Carroll College welcomes in love and respect the full participation of other Christians and non-Christians in an ecumenical dialogue and in a truly humble and charitable joint venture in the common search for the Ultimate Truth and the Ultimate Good which is the final goal of all education.

Officially adopted by the Carroll College Board of Trustees May 26, 1978

Six Goals for Carroll Graduates

The Six Goals for Carroll Graduates and their supporting objectives were approved by the Faculty Assembly in 1996 as the basis for assessing student learning. The Mission Statement and *Ex Corde Ecclesia* served as the basis for these goals:

The Graduate

- recognizes that the search for and sharing of the Ultimate Truths and the Ultimate Good is the primary goal of the Catholic liberal arts education.
- possesses the aesthetic, scientific, and religious insights required to solve normative and factual problems.
- demonstrates the full range of skills necessary for effective communication.
- appreciates the interrelationships among branches of knowledge.
- embraces a strong sense of physical, emotional, mental and spiritual health.
- possesses the skills and attitudes necessary to pursue a vocation that is self-fulfilling and community enhancing.

These goals name the kinds of knowledge, skills, and attitudes that would show a student's success in achieving the Catholic, liberal arts education described in the Mission Statement. Each aspect of the College—academic programs, residential life and co-curricular programs, Campus Ministry, etc.—plays a significant role in facilitating all six goals for Carroll students as learning happens both in and out of the classroom.

Statement of Institutional Goals

The college's 2002 Strategic Planning Document articulates four major goals for the college, each of which makes a vital contribution to the achievement of our mission as a Catholic, diocesan, liberal arts college. The 2002 Strategic Plan is available on the web at: <http://www.carroll.edu/forms/about/strategicplan.pdf>.

Manifest Academic Excellence: Academic excellence throughout our curriculum is essential to the dual goal of educating students for vocation and enlightenment as well as for service. As

careers and the world at large become more complex and interconnected, rigor, relevance, and innovation in our academic programs are more critical than ever.

Embody Catholic Identity: Catholic identity emerges through manifold aspects of the Carroll experience—through our curriculum, campus ministry events and peer ministers, religious ritual and celebration, speakers and programs, our clerical faculty and staff, and outreach and service activities. Each of these contributes to our mission by presenting Catholic teaching, fostering inquiry and ethical deliberation, providing opportunities for spiritual formation, and promoting service within the diocese and beyond.

Integrate Community Life: Co-curricular learning and living experiences enrich and reinforce academic learning as well as foster social, physical and spiritual development. Living and learning in community, interacting with people holding diverse perspectives, also teach the values of work, respect, and service, which are clearly central to Carroll’s mission.

Exemplify Stewardship: Each aspect of the mission—curricular, co-curricular, outreach—depends upon human, financial, technical, and physical resources. The word “stewardship” in this goal directs the college to attain and use these resources through careful planning and budgeting, in keeping with the mission’s commitment to high quality programs and the well being of all members of the community.

Review of the Mission and Goals

The Carroll College 2000 Self-Study concludes, “The Mission Statement has served the college well through the last 24 years of the transitional period after the Second Vatican Council, when many Catholic colleges either became secularized or reverted to an almost pre-Vatican conservatism. Carroll, however, has retained its academic excellence and its Catholic identity, and is fully in compliance with the church’s *Ex Corde Ecclesia* goals” (16). In 2000 and again in 2002, a committee of faculty and staff reviewed the language and length of the Mission Statement; they recommended no changes. While the 1978 Mission Statement was retained, the 2002 Strategic Planning committee adopted a statement of Core Values and Vision that highlighted key elements of the Mission Statement and linked them more explicitly to the contemporary context.

Carroll’s four major institutional goals—Manifest Academic Excellence, Embody Catholic Identity, Integrate Community Life, and Exemplify Stewardship—were established in the 2002 Strategic Plan and reviewed in 2005, 2007, 2008, and 2009. The 2002 Strategic Plan, approved by the Board of Trustees, laid the foundation for these four goals and set out strategies to guide college-wide assessment and improvement. Over the past three years, more frequent and focused discussions have taken place regarding pressing issues and opportunities faced by the college. A strategic planning committee, comprised of faculty, staff, administration, and trustees, began revising the Strategic Plan and identified several key initiatives and issues, which were subsequently the topic of several campus-wide discussions. Over the same time period, prompted and assisted by the Office of Institutional Effectiveness, the faculty has been engaged in a review of the curriculum; all academic programs have focused their attention on the knowledge and skills the institution wants all students to develop during their time at Carroll. All other units of

the college—student life and campus operations—have likewise reviewed their roles in and contributions to student learning. These reviews are also being used to inform the strategic planning process, ensuring that the priorities of academic, co-curricular, and administrative departments are reflected in the strategic planning document currently being developed. In addition, our recent planning efforts have been influenced by the NWCCU’s new accreditation structure; our discussion of institutional goals has shifted to incorporate the concept of core themes and to identify key indicators to enable us to track and assess progress at the level of Institutional Mission as well as for the major objectives of each core theme. This structure is informing, at a deeper and more intentional level, our current discussions of our mission, goals, and a new strategic plan.

As of summer 2010, the Strategic Planning Committee has identified seven-year institutional goals within each of the core themes. Sub-committees will work throughout the next year refining the goals, identifying indicators and thresholds of acceptable performance, establishing seven-year budget projections, and implementing assessment processes to evaluate performance.

Mission Fulfillment

Carroll College’s faculty, staff, and administration are committed to educating men and women who will, upon graduation, value the contributions of reason and faith to the search for truth, demonstrate the full range of effective communication skills, appreciate the interrelationships among branches of knowledge, and possess the insights, skills, and attitudes necessary to pursue a vocation that is self-fulfilling and community enhancing. What constitutes fulfillment of the College’s mission? How can the College effectively demonstrate and communicate the extent to which we fulfill various aspects of our mission to students and all our other constituencies? These questions are at the forefront of recent discussions and activities at the College.

The College’s definition of mission fulfillment is based upon our demonstrating acceptable levels of performance on a group of key indicators; these are derived from each of our four major goals areas: Academic Excellence, Catholic Identity, Community Life, and Stewardship (see Table 1 below). Our indicators reflect our more general role in higher education as well as our distinctive mission as a Catholic diocesan college.

Our definition of mission fulfillment and the selection of key indicators emerged through discussions involving the NWCCU Self-Study Steering Committee, the Strategic Planning Committee, and the Senior Leadership Team. Drawing from a longer list of indicators for each of our core themes, we promoted a select group of indicators to create a “dashboard” for tracking, evaluating, and discussing overall institutional performance. We have highlighted these particular indicators on the basis of their wide significance for the institution, available data, and best practices. (Their being selected for this role does not diminish the importance of the other core theme indicators). Some of these indicators have informed decisions at Carroll for many years while others are in the early stages of development; for some of the latter, we are in the early stages of establishing a data collection process and determining a threshold for acceptable performance. The process for selecting indicators and thresholds has been collaborative, with input from key constituents. The monitoring and assessment of our dashboard indicators is

documented in reviews for academic programs and administrative units, enrollment plans, and campus master plans.

Table 1 Strategic Goals and Indicators of Achievement

STRATEGIC GOALS/ CORE THEMES	INDICATORS OF ACHIEVEMENT
Academic Excellence	Student graduation and retention rates
	Rates of student satisfaction with major academic areas, academic support services, and institutional resources (NSSE, FSSE, SSI, ASQ)
	Alumni satisfaction (graduate survey, foundation giving)
	Achievement of student learning outcomes
Catholic Identity	Participation rates in Catholic and faith-based activities
	Participation in service activities
	Curricular and co-curricular opportunities to learn about the intellectual, spiritual, and cultural traditions of the Catholic Church
Community Life	Rates of student engagement (NSSE, FSSE)
	Health and wellness decisions
	Student Activities opportunities
	Campus Housing occupancy
Stewardship	Annual student FTEs (Enrollment)
	Expenditures by function and category as % of budget
	Achievement of data-driven decision making
	Endowment per FTE

The first of the strategic goals – Academic Excellence – is at the foundation of Carroll College’s mission. This aspect of Carroll’s mission is sufficiently fulfilled if the College meets its thresholds for the following key indicators: retention/graduation rates, student learning outcomes, student engagement/satisfaction, and alumni engagement/satisfaction.

- Graduation and retention rates are common indicators used by colleges and universities to show the extent to which programs enable students to persist and to graduate. Graduation rates are important indicators for Carroll because the college provides students four-year graduation plans to facilitate graduation in four years. Carroll uses our IPEDS comparison group to set its threshold of acceptable performance for these two indicators. Carroll’s 2008 (2004 cohort) 4-year graduate rate is 44% compared to the IPEDS comparison group of 61%; the 5-year rate is 59%, compared to 68% (2003 cohort); and the 6-year rate is 61% compared to 72% (2002 cohort). Carroll’s threshold for this indicator is to be within ten percentage points of the comparison group for each year. At Carroll, student retention is a critical tool for assessing the level to which the College fosters and supports students’ learning; it reflects how much the campus provides what students expect, need, and want, how valued students feel on campus, how much they are learning from their experiences. Retention itself is not the primary goal, but it

is one important indicator that the College is meeting its goal of student satisfaction and success. When these conditions are met, students find a way to stay in school, despite external financial and personal pressures. Carroll's first-year fall-to-fall cohort retention rate of 81% is within an acceptable comparison range of 82%. However, sophomore to junior retention is a concern at just under 57%, which is significantly lower than the IPEDS comparison average of 73%. Carroll's threshold for retention is to be within five percentage points of the IPEDS comparison group.

- Rates of student satisfaction with major academic areas, academic support services, and institutional resources are collected, compared, and benchmarked through nationally normed surveys such as NSSE, FSSE, SSI, and ASQ. The College also uses in-house surveys of satisfaction. Carroll's acceptable threshold for performance on this indicator is to score above the Carnegie Classification comparison group for all five Benchmarks of Effective Educational Practice: Level of Academic Challenge, Active and Collaborative Learning, Student-Faculty Interaction, Enriching Educational Experiences, and Supportive Campus Environment. (See p. 136 for a description of all five Benchmarks of Effective Educational Practice).

- Alumni satisfaction and giving are also important indicators of Academic Excellence. When alumni and friends give to Carroll, they help the College fulfill its commitments to academic excellence, research, community service, and keeping a Carroll College education affordable. An *Advancing Small College Benchmarking Survey* reports that on-average 21 percent of alumni make annual gifts. Carroll's percentage is 28 percent. In addition to alumni giving rates we are interested in general alumni satisfaction, graduate school, and job placement rates. We are in the early stages of developing an alumni survey with these questions. At present, the Office of Institutional Effectiveness and Office of Institutional Advancement are working with some departments on collecting and analyzing alumni data. However, no campus-wide systematic process currently exists. For the past ten years, the Office of Advancement has asked graduating seniors about their overall Carroll experience; 82% said that their expectations had been met, surpassed, or more. Our threshold for acceptable performance on this indicator is for 85% of students to report that their expectations were met or exceeded.

- Student learning outcomes are tracked and assessed in both academic and co-curricular programs, through a variety of class-specific and program-based direct and indirect assessment tools. In regular academic and administrative program reviews, Carroll faculty and staff document processes and inputs as well as student learning results, which are gathered and assessed through direct and indirect, quantitative and qualitative measures. At this point, the College has no single aggregated threshold of acceptable performance for this indicator; rather, this indicator is comprised of a variety of assessments whose adequacy is determined at the department or program level. Academic Affairs asks Program Directors and Department Chairs to use professional, historical, and best practice data to set thresholds for each of their program-level student learning outcomes. Departments are asked to reflect on their students' performance in their regular program reviews. All departments are asked to align their programs and assessments with the Six Goals for the Carroll Graduates, but the College has yet to develop more comprehensive, direct assessments of these overarching student learning outcomes. One non-negotiable threshold relating to this broad indicator concerns our assessment processes: the

college defines acceptable performance as 100% of academic and administrative programs systematically collecting and using assessment data to make program and service improvements.

A distinctive facet of Carroll College's mission is our Catholic Identity. This aspect of Carroll's mission is sufficiently fulfilled if we meet our thresholds for the following key indicators: participation rates in Catholic and faith-based activities; participation in service activities; and curricular and co-curricular opportunities to learn about many aspects of Catholic tradition and teachings.

- We recognize that these indicators rely primarily on tracking inputs and indirect measures of student learning. These are the indicators for which we have data; these are the indicators that we also believe, after debate, demonstrate fulfillment within this aspect of our mission—that is, to ensure that Catholic tradition and teaching have a visible and vital presence on this campus; that all—Catholic and non-Catholic alike—are invited into a shared fellowship that involves dialogue, faith exploration, and action for others. While the tracking of opportunities and participation provides a useful starting point, the indicators for this area of mission should include more direct and qualitative data that answers questions such as the following: What do students learn about the relationship between reason, faith, and action? Do we make a difference in the faith life of students?
- Regarding participation rates in Catholic and faith-based activities, Carroll's threshold of acceptable performance is based on our past yearly numbers for participation in activities such as Mass, Search, and Retreats; we seek a modest but steady increase in opportunities and participation that include the non-Catholic as well as Catholic members of our community. Of the students who report a religious preference on their application materials, 66% report Catholic.
- Regarding participation in service activities, Carroll's threshold of acceptable performance is based on administrative support for all service activities and the number of service-learning courses and curricular/co-curricular service trips. In the first of these, the threshold of acceptable performance is to demonstrate a steady increase in funding and staffing dedicated to service activities across the campus. At present, we are several points below our NSSE comparison institutions on percentage of students participating in service learning and community service opportunities; the threshold of acceptable performance is to increase our participation rates so that they are above those of our Carnegie Classification comparison group.
- Regarding curricular and co-curricular opportunities to learn about many aspects of Catholic tradition and teachings, the Theology and Philosophy programs assess student learning outcomes within their four courses required by the Core; Carroll also tracks the number and quality of programs, speakers, and workshops—for students, faculty, staff, and the public—provided by the College. The academic departments set the thresholds for acceptable performance regarding student learning; at present, these have not been drawn together into any aggregate assessment for this indicator. The threshold of acceptable performance regarding co-curricular activities that address this objective is the modest expansion, compared to past years, of such opportunities and increased participation.

Student Life plays a major role in the educational experience of students at Carroll College by supporting and assessing student engagement, health and wellness decisions, student activities opportunities, and campus housing occupancy. Mission fulfillment is determined by benchmarking the performance of Carroll to either national or internal benchmarks in each of these key areas.

- Student engagement data is collected, compared, and benchmarked through NSSE, which provides regular and nationally normed data regarding how students perceive the quality of their college experience. Carroll's threshold for acceptable performance on this indicator is to score at or above the Carnegie Classification comparison group for all five Benchmarks of Effective Educational Practice. Notably, the 2009 NSSE scores placed Carroll in the top 10% nationally on offering Enriching Educational Experiences.
- Health and wellness decisions are the focus of data collected annually from first-year students on the AlcoholEdu for College on-line alcohol awareness course. Further, the College administers the Core Alcohol and Other Drug Survey in alternating years to a cross-section of students who are seniors, juniors, sophomores and first-year students. Both instruments are benchmarked against national data norms and provide the college with comparison data for Carroll students on student use of alcohol and other drugs, risky behaviors, decisions regarding health and wellness, and knowledge about Blood Alcohol Content levels. Carroll's threshold for acceptable performance on these indicators is for students' scores to show that fewer participate in two-thirds of the risky behaviors measured by the survey.
- Student activities data is collected, compared, and benchmarked through NSEE regarding student perception of opportunities to be engaged in student learning outside of the classroom. Carroll College has supported student interests reflected in the Student Life Annual Survey by expanding student clubs, varsity athletics, outdoor activities and student leadership opportunities. The institution's threshold for acceptable performance on these indicators is to show increased support for and development of student activities.
- Percent of students residing on campus is directly linked with higher retention and graduation rates, and thus relates to our goal of promoting student success. Carroll's threshold for acceptable performance is 60% of full-time enrolled students living in campus housing. Currently, over 63.9% of full-time enrolled students live in campus housing. After the next phase of campus housing is constructed, Carroll will increase this threshold for acceptable performance to 70% of full-time enrolled students in campus housing.

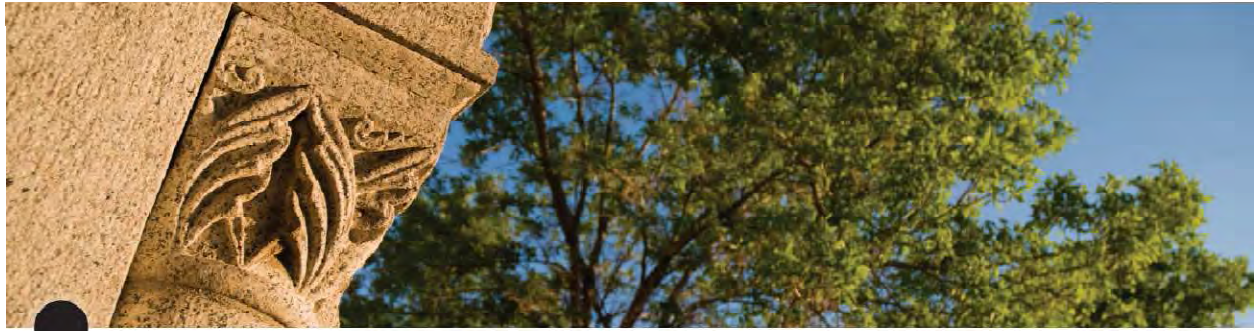
Stewardship supports the whole mission of the college by providing the requisite human, financial, technical and physical resources. This aspect of Carroll's mission is sufficiently fulfilled if we meet our thresholds for the following key indicators: annual student FTEs, expenditures by function and category as a percent of budget, data-driven decision making, and endowment per FTE.

- Student enrollment is the basic component in our resources picture at Carroll. This indicator helps us to monitor recruitment and retention with the goal of achieving an optimal enrollment. Carroll is 85% tuition and fees driven; another significant percentage (17%) of the operating

budget comes from housing, dining, and bookstore revenues. Despite fluctuations, Carroll's enrollment typically hovers around 1,300 full time equivalent (FTE) students. Although the FTE has not changed significantly over the past 10 years, a 2007 optimal enrollment plan set a goal of adding 400 students over the next five years; assisted by the research of Noel Levitz and the Lawlor Group, that plan was modified in light of the uncertainties of the economy. Today, the adjusted enrollment goal calls for an increase in 71 students over the next three years. Thus, Carroll's threshold for acceptable performance for this indicator is to add approximately 25 students per year over the next three years, through increases in recruitment and retention, in order to reach an enrollment of 1,533 headcount or 1,343 FTE by 2012. Success on this indicator is critical; it enables us to sustain and enhance all of the resources—people, programs, services, and facilities—upon which our mission depends; it likewise will enable Carroll to address financial uncertainty, debt, and deferred maintenance.

- The indicator “expenditures by function and category as a percent of budget” enables us to compare what we spend in various budget categories with our IPEDS comparison group. Carroll has a history of putting expenses in the “Other Core Expenses” category; the College’s budget office revised this year’s IPEDS submission in order to account for these expenses; adjusting the categories allows for more accurate comparisons (see Table 52). The College currently spends 28% of the budget on instruction (IPEDS, 2009). Carroll has set its threshold of acceptable performance for this indicator at 40%, to move toward the IPEDS comparison group median of 44% for instruction expenses.
- Another critical expense category is salaries and benefits. The College recognizes the importance of increasing funds for salaries and benefits through reallocation and/or new revenues. IPEDS data provides a point of comparison with Carroll expenditures in this category; Carroll has also developed a more specific comparison school group and process for determining “target markets” for faculty and staff (see p. 197 for further explanation). A task group has been working on a new salary system that was approved on a one-year basis. The College set the initial threshold for acceptable performance for this indicator at providing salaries that are at or above 85% of the target market for all full-time faculty and staff, except those earning over \$80,000 per year. This significant change will result in dollars allocated to each expense function in Carroll’s budget moving ten points closer in percentage to the comparison group median.
- Another key indicator, data-driven decision making, focuses on participation in a critical process at the College. Much progress has been achieved on this indicator, thanks to our Title III Grant, which enabled us to hire a Director of Institutional Effectiveness, rehire an institutional researcher, and implement Datatel/Colleague on our campus. Although this indicator may not be benchmarked against comparable institutions, it is a critical tool for improving institutional decision-making. The College’s threshold for acceptable performance for this indicator is to have 95% of the faculty using the new Datatel/Colleague system by 2011. Carroll also requires static and dynamic dashboard data and reports to be implemented by 2012 as an additional criterion of acceptable performance on this indicator. Only when data becomes genuinely useful and commonplace on campus will faculty, staff, and students welcome it. And only when it is useful will data quality improve. Data-driven decision-making also promises real economies of operation, an important criterion when budgets are tight.

- Endowment assets (year-end) per FTE enrollment is an indicator that enables the College to compare our endowment with other institutions in our IPEDS comparison group. At present, the College's endowment assets per FTE are \$21,518 as compared to our IPEDS comparison group media of \$57,736. Increasing the endowment is one of Carroll's goals, articulated in Capital Campaign, Office of Institutional Advancement, and Strategic Planning documents. The College's threshold for acceptable performance on this key indicator is achieving a ratio of \$25,000 in assets per FTE. Because we are attempting to increase our enrollment at the same time that we seek to increase endowment, we are aware that we are putting additional pressure on, and thus may delay achieving, this threshold ratio.



Core Themes

Carroll College identified four core themes—Academic Excellence, Catholic Identity, Community Life, and Stewardship—based on the College’s mission statement and following the 2002 Strategic and Long Range Plan of Carroll. These four themes represent the major, interdependent areas through which we realize our mission as a Catholic, Liberal Arts College. Each theme overlaps and integrates with the other themes. Three of the four core themes have a Vice President who has primary oversight of the area.

In the following section, we describe our core themes and their objectives, explain the indicators that we have selected to assess achievement, and identify a threshold indicating what level of achievement is “good enough.” Satisfactory achievement of each core theme depends upon meeting the threshold of acceptable performance for each of their objectives.



Academic Excellence

Academic Excellence at Carroll College is manifested in the development and enhancement of academic programs that support a uniquely engaged learning community. High quality academic programs are integral to the dual goal of vocation and enlightenment. A creative and diverse curriculum provides a foundation for the learning experience. Highly qualified faculty and staff are recruited to work at the college; they are supported in their work by appropriate professional development opportunities and healthy work environments.

Academic Excellence Objectives

The objectives of this core theme are to provide rigorous and relevant academic programs that foster the dual goal of vocation and enlightenment as stated in the Carroll mission. The objectives also reflect the College's desire to support faculty development and financially support research and technology to enhance learning. Strategic planning and budgeting activities in this area are focused on the need for Carroll College to achieve:

1. High quality academic programs.
2. An innovative and diverse curriculum.
3. A healthy working and learning environment.

Academic Excellence Indicators of Achievement

High Quality Academic Programs. Effective processes and attention to key indicators will enable the College to achieve and monitor the quality of academic programs. Each program clearly articulates and assesses student learning outcomes; these assessment frameworks and assessment results are documented in regular program reviews. The process enables each department and the College to track the quality of academic programs and identify areas that need improvement. Assessments of the Core curriculum (general education) are also considered important processes in our ongoing review and development of an effective curriculum.

The indicators we use to monitor the quality of our academic programs include percentage of students graduating in four, five, and six years, annual retention rates, placement and graduate school acceptance rates, and licensure and certification pass rates. The numbers of faculty and students engaged in undergraduate research, honors theses, and independent study, class size, and student-to- faculty ratios are also important indicators. The annual review of the general education curriculum and student perceptions of the quality of instruction and academic program

(surveys, evaluation forms, NSSE, SSI) are additional indicators. Student success as defined by the use of student support services and the number of students on academic probation is also a useful indicator. Student achievement of course-level and program-level student learning outcomes are the most important direct indicators of the quality of academic program.

Innovative and diverse curriculum. The development of the Alpha Seminar (first year program) and Core Curriculum (general education) reflect curricular innovation. Interdisciplinary courses, majors, minors, and numbers of students graduating with self-designed programs also indicate innovation in our academic programs. Student participation in scholarship and creative activities, education abroad, undergraduate research, and experiential learning opportunities are also indicators of a relevant and diverse curriculum. Obtaining funding for curricular improvement, as occurred with our Title VI grant, also reflects innovation. Students and faculty regularly evaluate these varied learning opportunities, providing indirect measures of their effectiveness. Growth in the number of these offerings and growth in the number of students participating are both significant, but they are not direct measures of students learning.

Healthy working and learning environment. The number of faculty participating and the amount of funding available for professional development activities are indicators of intellectual vitality and ongoing scholarship. Employment satisfaction surveys and health-related assessments and participation in health-related activities (fitness center, wellness programs) are indicators of a healthy working and learning environment. A complete analysis of faculty and staff workload issues is another indicator.

Rationale for Academic Excellence Indicators and Thresholds for Acceptable Performance

These processes and indicators reflect Carroll's commitment to academic excellence. Gathering and analyzing evidence about student learning in courses and programs will strengthen teaching and learning. A systematic, comprehensive review of academic programs enables Carroll to use data to document the quality of programs, to develop improvement plans, and to ensure that student learning is based on program- or discipline-specific outcomes. Such a review process promotes departmental planning, efficiency, and accountability.

- The selection of graduation and retention rates as one assessable and meaningful indicator of achievement, as well as our determination of what constitutes "good enough" performance, are explained in the previous Mission Fulfillment section (see p. 37). Student use of support services such as advising and the Academic Resource Center are important contributors to increased student success measured through increased retention and graduation rates and decreased numbers of students on academic probation.
- Specific licensure and certification examination are tracked and analyzed at the department level. For example, 97% of Carroll nursing students pass the NCLEX the first time; Psychology students averaged scores 2.5 percentage points above the national average on the Major Field Test for the past four years. Individual departments set an acceptable level of performance for all such exams. The Office of Institutional Effectiveness intends to build a licensure and certification examination repository to improve the institution's ability to report and analyze the data.

- In addition, the Office of Institutional Advancement administers an annual Pre-Graduation Survey to assess, in part, the College's success in meeting students' needs and to improve their services. This survey has been given with slight modifications for the past ten years. The Pre-Graduation Survey of 2010 measures students' satisfaction with various aspects of their college experience as well as employment interests. Of 177 respondents, 30% had secured employment or were accepted into a graduate program beginning Fall 2010. Of these graduates who already secured employment, 90% reported that they were working in the field in which they majored. Over 50% of the respondents reported that they were still actively searching for a position. An acceptable level of performance is to have 80% of graduates attending graduate school or employed as of the following fall; implementing a more thorough graduate survey is a prerequisite to getting more complete and reliable data on our graduates' placements.
- Student-to-faculty ratios and class sizes provide important indicators for how much personal attention is available to students, one predictor of learning success; we can compare our numbers with our IPEDS comparison group and other national trend data. Defining an acceptable level of performance on this indicator requires such comparative analysis as well as financial analysis based on internal conditions. For example, Carroll's student-to-faculty ratio varies between 11:1 and 13:1, which places it squarely within the 12:1 range of our IPEDS comparison group. However, this figure has resulted from the fact that 29% of Carroll classes have fewer than 9 students and only 1% has over 100 students (see Table 15). This is too costly, given the College's fragile financial situation. The college needs to increase the percentage of classes with 10-19 students, which would result in a 15:1 ratio. This is our "good enough" threshold for this indicator; it strikes a prudent balance between academic excellence and financial sustainability.
- Course evaluations and annual surveys of student satisfaction and engagement, while providing only indirect assessments of educational effectiveness, are meaningful indicators because they provide timely and nationally normed data on students' perceptions of academic quality. Course evaluations at Carroll indicate that 85% of students are satisfied with their courses in any given semester. An acceptable threshold would be to maintain a minimum satisfaction rate of 80%. We provided our rationale and acceptable performance thresholds for national Student Satisfaction and Engagement data in the previous Mission Fulfillment section (see p. 32). For example, our 2009 NSSE report shows 94% of first year students are satisfied with their overall educational experience at Carroll; 82% of seniors would choose this school again if they could start their college career over. The peer comparison averages are 95% and 84%. Carroll's threshold for acceptable performance is to exceed peer comparisons in all five Benchmarks of Effective Educational Practice.
- Student Learning Outcomes is a critical indicator of Academic Excellence. Initial comments on this indicator and rationale appear in the previous Mission Fulfillment section (see p. 37).
- The development of a new Core Curriculum is a significant indicator of curricular innovation at Carroll College; the new Core added a required first year seminar, national and global diversity courses, and two writing intensive courses. Direct assessment of student learning in Core courses is currently carried out by faculty within their individual courses. A faculty group recently piloted a direct assessment for one of the Core's four main outcomes, developing knowledge and appreciation of diversity; it was administered in senior capstone courses. As a first run, the

results of the assessment need further analysis followed by benchmarking and then use of results for faculty discussion and improvements. Direct assessments for the other three outcomes will also follow. Alpha Seminar provides a useful site for collecting initial data on our students' knowledge and skills, with which to compare their progress in later years.

- Interdisciplinary and experiential learning, undergraduate research, education abroad, and first-year and senior experiences all enhance academic quality at an institution. National research, for instance, indicates that interdisciplinary curricula are more engaging, capturing students' intellectual interests (Klein & Newell, 1997). Research also shows that interdisciplinary courses promote faculty development and collaboration, thereby increasing faculty retention (Newell, 2001). More broadly, all these examples of a creative and diverse curriculum have positive effects on recruitment and retention, create a sense of college identity and pride (for students, faculty and alumni), foster life-long learning, and provide opportunities to interact with new cultures. Evidence of program development along with numbers of student participants is a significant indicator of academic excellence at Carroll. A review of the past ten years of Carroll catalogs reveals that 20 new courses and majors have been added to the curriculum. Each spring, 1% of the class graduates with a self-designed program. However, Carroll currently underperforms compared to peers on the percentage of students completing internships, education abroad, independent research, and senior learning experiences (see Table 19). An acceptable level of performance on this indicator is performance at or above the comparison mean. More information also needs to be gathered about these student experiences, in order to monitor and evaluate them effectively.

- Funding levels for faculty development demonstrate the institution's commitment to scholarship and professional development. Faculty development also provides a model for students. An intellectually engaged community of faculty, staff, and students both demonstrate and foster higher levels of academic activity and higher satisfaction. In 2009-10, faculty requests exceeded available funding by over \$16,000. The gap between requests and available funding has grown over the past five years (see Table 21). To meet an acceptable threshold for this indicator, the College should work to decrease the gap between the amount of professional development funds requested and the amount of funding available to meet the requests.

- Indicators that help us to track and assess our working and learning environments are important in recruiting and retaining faculty and staff. Workload and work-life balance indicators, in part derived through health assessments and participation in health-related activities, reduce insurance premiums and, arguably, improve the happiness and productivity of employees. Employee satisfaction is also examined in the Stewardship section (see p. 56).



Catholic Identity

Pope John Paul II's documents *Ex Corde Ecclesia* (1990) and *Fides et Ratio* (1998) called upon all Catholic colleges and universities to reflect on how they manifested their Catholic identity. In response to this directive and in keeping with its mission, Carroll has made a consistent effort to more fully and faithfully embody its Catholic identity, by integrating spirituality into the social and academic life of the college and nurturing the formation of men and women who are God-centered and willing to act upon their responsibilities to the world.

Catholic Identity Objectives

The objectives for this core theme are to ensure and promote a vibrant faith community, grounded in our Catholic beliefs and traditions but open to all, in which we learn about Catholic and other faith traditions, develop a commitment to social justice, experience spiritual growth, and practice service to others. Planning and budgeting activities in this area focused on the need for Carroll to provide:

1. High-visibility programs that coordinate and sponsor a variety of faith-based events and activities.
2. Curricular and co-curricular opportunities to learn about Catholic and other faith traditions.
3. Curricular and co-curricular opportunities to learn about social justice issues and engage in service.
4. Diverse opportunities for spiritual formation.
5. Fruitful partnerships with the Helena Diocese and other faith communities.

Catholic Identity Indicators of Achievement

High visibility programs that sponsor and coordinate faith-based events and activities. Dedicated programs, such as the Sr. Annette Moran Center for Mission and Servant Leadership and the Hunthausen Center for Peace and Justice, offer concrete testimony to the college's commitment to Catholic values. As programs devoted to aspects of our Catholic identity, they will add visible and vital activity around this aspect of our mission. Such high visibility programs, which coordinate and sponsor faith-based events and activities, serve as "enabling processes" for manifesting our Catholic identity; they also provide a site for tracking and

assessing opportunities and participation, which can inform ongoing planning and programming for such entities.

Opportunities to learn about Catholic and other faith traditions. The number of courses in our curriculum that explicitly address Catholic theology and other religious traditions, as well as the number of students who complete these courses provide indicators for this objective. A list of campus-sponsored speakers and seminars that relate to these topics with attendance figures provide another indicator. The quality of these programs and their contribution to student learning is evaluated through the Administrative Unit Program Review process.

Opportunities to learn about social justice and engage in service. The numbers of courses in our curriculum that address ethics and social justice and/or incorporate a service component provide one indicator of this objective. Records of students' service activities sponsored by Student Life and Campus Ministry provide another. NSSE poses questions about participating in community-based projects as part of formal coursework and participating in community service, indicating how many students engage in service-based learning and enabling comparisons with other colleges. Again, the quality of these student experiences and their contributions to student learning are documented in the Administrative and Academic Program Reviews.

Participation in opportunities for spiritual formation. Campus ministry's calendar of events as well as participation numbers for Mass, Search, class retreats, and religious education are indicators for this objective. NSSE's questions about participation in activities that enhance spirituality and questions about the students' perceptions of the institution's contribution to spiritual growth provide indicators that can be compared with other colleges.

Partnerships with the Helena Diocese and other faith communities. Collaboration, considered here a process, is not as "measurable" as other indicators. An inventory of collaborative activities and events shows the kind, extent, and development of the college's work with the Diocese, other Catholic parishes, and other faith communities. These collaborations fall into several categories: some relate to the role of the Diocese in college decision-making; some support ongoing religious and theological education and dialogue; some represent joint efforts to minister to humanitarian or spiritual needs of various groups.

Rationale for Catholic Identity Indicators and Thresholds for Acceptable Performance

These processes and indicators reflect Carroll's commitment to Catholic identity. A systematic review of academic and administrative programs enables Carroll to gather data on where and how students encounter Catholic teaching, traditions, and values, to assess students' achievement of learning outcomes, and to develop improvement plans.

Processes that create opportunities and indicators that track what the college offers and how many students participate are appropriate measures for assessing the extent to which the college provides frequent, diverse, and high-interest opportunities, integrated throughout the curriculum and co-curriculum, for explicit learning and dialogue about Catholic theology, teaching, and traditions as well as those of other faiths. Opportunity and participation numbers show the extent to which this core theme is a visible, vital, and inclusive aspect of the Carroll learning

experience. To achieve the Catholic Identity core theme objectives, we must meet the thresholds of acceptable performance for each.

- Carroll College wants to increase the number of service-learning courses and enhance community service opportunities for students. Levels of participation in these areas demonstrate the extent to which students engage in learning about and applying the Catholic values of social justice, ethics, and service. The evaluation of these activities and their contributions to student learning plays a large role in improving and expanding such offerings. According to NSSE, 25% of Carroll first year students and 33% of seniors participate in service learning as part of a regular course. Comparatively, only 15% of first year students and 18% of seniors at comparison institutions participated in a service learning activity. Because this is an essential element of our Catholic identity, Carroll sets its threshold of acceptable performance on this item at a minimum of 10% higher than comparison institutions; it aspires to engage at least 50% of students in service learning.

- Carroll is committed to providing more opportunities for spiritual formation, in response to increasing student interest in these programs, to uphold its “special obligation to provide for the spiritual needs of the college community” (Mission Statement). Trends in participation numbers, student perceptions, and budget allocations show whether the college is enabling and encouraging students’ spiritual growth. On all NSSE items that ask students about their spiritual growth, Carroll ranks in the top 50 percentile nationally. Carroll also has statistically significant scores (.05) over Carnegie Classification comparison group scores. To meet an acceptable threshold, Carroll strives to offer more spiritual and Catholic activities and consequently, increase the number of students (currently 16% and 18%) that “often” participate in spirituality activities.

- Alumni support for Catholic initiatives is also indicative of the vitality of this aspect of the campus, in both their past experiences and in the present. In the past year, over \$2,134,691 (\$1,250,000 in estate intentions and \$884,691 in cash and pledges) have been raised to support spiritual activities, programs, services, and professorships on campus. The Sr. Annette Moran Center for Mission and Servant Leadership, the Archbishop Hunthausen Center for Peace and Justice, and endowed professorships reflect strong alumni commitment to our Catholic Identity as well as reflect new opportunities for College-Diocese collaboration. Carroll College would like to strengthen this distinctive aspect of its Catholic identity, being one of only seven diocesan colleges in the U.S.



Community Life

The third core theme, Community Life, is manifested at Carroll College through co-curricular learning and living experiences that enrich and reinforce academic learning as well as foster social, physical and spiritual development. The College's mission is achieved as our students grow and develop by practicing personal responsibility, living and working in community, interacting with people holding diverse perspectives, and serving others.

Community Life Objectives

The objectives of this core theme promote student learning throughout the co-curricular experience, by connecting learning in and out of the classroom, helping students develop an appreciation for health and wellness, expanding clubs, sports, leadership or other activities in response to growing student interest, and increasing participation in residential life. These objectives reflect the latest research on student learning and retention in higher education. Carroll uses a three-legged stool approach: it looks at campus culture, institutional policy, and college programs to evaluate opportunities and barriers for improving Community Life. Planning and budgeting activities in this area focused on the need for Carroll to:

1. Build student engagement.
2. Promote student awareness of health and wellness decisions.
3. Increase the quality and diversity of student activities opportunities.
4. Increase campus housing occupancy.

Community Life Indicators of Achievement

Student Engagement. Student participation numbers, student leadership opportunities, and student satisfaction levels are important indicators for this objective. These indicators reflect the level of engagement within areas in Academic Affairs and Student Life at the College that offer opportunities for student involvement, including athletics, peer ministers, student housing staff, service trips, retreat programs, social events and academic honoraries. Activities that Student Life targeted for increased student engagement include student government, program board, community service, service learning, student media (radio, newspaper, yearbook, television), attendance at athletic events, attendance at campus liturgies, other student-led organizations, and co-sponsored programming (e.g. lectures co-sponsored with academic departments or clubs).

Health and Wellness Decisions. First-year students are asked to participate in AlcoholEdu for College, an on-line nationally normed alcohol awareness program. The instrument measures student behaviors (use of alcohol and other drugs as well as other risky behaviors) within the past year, the past 30 days and the past 14 days. In addition, Carroll participates in the Core Survey on Alcohol and Other-Drug Use in alternating years with a random sample from seniors, juniors, sophomores and first-year students. The survey reports on the norms for Carroll students and provides comparisons national norms regarding health and wellness decisions. Carroll also administers the Student Life Annual Survey to measure students self-reporting on safety and security practices. Student use of the Fitness Center and participation in intramural programs also indicate healthy decisions.

Student Activities Opportunities. The quality and diversity of student activities are measured through the Student Life Annual Survey and through program evaluations administered by Student Activities and Leadership staff and student leaders. Carroll College has intentionally increased institutional support for student activities through generating additional student fees and providing responsibilities for Community Living staff in Student Activities and Leadership. The number of new student clubs, varsity athletics, outdoor activities, and student leadership opportunities are measured to enable the college to track diversity and growth in co-curricular programs. The Student Life Annual Survey has provided the college with feedback on student interest in new programs and leadership opportunities.

Campus Housing Occupancy. Important indicators for this goal include housing occupancy data, student satisfaction with campus housing as measured by mid-year surveys administered by Community Living and the year-end Student Life Annual Survey, and student satisfaction with residential dining as measured through annual surveys administered by Sodexo, the campus dining provider. Additional indicators include monthly programming, meeting and incident reports by Community Living staff and customer use reports by Sodexo. The College has also begun to track the academic progress of students, by gender and by class, who live in campus housing as compared to students who live off-campus.

Rationale for Community Life Indicators and Thresholds for Acceptable Performance

Processes that create opportunities and indicators that track what the college offers and how many students participate are appropriate measures for assessing the extent to which the college provides quality, diverse co-curricular learning and living experiences which enrich and reinforce academic learning as well as foster social, physical, and spiritual development.

- The National Survey of Student Engagement indicates students' perceptions of connected learning and provides useful information for improving their experiences. Carroll participated in the National Survey of Student Engagement (NSSE) in 2007 and 2009 and the Faculty Survey of Student Engagement in 2009. Student input from the NSSE indicates the need for greater support for connected student learning experiences such as internships, education abroad programs, co-op learning, and research with faculty. However, Carroll students responded more positively in 2009 than in 2007 on all five NSSE Benchmarks of Effective Educational Practice, including Enriching Educational Experiences and Supportive Campus Environment. The College will

continue to use NSSE and FSSE to monitor student satisfaction and engagement. An acceptable threshold of mission fulfillment is progress toward meeting the Carnegie comparison group median percentages.

- In addition to the engagement activities above, Carroll students have many opportunities to work with faculty and staff on collaborative research, committees, and activities (see Table 38). Student and faculty collaborative research promotes the professional development of students and staff, providing an invaluable supplement to classroom learning and as well as a rich source of labor and ideas. In addition, publications and policies generated from collaborative experiences can lead to career advancement for all participants. An acceptable threshold for this objective is to meet or exceed our Carnegie comparison group median in the percentage of students who collaborate on research or committees with faculty or staff.

- Research indicates that increasing students' health and wellness will improve student retention and graduation rates. Healthy living includes physical and mental health; nutrition and exercise are essential to both. Collecting data on students' health and wellness behaviors—through Fitness Center use, participation in athletic and intramural activities, AlcoholEdu for College, and the Core Alcohol and Other Drug Survey—provides the College with tools to educate both individuals and the community and to develop additional programming to promote health and wellness. The thresholds for acceptable performance are to have a 75% participation rate in AlcoholEdu for College and to report lower percentages than national norms on two-thirds of the risky behaviors on the Core Alcohol and Other Drug Survey.

- Counseling Services and Health Services report monthly numbers indicating student use and issues relevant to healthy living. Health Services would like to improve on their outreach by connecting with 100% of the students through orientation and other preventative efforts. Full student awareness of the availability of services is our threshold for this indicator.

- Student involvement is positively related to persistence and subsequent success in college; the degree to which students are engaged at Carroll directly impacts the quality of student learning and their overall educational experience. According to the 2009 Student Life Annual Survey, over 60% of all responding students attend athletic events, use Carroll's athletic facilities, participate in Campus Ministry programs, attend Mass or a religious service, and participate in a Community Living activities and/or student leadership positions such as student housing staff or peer ministers. Over 50% of students responding to this survey indicated that they participate in volunteer activities. Overall, less than 11% of respondents were "highly unlikely" to attend campus activities. Increasing the number of student participants in campus activities to a consistent 75% participation rate is important to obtain an acceptable threshold of student involvement. Additionally, Carroll should increase from present the quality and number of campus events and generate new ways to increase the number of participants.

- Mid-year student satisfaction surveys and the year-end Student Life Annual Survey have provided Carroll College with ample data on students' perceptions of campus housing, preferred priorities for housing improvements and impressions of the helpfulness of student housing staff, peer ministers, and custodians. At present, 32% of Carroll's building inventory is coded Residential, providing a capacity of 838 beds. Housing capacity is exactly equal to the college's target of housing 67% of its full-time enrollment of 1,246 students. The amount of residential

space per student is lower than national benchmarks. Carroll has recently completed a Master Plan that lays out several approaches to remodel or construct campus housing. The Student Satisfaction Inventory, administered in alternate years, also offers data regarding campus housing. Over 90% of residential students completing the Residence Hall Satisfaction Survey are satisfied with the campus housing and the living environment on campus. Of the students responding to the Student Life Annual Survey, on average, 40% of respondents rate Quality of Food Choices, Hours of Operation, Friendliness of Staff, Nutritional Value, and Number of Food Stations between “Good” and “Excellent.” Achieving a campus housing occupancy level of 90% of capacity and over 65% of full-time enrolled students, along with an increase of 5% in student satisfaction for housing and dining on our in-house surveys, provide the thresholds of acceptable performance on these indicators.



Stewardship

The fourth core theme, Stewardship, ensures the appropriate use of financial, human, technical, and physical resources to support a quality lifelong learning experience for all members of our community. It also affirms that a strong resource base is essential to appropriately support our programs and community members.

Stewardship Objectives

The objectives of the core theme, Stewardship, relate to the actions taken by the College to support high quality academic and community learning programs and services. Strategic planning and budgeting activities in this area focus on the need for Carroll College to provide:

1. A supportive learning, living, and working environment.
2. Financial resources, technology, and facilities to support learning priorities, programs, and services.
3. A larger endowment as the result of a successful fundraising campaign and careful investment management.
4. A steadily increasing enrollment.

Stewardship Indicators of Achievement

Supportive Environment. Indicators of achievement of a supportive learning, living, and working environment include faculty and staff salaries compared to local, regional, and national markets and continual progress on target faculty and staff salary schedules. Numbers of employees participating in health related activities (Fitness Center, Wellness Programs) are also indicators of achieving a healthy work environment. Analysis and implementation of healthy workloads are equally important indicators. The number of faculty and staff participants and the availability of funds for professional development activities are also critical indicators of a supportive work environment. Additional indicators include “right-sized” student-to-faculty ratios and student-to-staff ratios compared to peer institutions.

Financial Resources, Technology, and Facilities. Although there are many available measures that indicate an institution’s ability to adequately support its programs and services, Carroll selected the following indicators based on historical significance, available data, and alignment with strategic planning and budgeting priorities. Expenditures by function and category as a

percentage of budget including expenses for salaries, use of institutional data in decision-making, and level of tuition dependency enable the college to monitor the most critical areas of our budget and compare them with peer institutions. The percentage of classrooms and labs equipped with learning technology, number of access points to the network, number of software licenses and computers, statistics on the use of classroom and lab spaces, and satisfaction (NSSE, FSSE) of students, faculty, and staff using these spaces and technology are indicators of supporting technologically-enhanced learning. Most recently, financial savings from a Johnson Controls energy efficiency contract is an indicator of physical and environmental sustainability efforts.

Larger Endowment. The amounts of restricted, unrestricted and permanent restricted funds are indicators of achieving a well managed and growing endowment. With recent emphasis on the Centennial Campaign, participation rates and gift levels of alumni are important in cultivating relationships and building the Annual Fund. The return on the endowment and comparing endowment per student FTE (full-time-equivalent) to peer institutions are also indicators of the financial strength of the College.

Steadily Increasing Enrollment. A modestly growing enrollment at Carroll College is important in planning for our future: addressing fluctuations, controlling finances, and reducing vulnerability to demographic changes. Achieving our enrollment goal — always a tricky proposition — is especially crucial at Carroll with a highly tuition-driven budget. First year student enrollment and cohort retention figures are indicators of a growing and stabilizing enrollment.

Rationale for Stewardship Indicators and Thresholds for Acceptable Performance

These processes and indicators reflect Carroll's commitment to Stewardship. Gathering and analyzing evidence about student, faculty and staff satisfaction, facilities, and institutional budgeting and finance is imperative for ensuring that the college not only obtains adequate resources but that it allocates them effectively in support of its services, program, and facilities.

- Indicators related to healthy working and learning environments are important to Carroll's ability to successfully recruit and retain faculty and staff. Reducing employee turnover and improving employee productivity are critical to institutional effectiveness and stability (Johnsrud, 2007). The availability of faculty development funds affirms the College's belief that academic excellence depends on ongoing faculty scholarship; in addition, faculty development provides a model for students' development. An engaged community of faculty, staff, and students is important to the overall morale of the institution (Pascarella & Terenzini, 2005). College support for professional development for faculty and staff vacillated between \$29,600 and \$40,000 in the first half of the past decade. Faculty and staff requests have exceeded the allotted amount in the last three years. An acceptable threshold of professional development funds is an increase in the amount of funds available to fund over 50 requests annually.
- Workload and work-life balance indicators, in part derived through health assessments and participation in health related activities, improve the effectiveness and productivity of employees and reduce insurance premiums. Last year over 90% of employees completed a Health Assessment Tool as a component of our health insurance. While this percentage constitutes an

acceptable performance, the college hopes to move even closer to 100% of employees completing the health assessment. Additionally, in 2008, employees completed a campus climate survey. The threshold for acceptable performance is 80% employee satisfaction on such a survey. Addressing workload is also an important component of a healthy working environment. At this point, individual departments working in conjunction with the SVPA determine faculty workloads. Before setting a college-wide threshold for workload, Carroll must do a complete analysis of current practices and adopt a way to calculate faculty workloads that involve varied responsibilities; the long-term goal is to ensure that workloads are equitable and to decrease the typical faculty workload (e.g. move from 4/4 to a 3/3 teaching responsibility).

- Expenditures by function and category are important in reflecting the strategic priorities of Carroll. Percent of budget spent on instruction is one key category; another is compensation. The College recognizes the importance of increasing funds for salaries and benefits through reallocation and/or new revenues. This broad indicator and our thinking about what constitutes “good enough” performance are explained in the previous Mission Fulfillment section (see p. 40).

- Preserving a relatively low student-faculty ratio is valuable in fostering close student-faculty relationships; however, class size and sustainable budget implications are also important considerations. Balancing pedagogical effectiveness with financial sustainability requires Carroll to work towards a modest increase in our student-faculty ratio, putting our threshold for acceptable performance on this indicator at 15:1. This ratio is also discussed in the Academic Excellence section (see p. 45).

- Achieving a balanced budget where expenditures remain within available revenues is always expected of a financially responsible college. Revenue and auxiliary financial results are important indicators of financial strength to Carroll because they decrease our tuition dependency. To realize an acceptable level of performance on this indicator, the College must decrease its reliance on tuition and fees closer to its peer comparator levels. As of 2008, Carroll tuition and fees are 85% of the operating revenue compared to the IPEDS comparison group who’s tuition and fees comprise 70% of the operating revenue. Carroll sets tuition and fees at levels 25% lower than the comparison group.

- The amount of, use of, and satisfaction with technology and classroom spaces are important in recruiting and retaining faculty, staff, and students and supporting an optimal learning environment. According to the 2009 NSSE, Carroll students rated computing and information technology statistically significantly (.05) higher than Carnegie Classification Peer Institutions. The Carroll Computer and Information Technology Department (CCIT) considers the threshold for acceptable performance on this indicator to be met if Carroll achieves statistically higher scores than the national NSSE mean on computing and information technology.

- The return on energy savings investments is important to both environmental sustainability and stewardship of campus resources. Through budget analysis and comparisons to prior years, Carroll shows utilities savings because of Johnson Controls, but it has realized only 34% of the guaranteed energy savings to date. The College’s threshold for acceptable performance on this

key indicator is achieving the overall guaranteed amount of energy savings within the contracted period of time.

- Achieving data-driven decision-making across the College is a requirement for more effective allocation and use of all our resources. This indicator is discussed in the Mission Fulfillment section (see p. 40).

- A well-managed and growing endowment is a cornerstone for ensuring future financial viability, providing the means to help fund the initiatives and plans for Carroll's future. Restricted, unrestricted and permanently restricted fund amounts are important indicators of a healthy endowment. A strong endowment helps to offset tuition increases, to recruit and retain high achieving students, faculty and staff, and to support current and future activities, programs, and services. Alumni participation numbers and gift amounts are important indicators of present and future support of the Annual Fund. Endowment assets (year- end) per FTE is an indicator that enables the College to compare our own endowment with those of our IPEDS comparison group. This indicator and threshold for acceptable performance are discussed in the previous Mission Fulfillment section (see p. 34).

- Student enrollment numbers and trends constitute a critical indicator for the College because of the dominant role it plays in our financial resources picture. Enrollment as an indicator helps us to monitor recruitment and retention with the goal of achieving an optimal enrollment. This indicator and our thresholds for acceptable performance are discussed in the Mission Fulfillment section above (see p. 39). Cohort retention and graduation rates are also critical indicators of achieving a stable enrollment (see p. 40).

Chapter One Summary

Carroll College aspires to provide an undergraduate student experience characterized by academic excellence, Catholic values and traditions, and an engaged and supportive community experience. The College is committed to graduating individuals with the knowledge, skills, and attitudes necessary to pursue a vocation that is self-fulfilling and community enhancing. The college's 2002 Strategic Plan articulates four major goals for the college; these have become the basis for our four core themes, for each makes a vital contribution to our mission as a Catholic, diocesan, liberal arts college. Each core theme—Academic Excellence, Catholic Identity, Community Life, and Stewardship—defines an area in which the college will invest its energies and resources in order to more fully achieve its mission. Below, we note key strengths that have emerged in our review of the College's mission and our model of mission fulfillment, which we developed through this self-study process; we also note opportunities for improvement.

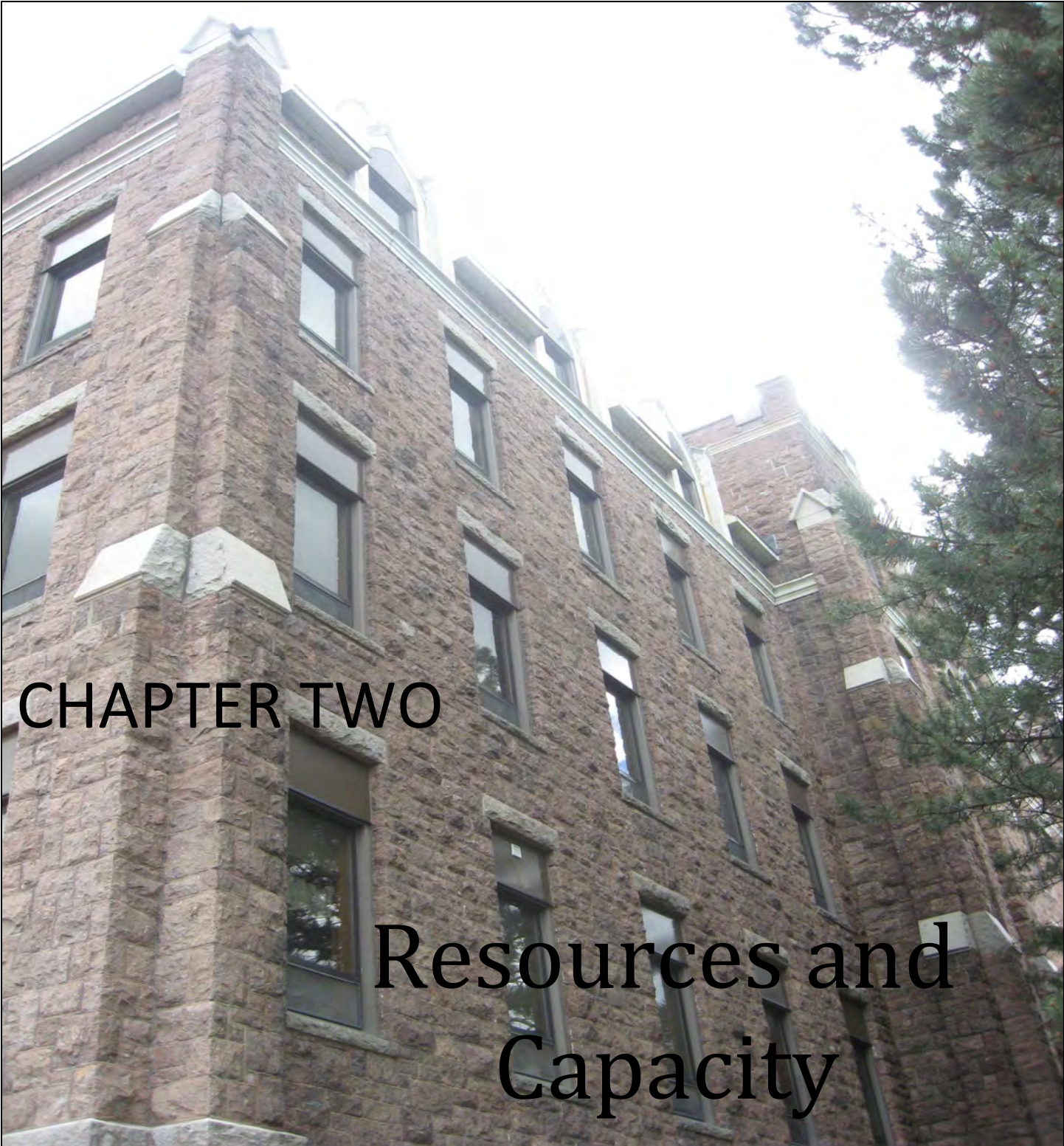
Carroll College's mission is clear and substantive, defining our purpose. In order to assure both internal and external constituents that the institution is fulfilling its mission, Carroll monitors key indicators of effectiveness drawn from that mission. The results are documented in academic and administrative program reviews, enrollment plans, campus master plans, and in the pages of this self study.

- While the mission documents have been discussed, evaluated, reaffirmed, and (when necessary) revised, the College should formalize a more regular, systematic structure for this evaluative process.

Carroll's model for mission fulfillment integrates the NWCCU's new accreditation standards, the College's institutional effectiveness model, and our Strategic Plan goals. Together, these three factors contribute to a process of planning and assessment that brings together continuity and flexibility. This more systematic framework for understanding and assessing mission fulfillment will help us to demonstrate, with evidence from all areas of the campus, that the College is achieving its mission and assist us in our efforts to continually improve. After using these models to review and develop our own framework for understanding and assessing mission fulfillment, we acknowledge that we see opportunities for improving our model.

- Carroll's model for Mission Fulfillment will benefit from further revising the core theme objectives to emphasize outcomes more than inputs and from further refining our institutional and core theme indicators.
- Carroll needs to do more college-wide work to identify and refine indicators—in all core themes and for our institutional dashboard—that provide the most useful direction and information regarding the kind and quality of student learning that we value at the college.

The model of mission fulfillment that we have presented in Chapter One—which articulates the relationship between mission, core themes, core theme objectives, indicators and their thresholds of acceptable performance—creates the framework for the following chapters on resources and capacity, planning and implementation, assessment and improvement.



CHAPTER TWO

Resources and Capacity

Introduction

The second chapter of our report reviews and evaluates Carroll College's policies and practices as well as its human and financial capital; it addresses our *potential* for fulfilling all aspects of our mission at acceptable levels. Carroll College strives to attain, develop, and allocate resources to ensure effective governance and leadership, clear policies and procedures, accomplished faculty and staff, a physical environment conducive to learning and productive work, up-to-date technology and information resources, and sufficient, well-managed financial resources. In this chapter, we discuss these strategic resource areas: governance, human, education, student support, library and information, financial, physical and technical infrastructure. For each resource area, we comment on its significance, provide an up-date on developments since the last accreditation report, and discuss capacity and adequacy. The chapter concludes with a review of strengths and areas that need improvement in the College's resources and their management.



Governance

Carroll College demonstrates an effective and widely understood system of governance with clearly defined authority, roles, and responsibilities. The Carroll College Board of Trustees reviews the college's strategic vision, approves the budget, conducts committee meetings on the alignment of mission, vision, and resources, and evaluates the college President. The Bishop of the Diocese of Helena of the Catholic Church serves as Chancellor of the board; Board members also include diocesan priests, alumni, business and community leaders, higher education experts, and friends of the college.

Carroll's nine-member Senior Leadership Team (SLT) manages the college's strategic plan, budget, and operations. As outlined in the governance chart, the SLT includes Carroll's President and Vice-Presidents for Academic Affairs, Finance and Administration, Student Life, Institutional Advancement, and Community Relations (see Appendix C). In 2009, the Association Vice President for Enrollment Management and Director of Institutional Effectiveness were added to the SLT. In 2010, the Executive Director of Advancement also joined the SLT. A complete list of organizational charts is available at:
<http://www.carroll.edu/employment/org.cc>.

The faculty employs a Faculty Assembly for governance. Faculty members elect a Chairperson and Vice-Chairperson of the Faculty Assembly, a Faculty Dean, and faculty members to serve on a host of standing committees, including: Agenda, Core, Curriculum, Enrollment Management, Marketing and Recruitment, Quality of Student Life and Learning, Faculty Council, Faculty Development, Faculty Welfare, Library, Policy, Rank and Tenure, Student Affairs, and Technology. The roles and responsibilities of these positions are well defined in the Faculty Handbook. As of fall 2010, the Quality of Student Life and Learning Committee has been renamed. It is now called the Program Review and Assessment Committee. The complete on-line versions of the Faculty Handbook and Staff Handbook are available at:
<http://www.carroll.edu/employment/index.cc>.

The staff uses a Staff Advisory Committee for governance. Staff members elect the membership of the Committee, which advises the college President and members of the Senior Leadership Team on issues and priorities pertaining to the staff. The Staff Advisory Committee appoints staff representatives to standing and ad hoc college committees as requested. The Director of Human Resources is an ex-officio member of the Staff Advisory Committee.

The student government is the Associated Students of Carroll College (ASCC). Students elect four ASCC executive officers—President, Vice President, Treasurer and Secretary—and four senators from each of the classes to serve as members of the ASCC Senate. Each recognized student organization elects a representative to the ASCC House. The President of the ASCC meets regularly with the Vice President for Student Life to discuss college matters and student concerns. The ASCC Treasurer and/or appointee are members of the Budget Committee. The constitution and bylaws of the ASCC outline the roles and responsibilities of the student

government. Information about the ASCC is available at:
<http://www.carroll.edu/students/activities/ascc.cc>.

Carroll College's system of governance has been in place since before the last accreditation visit. It provides a decision-making process for reviewing and revising all policies, procedures, and programs at the college. Formal connections among the different governing entities ensure that major decisions involve input from all college constituencies; for example, all new majors must be approved by the Curriculum Committee (a standing committee comprised primarily of faculty but also including staff, student, and administrative representatives), then passed by a majority vote by the Faculty Assembly, and then approved by the Board of Trustees. The widespread involvement of faculty, staff, and students in governance activities promotes a good understanding of the governance system at the college.

Carroll monitors its compliance with the standards for accreditation for the Northwest Commission on Colleges and Universities (NWCCU) through the Senior Vice President for Academic Affairs. This Vice President oversees all accreditation matters, including interim reports, regular re-accreditation activities, requests for information, as well as concerns raised by the NWCCU regarding accreditation standards. In addition, the President, Vice President for Finance and Administration, Vice President for Student Life, and Director of Institutional Effectiveness, as well as faculty members, serve as accreditation evaluators for NWCCU; thus the college benefits from the expertise of its leadership as it monitors its own compliance with accreditation standards.

As an independent college, Carroll College is not a member of a multi-unit governance system. It does not have collective bargaining agreements. As a private college, the Montana State Legislature's actions have minimal impact on Carroll. The college does monitor state and federal mandates in the areas of maintaining educational records, financial assistance, and safety and security. Mandates regarding academic records are monitored by the Registrar; legislative actions related to financial assistance are monitored by the Director of Financial Aid; safety and security areas are handled by the Director of Financial Aid, the Director of Community Living, and the Vice President for Student Life. External mandates for Carroll are more likely to originate from the bishop of the Diocese of Helena or the Catholic Church, from the city leadership of Helena, or from local law enforcement. The Catholic external mandates are framed within pastoral dialogues between the bishop and the Board of Trustees, the President, or the college chaplain. Legal or law enforcement mandates related to student conduct are facilitated by the Vice President for Student Life. Town and gown issues involving city or state government or local businesses are referred to either the President of the College, the Vice President for Community Relations, or the Vice President for Finance and Administration.

Carroll College has a 24-member Board of Trustees. The Board elects new members to a four-year term; they can be re-elected for a second, consecutive, four-year term. Board members serve on standing committees that include appointed members from within the college's administration, faculty, and staff as well as the student government president; the standing committees are as follows: Executive Affairs, Finance and Audit, Investments, Marketing and Development, and Academic Affairs and Student Life (see Carroll College By-Laws, Appendix

2, pgs. 2-7). The complete Board of Trustees set of by-laws is available on the Carroll web at: http://www.carroll.edu/files/about/oie/Carroll_College_By-Laws.pdf.

The majority of Trustees have no contractual, employment, or financial interest in Carroll College. The Board acts only as a committee of the whole; no member or subcommittee acts on behalf of the Board unless the Board as a whole has formally delegated authority for such action (see Carroll College By-Laws, Article II, Section 1.0). The Board adheres to the documents that govern its operation in its oversight of the College.

The Board of Trustees meets on campus three times each year, in October, February, and May. These meetings ensure the Board's regular review of the College's policies, challenges, and progress. The President and other members of the Senior Leadership Team make reports at regular Board meetings. The Faculty Dean, Staff Advisory Committee Chair, and the President of the Associated Students of Carroll College make annual reports to the Board. The Senior Leadership Team also sends regular written updates concerning the institution's critical operational areas. As indicated by the Board's committee structure, the Trustees address key issues of the college as a whole. Efforts at strategic and long-range planning are central to the Board's agenda since the 2000 accreditation review. A review of Board minutes and retreat agendas over the past eight years confirms that the Trustees have devoted considerable time to strategic planning, development, institutional effectiveness, optimal enrollment, and master planning. The Board has enhanced its effectiveness by expanding its membership, engaging members who are more geographically and professionally diverse, and including members who assist the institution in meeting its educational and financial goals. The Board of Trustees agendas and minutes are available in the Office of the President.

The Board of Trustees selects and evaluates the President of the College, who is held accountable for the operation of the College in line with Board-approved policies. At the time of the last accreditation self-study, Dr. Matthew J. Quinn, president of the College from 1989-2000, announced that he would become the first executive director of the Jack Kent Cooke Foundation in Washington, DC. The Board, concluding that there was insufficient time to search for a new president, named as one-year interim President the Reverend Stephen C. Rowan, former Dean of Arts and Sciences and Professor of English at Seattle University. The Board conducted a national search for a new college president and, in 2001, hired Dr. Thomas J. Trebon, then Vice President for Academic Affairs at St. Norbert College in De Pere, Wisconsin. The Board evaluates the President annually and articulates annual as well as long-term goals for his work performance. Copies of the President's annual evaluations are available in the Office of the President.

The Board annually reviews its performance as a Board and in terms of individual Board members. The work of the Board is also assessed at every Board meeting through written surveys and reviewed by the Board Chair and the Executive Affairs Committee. Since the last accreditation evaluation, the Board reviewed Carroll College's Articles of Incorporation and made significant changes. One such change involved rearticulating the relationship between the College and the Diocese of Helena; this clarified the role of the Bishop of the Diocese of Helena as Chancellor and assured the autonomy of the institution.

The college's Senior Leadership Team (SLT) consists of the President of the College, the Senior Vice President for Academic Affairs, the Vice President for Finance and Administration, the Vice President for Student Life, the Vice President for Institutional Advancement and the Vice President for Community Relations. Each is a full-time position. The responsibilities of each of these positions are well defined by the college and supervised by the President. Position descriptions of SLT members are clear and regularly reviewed. Each member undergoes annual personnel evaluations focused on annual goals. During regular meetings, the SLT reviews critical areas of responsibility and accountability, paying particular attention to strategic and long-range planning and implementation efforts. Meetings of the SLT can also include the Faculty Dean, the Associate Vice President for Enrollment Management Services, the Executive Director for Advancement, and the Director of Institutional Effectiveness.

Since the College's last accreditation evaluation, several changes have been made in the Senior Leadership Team. The President of the College, Dr. Thomas J. Trebon, was hired in 2001 after a one-year appointment of Reverend Stephen C. Rowan as interim President. The Vice President for Academic Affairs, Dr. Jim Trudnowski, served from 1995-2005. When a national search for a Vice President for Academic Affairs did not produce a match, the college appointed Dr. John Scharf, Professor of Engineering, as a one-year interim VPAA. The College then conducted another unsuccessful national search for the position; Dr. Jerry Berberet, a member of the Carroll Board of Trustees, who was retiring as the Executive Director of the New American Colleges consortium, agreed to serve as the Senior Vice President for Academic Affairs. Dr. Berberet served in this role from 2006-2009, when a national search resulted in the hiring of Dr. Paula McNutt, Dean of the College of Arts and Sciences at Canisius College in Buffalo, New York. The Vice President for Finance and Administration, Ms. Lynn Etchart, has guided the financial viability of the college since 1993. Prior to her work at Carroll, Ms. Etchart was the Director of Finance at The Georgetown University Law Center, and the Controller of the World Presidents' Organization. The Vice President for Student Life, Dr. James Hardwick, came to Carroll in 2002 as a result of a national search to replace Dr. Robert Pasteur, who had been in that position since 1994. Dr. Hardwick had been the Dean of Students at Saint John's University in Collegeville, Minnesota. The Vice President for Development, Mr. Thomas McCarvel, became the Vice President for Community Relations in 2005 after serving as Vice President of Institutional Advancement since 1991. Mr. Jay Vogelsang, previously the Executive Director of Special Olympics of Montana, served in the position of Vice President of Advancement for one year. After a national search, Dr. Richard Ortega, Director of Development for the University of Texas Health Science Center, San Antonio, was hired as the Vice President for Institutional Advancement in 2006 to lead the Centennial Campaign. Ms. Candace Cain, currently the Executive Director of Alumni and Development, has been at Carroll College since 1984 and served on the SLT as Dean of Enrollment from 2002-2008. In 2008, Ms. Nina Lococo was hired as the Associate Vice President for Enrollment Management Services, and reports to the Senior Vice President for Academic Affairs. Also, in 2008, Dr. Dawn Gallinger was hired as the Director of Institutional Effectiveness as part of the college's Title III grant, *Strengthening the Institution*. Beginning in the fall of 2010, Nancy Lee, Executive Director of Advancement, will also serve on the Senior Leadership Team.

In 2007, the College added a part-time Associate Dean to the Office of the Senior Vice President of Academic Affairs. Dr. Kay Satre, Associate Professor of Languages and Literature, assumed

this position from 2007-2010. Duties included co-chairing the Alpha Seminar Program and NWCCU Accreditation Committee as well as participating on Budget, Strategic Planning, and Core Curriculum Committees. The Associate Dean position also addresses student academic concerns, approves independent study and honors thesis applications, and works on the development of certificate and continuing education programs. Dr. Satre completed her term in July 2010. After an unsuccessful search to replace the current Associate Dean, the Registrar has been asked to assume several of the duties for Academic Year 2010-2011.

Based on earlier work of CAPCom, the Academic Goals Committee, and other planning groups, the Senior Leadership Team drafted a Strategic Plan in 2002. The 2002 Strategic Plan was vetted through the community and approved by the Board of Trustees. In 2004, a planning task force refined and updated the 2002 version of the Strategic Plan. Summer retreats have assisted the SLT with planning, organizing and managing the institution to support the strategic plan. In recent years, faculty and staff have been invited to participate with the SLT in strategic planning retreats, providing input and guidance on institutional initiatives in the four core theme areas of Academic Excellence, Catholic Identity, Community Living, and Stewardship.

Academic Policies and Procedures

Academic policies related to teaching, service, scholarship, research, and artistic creation at the College are communicated to students, faculty, and other constituencies through the Carroll College Catalog, which is updated annually. The standing Policy Committee monitors and updates all academic policies (see Faculty Handbook, Article IV, Section 3.5) (<http://www.carroll.edu/forms/employment/facultyhandbook0910.pdf>). The Faculty Handbook deals comprehensively with all issues related to employees' lives as teachers, scholars, and community members, including academic freedom and criteria for evaluation and promotion (see Faculty Handbook, Article IV, Section 1.2). The Faculty Assembly must review and approve any revisions to existing policies in the Faculty Handbook; these also require approval by the Board of Trustees. The Carroll College Catalog and the Faculty Handbook are available in print as well as in electronic form at: <http://www.carroll.edu/academics/catalog/index.cc> and <http://www.carroll.edu/employment>.

The Corette Library maintains policies on access to and use of library and information resources on the library's web page (<http://www.carroll.edu/library/policies>). Policies can be accessed on library use, borrowing materials, collection management, computer use, honors theses, intellectual freedom, interlibrary loan, multimedia resources and reference and instruction. The library's policy on borrowing materials and late fees on returns is also outlined in the Carroll College Student Handbook. All of the above policies are enforced by the library staff. The Faculty Assembly is in the process of developing a policy on intellectual property rights; initial drafts and discussion took place in Spring 2010; a vote is expected in Fall 2010.

The college's transfer admissions policies and transfer of credit policy are available in the Carroll College Catalog and posted on the college's website. The Registrar's Office is responsible for verifying and transferring academic credits from other institutions and for receiving and sending all college transcripts. A transfer credit audit is provided to prospective students by the Registrar's Office to verify the number of credits accepted by Carroll College.

Student Policies and Procedures

The Carroll College Student Handbook outlines students' rights and responsibilities. It includes the student conduct code, housing policies, parking regulations, students' right to know, and emergency procedures. The Student Handbook is published annually and distributed to all faculty, staff, and students. The Student Handbook can also be accessed on the college's website at http://www.carroll.edu/forms/students/STU_Carroll_Student_Handbook.pdf. The Vice President for Student Life is responsible for the administration of the Carroll Code of Student Conduct.

The Carroll Code of Student Conduct was updated in 2005 based on recommendations from a three-person panel contacted to review our conduct practices: Nona L. Wood, National President, Association for Student Judicial Affairs; LeRoy H. Schramm, Chief Legal Counsel for the Montana Board of Regents and the Montana University System (Retired); and Matthew Dale, Director of Victim Services and Restorative Justice, Montana State Department of Justice. The panel recommended the best practices model outlined in "Navigating Past the 'Spirit of Insubordination': A Twenty-First Century Model Student Conduct Code with a Model Hearing Transcript," by Edward Stoner and John Lowery in the *Journal of College and University Law* (2004). The Code of Conduct and the Student Handbook are reviewed on an annual basis by the Vice President for Student Life with feedback from students, staff and faculty.

The Carroll College Catalog publishes information about student academic services and policies (e.g. academic honesty, appeals and grievances, access and learning disabilities, graduation requirements). The Senior Vice President for Academic Affairs and associated offices address specific violations and questions. The Catalog is reviewed on an annual basis by the Registrar with feedback from department chairs and division heads.

Carroll maintains an Admission Policies and Procedures document that is annually updated. As a National Association for College Admission Counseling (NACAC) member institution, the College's admission policies and procedures comply with the current Statement of Principles of Good Practice as approved by the 2008 Assembly, Section 504 of the Federal Rehabilitation Act of 1973, and the American with Disabilities Act of 1990 with respect to students with disabilities. Information contained within the document can be found in the Catalog, the admission application form, and online at <http://www.carroll.edu/prostudents/app/>.

Carroll admits students to the College and not to specific academic majors or programs, except in the cases of the Nursing and Teacher Education programs; in these two majors, specific policies determine which students are admitted as sophomores or as transfer students. All other placements are course specific, primarily involving English and mathematics courses where guidelines determine placement (e.g. secondary course work, college entrance examination scores, Advanced Placement scores, International Baccalaureate results, and course work completed at other colleges).

The College maintains a policy regarding continuation in and termination from its educational programs; this policy includes an appeals process. Carroll expects students to maintain good academic standing. Good academic standing, academic probation, academic suspension, and

restoration to good standing are each defined and outlined in the Carroll College Catalog and on the college's website. Students placed on academic probation or suspension, found in violation of the Carroll Conduct Code, or otherwise sanctioned have a right of appeal. The Academic Grievance Policy stipulates that a student should bring specific academic matters to the attention of the Department Chair if the student's concerns cannot be resolved working with the instructor. Grievances not resolved at the departmental level are adjudicated by the Senior Vice President for Academic Affairs (see 2009-2010 Carroll College Catalog, p. 24). The Code of Conduct Appeals Policy provides a process through which a student can appeal conduct code matters to either the Vice President for Student Life or an appointed Appellate Board (see p. 108 of the 2009-2010 Student Handbook).

The Carroll College Catalog and Student Handbook publish policies regarding students' and the College's roles and responsibilities regarding co-curricular activities. The Catalog publishes Student Life's mission and its philosophy on the role of recreational services and athletics in the college experience. The Student Handbook includes policies on a variety of activities, including the student government eligibility, Carroll College name use, the student media advisory board, outdoor recreation and club sports injuries, college space reservations, student clubs or organizations, residence councils, campus speakers, student government and travel solicitation. The athletic department also publishes a document that articulates expectations for student-athlete participants.

Carroll publishes all faculty and staff policies in the Faculty Handbook (<http://www.carroll.edu/forms/employment/facultyhandbook0910.pdf>) and the Staff Handbook (<http://www.carroll.edu/forms/employment/staffhandbook0910.pdf>), which are located in public folders on Carroll's web site, on the MyCarroll Portal, and in the College's Outlook mail; this is accessible to all faculty and staff members who have an employee email account. For those who do not have an employee email account, policies are available in hard copy. Printed Faculty and Staff Handbooks are available in the Library.

When policies are administered, supervisors consult with their respective supervisor, Vice President and/or the Director of Human Resources for consistent interpretation and administration. Policies are reviewed regularly for effectiveness and fairness and revised accordingly, within procedures outlined by the College governance system. Staff work responsibilities and conditions of employment are defined in individual position descriptions (see Staff Handbook, Section III, 5.0); staff criteria and procedures for evaluation are defined in the performance review process (see Staff Handbook, Section VII), including criteria for promotion (see Staff Handbook, Section III, 9.0) and termination (see Staff Handbook, Section III, 18.0). Faculty responsibilities and conditions of employment are defined in the Faculty Handbook (see Article VII); faculty criteria and procedures for evaluation, retention, promotion and termination are defined in the Faculty Handbook (see Article VII). The Faculty and Staff Handbooks have numerous appendices regarding personnel matters, including benefits, controlled substances, grievances, disabilities, sexual harassment, and post tenure review.

All official personnel records are kept in locked file cabinets in the Office of Human Resources and the Office of the Senior Vice President for Academic Affairs. All medical/health records are

kept in separate locked files in the Office of Human Resources (see Staff Handbook, Section III, 15.0).

Institutional Integrity

Carroll College strives to present itself to the public clearly, accurately and consistently through its announcements, statements, and publications. In publications and public announcements, Carroll indicates its commitment to high ethical standards in all areas of operations. Published materials such as the catalog, student handbook, faculty and staff handbooks, and the like, reflect the mission-based values of the institution. A good deal of the credit for Carroll's success in this endeavor belongs to the college's Marketing and Communication Department, within the college's Office for Advancement. They supervise all publications and communication materials for the College, including the Student Handbook, Catalog, Carroll Magazine for alumni, admissions materials, fundraising mailings, and correspondence to prospective students, current students, parents, alumni and friends of the College. With the increasing emphasis on a vibrant, interactive website, individual departments are responsible for regularly updating their web pages. The Carroll College Informational Technology Department (CCIT) assists departments with content and technical issues. The College, as part of the implementation of Datatel/Colleague, recently purchased the Active Admissions module to improve our website to bolster our recruitment and retention efforts.

The Carroll College Catalog and Student Handbook (print and on-line versions) are reviewed and updated annually. The mission, goals, learning outcomes, and requirements for each major and minor are reviewed annually. Each major develops a four-year plan that shows students how to sequence the requirements of the major along with Core requirements. These are distributed to all students in the advising process and available in WebAdvisor. In consultation with Department Chairs, the Registrar monitors the sequencing and scheduling of courses and the college's commitment to adequate academic offerings and timely degree completion. The Marketing and Communications Department has also been involved in developing and publicizing the college's recently initiated "four-year promise," assuring prospective and current students the ability to complete their degrees in a timely and affordable manner.

During crisis situations, the college's public relations staff has proven adept at consistent messaging, working cooperatively with authorities and the media, coordinating with responsible college officials to assure availability for comment and accuracy of comments provided, and safeguarding student well-being, confidentiality, and right to know.

The College exemplifies high ethical standards in managing the institution. Applicants for all administrative, faculty and most staff positions submit a response to the mission statement as part of the search process. Grievance procedures are in place to protect the rights of all community members; they are posted on the college's website under Human Resources (<http://www.carroll.edu/employment/>) and are also published in the Faculty and Staff handbooks.

The student grievance process is outlined in the Student Handbook (see 2009-2010 Student Handbook, p. 108) and Catalog (see 2009-2010 Carroll College Catalog, p. 24). The Director of

Human Resources serves as a resource to employees who wish to file a grievance and monitors college compliance with response to the grievance.

Members of the Board of Trustees understand that any conflict of interest is prohibited and they sign a document agreeing to that condition of their appointment to the Board. A proposed conflict of interest policy was introduced to the faculty at the March 2010 Faculty Assembly. The policy will be presented to the faculty for a third reading and vote at the September 2010 Faculty Assembly.

A draft of an Intellectual Property Policy was also presented to the Faculty Assembly in March 2010. The policy was presented to the faculty for a second reading and vote at the April 2010 Faculty Assembly. The Assembly voted to send the Policy back for revision and clarification. The revised Intellectual Property Policy will be voting on at the September 2010 Faculty Assembly. Ms. Lynn Etchart, Vice President for Finance and Administration, is working with staff governance to implement Conflict of Interest and Intellectual Property Policies.

Carroll College lists their accrediting body as the Northwest Commission on Colleges and Universities in the Carroll College Catalog, the Student Handbook, department brochures, web pages, and recruitment publications. The college describes its accreditation status in the following terms:

Carroll College is accredited by the Northwest Commission on Colleges and Universities, an institutional accreditation body recognized by the Council for Higher Education Accreditation and/or the Secretary of the U.S. Department of Education. The Northwest Commission on Colleges and Universities is located at 8060 165th Avenue NE, Suite 100, Redmond, Washington 98052-3981.

Three academic programs receive individual certification: Nursing, Teacher Education, and Civil Engineering. The Nursing program is accredited by the Commission on Collegiate Nursing Education, a specialized accrediting body recognized by the U.S. Secretary of Education, and is approved by the Montana State Board of Nursing. Carroll's Teacher Education program is certified by the State of Montana Board of Public Education with reciprocity granted in a large number of states. The Civil Engineering program is accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology.

Contractual agreements with external entities for products or services related to the college's mission, programs, and services are reviewed and signed by the Vice President for Finance and Administration. Contractual agreements related to grants or donors are reviewed and signed by the Vice President for Institutional Advancement and the Vice President for Finance and Administration. Commitments related to academic initiatives also require the review and signature of the Senior Vice President for Academic Affairs. The college retains legal representation to review contracts and documents when necessary.

Academic Freedom

Article V, Section 6.2 of the Faculty Handbook describes in detail the College policy on academic freedom, emphasizing that this is an area where faculty members have "definitive

competence” and making clear that principles of academic freedom and responsibility apply to all faculty whether temporary, special appointment, or tenured. Section 6.2.6 of the policy provides a complaint procedure for individuals who believe their academic freedom has been infringed upon.

One area of academic freedom—concerning invitations to external speaker—became an issue at Carroll in 2005. As a result, in its 2005 Interim Evaluation, the Commission recommended that Carroll “take all necessary steps to ensure academic freedom and the institution’s ‘commitment to the free pursuit and dissemination of knowledge consistent with the institution’s mission and goals’” (re: Standards 4.A.3 and 4.B.7 and 9.1 and 9.A.5). In May 2006, the Board approved a policy for reviewing and approving proposed external speakers; in May 2007 they also approved an improvement to the academic freedom complaint procedure; these policy changes were offered for community review and discussion—actions reported in detail in Carroll’s Focused Interim Report to the Commission in October 2007. Interim report evaluator Dr. Kristine Bartanen commended the progress the College had made and recommended that remaining issues regarding the external speakers policy be resolved through campus and Board dialogue and further action, a recommendation the Commission endorsed, as communicated in Sandra Elman’s letter of January 31, 2008.

After further community dialogue, in October 2008 the Board approved a “Policy for External Speaker Events When the Public Is Invited” which acknowledges the faculty’s definitive competence in making final decisions regarding external speakers, following consultation with the Vice President for Academic Affairs and other “appropriate members of the college community before extending the invitation” to the proposed speaker. In February 2009, the Board approved the following disclaimer, which is to be included in the publicity announcing an external speaker’s visit to campus: “Carroll College seeks to provide a campus intellectual environment that encourages the pursuit of truth, critical thinking, and responsible decision-making. External guest speakers are invited to campus in order to contribute to these goals at events when the public is often invited to participate. Carroll College neither agrees nor disagrees necessarily with views expressed, but rather provides a forum so that each person attending may hear and discuss the ideas and opinions presented.” The updated policies on academic freedom and external speaker’s events are located in the Faculty Handbook at: <http://www.carroll.edu/forms/employment/facultyhandbook0910.pdf>.

The College community and the Board have agreed on the external speaker’s policy. As the College concluded in their April 2009 Focused Interim Report to NWCCU, the College’s experience with the external speaker’s policy, in fact, provoked thoughtful self-reflection and campus dialogue on academic freedom in general; the issue as a whole highlighted the Catholic intellectual tradition of tenaciously seeking the truth and Carroll’s deep commitment to it, even when tensions arise between this tradition and other teachings espoused by the Church.

Carroll explicitly requires individuals with teaching responsibilities to present theories and knowledge fairly, accurately and objectively. Carroll’s Academic Freedom policy states that faculty are responsible for teaching the “subject matter of the course as commonly understood by the discipline being taught” and enjoins faculty to “respect the opinions of others, and, when appropriate, [to] distinguish his/her personal views from those of the profession or of the

college” (Faculty Handbook, Article IV, Section 6.1). Other practices provide a check on faculty responsibility. For example, student evaluations of courses are a central part of the professional evaluation process of faculty members, as are department chair and colleague observations of classes; students also have rights of appeal should they feel they are subjected to inappropriate personal opinions or grading practices that do not reflect the announced learning expectations and grading criteria of their courses.

Finance

Carroll College’s Board of Trustees oversees the College’s management of financial resources, including financial planning, monitoring operating and capital budgets, reserves, investments, fundraising, cash management, debt management and transfers and borrowing between funds. The Board maintains both an Investment Committee and a Finance and Audit Committee to insure their fiduciary responsibility for the college.

The Investment Committee members are appointed by the Chair of the Board of Trustees, and include Board of Trustees members and members of the Helena community with financial expertise. The Investment Committee is charged with the oversight of the College’s investments, and meets quarterly to review and report to the Board regarding fund additions, draws, performance, and asset allocation.

The Finance and Audit Committee members are also appointed by the Chair of the Board of Trustees. The committee’s overarching charge is to ensure the financial integrity, fiscal stability, and long-term economic health of the college. The college’s budget, financial reporting, audits, and financial relationships such as banking fall within the responsibilities of this committee.

Specific responsibilities include:

- Monitor the college’s financial operations to ensure effective use of resources
- Oversee annual budgets and long-range financial plans
- Ensure that accurate and complete financial records are maintained
- Ensure that timely and accurate information is presented to the Board of Trustees
- Communicate with and educate the Board of Trustees regarding the college’s finances

The Finance and Audit Committee meets at least three times each year, generally in coordination with Board of Trustees meetings. In October the committee meets with the auditors to discuss the prior year end and the management letter, review the current year’s financial outlook, and set the tuition and fees for the next fiscal year. In February the committee considers the budget recommendation for the coming year, reviews the interim financial reports and indicators, and hires the auditors for the June 30th audit. The committee members for both the Finance and Audit Committee and Investment Committee meet on an ad hoc basis for special projects.



Human Resources

Carroll College employs qualified personnel in sufficient numbers to support its programs and services. The college employs 81 faculty for a student-to-faculty ratio of 13 to 1. The college employs 147 staff for a student-to-staff ratio of 10 to 1. Both ratios fall within reasonable ranges in comparison to peer institutions. The college is, however, questioning the financial sustainability of its low student to faculty ratio, but it also recognizes the advantage of increased student contact that it affords.

All faculty and staff positions have job descriptions that state criteria and minimum qualifications. Position descriptions for existing and open positions are reviewed by the position's respective supervisor, chair, Director and Vice President to ensure they accurately reflect duties, responsibilities, appropriate weight for each area of responsibility, and authority of each position. Criteria and qualifications for personnel are outlined in the position description and/or position vacancy form—the latter to be reviewed and signed by the appropriate Department Chair or Director, appropriate Vice President, Vice President for Finance and Administration and College President. The Office of Human Resources provides a checklist for recruiting for a vacancy. For new or reorganized positions, the following items must be submitted: cover letter to the President explaining the proposed position, two organization charts (current and proposed), updated position description, salary analysis, budget analysis, completed position vacancy form, draft text for the position advertisement and suggestions for publications for position advertisement. For existing positions, the following items must be submitted: completed position vacancy form, position description, draft text for the position advertisement, and suggestions for publications for advertisement placement. The Office of Human Resources also provides guidelines for searches as well as recruitment expenditures.

Staff criteria and procedures for evaluation are defined in the performance review process (see Staff Handbook, Section VII). Also published are criteria for promotion (see Staff Handbook, Section III, 9.0) and termination (see Staff Handbook, Section III, 18.0). Administrators and staff are evaluated annually with completed performance appraisals to be submitted to the Office of Human Resources by the end of each fiscal year, June 30. The Office sends all supervisors a list of employees who require an annual evaluation and the following attachments to guide the performance development review: introduction and instructions, supervisor's guide to conducting an effective performance development review, employer's guide to participating in an effective performance development review, job fundamentals, definition of terms, a college vision statement, and the performance development review form.

Employees are provided opportunities for continuous professional development. Faculty at Carroll are supported through conference attendance funding, summer study grants, course-reductions in a semester, and sabbatical leaves every seven years (see Faculty Handbook, Article VIII, Sections 9 and 10). As noted in Chapter 1, overall funds for conference attendance have increased modestly in the last three years but faculty requests have exceeded this amount each year. Five sabbatical leaves were awarded for six of the past nine years, including the last two years. Fewer were awarded the other three years. The College has a "Developmental Leave

Policy” that enables staff members to be granted leave for retraining or professional development. These are available to full-time members of the staff with at least seven continuous years of service to Carroll, and allows for a stipend equal to full salary for developmental leaves up to the period equivalent of one semester and not to exceed 50% of salary for a leave of more than the equivalent of one semester (see Staff Handbook, Section 4, 3.0), which closely mirrors the faculty sabbatical policy provisions. Staff typically use professional development funds to attend training related to policy changes (e.g., federal financial aid), for career advancement, and to enhance performance of current duties.

Professional development for faculty is supported through the governance structure for faculty and through discretionary funds in the Senior Vice President for Academic Affairs’ budget. Professional development for staff is supported through the department or division budget. The Faculty Development Committee reviews faculty requests for funding for professional development. Department or division heads review staff requests for funding for professional development. Faculty and staff development on the use of technologies is facilitated by the college’s Campus Computing and Information Technology staff. Workshops on available technology resources, such as Moodle, are offered for both faculty and staff. Classroom technology updates across the campus have enhanced faculty use of technology in the classroom.

Carroll College employs appropriately qualified faculty to achieve its educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic program. Over two-thirds of tenured faculty (68%) have terminal degrees in their academic discipline. Each fall, faculty members elect their faculty colleagues to standing committees of the Faculty Assembly, which include committees on curriculum, faculty development, enrollment management, library, policy, rank and tenure, and technology. Membership on standing committees is distributed between the three divisions of the faculty. Faculty responsibilities and conditions of employment are defined in the Faculty Handbook (see Faculty Handbook, Article VII).

The requirements for promotion to full professor were revised in 2009. The College may now consider for promotion an associate professor who lacks the recognized terminal degree, but has compiled a distinguished professional record deserving of such recognition. For such decisions, the new Faculty Handbook language requires a substantial record of continuing professional development activities and evidence of consistent participation in one’s professional field, including accomplishments that are in addition to the expectations of Section 3.1.6 for tenure evaluations. The full set of criteria for promotion to full professor is available in the Faculty Handbook, Article VII.

Article VI, Section 6.1.2 of the Faculty Handbook states that “the normal instructional load of a full-time member of the faculty is 24 credit hours or its equivalent in the regular academic year.” Additional expectations are defined in Article VI, Section 6.3 (Academic Advising), 6.4 (Conduct of Courses), 6.5 (Examinations), 6.6 (Grading), 6.7 (Academic Integrity), and 6.8 (Non-instructional services). Article VII, Section 2.3 states that “faculty must accept a reasonable assignment of departmental work load, in terms of classroom, laboratory, academic advising, and other relevant duties as defined elsewhere in this Manual.” Academic Advising expectations are further outlined in Article VII, Section 2.2; professional development is defined

in Article VII, Section 2.4. Requirements for promotion and tenure are defined in Article VII, Section 3 (<http://www.carroll.edu/forms/employment/facultyhandbook0910.pdf>). A Faculty Council “Report to the President on Workloads,” May 2005, recommended that the college-wide formula for calculating workloads be dropped in favor of each department tailoring a workload plan to better meet its needs while upholding its institutional responsibilities. The report recommended changing the Faculty Handbook’s description of workload by replacing “credit hours” with “workload credits” to recognize the varied ways that faculty members perform their work. Departments are being asked, as part of their Program Reviews (with data points on student loads, advising, etc.) to consider how they might revise their curricula to use their resources more wisely; this could have a positive impact on workload by balancing out various kinds of faculty work and creating space for course releases. Several departments, such as History and Theology, are developing a rotating “4/3 load” to support research and scholarship. While some departments are revising workloads, these changes have not yet been institutionalized through revisions to the Faculty Handbook policies.

The Carroll College Faculty Handbook outlines the criteria for evaluating faculty performance: teaching effectiveness, academic advising, professional service to the college community, professional development, and community service. Faculty evaluations, carried out by the Committee on Rank and Tenure, guide tenure and promotion decisions as well as provide faculty members with information about their effectiveness in their various roles. In support of academic freedom and tenure, the college recognizes both a formative process and a summative process. Summative assessments, required of all tenure-track faculty after the third, fifth, and seventh year, involve the Rank and Tenure committee’s evaluation of faculty performance in relation to tenure, promotion in rank, or compensation and in accordance with the criteria for each set out in the Faculty Handbook. The criteria for promotion and tenure outline requirements for tenure as well as the requirements for the ranks of instructor, assistant professor, associate professor, and professor.

Article VII, Section 1.1.4 of the Faculty Handbook addresses the tenured faculty evaluation process. All tenured faculty participate in a formative assessment process, which provides a basis for assessing the effectiveness of post-tenure faculty in meeting Carroll's mission, developing and disseminating fruitful methods for continual professional growth, identifying institutional needs for supporting faculty development, and, documenting and acknowledging post-tenure faculty achievement. The Faculty Assembly is charged with adopting, maintaining and disseminating procedures for formative assessment in keeping with accreditation guidelines. Formative assessments are required of all tenured faculty every five years, at minimum. Tenured faculty members develop professional portfolios that address the criteria found in sections VII.2.1 through VII.2.5. of the Faculty Handbook; among other things, portfolios include artifacts from the previous five years of teaching, examples of scholarship, and professional development plans. Department Chairs and the Senior Vice President for Academic Affairs review the portfolios; the former submit a report summarizing department faculty work, plans, and development to the Faculty Development Committee. The Faculty Development Committee creates a “State of the Faculty Report” at five-year intervals, which draws together information from both tenured faculty and non-tenured faculty relating to their activities and ongoing development in all areas of faculty work.

The 2008 State of the Faculty Report concludes by commending the Carroll faculty for their dedication to teaching, service and professional development. “As part of a typical 4/4 workload, Carroll College faculty have been active in evaluation of teaching and program development. What is striking is the amount of work performed in addition to these demanding teaching loads. For example at least, 98% of faculty served on standing committees, 76% advised honors thesis students, 74% were members of community organizations, and 39% published peer-reviewed articles. In addition, at least eight authored book chapters and six published books since the previous writing of this report.” It also recommends a partnership between the Faculty Development and Rank and Tenure Committees “to spur an increased emphasis and intentionality of professional development across campus and beyond requirements for tenure. This should provide encouragement for faculty to not only engage in their own scholarship, but also to include students in research and inquiry.” It asserts that increased institutional funding for professional development plus revised workloads will be key elements in moving towards these goals (see “The 2008 State of the Faculty Report” (<http://www.carroll.edu/about/oie/accred.cc>)).



Education Resources

Section III addresses resources and capacity related to Carroll's educational activities. The educational program of Carroll College is based upon the first paragraph of the Carroll College Mission Statement:

Carroll College is a Catholic, diocesan, liberal arts college in the ecumenical tradition of the Second Vatican Council. As a liberal arts school, Carroll College acknowledges the practical role of preparing its students for a career, but also affirms the traditional role of providing for the expansion of the intellectual, imaginative, and social awareness of its students. It is dedicated to providing for its students the means for their full realization of a dual goal of vocation and enlightenment.

The dual focus of career preparation and enlightenment through liberal education, central to our mission, directs the entire educational endeavor at Carroll College. Carroll currently offers over 40 majors, 8 pre-professional programs, and 12 additional minors. The College also requires all students to participate in a broad spectrum of academic disciplines. All students seeking degrees are required to fulfill the general education requirements—the Core Curriculum—which is designed to equip students with knowledge, skills, and dispositions that will serve them in their careers as well as in their lives as citizens and life-long learners. Similarly, every major program builds students' knowledge and skills for particular careers as well as the capacities for deep understanding and ethical decision-making that apply to every aspect of life.

Since our last accreditation visit, Carroll has made significant strides in identifying, aligning, and measuring student learning outcomes at the institutional, program and course levels. Student learning outcomes are published in a variety of media, including the catalog, web, syllabi, and admission's materials. All programs (Academic, Student Life, and all other administrative departments) are required to describe how their program contributes to the institutional mission and the "Six Goals for the Carroll College Graduate," derived from the mission (see Appendix D). This alignment at the institutional level is documented in the Academic and Administrative Program Review processes. The more specific mission, goals, and student learning outcomes for each major program are stated in the Carroll Catalog and assessed through various means documented in the regular Program Review process. Academic and Administrative Program Review templates are available at: <http://www.carroll.edu/about/oie/planning.cc>. It is expected that program-level learning outcomes will appear on the web pages of every College department; this is currently underway. At the course level, student learning outcomes and assessment measures are articulated on all syllabi. Each semester, faculty are asked to submit their syllabi for review by Department Chairs and the Senior Vice President for Academic Affairs; this does not happen consistently. The Office of Institutional Effectiveness will work the Senior Vice President for Academic Affairs to create a timeline and policy for annual, consistent review of syllabi.

Academic credits and degrees are awarded in a manner consistent with institutional policies that reflect accepted norms and equivalencies. Requirements for each major and minor are fully articulated in the Carroll Catalog along with course descriptions, including prerequisites. Each

major develops a four-year plan that shows students how all requirements for the major are sequenced along with Core requirements. These are distributed to all students in the advising process and are available through WebAdvisor. Students are also encouraged to work with their Academic Advisors to tailor their four-year academic plan, so that they become more aware of requirements, the need for proper sequencing and scheduling of courses, and so that they consider other learning opportunities, such as Education Abroad and Internships.

Courses and degree programs are evaluated regularly through the Academic Program Review process. New courses and programs must be approved by the Curriculum Committee, which examines their relevance and compliance with expected higher education standards for programs and student learning outcomes. Changes to the Core Curriculum are reviewed and approved by the faculty-led Core Committee. A description of the Curriculum Committee is found in Article IV, Section 2.1 of the Faculty Handbook; a description of the Core Committee is found in Article IV, Section 2.7 (<http://www.carroll.edu/forms/employment/facultyhandbook0910.pdf>).

Faculty exercise a major role in the design, approval, and implementation of the curriculum, though their participation in course development, Academic Program Review, Curriculum Committee review, and Faculty Assembly debate and voting. As outlined in the Faculty Handbook, changes to the existing curriculum and proposals for new academic programs must gain approval through a faculty-led Curriculum Committee, Faculty Assembly, and the Carroll College Board of Trustees. Changes to academic policies and procedures are heard and approved by the Policy Committee and further approved by the Faculty Assembly. In an institution where resources are scarce, the College governance groups and administration must carefully consider the ramifications of new programs and courses, including how such additions impact numbers in Core courses, technology resources, or increase reliance on adjuncts or overloads for full-time faculty.

Requirements for admission and graduation are clearly outlined in the Carroll College Catalog and follow current norms in higher education. To earn a Bachelor of Arts degree from Carroll College, students must meet the following requirements: (1) complete the Core Curriculum, (2) complete all program requirements in the major and/or minor, (3) complete 122 semester credits, and (4) achieve a cumulative 2.0 grade point average. To earn an Associate of Arts degree, the following requirements must be met: (1) complete the Core Curriculum, (2) complete all program requirements in the major and/or minor, (3) complete 66 semester credits, and (4) achieve a cumulative 2.0 grade point average. Credits and degrees must also meet requirements for residency credit and transfer credits as outlined in the Carroll College Catalog.

The Office of Human Resources administers the search process to fill vacant faculty positions. Faculty search committees are typically chaired and led by a faculty member from the department with the open position. Additional departmental and non-departmental faculty and staff complete the search committee.

Faculty has primary responsibility for the assessment of student learning outcomes at the course and program levels. In addition, faculty members play a significant role in assessment efforts on campus by participating in outcomes assessment workshops, Title III activities, and assessment related conferences. With oversight from Department Chairs, faculty members create assessment frameworks and gather data for all programs; these assessment processes and findings are

documented in Academic Program Reviews. Currently, only two academic departments collect feedback from graduates on learning outcomes. Beginning this fall, the Office of Institutional Effectiveness will collaborate with academic departments to collect data on graduates' perceptions of their achievement of learning outcomes.

Faculty work with Carroll librarians to ensure that instruction on use of the library and information resources is integrated into the learning process. Every student is required to enroll in ENWR 102, College Composition II; this class includes a library research section of six or more class hours taught by a librarian. The librarians teach the students how to use libraries and Carroll-specific resources, how to assess information in all formats, and how to document used resources. Exercises, an essay evaluating sources, and an annotated bibliography comprise the assessment tools. An assessment at the beginning of the course measures the students' information literacy and allows librarians to adjust course work to address gaps in students' knowledge; a final assessment allows librarians to document the students' gains in the six weeks. Librarians also instruct upper division classes in how to use sources specific to their major and more advanced research methodologies. In addition, librarians hold classes to apprise faculty of relevant resources and instruct them in their use.

Carroll College does not currently have any "credit for prior experiential learning" institutional policies or procedures because it does not grant such credit.

Carroll College has final judgment in accepting transfer credit. Transfer credits are accepted within the guidelines published in the Carroll Catalog (see p. 8 for the complete policy) or the online 2009-2010 Carroll College Catalog at: <http://www.carroll.edu/forms/academics/catalog/09/final.pdf>. Courses are only accepted from regionally accredited institutions and the grades must be earned "C" or better. A maximum of 60 lower-level credits may be transferred into Carroll College. Transfer credits may meet requirements for the major, minor, or area of concentration with the requirement that at least one-half of credits in each of these three areas be taken at Carroll College. The Registrar's Office and the Admission's Office, in consultation with Academic Department Chairs, review course descriptions. Transfer credits are applied on a consistent common course numbering system. Accepted transfer credits are immediately posted to the transcript and all decisions are appropriately communicated to the student. Carroll College is currently finalizing three different articulation agreements with Montana Public Higher Education institutions based on a common course numbering system. Currently, Carroll College has transfer credit agreements with most Montana State Higher Education Institutions. Copies of the agreements are available in the Registrar's Office and the Office of Admissions.

Carroll's general education program, Core, was implemented in the 2003-04 academic year, updating a general education curriculum that had been in place since 1983. The changes made to the Core did not change the total number of credits required for a Bachelor of Arts degree, which remains at 122 credits. Students pursuing the BA degree take 43-44 semester credits of Core courses except for those in the Honors Scholars Program (HSP), who fulfill part of their Core through special Honors courses. Students pursuing the Associate of Arts degree must take 28-29 credits of Core courses. The goals and basic structure of Core requirements remains similar for

both BA and AA degrees (see 2009-2010 Carroll College Catalog, p. 29). In May 2010, the Board of Trustees approved the College's first Bachelors of Science degree – a BS in Nursing.

The Core Curriculum focuses on four main goals:

- to prepare students to understand the diversity of the contemporary world
- to help students acquire aesthetic, scientific, quantitative, ethical and religious insights
- to aid students in developing a full range of communication skills
- to help students appreciate the interrelationships among branches of knowledge

These Core goals are clearly aligned with Carroll College's mission statement by focusing on the need for students to develop insights into culture, science, religion, ethics, and aesthetics as well as to build academic skills: the ability to analyze and synthesize; to communicate through listening, speaking, and writing; to use a wide array of technology. The Core also serves the college's Catholic mission through its emphasis on theology, philosophy, and diversity, where students learn about and reflect on religious and ethical traditions, beliefs, and values, including the values of human dignity, social justice, and service. The four Core goals are similarly drawn from and contribute to the College's Six Goals for Carroll Graduates, which rely upon the integration of all college learning experiences—academic work in the major and Core along with co-curricular activities—for their realization (see Appendix E).

The Core Curriculum provides an integrated course of study. It introduces students to academic skills and knowledge in their initial semesters of college, and then systematically builds upon those in subsequent courses that foster continued growth in academic skills and provide knowledge of individual disciplines as well as practice in making connections among disciplines. Core requirements are divided into four categories: Foundations, Areas of Knowledge, Writing Intensive Requirement, and Diversity Requirement. "Foundations" includes four courses, all designed to be taken within the first three semesters: Alpha Seminar, required for all first year students in their first semester; Foundations of Theology, College Composition, and Basic Communications. These four courses orient students to our Catholic liberal arts institution by providing knowledge about Catholic theology and Catholic liberal arts higher education and by introducing them to college-level reading, writing, and speaking. All four courses provide instruction and practice in communication skills. The Areas of Knowledge Requirement engages students in learning in a variety of disciplines, including fine arts and humanities, mathematics, the natural and social sciences. Special emphasis placed on the disciplines of philosophy and theology reflects our Catholic identity. Courses that fulfill the Areas of Knowledge Requirement are offered at the 100-, 200-, and 300-level; students are expected to take the majority of these courses during their second and third year. The Writing Intensive Requirement includes two courses beyond College Composition that emphasize writing, one within the major and one outside the major. The requirement was added to the Core in 2003 to ensure that all students encountered more direct writing instruction throughout their college experience. The Diversity Requirement also includes two courses and/or experiences, one focused on National Diversity and one on Global Diversity. This requirement was also added in 2003 to ensure that all students gained basic awareness of diversity issues.

The 2003 Core proposal also envisioned a required capstone course for the Core curriculum. One such capstone model, called the Senior Experience, was developed, piloted, and adopted; next

fall will see its fifth iteration. It involves a one-credit, three-day retreat at the start of senior year that integrates a variety of activities, interdisciplinary talks by faculty and alumni, and individual and group reflection. Its goal is to create a memorable experience that immerses students in the kind of interdisciplinary and community-focused learning that is a fundamental aim of the Core and that demonstrates the school motto, *Non Scholae Sed Vitae*: “not for school but for life.” So far, this is the only Core capstone course that has been developed, and it can accommodate only 60 students (approximately one-fourth of the graduating seniors). Students and participating faculty have found this culminating Core experience to be positive, and it does provide a model for other alternative capstones for the Core curriculum. Other senior experience options need to be developed if it is to become a required component of the Core.

In addition to changes in the curriculum, the college created the Core Committee, which is charged with overseeing the ongoing development and assessment of the Core (see Faculty Handbook, Article IV, Section 2.7). The Senior Vice President for Academic Affairs appoints the faculty chair of the Core Committee; its members are elected from the faculty to represent all academic divisions. The committee has developed and implemented criteria and processes for designating the courses that fulfill Writing Intensive (WI), National Diversity (ND), and Global Diversity (GD) Requirements, developed and piloted the Core Senior Experience, and initiated several assessment efforts. This committee adds flexibility and dynamism to the Core curriculum; it enables the Core to evolve to meet the changes and challenges created by a rapidly changing world, both inside and outside higher education. One key function of the Core committee is to create more dialogue among the faculty as a whole, by raising questions about the effectiveness of Core and calling for more shared work on Core assessments.

Carroll demonstrates that the Core Curriculum contributes to the College’s mission and Six Goals for Carroll Graduates. The relevance of the Core to degree programs is becoming more specifically articulated, thanks to the Academic Program Review process. In those reviews, undertaken by all but one academic program for the past three years, faculty aligned the goals of their academic degree programs with the Six Goals for Carroll Graduates as well as the College’s four core themes. Each program was also asked to describe its contribution to the Core curriculum. This program review, which will be updated regularly, creates a structure that facilitates more systematic and more specific thinking at the program level about how majors are connected to institutional goals and initiatives. The college intends to use the program review structure now in place to more effectively demonstrate and further develop the relationship between goals and outcomes for degree programs and those for Core, which while included was not a major emphasis within this last year’s review.

Carroll has been moving steadily, if not as swiftly as we would like, to build a more complete assessment framework for Core. While the Core goals are set and clearly aligned with the College Mission and Six Goals for Carroll graduates, the work of shaping and approving outcomes statements and developing assessments for them is still in progress.

One process moving us towards developing outcomes for Core occurs as faculty submit courses for designation as Writing Intensive (WI), National Diversity (ND) or Global Diversity (GD) courses. Their syllabi must show how courses meet specific criteria; for example, Writing Intensive Courses must offer students instruction and practice in the process of writing; Diversity

courses must include significant representation of under-represented or non-Western perspectives. The Core review process for WI, ND, and DG courses has thus taken us further down the road on developing program-wide student learning outcomes for two of the four Core goals. In addition, an ad hoc faculty group met in Fall 2009 to develop an assessment tool for Goal #1, “Prepare students to understand the diversity of the contemporary world.” That tool was piloted in senior capstone courses in Spring 2010 and will be repeated again in the upcoming year; more analysis of both the tool and the results produced by its first use are the necessary next step. Core Goal #2, “Help students to acquire aesthetic, scientific, quantitative, ethical, and religious insights,” and Goal #4, “Help students to appreciate the interrelationships among branches of knowledge,” will need the most additional discussion to create satisfactory learning outcomes statements. The Core Committee and faculty workgroups, aided by the Office of Institutional Effectiveness, will continue to move forward with this work throughout the next year.

In the meantime, student learning outcomes related to the four Core goals are embedded within the courses that fulfill Core requirements; each course is developed and taught by college faculty and approved through the Curriculum Committee. These outcomes are assessed in many ways: through quizzes and examinations, rubrics for written work, problem-solving projects, design projects, and student presentations, to name just a few.

While individual faculty are still primarily responsible for assessing the student learning outcomes for their courses that meet Core requirements, more integrative outcomes assessment tools are being developed to address Core goals. For instance, the English faculty is collecting and assessing samples of writing from all sections of College Composition (one of four Core “foundations courses”) to analyze how well the papers demonstrate the student learning outcomes articulated for that course. In addition to providing data for discussion about student achievement in Composition, English faculty may also use those results as a point of comparison with student work from upper-division WI courses. The English faculty is still developing this assessment strategy.

Although not fully accepted campus-wide, a growing number of faculty and staff are aware of the importance of outcomes assessment for the Core curriculum. On-campus workshops, co-sponsored by the Office of Institutional Effectiveness and the Core Committee, have attracted faculty from a variety of departments to learn about and participate in this work. The development of a complete assessment framework—including goals, student learning outcomes, benchmarks for success, assessment activities, tools, and reporting—will be useful to the ongoing development of the Core Curriculum. Recent progress and increased faculty participation represents a new phase in the institution’s understanding of assessment processes and its value. Along with more understanding, more support for assessment—leadership from the Office of Institutional Effectiveness, the Senior Vice President for Academic Affairs, the Core Committee, and funding from the Title III grant—is helping us to make progress on developing direct, program-wide assessments at the college.

Graduate Programs

Carroll College does not currently offer graduate programs.

Continuing Education and Non-Credit Programs

Over the past two years, the College has developed general guidelines for Certificate Programs and developed four such programs—in Geographical Information Systems, Career Enhancement (multi-disciplinary), Web Communications, and Project Management. Each of these programs has been approved by the Faculty Assembly. Designed to attract adult learners to the College, each of these new certificate programs require fewer than 18 credits, so they do not mandate a general education component.

The College maintains responsibility for the academic quality of all special learning programs and courses. Selected programs are available at special tuition rates that are designed to meet the needs of a variety of non-traditional and part-time students. For example, Senior Citizens may enroll for classes without credit at a reduced tuition rate. In addition, Helena area high school juniors and senior are able to enroll for college credit while completing their secondary-school requirements for a reduced tuition rate (ACE Program). The Theology Department collaborates with the Helena Diocese to offer Carroll College academic credits for students participating in a Pastoral Ministry program. The Carroll theology faculty oversee the program and ensure the integrity of the courses.

Carroll College does not have a distance-learning program and offers no courses that are delivered completely electronically. At the present time, the special tuition programs are under the direction of the Director of Student Academic Services and Advising, the Registrar, and the Senior Vice President for Academic Affairs. A priority for the future is to hold campus-wide discussions to explore the future for continuing education and special tuition programs.

Carroll College does not currently grant Continuing Education Units (CEUs).

The Office of the Registrar oversees the policies related to non-credit instruction. The College does not currently offer non-credit courses but does use a non-credit “holding course” for student education abroad experiences. Non-credit programs are approved by the Senior Vice President for Academic Affairs and administered by the Office of the Registrar in collaboration with individual departments. Records are provided in a manner consistent with credit bearing programs and learning is assessed through program review and evaluation.



Student Support Resources

Carroll College strives to create effective learning environments by offering programs and services that support students' learning needs. In Academic Affairs, the college provides such support through services provided by the Academic Resource Center and the Office of Student Academic Services and Advising, in Student Life through services provided by Athletics, Career Services and Testing, Campus Ministry, Community Living, Counseling Services, Health Services and Student Activities and Leadership.

The Academic Resource Center (ARC) is staffed by one three-quarters time director on a 10-month contract who hires and trains 12-15 student tutors each year. Tutoring is offered in a variety of areas where students often need help: writing, math (typically calculus and statistics), physics, chemistry, anatomy and physiology, accounting, economics, Spanish and French. The ARC director also supervises accommodations for special needs students—including students with learning disabilities, physical challenges (either permanent or temporary), or other special considerations such as illness or family problems. The ARC also provides testing opportunities outside of the classroom as well as individual or group services to students in need of assistance with test taking, time management, and study skills. Since 1998, the ARC has seen a significant increase in the number of students using its services: during the 1998-99 academic year, 1,007 students (duplicated headcount) used ARC's tutoring services and 456 (duplicated headcount) used the testing services compared to 1,373(duplicated headcount) students using tutoring services and 1,351 (duplicated headcount) test takers during the 2009-2010 academic year. Staffing has not increased to meet increased student use.

The Office of Student Academic Services and Advising is staffed by a director on an 11-month contract. The Director of Student Academic Services and Advising acts as a resource for first year students, assisting them in their academic transition during the first year. The office implements "safety net" programs, including an "early warning" system that solicits feedback from faculty, a mid-semester academic recovery program, a Retention Alert software program, and on-going contact with faculty and support services on campus. Through presentations at Admissions programs and New Student Orientation, the Director of Student Academic Services and Advising also serves as a contact and offers outreach for parents of new students. The position is also a critical member on the Carroll Intervention Team that serves at-risk students.

In Athletics, we pay careful attention to success in the classroom as well as academic eligibility. Coaches expect student-athletes to communicate with faculty about their homework and tests that may be impacted by away games. Faculty ask coaches to proctor tests while on the road with their student-athletes. Coaches stress class attendance and allow student-athletes to miss or leave practice early if it conflicts with a class. Attention to student learning has produced high academic performance among our varsity athletic programs. For the 2009-2010 academic year, the NAIA reported that all nine Carroll athletic teams were named All Scholar Teams for achieving above a 3.00 GPA for the academic year. Three of the nine teams had above a 3.50 GPA. In 2007-2008, Carroll's women's soccer team achieved a 3.89 GPA, which put them at the top of the NAIA for all sports and both genders.

In Campus Ministry, student learning is supported by pastoral ministry, outreach programs such as retreats and Bible studies, daily worship opportunities, fellowship activities with peer ministers (Kirchens), and service trips. Student participation in Sunday Night Mass has grown to the point that Campus Ministry moved the liturgy from one of the residence hall chapels to the Campus Center main lounge.

Career Services and Testing provides career development activities for students from freshman through senior year as well as alumni. These services help students to clarify personal goals, values, and interests, enabling them to develop decision-making skills. Students can receive individual and group career development counseling, gain assistance with the graduate school application process, and learn a full range of skills to negotiate the job search process and present themselves effectively as candidates for employment. Faculty across campus routinely invite staff to present on career-related topics in their classes. In 2008, the department hired an Internship Coordinator. This new staff member will increase internship opportunities, enhance employer relationships, partner with faculty on internship logistics and management, and help students secure experiences connected to their career goals. In addition, the office hopes to prepare students for internships earlier in their academic careers (targeting sophomores) and educate them about the importance of obtaining quality internships. The Coordinator has updated an internship manual to assist students, faculty supervisors, and sponsoring employers. Career Services and Testing also maintains an extensive web page that covers all aspects of career development and job searching.

Community Living, our student housing program, has focused its attention on creating a positive living and learning environment for students at Carroll College. In 2002, the department of Residence Life was renamed the department of Community Living in order to reflect a more community development based philosophy of campus housing. The college constructed a new residence hall, Trinity Hall, which allowed the college to reorganize campus housing by academic year cohorts. This change has enhanced the learning environment on campus, enabling students to easily form study groups, discuss their common coursework, and simply provide academic support to each other. In 2006, the college added an additional full-time Assistant Director position to increase in-hall staffing to three positions for the four campus residences. The additional position was added to the sophomore residence hall to provide more attention to student retention issues. Student staff programming in campus housing has evolved since the last accreditation visit into using Chickering's seven vectors—developing competence, managing emotions, moving through autonomy towards interdependence, developing mature interpersonal relationships, establishing identity, developing purpose, and developing integrity—as an educational model.

To support greater student retention and academic success, Carroll College has also promoted campus housing beyond the two-year residence requirement for first and second year students. The percentage of residential students increased from 57.8% in 2003-04 to 63.2% in 2008-09, and the percentage of resident students in relation to adjusted building capacity increased from 85.8% in 2003-04 to 94.0% in 2008-09. During the 2008-2009 academic year, the Department of Community Living researched the semester grade point averages of students who lived on campus compared to off campus students. At the end of Fall Semester 2008 and Spring Semester 2009, men and women who lived on campus consistently earned higher grade point averages

than students who lived off campus. For example, junior men who lived on campus had an average 3.37 GPA at the end of fall semester 2008, compared to an average 2.98 for men who lived off campus. Women showed similar results: at the end of fall semester 2008, junior women who lived on campus had an average 3.51 GPA, compared to an average 3.25 for junior women who lived off campus.

Counseling Services assists student learning by providing personal counseling and wellness education for Carroll students. Counseling Services is staffed by two full-time licensed clinical counselors on 10-month contracts, a part-time wellness educator and victim advocate, and a shared office manager position with Health Services. Issues that are covered include stress, anxiety and difficulty concentrating, depression and/or suicidal thoughts, relationships and social problems, decision making and time management, sleep difficulties, disclosure of sexual or relationship violence and self confidence or identity issues. In addition, counseling services offers sexual victim advocacy for victims of sexual assault. Counseling Services has seen an increase in workload during recent years. For example, during the 2006-2007 academic year Counseling Services dealt with 659 total cases, of which 179 were new cases. During 2009-2010, this number increased to 1,053 total cases, of which 191 were new cases. Counseling Services is considered a partner with Health Services in the Wellness Center located in the freshmen residence hall.

Health Services is staffed by a full-time registered nurse who is the Director of Health Services on an 11-month contract, a part-time registered nurse, a part-time nurse practitioner and a shared office manager position with Counseling Services. The Director of Health Services offers consultation and referral for medical problems or questions, administration of allergy injections and vaccines, laboratory tests as indicated by order of a doctor, maintenance of health records, and referrals to counseling, physicians, dentists and medical specialists. Health Services has seen an increase in workload during recent years. For example, during the 2000-01 academic year Health Services dealt with 1,871 total cases. During the 2009-2010 academic year this number increased to 2,151 total cases.

Student Activities and Leadership have expanded community service, outdoor programs, and leadership opportunities for students since the last accreditation visit. In 2004, the Associated Students of Carroll College approved a constitutional change to spin off their student programming responsibilities to a separate Program Board and to create a separate House of Representatives (for student club representatives) and a Senate (for elected class senators). Student Activities and Leadership also invested time and effort in the student newspaper, *The Prospector*; the radio station, KROL; the yearbook, *The Hilltopper*; and the New Student Orientation program. In 2005, an Assistant Director of Student Activities and Leadership was hired to expand community service and outdoor programs offered by the College. The office sends a weekly e-mail to students to promote volunteer opportunities in the Helena area, and outdoor activities have been enhanced through a student-led organization, CAMP: Carroll Adventures and Mountaineering Program. In 2009, the Assistant Director of Student Activities and Leadership position was integrated with the Assistant Director of Community Living position responsible for junior/senior housing. The outdoor leadership opportunities have been reassigned to the Director of Student Activities and Leadership. A student internship was created to assist in promoting community service, volunteer opportunities, and civic engagement.

Carroll College provides safety and security for its students and their property at all locations where we offer programs and services. The College also publishes and distributes crime statistics and campus security policies as required under 34 CFR 668.46 (implementation of the Jeanne Clery Act.) To achieve these goals, Carroll College provides all students, staff and faculty with a hard copy and on-line version of the Carroll College Student Handbook, which lists Security awareness and crime prevention programs, emergency contact phone numbers for the college and the community, the Drug-Free School and Campus Act report, and all related city, state and federal laws regarding a drug-free campus. Information on the Family Educational Rights and Privacy Act of 1974 as Amended and campus emergency procedures are also published in the Student Handbook. A Serious Incident Action Plan is updated annually and distributed to all Carroll College employees. The Student Handbook also includes the Campus Security and Crime Statistics Report. Prospective students and employees are able to access this report on-line on the college website under both the Student web page and the Student's Right to Know web page (<http://www.carroll.edu/about/information/index.cc>). Carroll College annually reports crime statistics on-line to the Department of Education and publishes the information on-line for access by the college community and the public.

Carroll College contracts with Securitas to provide parking patrol and campus security services. Securitas also provides security coverage for the State Capitol, the Federal Reserve Bank and the railroad. A parking patrol officer is employed from 7am to 3pm on weekdays during the academic year. Campus patrol officers are employed from 7pm to 3am and 12am to 7am with a three-hour overlap between shifts. A 24-hour security dispatch is maintained by Community Living to connect Carroll College to Helena Police, Emergency Services and Securitas.

To ensure that we are recruiting students who are likely to succeed at Carroll, the college conducts a comprehensive review of applicants when rendering its admission decisions. Admission decisions are based upon multiple factors and predictors of academic success, including both traditional academic predictors (e.g. curriculum, grades, test scores) and other qualities. In all cases, the underlying principle of comprehensive review at Carroll is the assessment of preparedness, potential, and purpose. The Nursing Program requires special admission after the first year; such admission is guided by specific, published policies. The Teacher Education Program also requires special admission during the sophomore year. These are the only two majors that require direct acceptance to the program. Admission decisions follow our annually updated *Admissions and Procedures* document; information from that document can be found in the Carroll College Catalog, the admission form, and online at: <https://explore.carroll.edu/admission>.

To help students understand the requirements and opportunities of their academic programs, the college provides a four-day orientation program each fall and a half-day orientation program each spring for new students and transfer students. The orientation program showcases institutional resources in academic advising, academic resource center, financial aid, information technology, library services, freshmen seminar, counseling, career services, campus ministry, dining services, student housing, and student activities. Students are provided with four-year plans for their intended majors, and academic advisors review major requirements with their advisees. In addition, the Catalog outlines the relevant graduation and transfer policies.

Carroll College notifies students when a program is eliminated or there is a significant change in program requirements. Academic programs are not eliminated without the approval of the Curriculum Committee, the Faculty Assembly, and the Carroll Board of Trustees. These decisions are based on student enrollment, market demand, and the ability of the college to deliver a quality program. Although program elimination at Carroll is infrequent, in the event that a program is ended, accommodations are made which ensure that each student in the program has the opportunity to graduate in a timely manner. Students may graduate under the graduation requirements for the year of initial enrollment as long as they complete the requirements within a continuous six-year period.

To assist students in successfully completing their academic programs, the college publishes key information in both the hard copy of the Carroll Catalog and on the Carroll website. The on-line version of the 2009-2010 Carroll College Catalog is available at:

<http://www.carroll.edu/academics/catalog/index.cc>

The Catalog includes the following information:

- a. Institutional mission and core themes: 2009-2010 Carroll College Catalog (p. 1),
<http://www.carroll.edu/about/mission.cc>
- b. Entrance requirements and procedures: 2009-2010 Carroll College Catalog (p. 7)
- c. Grading policy: 2009-2010 Carroll College Catalog (p.21)
- d. Information on academic programs and courses, including degree and program completion requirements, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings: 2009-2010 Carroll College Catalog (pgs. 31-78)
- e. Names, titles, degrees held, and conferring institutions for administrators and full-time faculty: 2009-2010 Carroll College Catalog (p. 126)
- f. Rules, regulations for conduct, rights, and responsibilities: 2009-2010 Carroll College Catalog (pgs. 18 and 19)
- g. Tuition, fees, and other program costs: 2009-2010 Carroll College Catalog (p. 121)
- h. Refund policies and procedures for students who withdraw from enrollment: 2009-2010 Carroll College Catalog (p. 123)
- i. Opportunities and requirements for financial aid: 2009-2010 Carroll College Catalog (p. 11)
- j. Academic calendar: posted on website and in semester schedule
<http://www.carroll.edu/academics/calendar.cc>

The 2009-2010 Carroll College Catalog also includes the following information pertaining to its educational programs:

- a. National and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered: 2009-2010 Carroll College Catalog Nursing (p. 61), Engineering (p. 36), and Education (p. 42).
- b. Descriptions of unique requirements for employment and advancement in the occupation or profession. Career Services and Testing web page *<http://www.carroll.edu/students/career/>*

The Office of Career Services and Testing provides publications, on-line resources, senior seminar presentations, classroom presentations and individual consultations with students to

discuss both eligibility requirements for licensure and unique requirements for individual career paths.

Carroll College ensures that student records are secure and available to students when needed. It uses both manual and electronic sources to retrieve college records. (See 2009-2010 Carroll College Catalog p. 27 and 2009-2010 Carroll College Student Handbook p. 125). In addition, the College follows required policies and procedures for securely retaining student records. The College adheres to the federal guidelines for the annual notification and training regarding FERPA regulations. The institution is in the process of reviewing and updating policies for retaining student records.

The college provides an effective and accountable program of financial aid consistent with its mission, the needs of its students, and college resources. Information regarding the categories of financial assistance (scholarships, grants, and loans) is published and made available to both prospective and enrolled students: <https://explore.carroll.edu/admission/finaid>. Information regarding all types of aid available is on the web site, in the Carroll College catalog (see 2009-2010 Carroll College Catalog p. 11) and available in paper form through the office. Policies are reviewed yearly in accordance with federal regulations and are updated as necessary. An independent audit firm performs an annual audit, which is reviewed by the Board of Trustees. The College continues to have minimal if any audit findings.

The Carroll College Financial Aid Office distributes financial aid in a fair and equitable manner in accordance with federal regulations and institutional policy. For example, institutional aid is disbursed on both a need-based and a non-need-based method. Non-need-based merit aid is disbursed based on a combination of GPA and test scores, with four levels ranging from \$11,000 to \$4,000. Need-based institutional aid is disbursed based on the results of the federal FAFSA; we do not use an institutional profile for disbursing institutional aid. Students with the greatest need receive the greatest combined gift aid; students with no federal need only receive institutional merit aid and no institutional need-based aid. The need-based scale relies solely on the results of the Federal aid results. Copies of the institutional and federal aid packaging policies are located in the Financial Aid Office and are updated yearly. In addition, the Financial Aid Office mission is listed on the web site along with the Code of Conduct: <https://explore.carroll.edu/admission/finaid>.

All students who received financial aid are informed of their loan repayment obligations. Also, Carroll regularly monitors our student loan programs and the college's loan default rate. The Financial Aid Office monitors the student loan default rate annually but, more importantly, the office monitors delinquent borrowers monthly. Carroll College has the lowest default rate in the state of Montana (0.9%). All federal student loan borrowers complete both entrance counseling prior to their first disbursement and exit counseling prior to leaving Carroll. The Carroll College Financial Aid Office is the only one in the state of Montana to also require debt management counseling for students borrowing alternative loans. The office strives for 100% in-person exit counseling.

Carroll College provides a systematic and effective program of academic advising that supports student development and success. The college understands that academic advisors, as well as

other personnel who informally advise students, must be knowledgeable about the curriculum, program requirements, and graduation requirements. The Director of Student Academic Services and Advising develops and oversees the advising program, including training advisors, developing advising materials, and initiating needed improvements. The director works closely with faculty advisors, administrative staff, and students to ensure that the advising program meets both the developmental and academic needs of students. First year students are advised by their Alpha Seminar instructors. This allows students to have regular contact with and easy access to their advisors. Once a student decides on a major, he or she is transferred to a new faculty advisor in that department. The Director provides advisors with an Advising Manual which includes information about the philosophy and mission of academic advising at Carroll, the responsibilities of both advisor and advisee in the advising relationship, placement guidelines, four-year plans for each major, as well as a graduation evaluation form for each major. Information about academic advising, including advising responsibilities and requirements, is also available on-line at: <http://www.carroll.edu/academics/resources/index.cc>.

On-line degree audits were partially implemented during the 2009-2010 academic year. An interim on-line degree audit program that was implemented in 2006 was suspended in order to facilitate the college's conversion to new software. The Degree Audit feature of Datatel/Colleague will be fully implemented in fall 2010.

Carroll College offers co-curricular activities that are consistent with the college's mission, programs, and services and ensures that these activities are governed appropriately. Co-curricular activities are supported by academic departments, Student Life departments and student-initiated programming. Academic-sponsored co-curricular activities, such as Engineers Without Borders, typically have a faculty advisor and a club constitution recognized by the college's student government and the college. Student Life-organized co-curricular activities, such as the Associated Students of Carroll College, are guided by the Carroll College Student Handbook, organization constitution and the supervision of the Director of Student Activities and Leadership or a Student Life department designee. Student-initiated programming, such as a Hate Language Day, may be implemented by an ad-hoc group of students who will work with an ad-hoc faculty advisor, the Director of Student Activities and Leadership, the Vice President for Student Life or other college official. Student conduct violations are governed by the Carroll Code of Student Conduct and subject to individual or group hearing with a conduct officer or conduct board. Conduct matters involving student clubs and organizations are delegated to the Executive Officers of the Associated Students of Carroll College to review in collaboration with the Director of Student Activities.

Carroll College's auxiliary services, such as student housing, food services, and the bookstore, support the college's mission, contribute to the intellectual climate of the campus community, and enhance the learning environment. The College ensures that all members of the campus community have the opportunity to provide input about these services through regular surveys.

Carroll operates student housing through the Department of Community Living. The Director of Community Living reports to the Vice President for Student Life, who collaborates with the Vice President for Finance and Administration to establish budget goals. Student input is gathered on a daily basis through professional and paraprofessional staff. A mid-year on-line survey is

offered to residents and a year-end on-line survey is offered to all students for feedback on services and staff.

Carroll contracts food services through Sodexo. The contract is supervised by the Vice President for Finance and Administration and the program is managed by the Vice President for Student Life. Each year, the regional manager for Sodexo conducts a client expectations meeting that includes the general manager of the Carroll account, Vice President for Finance and Administration, Vice President for Student Life, Vice President for Community Relations, Associate Vice President for Enrollment Services, Director of Admissions, Director of Community Living, Director of Athletics, Director of Alumni and Development, and Assistant Director of Alumni Relations. A mid-semester survey is offered each fall asking for input from students. Dining Services is also evaluated in the year-end annual Student Life on-line survey.

Carroll operates the bookstore, the Saints Shoppe, and provides meeting room facilities and summer housing for conferences and youth camps through Conferences and Events. The manager of the Saints Shoppe and the director of Conference and Events both report to the Vice President for Community Relations.

Carroll's Athletic programs and their financial operations are consistent with the college's mission and conducted with institutional oversight. The college ensures that athlete admission requirements and procedures, academic standards, degree requirements, and financial aid awards for athletes adhere to the same institutional policies and procedures that apply to other students.

Carroll offers 11 intercollegiate athletic sports to students: football, women's volleyball, women's soccer; men's and women's basketball, men's and women's golf, men's and women's cross country, and men's and women's track and field. The Director of Athletics oversees the intercollegiate athletic program and reports to the Vice President for Student Life. Financial operations are conducted through the college's Business Office and Development Office. Admissions requirements and procedures are the same for student-athletes and non-athletes at Carroll College. Financial aid for student-athletes is supervised by the Financial Aid office and the same institutional policies and procedures for financial aid apply to student-athletes and non-athletes.

Library and Information Resources

The Corette Library provides information services to the students, faculty, and staff of the College. The Corette Library Collection Management Policy (<http://www.carroll.edu/library/policies/collection.cc>) outlines what materials the Library collects, the formats collected, and reasons why material will be discarded from the collection. With the shift to electronic from print resources, and the concomitant dramatic increase in expenditures, the Library budget makes it difficult to support the college curriculum. Currently, the Library holds 92,983 titles of books, DVDs, and videos. The Library subscribes to about 75 print periodicals and subscribes to over 50 proprietary electronic databases that allow access to over 50,000 periodicals, most in aggregate databases. The library is short on subscriptions to journals in business and engineering.

The Library belongs to consortia in order to purchase discounted information. The Library cooperates with libraries throughout Montana to purchase information collectively and facilitate the free exchange of information through interlibrary loan (ILL). Forms and policies regarding ILL are available at <http://www.carroll.edu/library/services/loan.cc>. The Library has borrowing agreements with libraries throughout Montana, notably the OMNI academic consortium. Carroll community members may search a shared catalog of resources and borrow materials from any OMNI library.

During the 2009-2010 academic year the library staff included an interim director, one librarian, a technical services supervisor, a periodicals supervisor, a circulation supervisor, an assistant circulation supervisor, and nine students who worked the equivalent of 2.5 full-time employees. A search was conducted for a permanent director, but subsequently cancelled; the interim director will continue for the 2010-2011 year and a second librarian position will remain vacant. To help address some of the workload challenges, additional hours were added to one of the part-time library positions. The library is open 92 hours a week.

To support Carroll's academic programs, faculty members are encouraged to request material for library purchase. In order to facilitate this, the library sends Choice book and database reviews and subject specific publisher catalogs to the faculty. All Carroll community members are encouraged to suggest materials for purchase via the Library's web page or any other means. Librarians review the collection, ILL requests, and consult with faculty when deciding what materials to purchase.

All Carroll students receive early instruction in effective use of library and information resources in a required course, ENWR 102, College Composition II. This instruction is extended in upper division classes, where Carroll librarians teach students to use sources specific to their major and more advanced research methodologies. Librarians also hold classes to apprise faculty of relevant resources and instruct them in how to use these resources. In addition, librarians are assigned to be liaisons to specific departments and work with faculty to focus and enhance library holdings in particular subject areas.

The Library staff reviews library policies and revises them as needed; this includes collection management. The Library collections are continually assessed, and outdated and irrelevant materials are discarded. The book collection is, in general, outdated and spottily augmented, as allowed by budget and faculty input. The staff annually identifies particularly inadequate areas and purchases material in those areas.

The existing book detection gate no longer works and is too old to repair; hence books can be removed from the library at will. A new detection system is part of the renovation budget. Campus security visits the library nightly before the library closes to check for any problems, and will escort students and library student workers when requested.

The Library cooperates with Carroll Computing Information Technology (CCIT) to manage the library's computers and keep them free of viruses and spam. The library's staff and users follow the College's Acceptable Use Policy. As a participant in the OMNI group, the Library's management software is administered at Montana State University, where staff is available at all times to maintain access and security of Carroll information. In 2009-2010, the library received \$9,000 in institutional innovation funds to support technology and to purchase new resources.

The Library does not collect sensitive information such as social security and driver's license numbers. Instead, users are issued a bar code that can be used to check out material at the Carroll, OMNI, Helena public, and various other libraries. Library staff, including student workers, are trained not to divulge any information about users or their borrowed material, and not to allow any non-staff in the Library work area. All staff and students are also apprised of other Library policies and College emergency policies and procedures. Databases that were procured through statewide contracts are accessed through and administered by the Montana State Library (MSL); a part of the administration responsibilities include security. The Library has participated in these contracts since 1997 and has never had any security breaches since then. Statistics gathered from use of these databases do not identify users. Interlibrary loan requests are tracked by numbers, not names.

The Library collects data through SIRSI and runs reports (two or three per year) to fulfill government-mandated reports or to provide information for the decision-making process. Information retrieved through SIRSI includes such things as the number of overdue books in a specified time, the number of books in a section of the library, or the number of journals on the library shelves. The library estimates the number of library users by selecting a week in which students who enter the library are counted by hand; using this method, the library staff estimates approximately 15,000 visits are made to the library each semester.



Financial Resources

Carroll College enjoys sufficient cash flow to meet operational demands during most of the fiscal year. The College has a long-standing relationship with US Bank, and has access to a \$4 million credit line for the one or two periods during the year that additional cash is needed to fund operations. If necessary, draws are typically made in July/August and the end of December. In the past 12 months, the College has drawn on our line of credit for a total of 29 days. The maximum draw was in December 2009, for \$1,319,680. An automatic sweep feature ensures that draws are kept to the lowest balance possible, and that repayment is made as soon as cash is available.

Contingencies play a critical role in financial planning and budgeting. The annual budget includes a general contingency that is accessible only with the approval of the president. The general contingency for 2009-2010 was approximately 1.2% of the annual operating budget. In the event of an enrollment shortfall, it represents net revenue from approximately 37 students. The College plans to increase the contingency over the course of the financial plan to at least 2% of the annual operating budget. However, at present the 2010-2011 operational budget is balanced with a contingency of less than 1%.

Revenue projections are realistic. Significant revenue sources include enrollment, housing, dining, fundraising, and endowment income. Enrollment, housing, and dining revenue projections are based on their respective five-year averages, and are adjusted for new programs or trends. The Office of Advancement and SLT establish fundraising goals. The endowment draw policy is based on a three-year rolling average market value, although exceptions to policy have been made to fund special investments in programs or fundraising.

The College's risk management includes a well-analyzed portfolio of insurance policies, a risk management consultant, and risk management and safety committees. Debt and depreciation are carefully scheduled out and are included in multi-year financial planning.

The College's resource planning and development include a financial planning and budgeting process, which is being analyzed and revised within the Strategic Planning process. The current process begins in September, when the Budget Committee meets to review the prior fiscal year's results and current year fall enrollment, housing, and financial aid. Departments propose requests for additional funding through their respective Vice President. The Budget Committee meets weekly during the fall semester to review enrollment, housing, dining, compensation, programmatic, debt, depreciation, utilities, contractual and other infrastructure projections, as well as to provide the opportunity for proposals/requests for funding initiatives from areas within the College. Revenue projections are realistic, based on five year averages adjusted for trends or new programs/activities. The Budget Committee establishes the annual budget for the following year by setting tuition and fees and allocating available revenue to fund projected needs and selected priorities from the proposed requests. The Budget Committee makes a balanced budget recommendation to the President. The President presents the final budget to the Board of Trustees. Three faculty from the Faculty Welfare Committee, three staff appointed by the Staff

Advisory Committee, the Senior Leadership Team, the ASCC Student Treasurer, and the President comprise the Budget Committee.

Communication, the time involved in the budget development process, and too few available dollars to allocate have been the most significant challenges for the Budget Committee in recent years. Net revenue peaks and valleys, escalating operating costs, and (more recently) the economic downturn have left few funds available beyond meeting projected needs, and the Budget Committee has felt less than empowered to make a difference through annual budgeting. Additionally, members of the campus have expressed frustration that requests for new funds submitted through the respective Vice President are not always clearly communicated to the Budget Committee. Compensation is one of the priorities identified in the planning process. Six out of the last nine years, the College has been able to fund salary increases, and in six of those years the College was able to provide additional salary increases to make progress toward “market,” as defined by comparator institutions’ salaries. The College has consistently maintained a commitment to provide at least a living wage. In order to improve communication with the faculty and staff as a whole, last year the Budget Committee began posting Budget Committee minutes in a shared electronic folder. The Committee also sent out e-mail updates to faculty and staff after the Board meetings.

To more effectively address these challenges and to make Carroll’s work more strategic, in the summer of 2008 a task group of the Strategic Planning Committee worked to move the College’s financial planning and budgeting process to a multi-year, rather than annual, process. The revised process aims to encourage innovation and ensure the College’s financial equilibrium and broad-based institutional sustainability (financial, human, programmatic, and physical). Proposals have included creating a Financial Sustainability work group to receive, sort, analyze and prioritize initiatives and requests for funding and engaging in a campus-wide process of program prioritization. Both would incorporate the Academic and Administrative Program Review processes already in place. These proposals are being discussed by the Strategic Planning Committee, with the intention of connecting with the Budget Committee to become a Planning and Budgeting Committee. Communication to and from the faculty and staff by the Planning and Budgeting Committee will be critical to the success of this initiative (see Diagram in Appendix F).

The College’s accounting system, policies, internal controls, staffing, and procedures ensure timely and accurate financial information. Carroll College hires extremely qualified accounting staff, and have implemented effective policies and internal controls to ensure the timeliness and accuracy of financial information.

The new campus software system, Datatel/Colleague, was funded by a \$2 million Title III grant, and brings to faculty, staff, and students on-line, 24/7 access to financial and institutional data. Budget managers have the ability to view their budgets with drill-down, detail capability at any time. The College began the implementation of a new campus software system with the financial modules going live July 1, 2008. System implementation was mostly completed in January 2010, although as with any system implementation, the learning curve will continue for another 18-24 months as users become familiar with the system’s reporting features and tools.

Financial staff are qualified and competent in their respective areas. The Business Office staff of eight is led by the Controller, a CPA with 14 years of experience at Carroll College, as well as 8 years working for private industry. The Controller reports to the Vice President for Finance and Administration. The Vice President, also a CPA, has a Masters in Accountancy and has 25 years of experience in higher education and non-profit financial management. The Controller is familiar with various positions and processes in the Business Office, as she was originally hired as the Senior Payroll Accountant, and was promoted into the positions of Senior Accountant, Restricted Funds, and Assistant Controller. The current Assistant Director is also a CPA.

Capital budgets (facilities and equipment) reflect the College's goals and objectives. Long-range capital planning supports our mission and goals; debt is periodically reviewed in light of mission and sustainability. In May 2009 the College presented its long-range Master Planning vision to the Board of Trustees. The Plan reflects the mission and goals of the College, integrates Academics, Enrollment, Athletics, and Co-curricular planning efforts, and presents a timeline with associated projected costs. It represents the result of fourteen months of work, guided by a higher education campus planning consultant, George Mathey of Dober, Lidsky, Mathey. Over 50 faculty, staff, board members, and students were involved in the planning process through interviews, focus groups, or committee work. All members of the faculty and staff were given at least two opportunities to offer their comments at public forums as the plan developed.

Since our last self study, the College has completed significant building and improvement projects with funding from operations, debt, and/or contributions. These include building Trinity Hall, renovating the Wiegand Amphitheater, Science labs (Murdock Foundation), Nursing lab, classrooms, PE Center egress, the Career Center, the Library roof, and making improvements to residence hall lounges and common areas. In 2008-09, the College also implemented an energy conservation program. With Johnson Controls as a partner and \$2.8 million in tax-exempt revenue bond funding, the College was able to replace aging, inefficient boilers, improve water and electrical use, and reduce the cost of natural gas in a program that will pay for itself over 15 years. In spring/summer 2010, two buildings were re-roofed, landscaping was added to the Getchell Street entrance, and residence hall kitchens and lounges were remodeled. Beyond these building projects and the energy program, the College is challenged to identify sufficient funding on an annual basis to meet the maintenance and repair needs of a 100 year old campus.

In an effort to respond to the call for sustainability and to reduce our deferred maintenance list, the College has taken steps to improve our physical infrastructure and be kinder to our environment. In the past 12 years we have entered two separate Performance Contracts with Johnson Controls, which provided 4.1 million dollars for much needed items. Many of these deferred maintenance items have direct paybacks on water, power and gas and are paid for by the savings. The guaranteed energy savings has allowed us to replace old inefficient boilers, improve lighting with new low wattage bulbs, replace all toilets and urinals with water saving models and install a better computerized energy management system for better control of heat and cooling, just to name a few. By implementing all of our energy projects we have decreased the college's carbon footprint and we are looking for additional ways to be proactive in saving energy and help protect our ecology.

Debt ratios and bond-related covenants are an integral part of financial planning and budgeting. They are reviewed semi-annually by the Finance and Audit Committee of the Board of Trustees, and are part of the annual independent audit review as well.

Carroll College's auxiliary operations, which include Housing, Dining, and Bookstore, are offered in direct support of the mission and contribute net revenue to the operations of the College. Dining is contractual and Housing and Bookstore are college operations. The Bookstore offers the choice of purchasing books on-line before the semester begins, or purchasing them in-store. All auxiliary operations contribute net financial resources in support of the College's mission.

The College is audited annually by Anderson ZurMuehlen & Co., a regional firm with offices in Billings, Bozeman, Butte, and Helena, Montana, and Seattle, Washington. They employ approximately 165 staff. A&Z shareholders have served on the AICPA Executive Board of Directors, the Tax Practice Guides, Legislative Area V, and Technical Issues AICPA committees. The firm is a member of the AICPA, PCPS/Partnering for CPA Practice Success, and the AICPA Alliance for CPA firms. They are also a member of the AICPA's SEC Practice Section, and the Public Company Accounting Oversight Board (PCAOB.) The annual audit is on a regular, timely cycle, which begins in February with the Board's approval to hire the auditors and includes a May pre-audit consultation, field work in June and August, and presentation of a final draft of the audit report by September 30. Management letters to the Board of Trustees are discussed in detail with the Finance and Audit Committee each October.

All institutional fundraising activities comply with government and the Council for Advancement and Support of Education (CASE) fundraising requirements, and are conducted in a professional and ethical manner under the direction of the Vice President for Advancement. The Vice President has over 21 years experience as a development officer and has held numerous positions in CASE including Chair-elect for Region IV, former Commissioner for Philanthropy, as well as a presenter on fundraising for CASE and other organizations. Office of Institutional Advancement manages fundraising for Carroll College along with marketing and communication, and alumni relations. The staff consists of 13 FTE staff: 4 professional, 2 Annual Fund; 2 administrative, and 1 clerical involved in fundraising and advancement services; 3 in marketing and communication; and 1 in alumni relations. Based on a survey conducted by Council for Advancement and Support of Education and a study by the Council of Independent Colleges, institutions of similar size have a mean of 8.7 FTE administrative/professional staff, a mean of 3 FTE clerical, and a mean of 1.5 FTE Alumni Affairs Administrative Staff. Total funds raised by the Advancement office have grown consistently over the past five years with a dip in the last fiscal year which is attributed to the impact of the recession; 2004-2005, \$3.2 million (no increase); 2005-2006, \$4.4 million (40% increase); 2006-2007, \$5.5 million (25% increase); 2007-2008, \$6.6 million (19% increase); 2008-2009, \$8.0 million (21% increase); and 2009-2010, \$7.06 million (12.5% decrease). The 2009-10 totals are a 117% increase over 2004-2005. The growth can be attributed to the Centennial Comprehensive Campaign that is summarized below.

In conjunction with Carroll College's 100th anniversary, the Office of Institutional Advancement, with approval and leadership from the Board of Trustees, embarked on the Learn

– Serve – Lead Centennial Campaign in October 2007. In preparation for the campaign, Cargill and Associates, under the direction of the Vice President for Advancement, conducted a feasibility study. The study consisted of face-to-face interviews and a mail-in survey. The feasibility study found sufficient levels of commitment, involvement, and interest from constituent groups, previous donors, and potential donors to warrant a recommendation to proceed with a comprehensive campaign

The Board Chair and Chair of the Marketing and Development Committee co-chaired the campaign. The goal was set at \$30 million - \$18 million cash and pledges to be received over a four-year time period and \$12 million estate intentions. The comprehensive campaign initiatives focused on growing student scholarships; supporting academic leadership; enhancing Catholic and spiritual vitality; and strengthening academic programs. The leadership phase of the campaign, conducted from October 2007 to September 2008, raised \$24 million (80 percent) of the \$30 million goal. Of the \$24 million: Board of Trustees members provided 28 percent. The top 42 donors represented 88 percent of the goal, \$21 million. The public phase of the campaign kicked off in November 2008 and successfully reached the goal to years later. Many initiatives have been funded and others projects will be evaluated for possible fundraising projects to be targeted for the next campaign. See Appendix G for the Campaign successes to date.

Physical and Technological Infrastructure

Physical Infrastructure

Carroll College strives to have physical facilities that are accessible, safe, secure, and sufficient in quality and quantity. In general, Carroll College's buildings have sufficient space and are actively maintained, clean, and well functioning.

On its 64-acre campus, the College has 16 major buildings totaling 636,616 gross square feet (GSF) and another 12 wood-frame, residential-scale structures totaling 14,781 GSF. Of this group, four buildings comprising 6,035 GSF are used for college program functions, with the rest rented to students and community members. Together, the College owns 20 buildings serving college program needs totaling 642,651 GSF. In addition, the College owns the President's House a few blocks from campus, a commercial building in Helena's downtown area, and a parcel of undeveloped property off of Montana Avenue.

In 2008, in preparation for the development of its 2009 campus master plan update, the College refreshed its space inventory focusing on its program-serving facilities. Sixteen major buildings were surveyed. These buildings contained 1,073 spaces totaling 436,585 net assignable square feet (NASF). These observations and comparisons resulted from that survey (see also Appendix F):

1. 32 percent of the inventory is coded residential, forming the environment for student housing with a capacity of 838 beds, which is exactly equal to the College's target of housing 67 percent of its full-time enrollment of 1,246 students. The amount of residential space per student is lower than the peer group, and this is reflected in Carroll's efficient dormitory-style housing in its older residential buildings – Guadalupe Hall for first-year students, St. Charles Hall for sophomores, and Borromeo Hall for mixed classes.
2. Nearly 10% of the inventory is assigned as classroom space, in line with national norms. Carroll has sufficient general-purpose classrooms for its current enrollment; while the rooms are simply furnished (sometimes with obsolete tablet-arm chairs), all standard classrooms have ceiling-mounted projectors and instructor's control podiums.
3. Nearly 7% of the space is allocated to teaching laboratories and studios. The amount of space per student is well below that of the peer group. While Carroll has well-equipped space in the sciences and engineering, its studio space for the fine and performing arts is insufficient to meet an increasingly ambitious program. Moreover, much of this space is old and un-renovated, adequate but hardly inspiring.
4. Eleven percent of the inventory is assigned to offices. When calculated on a per-student basis, this part of the inventory is also lower than the peer group. The

average faculty office is 156 NASF per space while the average allocation per assigned seat in these offices is 136 NASF. These measures are within a typical range of faculty office standards (120-160 NASF). Many of these offices are attractive, with adequate furnishings, computers and office equipment. However, some, particularly in St. Charles Hall, are in need of renovation and furnishing upgrade. Staff offices are generally in good condition and well equipped, but some departments, especially in O'Connell Hall, are cramped leading to a lack of confidentiality and dysfunctional operations.

5. Nearly 8% of the inventory is allocated to the Corette Library and other study spaces, an amount near the peer group level. The Corette Library is, however, an artifact of a previous academic period and requires significant upgrade aesthetically and functionally to better support electronic access to information and contemporary preferences for group study and a collaborative, interactive learning style.
6. Only 10.5% of the inventory is allocated to athletic functions, significantly below the peer group. To maintain its high level of achievement in intercollegiate athletics and especially to address deficiencies in facilities available to non-varsity, intramural and recreational, athletes, the College must renovate and expand the Physical Education Center.
7. Nearly 14.5% of Carroll's space is devoted to General and Campus Use, typically supporting campus life functions. This is lower than peer norms, a fact confirmed by those responsible for student life and student activities. Space in the Campus Center Building is at a premium as this building serves so many functions beyond student life – conferences, administrative meetings, outside speakers and a range of other College events. The space is good quality; there simply is not enough to meet current and future needs for these important student life and leadership programs.

Carroll College does a good job of maintaining and updating its space under tight capital budgets. The facilities are with few exceptions adequate for current programs. However, many functional areas require more space and several older buildings would benefit from a comprehensive renovation and upgrade to better meet current and future needs and to extend the productive life of the facilities.

The College regularly reviews and adheres to policies and procedures regarding the safe use, storage, and disposal of hazardous or toxic materials. A copy of the Chemical Hygiene Plan is located in the President's office. Other policies are developed on a case-by-case basis.

The institution develops and reviews regularly a master plan for campus physical development that is consistent with its mission and long-range educational and financial plans. The College embarked on its latest effort to update its Campus Master Plan in 2007 by continuing its strategic planning discussions, gathering a Campus Master Plan Committee, and selecting a consultant to assist in the process. Engaging the campus and facility planning firm of DLM (formerly Dober, Lidsky, Craig and Associates, Inc.) of Belmont, Massachusetts, at the beginning of 2008, the

College pursued a model planning process – highly collaborative, participatory and interactive, data-driven and deliberative. The data gathering and analysis has been substantive and wide ranging, forming a solid foundation for a series of observations and findings.

As Carroll’s strategic goals are implemented, the College will become larger, both in enrollment and in physical plant. Enrollment targets under discussion anticipate slight growth in enrollment in the next few years. The following are anticipated needs to accommodate enrollment targets. On-campus housing will increase its current capacity of 870 to 1,180 to maintain the College’s goal of housing 65-70 percent of its enrolled students on campus. This will require construction of as few as 310 to as many as 550 new beds, depending on implementation strategies to decompress the existing housing. This decompression is strategic in terms of creating a more competitive residential environment to support recruitment and retention, as well as the opportunity to free some existing residential space for other key college uses. New academic space will be required to accommodate a growing student body and faculty, and allow facility upgrades and expansion for departments currently housed in the College’s oldest buildings: St. Charles, Borromeo, and O’Connell Halls. This space will be provided through a combination of renovations and new construction. Of particular interest in this area, due to the relatively poor existing facilities, is new and renovated space for the Fine and Performing Arts. Currently housed in St. Charles Hall and the charming, but inadequate Waterbarn, these programs deserve facilities squarely in line with the best Carroll has to offer. New Student Center space will be needed to support student life goals by providing areas that students can occupy and manage in conjunction with student life staff. The current pattern of all-college use of the Campus Center has crowded out some student events. New Recreation and Wellness space is needed to accommodate the significant interest in recreational sports, exercise, fitness and health. The P.E. Center lacks the amount and kinds of space required to serve all members of the Carroll community. A college Chapel is desired to accommodate the increasingly large gatherings at Mass and to provide related space for Campus Ministry programs. Most recently, signage and new landscaping was completed at the Getchell Street entrance which is much more attractive and welcomes guests to our campus. Additionally, we have recently improved directional signage on the inside of campus to better direct visitors to different areas of campus.

Campus equipment is sufficient in quantity and quality to support institutional functions and fulfillment of the institution’s mission. The Facilities Department has planning spreadsheets for Capital Improvement Projects and Vehicle Purchases. Through their regular review process, academic programs and administrative units identifying equipment needs. All campus units also participate in a three-year budget process, which includes identifying equipment and technology needs. Some departments do a better job than others of projecting and budgeting for new equipment needs. The inconsistency of requests and lack of funds complicates the process.

Technical Infrastructure

Consistent with Carroll’s mission and educational philosophy, the Campus Computing and Information Technology (CCIT) department, formerly Information Systems Management (ISM), manages Carroll’s computer, technology and telecommunication systems. The contribution of the CCIT Department to Carroll’s mission and learning goals is documented in the Administrative Unit Program Review. The CCIT department consists of twelve full-time staff

members consisting of: one Director; two staff in Academic Computing, including the Associate Director for Learning Technologies; two staff in network support; two staff in Administrative Software support; two staff to maintain the college web site; a Technical Specialist; one Help Desk staff; and one .5 FTE telephone staff member. Student workers are also an integral part of the staff. The department has grown over the past ten years by six full-time staff in the areas of academic computing, web, technical support, administrative system support, and network support. This increase reflects the growing use of technology by all employees as well as a tremendous increase of technology use in the classroom. This use, as well as greater expectations throughout the College, has required additional infrastructure and more sophisticated tools. The increase in staff also relates to a shift to web-based technologies in both academic computing and computing in the administrative arena, with the addition of online registration, payment, and student records.

The technical infrastructure provided by CCIT supports the necessary academic, administrative, and operational campus functions. The campus 1(Gbps) fiber optic network provides students and staff with access across campus, including all offices, classrooms and resident halls. In addition, 54 (Mbps) wireless Internet access is available in over 80% of the campus with the exception of individual residential hall rooms. The network is very reliable, with downtime rarely occurring other than scheduled maintenance times that take place during low-use hours and on an infrequent basis. Little video-based instruction is used at Carroll. If that were to become more popular, increased bandwidth would be necessary. The network provides users with access to Carroll's servers, allowing users access to file storage, printing, e- mail, and Internet services as well as a wide variety of library resources. Students living in residence halls may connect their own computer to the network using our ResNet connections. Security to college systems is ensured by requiring authentication on all systems, maintaining audit logs, network monitoring, encryption, where appropriate, and timely disabling of accounts as needed for security concerns, employee termination, etc.

Seven general-use computer labs, with over 100 computers, are available for student use. Details of location, hours, hardware, and software are available online at: <http://www.carroll.edu/offices/ccit/technology/labs.cc>. In addition, there are other student computer resource labs located on campus in the following areas: the Career Center, the Academic Resource Center, the ASCC, and the Corette Library. These labs are set up for specific departments or functions but may be used by any student. In addition, computing resources are also provided within several departments for specific coursework within their department including the departments of Music, Computer Science, Nursing and Engineering. Two labs of ten computers each are set up for administrative use, one for a call center for Admissions and another lab of ten systems for the Administrative Software implementation training. Computers are provided through CCIT to all full-time faculty and staff. A four-year replacement plan is in place for all faculty and staff computers and a three-year replacement cycle is in place for the three primary teaching labs. A formal technology request process allows all campus staff to identify and communicate their technology needs to CCIT.

Classroom technology is provided in several ways on campus. Carroll College currently has more than 95% of classrooms equipped with a mounted video projector, computer, and VCR or DVD players. Instructors can also individually check out either a combination video

projector/laptop cart or individual projectors and laptops for use in or out the classroom. Smartboards, symposiums, and document cameras are available in selected classrooms. Moodle, a learning management system, was implemented two years ago and is being widely used by faculty and students. The Associate Director of Technology was hired five years ago to give more attention to specific technology needs in all academic areas.

Carroll College has replaced a 16-year-old Administrative Software System with Colleague from Datatel. The new system replaces the previous online registration system with WebAdvisor, which provides online registration and degree audit for students. In addition, the system provides a Portal that students and staff use to access WebAdvisor as well as a variety of other Intranet components. The system also includes an interactive web component called Active Admissions for prospective students, and retention alert software.

In addition to the Portal and Active Admissions, Carroll provides a robust website used to communicate information about the mission, programs, athletics and community events to students, parents, donors and community members.

CCIT staff offer both formal classroom training on new technologies to faculty and staff several times per year and individual instruction anytime as requested. Personnel are available in the labs to work with students and three student Resident Technical Assistants live in the resident halls and provide their fellow students with technical assistance. The CCIT Help Desk is staffed during business hours to provide assistance to students, faculty and staff. The website provides up-to-date information on using technology on campus and FAQ's about relevant technology issues.

Since the last accreditation visit, the previous Technology Task Force was made an official college committee and renamed The Technology Committee. It consists of three faculty, three staff, and three student representatives, and meets monthly between September and May to discuss technology issues on campus. The Director of IT, the Library Director, the Senior Vice President for Academic Affairs and the Vice President of Finance and Administration are additional, permanent members of the committee. General planning issues and campus-wide procedures for using technology are brought before the committee. Day-to-day technology needs of the campus are brought to the CCIT Director for immediate resolution or to be put on the Technology committee agenda. The CCIT director works in conjunction with department heads to acquire resources and to support the various educational programs.

CCIT policies and procedures are documented on the CCIT web site, <http://www.carroll.edu/offices/ccit/policies.cc>. The use of Carroll's information systems' resources is governed by Carroll's Acceptable Use Policy (AUP), which can be found at <http://www.carroll.edu/offices/ccit/policies.cc>. The AUP is also documented in Carroll's student and employee handbooks. All students who obtain a network account are given the AUP and notified they will be governed by it.



Chapter Two Summary

In completing Chapter Two of the self study process, Carroll College has taken stock of its resources and capacity to fulfill its mission; this has confirmed areas where our resources are currently strong and areas where they are stretched too far to support the excellence to which we are committed. On balance, the College believes that it possesses the resources and capacity to fulfill its mission of providing an excellent educational experience, one that supports our students in their pursuit of both vocation and enlightenment. Additionally, working through this self-study process as a pilot institution has reminded the College of one of its basic strengths: the willingness to discuss issues of concern and to identify areas needing improvement. Below, we briefly articulate major strengths, following each with a brief list of key opportunities for improvement.

The Carroll College mission clearly defines our purpose and creates a framework for the institution's programs, practices, and policies. Carroll strives to ensure that all aspects of the College—from its leadership to its programs to its practices and policies—are consonant with our Mission as well as demonstrate best practices and fulfill the expectations for institutions of higher learning.

- While the large-scale objectives for the College are clearly mission-driven, it should ensure that the mission and its objectives more consistently translate into specific planning and budgeting priorities.

The College has developed planning and budgeting processes that provide the framework and focus necessary to meet its mission and strategic priorities. Over the last decade, planning has become more regular and more inclusive. Strategic policies and more intentional practices have been adopted related to tuition, financial aid, budgeting, endowment stewardship, and investment management. The Title III Grant has infused the College with new personnel and technology to help integrate data, planning, and budgeting processes. The recently developed Campus Master Plan and Enrollment Plan provide evidence of an institution that is capable of integrating its fiscal, academic, and environmental visions.

- To improve short-term and long-term planning, the College should more carefully calculate the necessary resources—including human, technology and information, physical environment, and financial resources—required to adequately support any and all of its plans.
- The College must fully implement a comprehensive compensation strategy that is equitable, financially sustainable, and sufficiently competitive to recruit and retain excellent faculty and staff.
- The College must address tuition dependency and fluctuation in enrollment through new financial aid and enrollment growth strategies.

Assessment and institutional effectiveness. Over the last ten years, the assessment of student learning has become further ingrained into the institution. This is perhaps most clearly seen in the “closing the loop” now happening as assessment results spur and guide academic development and planning. Beyond academic efforts, assessment is becoming a part of the day-to-day activities for co-curricular and administrative units. The Office of Institutional Effectiveness is working with departments to develop and monitor data systems in order to collect, analyze, and share information for the purposes of evaluation, planning, and accountability. The College has more work to do in identifying performance measures, setting specific targets, and benchmarking those measures over time against relevant comparators. Despite the work ahead, assessment has moved from a topic of conversation to an operational reality. Still, logistical challenges remain; one is finding time for developing broadly vetted criteria and tools; another is developing assessments that are nimble and truly serve the learning goals of programs as well as the college as a whole.

- The College must continue to provide leadership and expertise so that, across the college, programs can more effectively use data—objective, qualitative, longitudinal, comparative, etc.—to assess student learning outcomes.
- The College must explore ways to use and measure the Six Goals for the Carroll Graduate as a distinctive outcome of a Carroll education.
- The College must complete a systematic process of direct assessment of the Core curriculum guided by identified learning outcomes.
- The College must design and implement a regular cycle of graduate/alumni surveys.

The faculty and staff at Carroll College are highly qualified, effective, and committed—as professionals, as scholars, and as teachers. Carroll faculty and staff members bring an array of talents, interests, and expertise to the institution. Staff are increasingly more experienced and credentialed in their professional areas. The Financial Aid and Human Resources staff serve on the boards of regional professional organizations. Recent hires in enrollment services and the registrar’s office have over 15 years each in their respected areas. Faculty hires are increasingly committed to scholarship. Over the past ten years, the College has provided more flexible funding opportunities for the academic and pedagogical development of faculty. Additionally, the faculty has increasingly found ways to involve their students in collaborative research.

- The College must commit funding to more adequately support faculty and staff, by completing and fully implementing its plans for compensation and for restructuring workloads. It also needs to increase funding for professional development for both faculty and staff. We have training, development, technology and compliance needs for staff that are not being met completely and staff in many areas are taking on additional responsibilities (Datatel implementation, Program Review, etc.) on top of very full jobs.
- The College must address those academic support and student life areas where growth in student need, interest, and use are outstripping present staffing, space, and

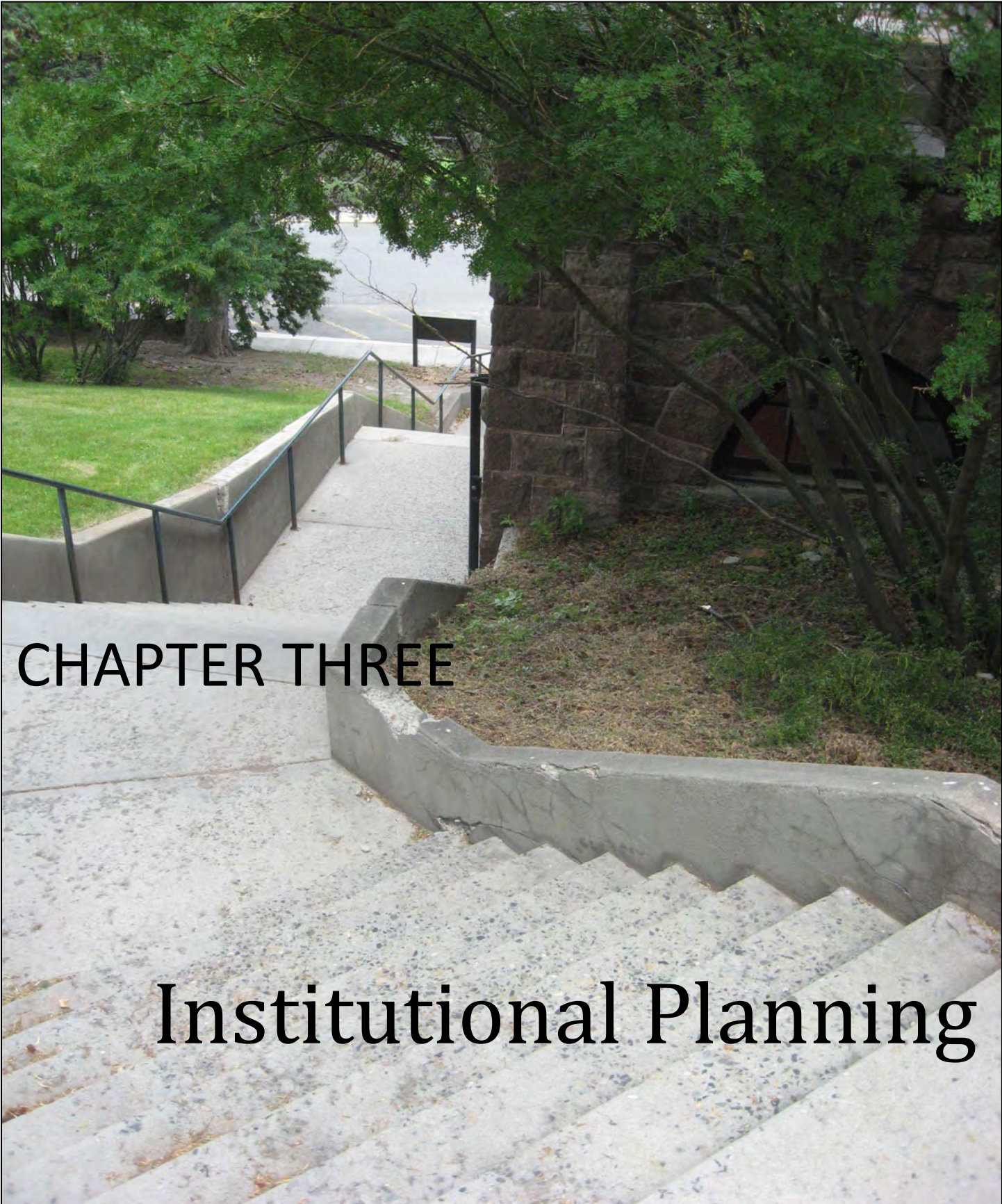
opportunity— Campus Ministry, Academic Resource Center, and Library are primary among these areas.

- The College should determine the optimum size and composition of faculty, staff, and student body while maintaining its central focus on student learning.

Physical and Technical Infrastructure. The College has made significant improvements in planning strategically for facilities and technology. Since our last comprehensive review, the College has improved infrastructure, added three new buildings and completed eight major renovations, replaced an antiquated administrative system, established a computer replacement schedule, developed of a new website and Campus Master Plan, increased classroom media and technology, and invested in energy efficiency projects.

- The College must address the backlog of deferred maintenance.
- As noted in the 2008 Master Plan, many functional areas require more space and several older buildings would benefit from a comprehensive renovation and upgrade to better meet current and future needs and to extend the productive life of the facilities.

The past decade of growth and transformation described in this report has laid the foundation for a promising future at Carroll College. Our review of mission, core themes, and resources and capacity has also clarified the institution's understanding of the challenges it faces as it continues to work towards a more satisfying integration of planning, resource allocation, institutional assessment, and improvement into a systematic, continuous process of institutional effectiveness. Given our financial challenges, exacerbated by the recent economic recession, it is imperative that Carroll think strategically about policies, procedures, staffing, and financial priorities. Meanwhile, Carroll is taking active steps to improve our financial health and ensure that we continue to fulfill our institution's educational mission.



CHAPTER THREE

Institutional Planning

Introduction

The mission and vision statements of Carroll College remain the guiding forces in strategic planning. Both were reviewed in preparation for the Strategic Plan 2001-2010 and the current Strategic Plan for 2010-2017. Over the years, adjustments to the plan have been made in response to institutional and community input, but the essential mission of providing quality academic and student life opportunities *Not for School but for Life* remained constant. Institutional strategic planning, academic and co-curricular program planning, institutional and program accreditation, institutional and program assessment, and the effective allocation (and reallocation) of resources are interrelated institutional effectiveness tasks. An overview of each task and its general relationship to the others is explained below. The chapter concludes with a review of the institutional planning strengths and areas that need improvement.



Institutional Planning

Carroll College's strategic planning efforts are directed by our mission as well as influenced by student, market, and environmental demands. The College's strategic priorities arise from a variety of processes that engage many campus groups: (a) strategic planning committee work (administration, faculty and staff), (b) academic and administrative program review, (c) campus-wide forums, (d) Senior Leadership Team meetings, and (e) external accreditation requirements.

The 2002 Strategic and Long Range Plan has provided a foundation for the College over most of the past decade; subsequent reviews in 2005, 2007, 2008, 2009, and 2010 continued to build on that foundation, revising terms and forming initiatives to achieve more integration among the major strategic goals (now rearticulated as our core themes). Between these reviews, faculty, staff, and students were brought together to discuss and implement aspects of these plans. The College is currently working on a new Strategic Plan document; it will submit a draft to the Board of Trustees in the spring of 2011 and present a final version for Board approval in October 2011. Our mission fulfillment model, which has been developed through the NWCCU accreditation process, will play an important role in our ongoing Strategic Planning. The Strategic Plan guides major decision-making at the college. Program Directors and Vice Presidents are formally evaluated based on the degree to which they have made progress on their responsibilities as set out by the Strategic Plan (allowing, of course, for funding limits and other challenges).

In Academic Program Reviews, all academic departments document their contribution to the College's mission and core theme objectives. They also report on relevant aspects of their programs, faculty, and student learning outcomes. Faculty within the departments examine the following: (a) student demand, quality, assessment of student learning outcomes, and graduation rates, (b) faculty and staff positions required to support targeted student levels, program alterations, and research, (c) needed physical space and facilities, (d) instructional and research equipment and technology needs, (e) externally funded sponsored research targets, and (f) collaborative or integrated learning initiatives for enhanced program development. This regular review engages all academic departments in planning, assessment, and improvement. These planning efforts are documented in department program review materials and sent to the Senior Vice President for Academic Affairs, who reviews them with the Director of Institutional Effectiveness, and uses them to inform the Academic Strategic Plan.

Administrative Unit Plans are also completed on a regular basis. The templates for the administrative plans are similar to the Academic Program Reviews. They require service and co-curricular units to document how they contribute to the institution's mission and core theme objectives as well as how they assess their effectiveness in achieving service and student learning outcomes. Units then use these assessments for improving their programs and services. Administrative Unit Plans are reviewed by the Director of Institutional Effectiveness and the department's Vice President. These plans also inform strategic planning.

External accreditation processes also contribute to institutional planning. The requirements and recommendations of accrediting groups are incorporated into program planning and strategic thinking, especially when developing programs of distinction or addressing program deficiencies. For example, the Engineering and Education programs must maintain a certain number of faculty to meet accreditation standards. The new NWCCU Accreditation Standards have also prompted a particular structure for analyzing effectiveness, a structure that usefully links with strategic planning efforts. External program and institutional accreditation timelines and priorities are thus folded into the College's strategic planning activities. A copy of the strategic planning template is available in Appendix L.

Master planning is an important activity at Carroll. As Carroll embarked on planning for its second century, the college realized that it needed to invest in its facilities and infrastructure. One alumna acted on this need and donated \$400,000 to create an updated master plan. In 2008, Dober, Lidsky, Craig and Associates, Inc., was hired, and principal George Mathey worked closely with a Campus Planning Committee comprised of administrators, faculty, and staff. The process was highly participatory, involving students and academic and administrative departments in envisioning campus buildings and facilities to serve Carroll through its second century. It was guided by these goals:

- determine the best strategies to accommodate growth on campus should resources become available.
- improve the quality of the physical environment on the campus.
- create a strategy for evaluating the best use of existing facilities.

The final Campus Master Plan was completed in Fall 2009. All programs and units are encouraged to consider and document their facilities needs, connecting with the Master Plan, as they carry out their regular reviews. In 2010, the Strategic Planning Committee reviewed the Master Plan timeline and activities and made a few adjustments based on the enrollment levels.

Capital Campaign planning, carried out by the Department of Institutional Advancement, has also played a vital role at the college. The Learn-Serve-Lead Centennial Campaign, after conducting an environmental scan along with broad-based consultation with alumni, students, faculty and staff, the Learn-Serve-Lead Centennial Campaign was launched in 2007. It met remarkable success, especially given the economic downturn. (See Appendix G for Campaign Successes).

These comprehensive, integrated, and ongoing planning processes solicit input from groups representing all areas of the College. Institutional planning committees include faculty, staff, administration, students, and, sometimes, Trustees. In some cases, these are elected positions, but in many cases (including the Strategic Planning Committee and NWCCU Steering Committee) the membership is volunteer or invited based upon expertise and interest. Input on draft plans is also gathered through department meetings, all-campus community forums, and governance groups. We continue to look at ways to better involve students in our planning processes. Standing and ad-hoc committees often mandate student membership and committees extend invitations to students, but we would like more consistent student participation.

The campus as a whole is informed of institutional plans and decisions in regular presentations. At annual meetings, the President shares the academic year priorities as determined through program reviews and summer strategic planning meetings. Major planning activities, as described above, are presented at monthly all-campus Community Forums. In this way, all campus constituencies can become more aware of how their work fits with the work of others. The Master Plan, Centennial Campaign Plan, Title III, and Accreditation activities are also published regularly in newsletters that reach campus and off-campus audiences.

Academic, co-curricular, and administrative departments are encouraged to write and evaluate program plans as collective groups. Vice Presidents meet with their respective unit heads to engage in collaborative decision-making (for example, the Senior Vice President for Academic Affairs meets with Department Chairs and the Vice President for Student Life meets with the directors of Community Living, Athletics, etc. programs). Priorities are routed through the Vice Presidents to the Budget Committee. The Budget Committee, comprised of administration and elected faculty and staff, considers requests for funding and makes a budget recommendation to the President.

In addition, academic and co-curricular departments are also expected to submit three-year budget and planning documents. These budgets are collated by the Vice President for Finance and Administration and used to project and plan for possible expenses and revenues in the future. In some cases, plans may be circulated to the Office of Institutional Advancement for fundraising or grant potential.

The College has taken important strides in using data to inform its planning processes across campus. Our 2007 Title III grant, which focuses on Institutional Effectiveness, provides the expertise and technology that has significantly enhanced our use of data at the college in planning, decision-making, and budgeting. For example, two years ago the Office of Institutional Effectiveness joined forces with the NWCCU Steering Committee to develop a set of indicators for mission fulfillment. The indicators began as data points for an institutional effectiveness model and have evolved through conversations, research, and analysis of existing and new data. The Office of Institutional Research and the new Datatel/Colleague system have been instrumental in providing new data sets that are helping the College develop the set of indicators that will give us the most useful definition of mission fulfillment at Carroll College.

The College's next step is to bring data into the strategic planning process in an even more systematic and useful way. As part of the past two strategic planning meetings, the Office of Institutional Effectiveness provided a broad overview of institutional data and benchmarks. Although the data was informative, our primary task now is to identify what data are most important to track and analyze; this is necessarily linked to our indicators of mission fulfillment and our indicators for our core theme objectives. As we develop our indicators and track and analyze the data related to each, we will be able to make our Strategic Planning process more deeply and usefully supported by data. We will also bring together, more transparently and intentionally, our mission fulfillment model with our strategic planning and program review processes.

A common template, developed by the Office of Institutional Effectiveness, prompts all units to bring data to bear as they analyze student learning outcomes and the effectiveness of their programs. The Office of Institutional Effectiveness provides data: for example, number of graduates, cost per credit hour, and major retention rates (additional examples are available in the Institutional and Department Metrics documents: <http://www.carroll.edu/about/oie/research.cc>). All programs are working on assessment processes to make use of these data points in their planning, as well as to systematically gather and use data to assess student learning outcomes. These processes are in various stages, but they are underway in every department; making these processes as useful as possible for program improvements will require adjustments and revisions. Although the current set seems to be generally accepted, the data points will be continually reviewed and refined based the availability and analysis of data. Datatel/Colleague reporting and analysis services are substantially enhancing our collection and distribution options. It is the goal of the Office to have mission fulfillment indicator on-demand dynamic “dashboards” launched by Fall 2010.

In the fall of 2009, the Office of Institutional Effectiveness convened a Sustainability Task Group with the goal of finding a way to more effectively use the data and analysis generated in Program Reviews by linking it more directly to institutional Strategic Planning and Budgeting. The Task Group proposed an Integrated Planning and Budget Model (see Appendix H). One aspect of this model sets out a way for participants in summer Strategic Planning meetings to review all program and unit reviews alongside strategic, master, campaign, and enrollment planning documents in order to identify initiatives that appear to merit funding priority; these initiatives would then be vetted in the larger community and, finally, forwarded to the Budget Committee for funding. Some components of the model were implemented during the 2009-2010 Academic Year. The model has since evolved. The latest thoughts on the model support the Strategic Planning Committee’s role of establishing long term goals and financial plans that will then inform the annual budget process. As a pilot for this model, in 2009-2010, the College set aside a \$25,000 Strategic Initiative Fund to provide one-time seed funding to encourage individuals, departments and units across campus to develop innovative proposals within and across programs. The 2009-2010 awards funded \$9,000 in library resource updates and \$15,000 to faculty for Integrative Learning grants. The grants support faculty summer research and integrated course development. The following faculty are the recipients of these grants:

- Jamie Dolan, Assistant Professor of Sociology, and Grant Hokit, Professor of Biology
“Biological, Ecological and Sociological Approaches to Understanding Health Discrepancies for Tribal Peoples of Montana”
- Lauri Fahlberg, Associate Professor of Community Health
“Service-Learning Faculty Fellows Program”
- Chris Fuller, Associate Professor of Theology and Hunthausen Professor of Peace and Justice, and Gillian Glaes, Assistant Professor of History
“How to Create Programs at Carroll College to Promote Holocaust Remembrance”
- Gillian Glaes, Assistant Professor of History, and Elvira Roncalli, Assistant Professor of Philosophy
“Twentieth-Century Ideologies in Theory and Practice”
- Brian Matz, Assistant Professor of Theology, and Zac Callen, Assistant Professor of Political Science
“Healthcare Reform in America”

- Brian Matz, Assistant Professor of Theology, and Ron Stottlemeyer, Professor of English “Histories as Literature”

These innovation grants are intended to encourage and support faculty in expanding the number of integrative learning opportunities currently available for our students. In addition, these grants will prompt more experimentation within our curriculum (now based primarily on discipline-specific 3- or 4- credit courses). The committee that reviewed proposals included members of the Curriculum Committee, Core Committee, and Faculty Development Committee, along with a representative from Academic Affairs. This committee then made recommendations to the Senior Vice President for Academic Affairs.

The College recognizes the need for an Integrated Budgeting and Planning process that engages more faculty and staff in guiding annual strategic priorities and developing initiatives that support these priorities. Our program review and prioritization process will inform planning and budgeting as well as support more entrepreneurial approaches by inviting campus members to explore efficiencies, collaborations, and external funding. It also hopes to create a more transparent process for determining budgeting priorities.

While Carroll has clearly devoted significant time and attention to institutional planning, and endeavored to increase participation of all campus members in planning processes, several challenges arise alongside those planning efforts. One is the challenge of integrating different planning streams, making sure they complement each other rather than compete for often scarce time and resources. Creating interest and finding time to discuss and develop more broad-based assessments, such as those for the Six Goals for Carroll Graduates and Core curriculum, is another challenge. Still another is the challenge of systematic follow-through, not only with implementing change but incorporating assessment and improvement so that it becomes an on-going process. We are taking significant steps forward, guided by the Office of Institutional Effectiveness, in developing more integrated and effective institutional planning that is increasingly informed by data.

The College engages in on-going planning to ensure that it will be well prepared in case a catastrophic event affects the campus. Preparedness planning has resulted in incident management protocols, on-call staffing, serious incident action plan, and a safety/risk management committee.

In 2004, Carroll College adopted the use of an Incident Management Protocols Manual, which outlines emergency contact information, incident response protocols, and assignment of responsibilities in case of an emergency. The manual outlines response plans for a wide variety of catastrophic events; it has been updated each year and copies are distributed annually to student housing professionals and student staff, residential peer ministry staff, security staff and dispatch, Student Life directors, administrative directors with emergency response responsibilities and the SLT. The Incident Management Protocols Manual is available online at: <http://www.carroll.edu/about/oie/accred.cc>.

The Facilities Department works within the College’s Incident Management Protocols Manual for any student related evacuations and emergencies. This department has 18 staff trained in

CERT Operations, covering emergency management, triage center set-up, first aid, building search and rescue, structural evaluations of buildings, and disaster psychology. All CERT trained staff have participated in tours to locate main gas, power and water isolations, in case of an emergency. Many of the SLT and key staff participated in the 2009 Vigilant Guard Earthquake Preparedness Exercise and have continued meeting to develop a plan for a major emergency.

Carroll also maintains an on-call counselor available to respond to individuals and situations on campus during the academic semesters as well as an on-call student housing professional to respond to individuals and situations on campus during the entire year, including: both semesters, academic breaks, summer school, and summer recess.

Carroll distributes a flyer annually to all employees and students with emergency contact information and response strategies for emergency situations (fire, bomb threat, natural disaster, person with a weapon) and potentially critical situations (suicidal talk, drug overdose or reaction, threat of harm, visible impairment). The College's intent is to have emergency contact information posted by the phone in offices and campus housing as well as provide directions for immediate responses to emergency or critical situations. As a supplemental resource, phone stickers have also been distributed with emergency contact information (fire, police, security).

In 2007, the Vice President for Community Relations and the Vice President for Student Life convened a College Safety Committee with representatives from the faculty, staff, students, and administration. The purpose of the committee was to discuss the college's emergency preparedness for campus-wide emergencies. Specifically, the Safety Committee discusses how to coordinate necessary responses, within the campus and with community and county emergency preparedness plans for natural disasters, pandemic flu, shooter on campus, facility disasters and campus lockdowns. The Safety Committee reviewed the Incident Management Protocols and hosted conversations with local law enforcement, county health department and emergency preparedness officials. In 2008, the Vice President for Finance and Administration convened a college Risk Management Committee with participation by Safety Committee members and the addition of directors of administrative areas with risk management concerns (athletics, facilities, housing, student activities, international programs, and information technology). The College's insurance company representative became an active resource for the Risk Management Committee to address Carroll's risk management practices and procedures.

Chapter Three Summary

Carroll has a history of solid institutional planning efforts amongst senior administration. While institutional planning has been undertaken in the context of Carroll's mission, future planning will need to be directed more by the core theme objectives, indicators, and thresholds for acceptable performance that comprise our model of mission fulfillment. This will require a shift across the institution: all campus programs and services must be willing to incorporate core theme objectives and indicators into their goals and planning priorities; departments must also be willing to link their programs and services with measurable student learning outcomes and the related resources. We have begun this process, but we have more work to do as we move towards getting it fully in place. While challenging, this change has the potential to help the college achieve more integrated and systematic planning, at all levels of the institution. Our review of institutional planning has revealed a number of strengths as well as opportunities for improvement, which we summarize below.

The College has developed a strategic planning process that is linked to assessment and financial planning. Strategic Planning has, over the decade, become a regular, reiterative process, included broader representation from campus constituencies, started using more inclusive work groups (e.g. Compensation Task Group, Sustainability Task Group, Spiritual Vitality Work Group) to move forward on key initiatives, and become more intentional about involving and communicating with the campus as a whole. We have been moving towards a more effective integration of planning and budgeting, with work from the Sustainability Task Group as well as through more recent strategic finance discussions.

- The College needs to develop campus-wide processes and criteria for selecting our key mission fulfillment indicators, setting performance thresholds, and accounting for appropriate resource needs in the planning process.
- The College needs to ensure that the major planning streams at the College—including the Master Plan, Technology Plan, and Enrollment Plan—remain at the forefront of strategic discussions.
- The College needs to ensure that Governance committees are incorporated, when appropriate, into planning and implementation of strategic initiatives. Making sure that all the stakeholders are informed and consulted, especially elected representatives of standing committees, is a crucial element in institutional planning.
- The College is working to bring more data, relating to core theme objectives, indicators, and thresholds, to bear on all of its institutional planning processes. One related challenge is the College's need to learn what the most important questions are to ask, as we are planning and allocating resources, so that we know what kind of data will best inform those decisions (e.g. do we have the data to help us determine whether we should add a particular program or service; are we monitoring and evaluating new programs and services based on data?).

- Carroll's tuition dependency and budget constraints leave little funding for innovation in our planning processes. The College needs to consider ways to reallocate dollars to support planning that includes innovation.

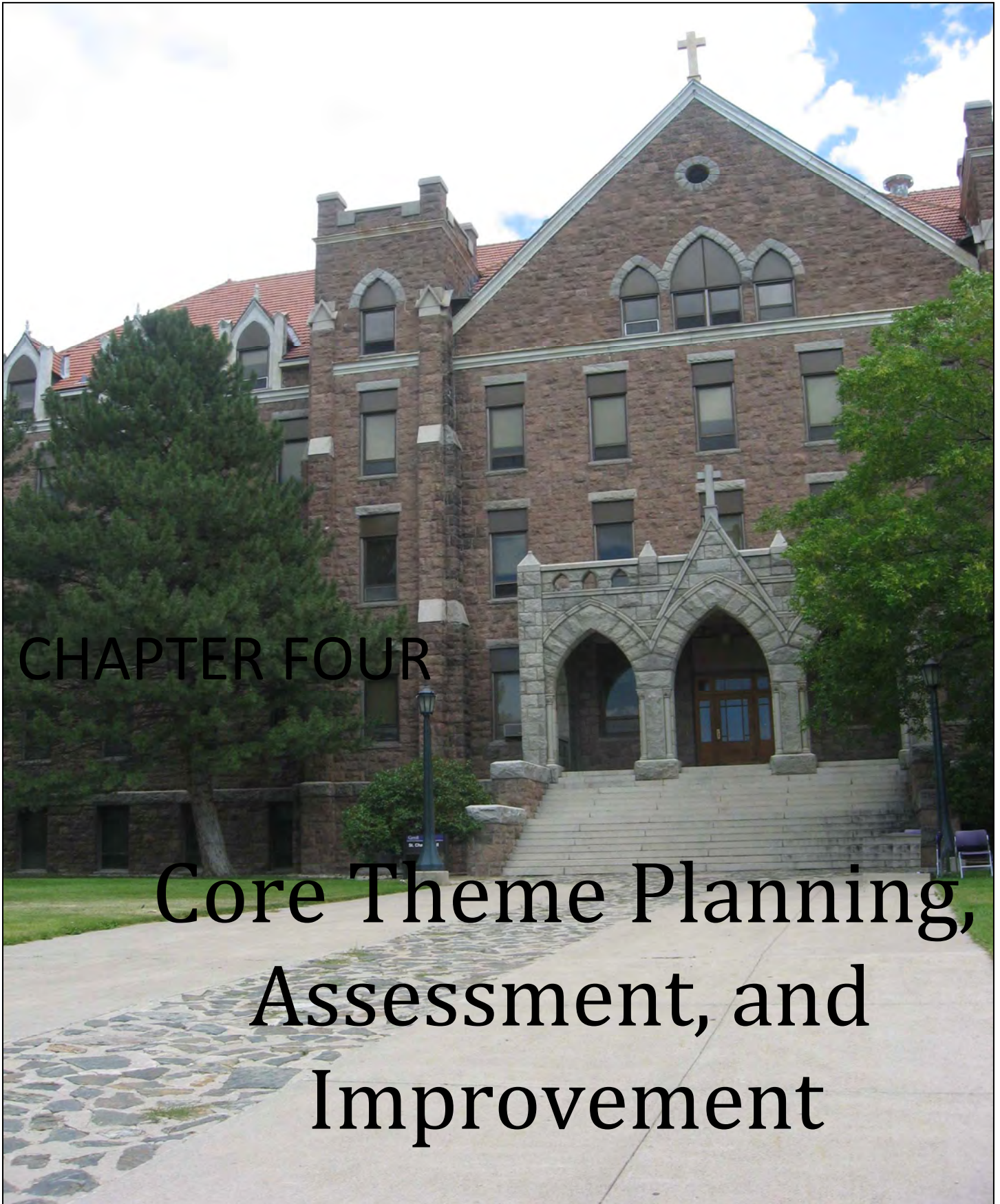
Academic and Administrative Program Review processes have strengthened planning within all areas of the campus. Program Review templates enable a process and structure that support more intentional and documented links amongst institutional goals, (*and soon*) core theme objectives, indicators, and resources.

- The College must work to increase the connection between our institutional framework and all units across campus. Only 50% of the Program Reviews articulate connections with wider institutional planning efforts. In the future, the Office of Institutional Effectiveness needs to clarify how programs reviews are intended to help programs and services across campus demonstrate the relationship between their work and broader core theme objectives and indicators.

The Title III grant has provided an infusion of organization and funding into the College's planning activities. The Office of Institutional Effectiveness now supplies leadership in data collection and use for institutional planning as well as in guiding program review processes and connecting them to institutional planning. That Office also provides regular communication to the campus community on all aspects of institutional planning. Professional development for faculty and staff, funded by the Title III grant, also increases knowledge of and participation in institution-wide planning that is linked to assessment and strategic finance.

- Campus-wide communication about institutional planning and ongoing implementation of those plans could improve by considering how to turn the giving of information into true communication.

At the heart of Carroll College's institutional planning processes is a commitment to quality programs and services in all areas of the campus. As the above list indicates, we have carried out a commitment to on-going planning. Our framework for and understanding of institutional planning has become more systematic and complete over the past decade. We continue to work to make planning even more broadly participatory, more fully aligned with the core theme objectives and indicators, and more effectively integrated with resource allocation. These goals for institutional planning mean more regular meetings, workshops, and templates addressing the components of our model of mission fulfillment. Committed leaders, clear plans, and completing our shift to a culture of assessment are necessary as we adopt and adapt to new planning and implementation standards.



CHAPTER FOUR

Core Theme Planning, Assessment, and Improvement

Introduction

This chapter describes planning, assessment and improvement efforts within each of Carroll College's four core themes—Academic Excellence, Catholic Identity, Community Life, and Stewardship. For each core theme, we describe planning processes, discuss representative assessment examples that reflect on the objectives and indicators for each core theme, and provide examples of improvements that have emerged from assessments. We conclude the chapter by drawing out the primary strengths and current challenges revealed by this review of planning, assessment, and improvement activities for each core theme.



Academic Excellence

Planning

The Senior Vice President for Academic Affairs (SVPAA) oversees academic planning. Academic Departments, Enrollment Management, Advising, Academic Resource Center, Library, and International Programs engage in their own planning process, guided by directives from the SVPAA. Each program submits its plans to the SVPAA and the Office of Institutional Effectiveness; this enables these plans to be linked to the College's comprehensive plan. In what follows, we provide examples of planning processes that take place in the programs and services that contribute to our Academic Excellence core theme objectives, which direct the College to provide:

- high quality academic programs.
- an innovative and diverse curriculum.
- a healthy working and learning environment.

The most widespread planning process within this area of the College takes place within academic departments and programs, as faculty work with their colleagues to maintain and develop rigorous, relevant, and distinctive academic programs. This on-going planning, which continues to produce enhanced teaching and learning along with new programs, is at the heart of this core theme and is documented in Academic Program Reviews. This planning plays a major role in the College's comprehensive planning (described in the previous section on Institutional Planning, see p. 110). Each program is asked to align its work with Carroll's Mission, the Six Goals for Carroll Graduates, and each of the core themes, as well as articulate its own mission, goals, student learning outcomes, and an assessment framework for evaluating effectiveness and making program improvements. Approximately half of all departments have well-established assessment plans; others have made progress in the past three years, assisted by the Office of Institutional Effectiveness, which provides a template and common data points for Academic Program Reviews. Professional development plans are also incorporated into each Academic Program Review and figure in its three-year budget; this ensures that the SVPAA and college budget are aware of on-going professional development needs.

Planning for high quality and innovative programs is also coordinated through various campus governance committees. The Core Committee, formed in 2003, is a standing faculty committee under the direction of an appointed faculty Chair; it is charged with continuing to develop and

monitor the Core Curriculum. Over the past seven years, their planning efforts have focused on developing criteria and approving courses for Writing Intensive, National Diversity, and Global Diversity requirements; developing and piloting a Senior Experience for the Core; developing and piloting tools to assess the Core's four goals; and gathering colleagues to plan collectively about ways to create more interdisciplinary experiences for students. Planning efforts focus on the four broad student learning outcomes of the Core curriculum, which state that students will:

- be prepared to understand the diversity of the contemporary world.
- acquire aesthetic, scientific, quantitative, ethical and religious insights.
- develop a full range of communication skills.
- appreciate interrelationships among branches of knowledge.

In planning and implementing programs and courses, academic departments work with the Curriculum Committee. The Curriculum Committee is a faculty committee established to approve and disapprove curriculum proposals. The committee is composed of four elected faculty members, two student members who serve at the recommendation of the Associated Students of Carroll College (ASCC) and approval of the Senior Vice President for Academic Affairs (or delegated representative), and the Registrar. After reviewing proposals for changes to courses and/or programs, the Curriculum Committee is required to seek final approval from the Faculty Assembly for proposals that would alter the Core Curriculum, add new programs or majors, or delete existing programs or majors.

The Faculty Development Committee is another standing faculty committee that meets regularly to award funding for faculty travel and research. The Committee tracks funds requested and granted. Recently the committee expanded its role by exploring how the College could create more development opportunities on campus. In this, they are collaborating with a Strategic Planning subcommittee on Integrative Learning.

Some of the college planning regarding healthy working and learning environment would be delegated to the Faculty Welfare Committee, which addresses issues of salary and benefits. The Faculty Welfare Committee is the “formally recognized body for negotiating [issues of salary and benefits] with the college administration” (Faculty Handbook, Article IV, Section 2.2). This committee is composed of five elected faculty members; three of these members are selected by the committee to serve as faculty representatives to the Budget Committee.

A further committee that involves planning in this area is the Faculty Council. This is an advisory body to the President of the College whose scope of responsibility involves “all matters which may concern faculty.” This committee is composed of nine elected and tenured full-time faculty, and chaired by the Faculty Dean.

In addition to faculty governance committees, planning is also coordinated at the program-level. Carroll's Office of International Programs (OIP) is one campus entity whose planning work directly brings diversity into our students' learning experiences. The OIP is responsible for recruitment of international students, Carroll Intensive Language Institute (CILI), Study Education Abroad, and TESOL.

The College hired a new Director of OIP in 2006; her planning efforts thus far have focused on several critical needs at the College: remedying a significant slump in recruitment of international students at the College, which began in the late 1990s and was exacerbated in 2001; reconnecting with the Office of Admissions, where no active international student recruiting had happened for at least five years; developing more education abroad opportunities along with more effective policies and procedures; addressing significant deficits in the CILI and TESOL academic programs. Two goals that guide OIE planning are:

- to increase the number of international degree seeking students at Carroll to 30 by 2013 (doubling current numbers).
- to increase opportunities and numbers for Carroll students and faculty to participate in Education Abroad.

Concerning the first goal, the OIP is for the first time working closely with the Office of Admissions to incorporate international recruitment into Admissions' overall marketing and recruitment plan and to provide scholarships to attract international students. Concerning the second goal, the OIP has worked closely with a faculty and staff task group to create updated policies and procedures. In addition, the Director has worked to develop new affiliations, which have now increased the number of countries in which students can study to over 40.

OIE has also used planning to adjust curricular offerings. The CILI (Carroll Intensive Language Institute) program was closed at the end of the 2008-09 academic year due to pedagogical issues and low enrollment. The TESOL K-12 and TESOL majors were deleted as of spring semester 2010 and will be taught out. In their place is a TESOL minor which offers the same skill set for teaching English to non-native speakers, and which compliments many of Carroll's majors including, but not limited to, foreign languages, Education, English, and Community Health.

Another program that coordinates planning to support high quality and innovative curriculum and programs is the Office of Campus Computing and Information Technology (CCIT). The Information Technology Committee conducts on-going planning to ensure that up-to-date technologies are available, that policies are in place, and that faculty and students receive necessary training to integrate technology into teaching and learning across the College. The Associate Director of Learning Technologies plays a key role by developing tutorials and workshops to train students and faculty on new technologies. Planning items related to teaching and technology are presented to CCIT and the SVPAA and folded into program review and budgeting processes. CCIT's planning efforts are further explained in the Stewardship core theme planning section (see p. 190).

The Office of Admissions and Enrollment Management engages in research and planning in collaboration with a variety of programs, curricular and co-curricular, across campus. Their planning has focused on two basic goals:

- to increase enrollments by enhancing existing programs and developing new programs that attract additional students from within our market area.
- to achieve higher retention rates through increased student satisfaction.

These planning efforts resulted in increased market-demand analysis of current and prospective academic programs; so far, this analysis prompted Carroll to develop several new majors over

the past 18-24 months. An Enrollment Plan and Retention Committee comprised of members from both Academic Affairs and Student Life ensures that those who develop and provide programming have direct input into the College's comprehensive planning, where student enrollment and retention play a critical role.

The Academic Resource Center (ARC) and the Office of Student Academic Services and Advising engage in ongoing planning in order to continue to support student learning and student success. The ARC provides both tutoring for students and supervises accommodations for students with special needs. The Office of Student Academic Services and Advising was created in 2000 in response to the need for additional academic support for first year students. Collaborative planning efforts with the Office of Admission, Student Life, and the Senior Vice President for Academic Affairs have resulted in increasing this position to a full-time 11-month contract. This revised position will be an academic resource for all Carroll students, with a focus on the first and second years. One goal of this expansion is to reduce student attrition between the sophomore and junior years. The college will also be implementing new retention software in 2010-2011, called Retention Alert, which will systematize and streamline early intervention strategies as well as highlight advising and retention activities; both should enhance support for student success. Planning in the Office of Student Academic Services and Advising is guided by several goals, including the following (among others):

- coordinate and oversee the pre-registration process for new students
- act as liaison with parents of new traditional age students
- work closely with Carroll Intervention Team
- teach required "Success Seminar" to provisionally accepted students
- refine the Faculty Feedback System
- provide mid-term "recovery" program
- develop support materials and services for advisors

Planning for the Academic Excellence core theme is informed by data at every level and across contributing programs and services. For instance, the data produced by student learning outcomes assessments contributes to planning in academic programs; data produced by Noel Levitz New Market Research has played a key role in planning for new programs targeted to increase enrollments; data collected by the Faculty Development Committee informs planning and advocacy for expanded institutional funding. The Director of Institutional Effectiveness, assisted by our new Datatel system, provides assistance to all groups in the collection and analysis of data. She consults with faculty as they develop assessment tools and then use data to assess student learning outcomes and program effectiveness. Her office also provides aggregate, static data to departments to use in program review and planning documents. At another level, she collects data to support institutional-level indicators of mission fulfillment for review by the NWCCU Steering Committee, Senior Leadership Team, and Strategic Planning Committee. The intent of Institutional Effectiveness is to make these two activities seamless. That is, all units will understand and reflect on the indicators of achievement.

While select data has and is being used in all planning processes for this core theme, some areas are in earlier stages of developing assessments than others, due in part to checkered acceptance across the institution of these processes. We are also in the earlier stages of developing a satisfying set of indicators and thresholds for this core theme (and others), which will provide an

overarching framework and direction for individual programs and departments. The Office of Institutional Effectiveness intends to implement, by 2012, a dashboard of core theme indicators and thresholds. This will give us more and easier access to regular and systematic data to inform planning activities for the Academic Excellence core theme.

Assessment and Improvement

Over the past decade, Carroll’s work on assessment has resulted in a clearer and more complete picture of all that we are doing across campus to maintain and enhance Academic Excellence. Admittedly, some assessments are still more descriptive than truly evaluative, based on direct measures of student learning at the course and program levels and more indirect measures in the service areas. Assessments for institution-wide outcomes are emerging, but have yet to be fully implemented. We begin this section by describing our progress towards more systematic and effective assessment for all academic programs and services at Carroll. We then review and briefly explain a handful of representative examples of the College’s assessment efforts related to the Academic Excellence core theme, based on the objectives and associated indicators listed below:

Academic Excellence Core Theme Objectives	Indicators
High quality academic programs	<ul style="list-style-type: none"> • Clearly articulated assessment frameworks for all academic programs • Student achievement of learning outcomes • Certification and licensure pass rates; graduate school, or professional placement rates • Students engaged in undergraduate research, undergraduate conference presentations, and honors theses • Student success factors and programming • Graduation and retention rates • Student-to-faculty ratios and class size • Student perceptions of the quality of instruction and academic programs
An innovative and diverse curriculum	<ul style="list-style-type: none"> • Program development • Student participation in self-design majors, independent study, experiential learning opportunities, and education abroad
A healthy working and learning environment	<ul style="list-style-type: none"> • Participation in and funding for professional development for faculty • Faculty and staff workload

First, we present a brief overview of progress in academic assessment at Carroll over the past decade. In 2001, Carroll appointed Dr. Gerald F. Shields to be its first Director of Academic Assessment. He was followed in 2005 by Dr. Jim Trudnowski. They did much to lay the groundwork for comprehensive assessment of all academic programs. As of 2007, nearly all majors had developed mission and goals statements that were aligned with the mission of the

college and the Six Goals for the Carroll Graduate; these are published in the College Catalog. Nearly all programs also completed a matrix to show how courses addressed program goals and objectives. Almost all departments currently require a senior experience, which enables direct assessment of majors' knowledge and skills (e.g. Computer Science majors investigate, design, implement, and present a significant software project; English majors write their senior projects, present the writings for peer review, and then present portions of their final projects at a conference they organize; Environmental Studies, History, Theology, Mathematics, and Political Science majors research and write major papers; Public Administration and Community Health majors complete an internship; Teacher Education and Nursing majors complete an intensive, supervised professional experience).

In May of 2008, as part of the College's Title III grant, Dr. Dawn Gallinger was hired as the Director of Institutional Effectiveness. This office oversees the Program Review process, which provides a structure through which all academic programs identify and refine their assessments of student learning outcomes and results; other units do more tracking of opportunities and participation. Each academic program and administrative unit comments on how its offerings and services contribute to the Academic Excellence core theme at Carroll. Program Reviews reveal many such contributions, illustrated by the following two examples from 2009:

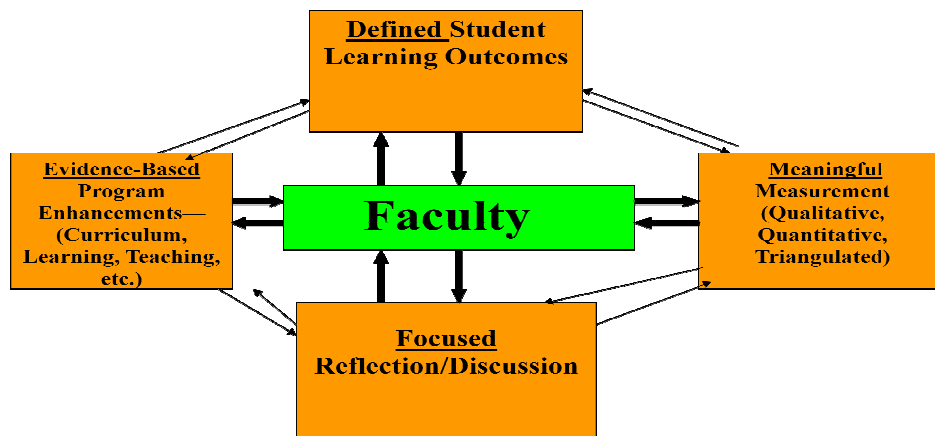
- The Political Science Department has recently hired a new faculty member and has revised a number of course offerings in the area of political theory. It has developed a new course, Moot Court, for students planning on entering the legal field after graduation. Next year, there will be another new faculty member (replacement of retiring faculty) with new course offerings based on the expertise and interests of the new hire. The department continues to offer students political and legal internships, providing students with "real world" opportunities in these areas.
- The Carroll College education abroad program saw a need to go from one direct exchange program to two. In 2009, the Office of International Programs (OIP) finalized membership with the International Student Exchange Program (ISEP). At this writing, ISEP has applications pending for two students to study for the 2010-2011 academic year. Since only 4% of students in the US study abroad for a year or longer, it's good to see Carroll students taking advantage of such a wonderful academic opportunity.

Overall, the decade has seen significant progress towards more systematic and thorough assessment of all academic programs and services, and the student learning at the heart of our enterprise. As described in our first indicator below, however, this is still a work in progress at Carroll College.

Objective: High Quality Academic Programs

Indicator: Clearly articulated assessment frameworks for all academic departments. This indicator reflects the College's insistence that 100% of academic programs develop clearly articulated and assessable outcomes as the basis for effective assessment. Our goal is to create an authentic, regular, comprehensive system of student learning assessment, as depicted in the model below. Authentic assessment ensures that efforts for improvement are "coherent and ongoing, rather than scattered and sporadic" (Banta et. al., 1996). Faculty has primary responsibility for developing and assessing student learning outcomes for all courses and, with

oversight from Department Chairs, for all academic programs. The latter are documented in Academic Program Reviews. In addition, faculty members play a significant role in developing new assessment tools and understanding by participating in Title III activities and assessment-related workshops and conferences.

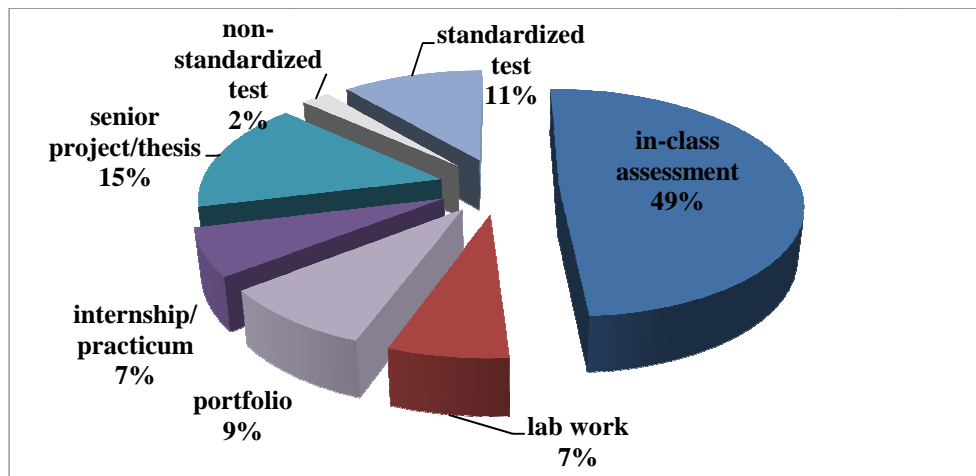


The 2008 and 2009 Program Reviews reveal that Academic programs are at varying points of development in moving toward the goal of having clearly defined, assessable learning outcomes that are used systematically to provide evidence of achievement and to guide program improvement. There are several linked tasks here: 1) identifying clearly defined, assessable learning outcomes, 2) employing appropriate, identified assessments to determine if outcomes are met, and 3) using assessment results for program improvement.

Student achievements of course-level and program-level student learning outcomes are the most important direct indicators of high quality academic programs. The majority of student learning outcomes in the program reviews identify specific learner performance as an expected outcome, using terms such as perform, solve, interpret, organize, write, analyze, and evaluate. There are some exceptions. For instance, one program began an outcome with “To introduce the students to...” Also, a few of the program reviews provide a list of possible indicators rather than making a strong link between outcome and assessment. For example, one states, “Assessments will include, but not be limited to the following...” Without being tied specifically to outcomes, such assessments are not useful for demonstrating student learning or program effectiveness.

The majority of academic programs use direct assessment of program-level learning outcomes. A review of the 18 submitted program reviews revealed that most of the assessments of program-level learner outcomes are performed during a course through tests, quizzes, presentations, observations, discussions, homework assignments, papers, and projects. Various other direct measures are used to assess program-level learning outcomes, such as lab work, tests, and portfolios. Chart 1 illustrates the types and proportions of direct assessments used to assess learner outcomes at the program level.

Chart 1: Types of Direct Assessments of Student Outcomes



Programs are at various stages of gathering and using data to determine how well students are meeting their learning outcomes. Half of the programs have been using systematic assessment to monitor program-level learner outcomes for several years, while other programs are implementing new or improved methods of assessment. For example, Mathematics administered an examination to graduating seniors in Spring 2010; English faculty are assessing student outcomes by doing content analysis of essays written in three courses. One program review provides a summary of course evaluations, but does not describe the relationship of the results to any learner outcome.

Reviews showed that two-thirds of all programs are also using indirect assessments of program goals and outcomes. Nine programs use questionnaires or surveys; four are given to current students, while five are given to graduates. Sociology will use a questionnaire for assessment in its senior seminar for the first time during fall 2010.

Program Reviews reveal that departments are at different stages in using results of assessments for program improvements—that is, completing the full assessment circle. Twenty percent include improvement plans that are not linked to any assessed outcome (e.g. one program discusses plans to offer more events and ask students who participate to bring an item for places such as Food Share or God’s Love, but does not explain how that program revision would increase students’ abilities to meet a stated learner outcome). Program reviews indicate that more attention must be given to using results of assessments in planning and decision-making. That said, academic programs have implemented many improvements during the past decade; some of these are motivated by changes or best practices in the discipline, others emerge directly from assessment data. Examples of improvements are provided below to conclude the discussion of each core theme.

Assessment of the Core, Carroll’s general education curriculum, illustrates the “in progress” status of a number of program assessments. The Core articulates four student learning outcomes, stating that Carroll graduates will:

- be prepared to understand the diversity of the contemporary world.

- acquire aesthetic, scientific, quantitative, ethical and religious insights.
- develop a full range of communication skills.
- appreciate interrelationships among branches of knowledge.

A faculty committee, working with the Core Chair and the Director of Institutional Effectiveness, developed more specific outcomes and piloted an assessment tool for the diversity outcome in 2009-2010; the committee will review the results of that assessment, discuss how they might refine the tool, gather more data, and then discuss the results with faculty (see Table 67 for preliminary results). Next year, a group of faculty will undertake a similar process for developing an assessment for another of the Core outcomes. To be sure, this reflects incremental progress on building assessment for the Core. The time and coordination this work requires, given heavy faculty workload, is one impediment; uneven buy-in is another. Still, the process brings together faculty from different disciplines for important discussions about student learning and assessment practices.

Table 67: *Pilot Core Diversity Assessment Project*

Core Diversity Outcomes	Mean Student Outcome Scores
Writer articulates different types of diversity	1.98*
Writer articulates perspective(s) of group to which s/he doesn't belong	1.21*
Writer explains how groups are similar to/different from her/himself	.49*
Overall score	3.67 **

*Student outcome scores ranged 0 (no evidence) to 3 (clearly evident)

**Student total score ranged from 0 to 9

The Core Committee also initiated a longitudinal study of the Core, in 2008, which planned to conduct interviews of the same group of students over four years to gather indirect evidence about students' perceptions of their learning in Core courses. A summary of the first year's findings is available at: (<http://www.carroll.edu/about/oie/accred.cc>). Information from the first round of student interviews was shared at the February 2010 Faculty Assembly. However, because the second year resulted in minimal student participation, the committee chose to discontinue the study.

Despite halting progress, Carroll has a process and general timeline for creating assessment tools that will yield useful data, direct and indirect, on Core learning outcomes. Next year, a Program Review and Assessment Committee is being proposed as a new faculty governance committee; this would create a group charged with overseeing the development of Core assessment, along with other on-going, cross-program assessments. Next year, Program Reviews will also ask departments to spend more time analyzing their contributions to the Core Curriculum, including a matrix demonstrating how program outcomes align with Core learning outcomes.

Indicator: Student achievement of learning outcomes. The most critical indicator for the objective, High Quality Academic Programs, is a collective look at examples of students' achievement on direct measures of student learning, which are spread throughout program reviews.

One way to directly evaluate students' academic achievement is to compare their performances on standardized tests to national norms, to determine if our students are capable of competing with their peers throughout the nation. The program reviews from Biology, Chemistry, Psychology, and Education indicate that our students do well on standardized exams in comparison to their peers attending other colleges throughout the U.S.

Table 3: ETS Biology Subject Exam: Mean Total Score

Year	Mean Total Score	Standard Deviation	Carroll Percentile Ranking
2003	172	8.5	95
2004	168	7.7	95
2005	167	9.9	95
2006	167	5.7	95
2007	168	11	95
2008	169	11	95
2009	165	10	95

In addition to finishing in the 95th percentile compared to the other colleges administering the ETS Biology Exam, Carroll Biology majors outperformed the national norm in all areas in 2009.

Table 4: National ACS Analytical Exam Scores

Year	Class Average	National Average
2002	32.4	28.5
2003	33.2	“
2004	30.7	“
2005	31.0	“
2006	27.8	“
2007	26.7	“
2008	28.2	“
2009	32	“

Carroll students scored above the national average in four of the past seven years on the National American Chemical Society Analytical Exam.

Table 5: National ACS Organic Exam Scores

Year	Number of Students	High Score/Possible	Low Score	Class Average	National Average	Year
2000	11	52/70	29	37	39	1998
2001	40	56/70	21	41	39	1998
2002	53	70/70	24	46	43	2002
2003	47	61/70	24	45	43	2002
2004	65	57/70	21	39	39	2004
2005	48	68/70	22	45	43	2002
2006	19	67/70	28	46	43	2002
2006	40	61/70	23	41	39	1998
2007	50	56/70	23	39	39	2004
2008	52	56/70	17	39	39	2004
2009	47	63/70	21	42	39	2004

For eight of the nine years, Carroll students scored above or at the national average on the National ACS Organic Exam.

Table 6: Psychology's Major Field Test Scores: Mean Score Comparisons

Category	Sample	Carroll College Students				
		2006	2007	2008	2009	2010
Memory and Thinking	48.7	49.8	46	46	54	49
Sensory and Physiology	38.9	56.2	58	51	51	43
Developmental	47.2	46.5	49	43	55	46
Clinical and Abnormal	66.1	69.9	70	64	71	72
Social	61.8	64.9	68	63	70	69
Measurement and Methodology	53.4	51.2	50	54	54	56

Table 7: Psychology's Major Field Test Scores: Percent Comparison

	Sample	Carroll College Students				
		Mean	2006	2007	2008	2009
Learning and Cognition: Language, Memory, Thinking	56	56.2	55	56	64	58
Perception, Sensory, Physiology, Comparative and Ethology	56.8	68.8	69	63	66	60
Clinical, Abnormal, and Personality	56.1	57.5	57	54	63	57
Developmental and Social	56.2	56.7	59	55	63	58

Carroll students scored on average 2.5 points higher than the national average on the Psychology Major Field Exam.

Table 8: Sophomore Education Students' PPST Mathematics Scores

Test Category	Points Available Range	Institution Average % Correct	State-Wide Average % Correct	National Average % Correct
Number and Operations	13	79%	78%	67%
Algebra	8	77%	75%	69%
Geometry and Measurement	9	77%	77%	66%
Data Analysis and Probability	10	79%	80%	76%

Table 9: Sophomore Education Students' PPST Reading Scores

Test Category	Points Available Range	Institution Average % Correct	State-Wide Average % Correct	National Average % Correct
Literal Comprehension	21-23	81%	83%	73%
Critical and Inferential Comprehension	17-19	83%	84%	77%

Table 10: Sophomore Education Students' PPST Writing Scores

Test Category	Points Available Range	Institution Average % Correct	State-Wide Average % Correct	National Average % Correct
Grammatical Relationships	12-14	68%	70%	62%
Structural Relationships	13-15	70%	71%	64%
Word Choices and Mechanics	10-12	71%	70%	62%
Essay	12	69%	65%	63%

The programs use the standardized test scores in different ways. Biology, Chemistry, and Psychology use the results to determine whether or not individual students meet specified learner outcomes. All programs analyze patterns in their students' scores to locate areas of strength and weakness in order to determine what improvements will enhance students' learning.

Education uses the test to identify students who need remediation in reading, mathematics, or writing before being accepted into the teacher education program. Candidates for admission to the teacher education program must receive a score of at least 170 on each of the PPST tests (mathematics, reading and writing) in order to be admitted. In 2009 six students failed to receive a sufficient score on at least one of the tests, but by the conclusion of the 2010 school year, each had retaken the test and received at least the minimum score. On November 12, 2009, teacher

education faculty reviewed the compiled PPST scores, noted that our students were close to the statewide averages, and concluded that it should continue to be used as one of the screening instruments for admission to teacher education.

Indicator: Number of students engaged in undergraduate research, undergraduate conference presentations, and honors theses. Figures regarding the numbers of students and faculty engaged in undergraduate research in a given semester are collected by the Registrar’s Office. Collaborative research encompasses a wide variety of projects, from scientific research to artistic interpretation to social service projects abroad. There are typically large fluctuations in these numbers, depending on the semester and the availability of grants. On average, 12 students and 6 faculty members work on collaborative undergraduate research projects each year. The College would like to incorporate more direct assessment tools into the process to better capture the quality of these projects. A third of all departments specifically state in their Program Reviews that they would like to see additional funding and workload modifications to allow for more collaborative research projects.

The institution does not currently have a mechanism for reporting and tracking the number of students who make presentations at conferences or the types of presentations they make. The History Program Review, the only Program Review that mentioned student presentations at conferences, explained that several history students attend the Northwest Regional Phi Alpha Theta Conference, where they present their original scholarship. It is important that the collection of this data is collected in the future through the program review process.

Students who have a cumulative grade point average of at least 3.25 may apply to complete an honors thesis under the direction of a thesis director and two readers. Each department has specific criteria for honors theses that serve, in part, as learning outcomes. In addition, the thesis director and readers assess the student’s ability to meet the expected outcomes that the student has set out in the proposal. Table 68 shows the number of students completing honors theses in each of the past ten years:

Table 68: Students Completing Honors Theses

Year	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Number of Students Completing Honors Theses	33	35	42	39	52	49	56	55	67	45

Indicator: Licensure and certification pass rates; graduate school and profession acceptance rates. Assessment data related to licensure and certification pass rates is collected at the individual department level. (The Office of Institutional Effectiveness intends to create a central repository and collection timeline for this data). Nursing and Education reported their pass rates in their latest program reviews. Pass rates for nursing students are illustrated in Table 11.

Table 11: NCLEX-RN First Time Pass Rates

Class Year	Number of Grads	Number Passed On First Attempt	% Passage Rate First Time Takers
2005	20	18	90
2006	41	34	83
2007	44	39	89
2008	36	34	94
2009	36 (1 has not taken as of 12/15/09)	34 of 35 (1 failure)	97

The Department of Education reported that, from 2008 to 2010, all elementary education students scored high enough on the PRAXIS II Content Knowledge test to be recommended for licensure in Montana. In addition, its Program Review provided a comparison of students' scores to State and National averages, as illustrated in Table 12. In addition, the Department of Education compiles information on each of its student's performances that relate to program objectives: evaluation of essay, evaluation of interview, recommendations, background check, performance ratings for each field experience, transcript, and ratings for each element included in the student's portfolio.

Table 12: Comparison of Carroll College 2008-2009 Elementary Education Students to State and National Average Percentages

Test Category	Points Available Range	Institution Average % Correct	State-Wide Average % Correct	National Average % Correct
Language Arts	29-30	77%	75%	75%
Mathematics	29-30	76%	70%	67%
Social Studies	26-30	67%	65%	64%
Science	30	72%	69%	66%

Five Program Reviews reported graduates' records in attending graduate school and selecting professions. For instance, the chemistry program summarized the professional paths of its graduates since 1999.

Table 13: Chemistry Majors' Professional Tracks

Year	No of Graduates	Professional School*	Graduate School**	Chemistry-related Employment	Teaching (K-12)	Unknown	Notes
1999	6	4		1	1		
2000	4	2		2			
2001	5	2		3			
2002	5	1	2	2			
2003	12	6	3	1		2	
2004	13	8	3	1		1	
2005	6	2	2	2			
2006	11	5	3	2		1	
2007	5	2	1	2			
2008	8		2	2		4	2 are applying to graduate school
2009	8						

* Includes medical, dental, physical therapy, physician assistant, veterinary schools, etc.

** Chemistry/Biochemistry

Like certification and licensure pass rates, indicators such as job placement and graduate school acceptance rates are not collected systematically across the campus. A couple of departments collect and analyze this data on an annual basis. Other departments collect career and graduate school data every five to ten years. The Offices of Institutional Effectiveness and Institutional Advancement collect preliminary data on graduating seniors but not on graduates one, three, and five years past graduation. The Title III grant provides funding for an alumni survey in 2011-2012. The surveys have been designed, the software purchased, and we are waiting on an infusion of funding to support a staff person who can assist with this assessment process. The current data on placement and graduate school acceptance rates is unsatisfactory.

Indicator: Student success factors and support. The Academic Resource Center (ARC), which provides both tutoring for students and supervises accommodations for special needs students, has seen a significant increase in the number of students using its services over the past ten years: 1998-99 academic year, 1,007 students (duplicated headcount) used ARC's tutoring services and 456 (duplicated headcount) used the testing services compared to 1,373(duplicated headcount) students using tutoring services and 1,351 (duplicated headcount) test takers during the 2009-2010 academic year. Although these increases have made a strong argument for additional funding for the ARC, this funding has not materialized. The ARC has responded to this increased usage by innovatively using available resources. However, there is a need for additional staffing in the ARC, especially if the college's enrollment expands in coming years.

Indicator: Graduation and retention rates. The quality of a student's experience is, to an extent, reflected in their persistence at the College. Carroll also promotes itself as a college where graduation in four years is a manageable goal. As indicated in Table 14, Carroll's 2008 (2004

cohort) 4-year graduate rate is 44% compared to the IPEDS comparison group of 61%; the 5-year rate is 59%, compared to 68% (2003 cohort); and the 6-year rate is 61% compared to 72% (2002 cohort). Carroll's threshold of "good enough" for this indicator is to be within 10 percentage points of the comparison group for each year. Carroll's first-year fall-to-fall cohort retention rates (81%) are within an acceptable comparison range (82%). However, sophomore to junior retention is a concern at just under 57%; significantly lower than the IPEDS average, which is 73%. Despite these relatively low overall fall-to-fall retention rates, the rates have moderately improved this decade over last decade due in-part to the implementation of programs like Alpha Seminar, Student Academic Services and Advising, and Carroll Intervention Team. Several committees are currently addressing our underperformance on retention and graduation rates. The Title III grant has also asked us to address these issues. To meet Title III expectations, we have three years to improve our rates (see p. 173 for more discussion of retention initiatives).

Table 14: Retention and Graduation Rates

Retention, 6-year and 4-year graduation rates	Carroll College	IPEDS Peer Comparator Institutions
Retention rates for first-to-second year of first-time, degree/certificate-seeking undergraduate students, by enrollment status	81%	82%
6 year Graduation rates of full-time, first-time, degree/certificate-seeking undergraduates within 150% of normal time to program completion	61%	72%
4 year Bachelor's degree graduation rates of full-time, first-time, degree/certificate-seeking undergraduates within 4 years	44%	61%

Indicator: Student-to-faculty ratios and class size. These figures reflect how much personal attention is available to students, one predictor of learning success. We can compare our numbers with our IPEDS comparison group and other national trend data; yet, to determine what constitutes an acceptable target for this indicator also requires us to consider the financial situation of the College. Carroll's student-to-faculty ratio varies between 11 to 1 and 13 to 1, which places it squarely within the 12 to 1 range of our IPEDS comparison group. However, this figure has resulted from the fact that 29% of Carroll classes have fewer than 9 students and only 1% has over 100 students (see Table 15 below). Our low student-to-faculty ratio is too costly, given the College's fragile financial situation. The college needs to increase the percentage of classes with 10-19 students, which would result in a 15 to 1 ratio.

US News and World Report, in its annual guide, *America's Best Colleges*, has brought attention to a related indicator, undergraduate class size, which measures the percent of undergraduate class sections having an enrollment less than or greater than certain sizes. This past semester our new Senior Vice President for Academic Affairs canceled several class sections under 10 students. It resulted in over \$25,000 in savings. Dr. McNutt is committed to monitoring course enrollments in an effort to slightly increase our student-to-faculty ratio and address faculty workload.

Table 15: 2008 Class Sections

Number of Class Sections with Undergraduates Enrolled								
Undergraduate Class Size (provide numbers)								
	2-9	10-19	20-29	30-39	40-49	50-99	100+	Total
CLASS SECTIONS	97	118	78	39	9	5	2	348
CLASS SUB-SECTIONS	18	43	20	5	0	0	0	86

Indicator: Student perceptions of the quality of instruction and academic programs. NSSE, FSSE, SSI, and locally developed surveys provide indirect assessment data on student satisfaction. A timeline and budget for these surveys is in place and the results are regularly reported in Department Chairs meetings and through *Faith Matters*, Carroll’s Institutional Effectiveness monthly newsletter. Carroll’s acceptable threshold for performance on this indicator is to score above the Carnegie Classification comparison group for all five Benchmarks of Effective Educational Practice: Level of Academic Challenge, Active and Collaborative Learning, Student-Faculty Interaction, Enriching Educational Experiences, and Supportive Campus Environment. As illustrated by Table 16, the 2009 NSSE data show that the College meets (or is very close to meeting) this threshold in these broad categories, with the exception of Enriching Educational Experiences, where it lags 5.1% behind for first year students and 9.4% behind for seniors.

Table 16: NSSE Five Benchmarks for Effective Educational Practice, 2009

Level of Academic Challenge (LAC)										
	Carroll College	Rocky Mountain Private			Carnegie Class			NSSE 2009		
Class	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
First-Year	59.5	57.8		.14	58.1		.10	53.7	***	.43
Senior	63.3	59.9	**	.27	61.8		.12	57.0	***	.44
Active and Collaborative Learning (ACL)										
	Carroll College	Rocky Mountain Private			Carnegie Class			NSSE 2009		
Class	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
First-Year	50.0	45.2	***	.31	46.3	**	.24	43.2	***	.41
Senior	60.0	54.6	***	.34	54.1	***	.36	51.0	***	.52
Student-Faculty Interaction (SFI)										
	Carroll College	Rocky Mountain Private			Carnegie Class			NSSE 2009		

<i>Class</i>	<i>Mean^a</i>	<i>Mean^a</i>	<i>Sig^b</i>	<i>Effect Size^c</i>	<i>Mean^a</i>	<i>Sig^b</i>	<i>Effect Size^c</i>	<i>Mean^a</i>	<i>Sig^b</i>	<i>Effect Size^c</i>	
First-Year	40.7	30.8	***	.60	38.6		.12	34.6	***	.33	
Senior	51.3	43.2	***	.41	51.7		-.02	42.0	***	.45	
Enriching Educational Experiences (EEE)											
	Carroll College	Rocky Mountain Private			Carnegie Class			NSSE 2009			
<i>Class</i>	<i>Mean^a</i>	<i>Mean^a</i>	<i>Sig^b</i>	<i>Effect Size^c</i>	<i>Mean^a</i>	<i>Sig^b</i>	<i>Effect Size^c</i>	<i>Mean^a</i>	<i>Sig^b</i>	<i>Effect Size^c</i>	
First-Year	26.5	29.6	**	-.24	31.6	***	-.40	28.0		-.11	
Senior	44.1	44.4		-.02	53.5	***	-.54	40.8		.18	
Supportive Campus Environment (SCE)											
	Carroll College	Rocky Mountain Private			Carnegie Class			NSSE 2009			
<i>Class</i>	<i>Mean^a</i>	<i>Mean^a</i>	<i>Sig^b</i>	<i>Effect Size^c</i>	<i>Mean^a</i>	<i>Sig^b</i>	<i>Effect Size^c</i>	<i>Mean^a</i>	<i>Sig^b</i>	<i>Effect Size^c</i>	
First-Year	67.6	68.7		-.07	66.8		.04	61.6	***	.32	
Senior	65.3	64.8		.02	63.8		.08	58.2	***	.37	

Overall, the College's averages on these Benchmark figures compare favorably; however, each category is comprised of numerous items, some of which reveal less satisfactory ratings relative to our peer institutions. Table 69 below identifies some of these specific areas of concern.

Table 69: 2009 NSSE Opportunities for Improvement

NSSE Benchmark	NSSE Item	Opportunities for Improvement
Level of Academic Challenge	How much time do students spend on homework each week?	57% of first year students spend more than 15 hours per week preparing for class. 2% spend 5 hours or less.
	How much writing is expected?	6% of first year students write more than 10 papers between 5 and 19 pages and 23% have written a paper more than 20 pages in length.
	How much reading is expected during the school year?	44% of FY students read more than 10 assigned books and packs of course readings. 15% read fewer than 5.
Active and Collaborative Learning	How many students participate in community-based projects in regular courses?	25% of FY students frequently participate in service-learning or community-based projects during a given year. 40% never took part in such activities.
	How many students apply their classroom learning to real life through internships or off-campus field experiences?	By their senior year, 66% of students have participated in some form of practicum, internship, field experience, co-op, or clinical assignment.
Student Faculty Interaction	Are faculty members accessible and supportive?	66% of FY students say their faculty are available, helpful and sympathetic.
	How many students work on research projects with faculty?	By their senior year, 19% of students have done research with a faculty member.
Enriching Educational Experience	What types of honors courses, learning communities, and other distinctive programs are offered?	During their first year, 13% of students participate in a learning community. By their senior year, 20% of students have taken an independent study class.
	How often do students interact with	37% of FY students frequently have serious conversations

	peers from different racial or ethnic backgrounds?	with those of a different race.
	How many students study in other countries?	By their senior year, 25% of students have studied abroad
Supportive Campus Environment	How much time do students devote to co-curricular activities?	11% of FY students spend more than 15 hours a week participating in co-curricular activities. 32% spend no time participating in co-curricular activities.
	How well do students get along with administrators and staff?	46% of FY students find the administrative personnel and offices helpful, considerate, and flexible.

To meet the Carnegie Classification peer comparator mean scores, Carroll should consider evaluating the following items: homework, writing and reading expectations; community based projects and internships; faculty accessibility and student research; learning communities, student abroad, and diversity; and co-curricular activity offerings and opportunities to interact with faculty and staff. Overall, Carroll needs to continue to assess its progress on the aforementioned items in order to improve student learning

Table 70: Statistically significant differences between NSSE and FSSE Findings: Areas of Improvement

NSSE/FSSE ITEMS	Faculty Responses	Student Responses
How often are students required to complete written papers or reports	92% of faculty felt Freshman did not write a paper 20 pages or more	33% of freshman report writing one or more papers at least 20 pages in length
How do students perceive their gain in academic areas?	65% of faculty believe students perceive they gain some or very little in the area of analyzing quantitative problems	84% of freshman believe they gain quite a bit or very much in the area of analyzing quantitative problems
How much time is spent preparing for class?	61% of faculty believe students spend less than 10 hr/week preparing for class	82% of students report spending more than 10 hr/week preparing for class
How much time is spent working on campus for pay?	11% of faculty felt the average student does not work on campus.	82% of students report working zero hours per week on campus for pay.
How often do students put together concepts from other courses?	20% of faculty believe students often put together ideas or concepts when completing assignments or during class discussions.	46% of freshman students report they often and 16% reported they very often put together ideas or concepts from different courses when completing assignments or during class discussions.
How often do students discuss ideas outside of class?	79% of faculty felt students sometimes or never discussed ideas from the readings or classes with others outside of class.	69% of freshman students reported frequently discussing ideas from readings or classes with others outside of class.
How often do students interact with students who are very different from themselves?	6% of faculty felt students often or very often had a serious conversation with a student different from him or her in terms of religious beliefs, political opinions, or personal values.	52% of senior students report often or very often having a serious conversation with students who are very different from him or her.
How many textbooks, books, or book-length packets of course readings are assigned?	6% of faculty who work with senior students felt more than 11 textbooks, books, or book-length packs of course readings were assigned.	51% of senior students report having more than 11 textbooks, books, or book-length packs of course readings assigned, of those 23% report having more than 20 assigned.

On a locally produced survey, all Carroll graduating seniors were asked, “Which of the following best describes how your Carroll experience has met your expectations?” Their responses confirm, in very broad strokes, that 82% of Carroll seniors feel that the College has met or surpassed their expectations. See Table 18. While that is certainly good news, the information from such instruments does not provide us with much useful information.

Table 18: Alumni Satisfaction 2009 Survey Results

RESPONSE	RESPONSE PERCENT
Hardly any of my expectations were met	1%
Some of my expectations were met	17%
Met all my expectations	31%
Surpassed some of my expectations	34%
Beyond all my expectations	17%

A number of departments have also administered surveys to their graduates that inquire about students’ satisfaction with their educational programs; the more specific the questions, the more useful the results. The return rate is highest when surveys ask about graduates’ satisfaction with or perceptions regarding their achievement of learner outcomes. For instance, the Nursing Program Review reported a 97% completion rate in response to a survey asking graduates to indicate the extent to which their coursework and clinical experiences carried out the stated goals of the Nursing Program. As shown in Table 17, a strong majority of 2009 Carroll nursing graduates (N=35, 97%) responded either “Very Likely” or “Likely” in nine of the nine program goal categories.

Table 17: Graduate Survey on Nursing Program Goals: 2009 Seniors

NURSING PROGRAM GOALS	Very Likely	Likely	Somewhat Likely	Less Likely	Not Likely	Count
Integrate knowledge from the sciences, arts and humanities into nursing practice.	60.0%	40.0%	0.0%	0.0%	0.0%	35
Utilize the nursing process to deliver holistic human care to individuals, families and communities.	67.6%	32.4%	0.0%	0.0%	0.0%	34
Utilize knowledge and skills to practice independently and collaboratively with other disciplines in diverse settings.	54.3%	45.7%	0.0%	0.0%	0.0%	35
Integrate moral, ethical and legal principles into nursing practice.	51.4%	45.7%	2.9%	0.0%	0.0%	35

Demonstrate excellence in communication.	60.0%	34.3%	5.7%	0.0%	0.0%	35
Utilize theory, research and evidence-based practice to optimize health and well-being.	51.4%	37.1%	11.4%	0.0%	0.0%	35
Assume personal accountability for upholding the standards of nursing practice.	68.6%	31.4%	0.0%	0.0%	0.0%	35
Influence changing social, political, economic and environmental factors that affect nursing and the health care system.	40.0%	54.3%	2.9%	2.9%	0.0%	35
Assume responsibility for personal and professional development.	77.1%	22.9%	0.0%	0.0%	0/0%	35

As noted above, it is simply critical that we assess graduates one, three, and five years post-graduation to gain more information about how they perceive the strengths, weaknesses, and overall value of their Carroll education as well as about their experiences in work, service, or further education.

Objective: Innovative and Diverse Curriculum

Academic Program Reviews highlight a host of practices that have contributed to the College’s ongoing efforts to create an innovative and diverse curriculum. Other unit reviews—from International Programs, Career Services and Testing, and the Library, for example—show how they coordinate with academic departments to support innovation and diversity in the curriculum.

Indicator: Program development. A new first-year seminar, new interdisciplinary majors and minors, and numbers of students graduating with self-designed programs demonstrate innovation in our academic programs. Student participation in education abroad and experiential learning opportunities also indicate an innovative and diverse curriculum. Students and faculty regularly assess these learning experiences through direct and indirect assessments. Interdisciplinary majors or minors, self-design majors, and independent study courses are evaluated by departments and documented in program reviews. Education Abroad is currently working on assessment processes for the students and exchanges.

Alpha Seminar, a required course for all first year students, was implemented in 2001 as the first step in implementing the new Core curriculum. The seminar’s goals are to help students connect to the college community and to introduce them to Carroll’s Catholic Liberal Arts mission. The course has an academic emphasis; it incorporates readings from a variety of disciplines and each section requires writing, presentations, and participation in co-curricular events; Alpha instructors are also students’ academic advisors for the first year. Direct assessments of student

learning outcomes are used in individual classes, in the form of papers, presentations, and group projects. There is no program-wide direct assessment. Indirect assessments have been used on a regular basis, including the following: focus groups after the program's first two years; each year, students rate the extent to which the course engaged each common learning outcome; every other year, a survey on Alpha Seminar is sent out to all junior and senior students to gather their retrospective perceptions of the course. Alpha Coordinators have also compared mean scores on course evaluations on all four foundations courses (early, required, multiple-section Core courses) and found that students gave similar (quite positive) ratings to all these courses. These indirect assessments are shared with Alpha faculty at regular meetings. They have been somewhat useful in confirming impressions and stimulating faculty dialogue; for example, students in Alpha consistently report that they enjoy the discussion-based nature of the course; responses also indicate that there may not be as much commonality among sections as we might desire, which has fostered on-going program revisions. Alpha is also a natural place to collect initial student performances (e.g. related to writing or diversity awareness) to which we can compare later performances (e.g. in capstones) to evaluate student progress on learning outcomes.

Carroll has developed a number of innovative and interdisciplinary minors. These include a minor in Latin American Studies, Combined Fine Arts, Arts Management and Administration, Community Health, and Gender Studies. It has also added a distinctive new minor, Human Animal Bond. Each of these programs has occasioned collaboration among faculty from a variety of disciplines; each offers students an opportunity to develop interdisciplinary expertise. The development of one of these minors deserves special mention as a model of interdisciplinary collaboration that also addresses the College's need to develop more international learning experiences.

In 2006, Carroll received a Title VI grant to establish an interdisciplinary Minor in Latin American Studies, offer a two-year Faculty Language Acquisition Program, create a Latin American Resource Collection, and bring Latin American Cultural Experiences to the campus and community. The work that was supported by the grant resulted in these accomplishments:

- *Curriculum Development and Area Studies Minor*: Nine new and 9 revised courses were developed and taught over the past ten years. The diversity of these courses across a dozen disciplines reflects our goal of creating an interdisciplinary program.
- *Faculty Language Skills*: Eleven of twelve faculty completed two years of Spanish instruction doubling the percentage of Carroll faculty with intermediate to advanced second language skills. Ten of the twelve faculty participants traveled to Latin America for immersion experiences and curriculum development projects. Countries visited by individual faculty participants included: Bolivia, Nicaragua, Mexico, Argentina, Chile, Peru, Ecuador, Belize, El Salvador, Guatemala, Honduras, Panama, Guadeloupe, and Martinique.
- *Resource enhancement*: The Latin American Resource Collection (LARC) component of the grant added nearly 700 new titles to the library's collection on Latin America. Upgrades were also made to our language lab.
- *Internationalizing the Curriculum*: In addition to improving the curriculum, improved faculty foreign language skills and international experiences incorporated greater international perspectives into many courses not associated with the minor in Latin American studies. In August 2007, we held a workshop on internationalizing the curriculum.

• *Latin American Cultural Experiences*: The College sponsored a monthly film series and 12 major lectures/performances on Latin America, exposing hundreds of faculty, students, and community members to Latin American cultural and political perspectives. A highlight of this series was a presentation by Charles Mann, author of *1491: New Revelations of the Americas before Columbus*. Carroll established working relationships with seven Latin American Universities (Pontificia Universidad Católica, Buenos Aires; University of Buenos Aires; Universidad de Belgrano, Buenos Aires; Universidad de Viña del Mar; Universidad Nacional Autónoma de Nicaragua; Pontificia Universidad Católica de Chile; Sede Regional Villarrica). Carroll is continuing negotiations with la Universidad Viña del Mar regarding a reciprocal exchange program for our students. Villarrica has also agreed to provide practicum teaching opportunities for English-as-a-second language students from Carroll College at their institution.

Another example of an innovative program is the Bachelor of Arts degree in Civil Engineering, added in 1996 and now accredited by ABET, Inc. The department graduated its first two civil engineers in May of 2000. The College was awarded the ABET Innovation Award in 2001 for “Adoption of Student Goals for mathematics majors that embrace the principles of ABET’s Engineering Criteria 2000 and for development of an innovative, cross-disciplinary curriculum tailored to the needs of mathematics and other disciplines.” In 2008, Carroll applied for and received a \$191,000 Fund for Improvement of Post-Secondary Education award for curriculum development. This money allowed the civil engineering program to provide an environmental emphasis track within the Civil Engineering program. This came from an interest in linking Engineering with the Environmental Studies major and with programs in the Department of Natural Sciences. The College approved a Bachelor of Arts degree in Engineering Mechanics in 2009. This program provides a link with the existing math major with a cognate concentration in engineering program (commonly called the 4-2 major). Accreditation for this program will be sought at the time the next accreditation review for the Civil Engineering program occurs. The Engineering program has also added co-curricular components. The charter for the ASCE student chapter was obtained in July of 2003 and the program hosted the concrete canoe races for the Pacific Northwest Student Conference in 2005. In 2009, Montana State and Carroll co-hosted the entire conference, which included the concrete canoe races and the steel bridge competition. A student chapter of Engineers Without Borders received its charter early in 2006.

The recently established Human Animal Bond (HAB) minor is another example of innovative academic programming. It is the first degree program of its kind in the nation. HAB explores the unique relationship between humans and animals. HAB students typically select a canine or equine track. HAB currently enrolls 26 students; most are Psychology students but also includes pre-vet biology, interdisciplinary, and pre -physical therapy. While in the program, students intern at sites like Eagle Mount and residential treatment homes for kids at risk. As of Spring 2010, Carroll has seven students who have completed the program. One graduate of the HAB program has chosen to work with autistic children. Other graduates have attended medical and graduate schools. HAB also has a unique partnership with the local Humane Society. HAB students foster dogs for one year with the intent of training the dogs and preparing them for some kind of job.

Indicator: Student participation in self-designed majors, independent study, experiential learning, and education abroad. A Multi-disciplinary major (MDM) allows a student to design and complete a program of study not offered through existing majors. A principal adviser and two additional professors work with the student to identify program goals and a sequence of study in at least two disciplines that will allow the student to meet those goals. Currently, the sponsoring department does not include information regarding multi-disciplinary majors in its Program Reviews. In 2008-2009 three students graduated with a self-designed major.

Junior and senior students who have at least a 3.0 grade point average may apply to complete an independent study. A faculty member assists the student in writing the learner outcomes and means of assessment before the application is submitted to the department chairperson and the Senior Vice President for Academic Affairs for approval. Supervising an independent study does not count in faculty workload, so some hesitate to undertake them. Forty-four students completed an independent study in 2008-2009.

According to the 2009 NSSE, 20% of Carroll seniors compared to 32% in the Carnegie comparison group completed a self-designed major or an independent study (see Table 20 below).

Experiential learning includes internships, clinical experiences, student teaching, and other community-based interactions that offer students first-hand opportunities to learn and apply knowledge and skills, related to the goals and learning outcomes of specific majors and/or, more broadly the Core Curriculum. All Carroll students have access to experiential learning; six programs require it. Education abroad, for instance, is available to all students and required of Spanish and French majors. Additionally, volunteer opportunities to work with children in the Helena area are posted for all students on *Volunteer Weekly*, but teacher education students are required to work with children in a variety of settings, throughout their coursework as well as in their final semester of Student Teaching.

Most internships carry academic credit and some do not; data is compiled only for the former. Last year, Carroll has provided about 121 internships. Internships for credit are predominantly completed by majors that require them, including Health, Physical and Education, Community Health, Psychology, Communications, Sociology, and Environmental Studies. Required majors complete 74% of these internships; the other 26% are completed by Political Science, Public Administration, Business Administration, and Computer Science majors.

Table 71: Five Year Analysis of Internships

Department	2005 -2006	2006 -2007	2007 - 2008	2008 - 2009	2009 - 2010
Business Administration	6	15	11	8	12
Biology	2				1
Chemistry	1				
Community Health				1	4
Communication	12	16	9	14	17
Computer Science	3	1	2	8	5
Engineering	1			2	
English Writing		1	2		
Environmental Sciences	9	4	7	5	3
Health and Physical Education	24	19	22	20	33
Public Administration	1	1		3	
Political Science	7	14	5	14	8
Psychology	24	37	27	19	26
Sociology	7	6	4	2	5
Total	97	114	89	96	121

**Total does not include clinical and class practicum (except psychology), prospector internship, and student teaching.

Recent efforts have increased internship opportunities for all disciplines, with a special focus on Business Administration. Students completing internships in Business Administration have doubled from Spring 2009 to Spring 2010, with most gains in Accounting. The first Internship Recruitment Fair brought 23 employers and approximately 75 students together on campus to discuss current internship. The Internship Coordinator has also recently developed relationships with new organizations for internship placement sites, such as the Montana Supreme Court, Montana Business Assistance Connection, Department of Criminal Investigation, Lewis and Clark County Health Department, St. Peter's Hospital, Montana Office of Public Instruction, Department of Commerce, the ACLU, American Lung Association, Secretary of State Civic Engagement Office, and the Montana Nonprofit Association. Our proximity to the state capitol provides opportunities with a variety of state agencies and we continue to nurture those relationships and add more sites. The Student Life Program Review reported that the Internship Coordinator created new guidelines for the campus internship/cooperative education program, which were implemented in fall of 2009. This improvement will lead to more systematic assessment of all internships.

Assessment of experiential learning is as varied as the opportunities available for students. If experiential learning is a requirement in a course, the professor assesses the students' performances. For voluntary experiences, students are invited to self-report the amount of time spent in service experiences. As reported in the NSSE, Carroll students noted more experiences with a practicum, internship, field experience, co-op experience or clinical assignment than the

Carnegie comparison group: first-year Carroll students reported “quite a bit” or “very much” was 64% compared to 41% of the comparison group; senior-year Carroll students reported 56% compared to 34% of the comparison group (see Table 20 below).

Service learning opportunities, another significant kind of experiential learning, are discussed further in the Catholic Identity core theme section (see p. 47).

Education Abroad activities create opportunities to experience diversity. According to data provided by the Office of International Programs, the number of faculty involved in providing Education Abroad opportunities is decreasing. Table 19 illustrates that there were two faculty led programs in 2009-2010 compared to eight faculty members in 2005-2006.

Table 19: Education Abroad Statistics

Semester	Faculty Led Program	Faculty Led Student #	Semester	Academic Year	*Summer	Total	Countries
2000-01	3	42	11	1	0	54	13
2001-02	6	49	6	2	2	59	11
2002-03	7	64	6	1	0	71	11
2003-04	7	53	11	3	1	68	14
2004-05	8	57	12	0	2	71	14
2005-06	8	71	7	5	4	87	16
2006-07	4	48	8	4	0	60	11
2007-08	4	36	14	0	8	58	15
2008-09	1	11	11	1	12	35	9
2009-10	2	16	21	3	7	47	11

*Summer = the semester following the previous spring. i.e. Summer 2008-09 is the 2008 summer.

The Office of International Programs suggests that the increase in students going on longer term programs rather than faculty-led programs is caused by the cost of the faculty-led programs; students only pay between two and three times more for a 13-16 week education abroad, compared to the average 1.5 week faculty-led program. For example, an India trip last July cost students just over \$6000 for two weeks while a full semester program in Siena, Italy costs \$13,000, including everything except airfare and spending money.

Assessment activities in the Office of International Programs have led to the following improvements (some are completed, some are in-process):

- *International Recruitment:* The Office of International Programs has become more integrated with the Admissions Office. Beginning in 2008, the overall marketing and recruitment plan for Carroll now includes international and overseas students. International students are now considered for merit scholarships on the same basis as domestic students. Travel to Asia and Europe in 2009 has yielded six applications and five admissions of highly qualified degree seeking students. New relationships with high school counselors, both domestically and abroad, have helped introduce prospective students and their families to Carroll. Applications have increased on an annual basis. As most successful recruitment plans show results in three to five

years, Carroll is still in the initial phase of its international student recruitment; future success will also require a substantial increase in the recruiting budget.

- *CILI*: Due to insufficient enrollment, lack of accreditation, concerns regarding pedagogy and lack of financial viability the CILI program ceased operations at the end of the 2009 academic year.

- *Education Abroad*: This program has been almost completely overhauled, with significant input from a faculty and staff task group, resulting in updated and systematic policies and procedures in place for both students and faculty who go abroad. New affiliations have increased the number of countries in which students can study to over forty. The reciprocal exchange program with the Université de Caen Basse Normandie has been reinstated and Carroll's membership in the International Student Exchange Program (ISEP) now offers study at more than 100 foreign institutions for the price of attendance at Carroll (tuition, room, board) so that students can use both their federal aid as well as their academic merit aid. Though the number of faculty-led short term programs (1-3 weeks) has decreased in the past two years, the number of students studying for an academic year or a semester continues to increase.

- *TESOL major*: The TESOL major and TESOL K-12 major were not remaining current and did not provide adequate opportunities for the student practicum. In 2010, the College determined that these two majors will be taught out and a minor will be introduced in the fall of 2010.

Short-term friendship trips and international service trips create additional opportunities for diverse educational experiences for students and faculty. Carroll has participated in friendship trips to the Kyrgyz Republic; the Nursing department hosts a trip for nursing students to volunteer in AIDS clinics in Swaziland; the Engineering department hosts an Engineers Without Borders trip to Mexico to work with waste water treatment at a Catholic orphanage. For the past two years, a group of Carroll students have joined a Montana-based dental care mission to work with the poor in rural Haiti. Campus Ministry has also hosted two service trips to a Diocese of Helena-sponsored mission (clinic and school) in Guatemala and offered an international pilgrimage trip to Rome, Italy.

Carroll has continued to increase the opportunity for students to participate in many of the enriching learning experiences included within this indicator. However, it is important to note that Carroll still lags behind peers on the percentage of students completing three of four such items reported in the NSSE (see Table 20 below). While Carroll students report more experiential learning in internships, etc., they report less interest and fewer completed experiences in education abroad (significantly fewer first-year students and seniors “plan to do” an education abroad than our comparison group; 25% of Carroll seniors compared to 40% of our comparison group completed an education abroad). Surprisingly, only 75% of Carroll senior-year students reported that they “plan to do” or have “done” a culminating senior experience, capstone course, senior project, comprehensive exam, or thesis. Because nearly all programs require students to complete such an experience, we would expect the percentage to be at least 90%. More information needs to be gathered about these student experiences, in order to trace and evaluate them effectively.

Table 20: Student Experiences, NSSE 2009

NSSE ITEM			CARROLL COLLEGE	CARNEGIE CLASSIFICATION COMPARISON GROUP		CARROLL COLLEGE	CARNEGIE CLASSIFICATION COMPARISON GROUP
Practicum, internship, field experience, co-op experience, or clinical assignment	First Year	Very little	17%	32%	Senior Year	23%	38%
		Some	18%	28%		22%	28%
		Quite a bit	30%	22%		30%	17%
		Very much	34%	19%		26%	17%
Education abroad	First Year	Have not decided	32%	22%	Senior Year	12%	6%
		Do not plan to do	32%	14%		56%	49%
		Plan to do	35%	63%		6%	5%
		Done	1%	2%		25%	40%
Independent study or self-designed major	First Year	Have not decided	26%	37%	Senior Year	10%	7%
		Do not plan to do	57%	38%		67%	56%
		Plan to do	15%	23%		3%	5%
		Done	2%	3%		20%	32%
Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	First Year	Have not decided	24%	28%	Senior Year	5%	4%
		Do not plan to do	16%	5%		20%	13%
		Plan to do	59%	65%		37%	22%
		Done	1%	2%		38%	61%

Objective: Healthy Working and Learning Environment

Program Reviews provide for a holistic assessment of the working and learning environment at the College by providing information and commentary on factors such as faculty development, faculty workload, student performance, and student satisfaction surveys.

Indicator: Faculty participation in and funding for professional development. The number of faculty participating in scholarship and professional development activities, as well as the amount of support that the College dedicates to them, are critical indicators of intellectual vitality and, thus, of a positive working and learning environment.

The Faculty Development Committee collected data on faculty requests and funding for professional development activities from the years from 2005 to the present. See Table 21, which reflects only those requests awarded at least partial funding. The data does not include professional development funding awarded via other budgets (e.g. some was funded through SVPAAs discretionary funds or from the Title III grant), nor does it include some funds awarded at the end of the fiscal years: that is the reason that the totals don't match budget totals. However, the Table does show that the College's funding is falling behind faculty interest and demand for professional development. Currently, faculty are allotted \$900 per conference for participation; \$1200 per conference for presenting; faculty attending international conferences are allotted \$1200, with a possibility of an additional \$400 if funds are sufficient; part-time faculty are eligible for \$400. The Annual Request figures include the total conference expense (for those faculty who provided information); the Annual Funded figures include the total support received in keeping with these limits. The Percent Funded indicates the average percent of costs that are covered by college funding; individual faculty (or, in some cases Department budgets) cover the remaining percent. Table 21 shows the number of individuals who were funded each year along with the amount put in the annual budget for Faculty Development Funds. It should be noted that the annual request values provide a *lower bound* on the cost of funded trips. Only about half of faculty submit receipts covering the *entire* cost of their trip, as opposed to receipts that cover their Faculty Development award.

Table 21: Faculty Development Funds

Year	Annual Request	Annual Funded	Annual Difference	Percent Requests Funded	Individuals Funded
2009-10	\$58,376.10	\$42,314.21	\$16,061.89	72%	46
2008-9	\$44,773.35	\$32,884.18	\$11,889.17	73%	42
2007-8	\$37,330.36	\$31,232.00	\$6,098.36	84%	36
2006-7	\$33,514.60	\$29,324.48	\$4,190.12	87%	37
2005-6	\$33,621.20	\$28,771.86	\$4,849.34	86%	42
Grand Total	\$207,615.61	\$164,526.73	\$43,088.88	79%	203

College funding for professional development for faculty vacillated between \$29,000 and \$40,000 in the first half of the decade. In each of the last two years, the Faculty Development Committee has had \$40,000 to award. As the scope of professional development funding broadens, this budget will be even more stressed. Adequate funding for professional development continues to be a top priority for faculty and achieving the indicator is going to be the result of a larger institutional commitment to funding the increasing requests.

Indicator: Faculty and Staff Workload. The 2008 State of the Faculty Report strongly recommends that the administration address faculty workload. More specifically, the report

indicates a need for reduced teaching loads, release time for research, release time for publication, and release time for course development. This echoes a Faculty Council report from 2005, which likewise recommends restructuring faculty workloads. Departments have been encouraged, since mid-decade, to adjust workloads while meeting the obligations of their programs (to achieve, for e.g. a 3/4 teaching load or to create a course-release rotation). Departments are also being asked, as part of their program reviews (with data points on student loads, advising, etc.), to consider how they might revise their curricula to use their resources more wisely; this could have a positive impact on workload by balancing out various kinds of faculty work and creating space for course releases. This data needs to be further analyzed to address what is considered by most faculty to be a significant issue. As yet, while these efforts demonstrate some commitment to changing faculty workload, they do not constitute a systematic or campus wide revision in policy and practice.

Meanwhile, as part of a typical 4/4 workload, Carroll College faculty have been active in teaching and program development. What is striking is the amount of work performed in addition to these demanding teaching loads. For example, at least 98% of faculty served on standing committees, 76% advised honors thesis students, 74% were members of community organizations, and 39% published peer-reviewed articles. In addition, at least eight authored book chapters and six published books since the previous writing of this report. Table 22 illustrates the professional accomplishments of 66 full-time permanent faculty who responded to the survey compiled in the 2008 State of the Faculty Report.

Table 22: Professional Accomplishments and Service of Carroll Faculty

Number of Faculty	Professional Accomplishments and Service of 66 Faculty Respondents
6	published a book
8	published book chapters
19	serve as officers or on editorial boards for professional organizations
20	serve as reviewers for professional publications
26	published professional articles
30	serve on professional committees outside of Carroll
43	made professional presentations
55	attended workshops/conferences
57	are members of professional organizations

Additional Improvements

The foregoing discussion reveals that improvements are being made in a variety of programs to support and enrich academic learning. The following list offers additional examples, documented in program reviews that show the use of assessment results to inform planning and decision-making in academic programs:

- Based on student honors thesis presentations, mathematics faculty concluded that students did not meet an objective, so an Excel programming course requirement was added to two mathematics concentrations.
- Results of student surveys indicate that nursing students are not receiving sufficient exposure to pediatric course content and clinical experiences, so the nursing program is searching for a faculty member with expertise in pediatric and maternal/child nursing.
- Survey results in chemistry pointed to the need for expanded offerings, but because of teaching loads during the academic year, additional courses have been offered during the summer term.
- Based on student teachers' performances related to classroom management at the middle and high school levels, teacher education faculty modified the curriculum so that a classroom management course is required for students pursuing a 5-12 and K-12 endorsement.
- Student work in International Relations 495 revealed that students had difficulty identifying appropriate research methodologies and constructing a professional literature review, so writing assignments in four political science courses were modified so that students had more experience with methodologies and literature reviews.

Summary: Academic Excellence Core Theme

The strengths that emerge from this review of planning, assessment, and improvements in the Academic Excellence core theme include the following:

- Faculty play a significant role, within departments and through the College governance, in planning, implementing, assessing and revising the curriculum. Their participation emerges through formalized and regular processes, including Academic Program Review and committee membership.
- The programs and services that contribute to Academic Excellence have, as a whole, made progress in developing and implementing outcomes-based assessments across majors, departments, and programs; while faculty develop the assessment tools and evaluate student performances, a key factor in this progress has been the leadership from the Office of Institutional Effectiveness and our regular, systematic process of Academic Program Review;
- First- year student to second-year student cohort retention rates have remained around 80% for the past ten years, an improvement over the previous decade, due in part to increased support for first year students, through programs such as Alpha Seminar and New Student Services.
- The College has developed innovative majors and minors to attract and retain students as well as to enhance the curriculum (e.g. by strengthening interdisciplinary teaching and learning; this is due to the efforts of an accomplished and dedicated faculty.
- Experiential learning has increased on campus, in forms ranging from service-learning to internships; this is due in part to additional institutional support (e.g. addition of Internship Coordinator) and more academic programs including service trips (e.g. Engineers Without Borders projects).

Within the Academic Excellence core theme, important opportunities for improving performance on our indicators include the following:

- The goal of Institutional Effectiveness is to guide all academic programs through the full cycle of planning, assessing, and improving, but because the structure is new, the process is not yet fully effective. Program- and college-wide assessments of student learning outcomes need further development in some areas, such as the Core Curriculum. In addition, more attention must be given to using results of assessments in planning, decision-making, and program improvements.
- The College needs to implement alumni surveys to obtain important outcomes data about our students at various intervals after graduation (e.g. graduate school acceptance rates, placement rates, job experiences, service experiences, etc.).
- The College needs to improve its 4, 5, and 6-year graduation rates and dedicate further planning and resources to improve second-to-third year retention rates.
- While improvements have been recently made by a number of offices that support what NSSE calls “Enriching Educational Experiences” (experiential learning such as education abroad, internships, service trips; distinctive courses and programs such as honors), Carroll needs to increase student access to these “high impact” learning opportunities.
- The College needs to more adequately resource its academic support services (e.g. Academic Resource Center) where student use has increased significantly without a corresponding increase of staff or other resources.
- To support the faculty in their teaching and scholarship—key criteria in academic excellence—the College needs to restructure faculty workloads and to provide additional funds for professional development.



Catholic Identity

Planning

The College has engaged in significant planning regarding our Catholic Identity core theme over the past decade. A few of these planning efforts have emerged from strategic planning and senior leadership directives. Others have been initiated and monitored by various groups and departments from across the College. For example, Campus Ministry, overseen by Student Life, carries out planning for its programs that are central to this core theme; the Theology Department, overseen by Academic Affairs, carries out planning related to the theology courses required in the Core. These contributing departments have representation in the Strategic Planning process; some also make reports to the Senior Leadership Team. This connects the Catholic Identity work being done by many people across the campus with the institution's comprehensive plan.

In the following paragraphs, we provide examples of on-going and integrated planning that serves our Catholic Identity core theme. We first comment on how the College's broad planning activities have attended to this key area of our mission and then move to the more specific programs and services that directly carry out our Catholic Identity core theme objectives. These core theme objectives commit the College to support

- high visibility programs that coordinate and sponsor a variety of faith-based events and activities.
- curricular and co-curricular opportunities to learn about Catholic and other faith traditions.
- curricular and co-curricular opportunities to learn about social justice issues and engage in service.
- diverse opportunities for spiritual formation.
- fruitful partnerships with the Helena Diocese and other faith communities.

Carroll's 2002 Strategic Plan, which has guided planning at the institutional level for most of the past decade, set out Catholic Identity as one of four areas for analysis and development. New wording in the 2005 and 2008 strategic initiatives relating to Catholic identity reflected the College's aspiration to integrate our Catholic identity more effectively both within and between the curriculum and co-curriculum. In 2008, we began to use the phrase "Spiritual Vitality" in our planning documents to articulate the college's desire to connect and deepen spirituality within all

aspects of the College; we also wanted to emphasize the College's commitment to ecumenism, interfaith dialogue, and service. A Spiritual Vitality work group, which brings together those who develop programs and services related to Catholic mission (e.g. members of the Theology department, directors of the Sr. Annette Moran Center and the Hunthausen Center, Campus Ministry) along with student, staff, and faculty representatives, emerged from the 2008 strategic planning work. This work group, jointly sponsored by Academic Affairs and Student Life, gives those who develop and provide programming for this aspect of Carroll's mission more direct input into discussions about strategic directions and resources. It has helped draft strategic goals for the College's new strategic plan. The group was also consulted as the College formed objectives for our Catholic Identity core theme; it may also assist, in future, in revising these objectives, selecting indicators and analyzing data to assess progress on these objectives. The attempt here is to systematically connect the on-going "bottom-up" work that takes place in programs and services across the campus, with the Catholic Identity core theme objectives and the institution's comprehensive planning efforts.

For the first half of the decade, Campus Ministry reported to the President; in 2006, it was moved to Student Life. The Campus Ministry Team meets weekly to plan for the myriad services they provide on and off campus, which include opportunities for daily and weekly worship, pastoral outreach, retreats, fellowship, and service. The team is comprised of the Chaplain and Director of Campus Ministry, Director of Campus Ministry Programs (added in 2007), half-time Campus Ministry interns (one half-time intern was added in 2009; a second half-time intern will begin in 2010), and student Kirchen Ministers. Kirchen Ministers participate in a two-day retreat for formation and planning at the start of each academic year. They provide peer leadership in pastoral ministry, serving on the "front lines" by living on the floors of residence halls, organizing Bible studies, prayer services, and pastoral presentations, helping with Mass, praise and worship, etc. Twelve Kirchen Ministers were employed in 2004; as of 2009, their number had grown to fifteen. Since 2005, a Campus Ministry leader has participated in bi-weekly meetings with Student Life to discuss programs and resources and to coordinate their work with Student Life objectives. Since 2008, Campus Ministry representatives have also met with the Spiritual Vitality work group to coordinate schedules and programming, and plan additional initiatives with other entities working on various facets of our Catholic Identity core theme objectives. Campus Ministry articulates two major goals for their work:

- to be a student-centered department that provides pastoral outreach to the campus community;
- to provide education in the areas of faith development, sacramental preparation, moral decision making and Catholic Social Teaching.

Each goal is aligned with objectives and student outcomes. This information is documented in the Campus Ministry Program Review.

Department of Theology faculty engage in regular planning regarding the two required Core courses, TH 101 Theological Foundations and a second Theology elective. This Theology requirement ensures that all Carroll students participate in at least two semester-long academic opportunities "to learn about Catholic and other faith traditions," one objective of our Catholic Identity core theme. According to the Theology Department's goals, documented in its program review, these Core courses will

- engage students in liberal arts by providing a means for the expansion of intellectual, imaginative, and social awareness;
- engage students in an academic community that seriously investigates and critically reflects upon human knowledge;
- engage students in critically evaluating subjects according to humanistic, religious, and moral values;
- engage students in academic dialogue which includes both faithfully presenting magisterial teachings of the Catholic Church and mediation between religion and culture through academic dialogue with philosophy, the sciences, and the liberal arts;
- engage students, ecumenically, in the search for the Ultimate Truth and the Ultimate Good.

Planning in the Theology Department is also linked directly with other campus programs and services that contribute to the Catholic Identity core theme objectives. One theology professor, Dr. John Ries, directs the Sr. Annette Moran Center; another theology professor, Dr. Chris Fuller, directs the Hunthausen Center for Peace and Justice; both also meet with the Spiritual Vitality work group, which includes Campus Ministry. Finally, the Theology Department engages in planning with the Diocese of Helena and, since 2006, has attended the annual meeting of Diocesan Colleges and Universities.

The Sr. Annette Moran Center, begun in 2007, is chaired by Dr. John Ries, also chair of the Theology Department. A small group of faculty convenes each year to plan several annual events sponsored by the Center. A representative from this group meets with the Spiritual Vitality work group as well to share and coordinate plans, ideas, and concerns. The Center is guided by three primary goals:

- bring speakers to campus to address important topics exploring Carroll's Catholicity and Mission for the campus and wider community.
- bring faculty together (in conversations and summer seminars) to critically examine topics vital to Carroll's life as a Catholic liberal arts college.
- provide faculty with opportunities to enrich service, leadership, and research related to mission.

The Hunthausen Center for Peace and Social Justice, begun in 2008, is directed by Dr. Chris Fuller, an associate professor of Theology. An advisory group comprised of a dozen faculty and staff participates in planning for the Center. The director of the Hunthausen Center also meets with the Spiritual Vitality work group to share planning and to coordinate events. The Center has developed these goals:

- support efforts of faculty to bring service-learning pedagogy into classes.
- administer the Montana Campus Corps Chapter for Carroll College.
- bring speakers and panels on topics related to Catholic Social Teaching (e.g. health care, the economy).
- provide "soup and substance" events for faculty, staff, and students to share a simple meal and discuss readings related to social justice or Catholic Social Teaching.

Student Activities and Leadership, in Student Life, also plans and promotes service events through two main avenues. An AmeriCorps Volunteer has worked on campus from 2002-2010,

developing partnerships with nonprofit organizations and students and groups at the College. An Assistant Director for Student Activities and Leadership, hired in 2006, has created a community service internship, developed a weekly email for all students and employees on volunteer opportunities, organized an annual volunteer fair, and (in 2009) created community service opportunities for Fall and Spring breaks. The Assistant Director of Student Activities has since been consolidated with Community Living staff to create an opportunity for more hall directors to lead and promote community service experiences. (The goals of Student Activities and Leadership are set out in the Community Life core theme planning section.)

Programs and courses sponsored by academic departments that focus on service and social justice learning and/or activities have increased over the past decade. See Table 26 for a list of recent, representative service-learning experiences. Faculty carry out planning for such learning experiences as part of their program and department planning work; they develop specific learning outcomes for students within their courses or co-curricular offerings. Additional planning for these experiences takes place with the Hunthausen Center for Peace and Social Justice, which is developing support for service-learning pedagogy at the College.

Planning in programs and services that contribute directly to our Catholic Identity core theme objectives is informed by a variety of data. At this time, most of that data measures inputs, such as participation rates and opportunities, or student perception and satisfaction, through instruments such as the NSSE and in-house surveys; indeed, we acknowledge that our objectives are framed in a way that invites this kind of data rather than direct measures of student learning outcomes. That said, academic programs that contribute to this core theme, such as courses in Theology and others that incorporate service-learning or a social justice component, do use direct assessments of student learning outcomes within individual courses, e.g. papers, presentations, projects, examinations; such assessments are used to inform course and program planning and revision. Campus Ministry and Student Life keep track of participation numbers for key activities; this data should play a more prominent role in institutional planning and budgeting, because they demonstrate that interest is exceeding opportunity in a number of the faith-based activities that serve our core theme objectives. Since both the Sr. Annette Moran Center and Hunthausen Center for Peace and Social Justice are new programs, the data gathered so far are limited to lists of specific events and participation numbers. As these Centers become more established, they will be able to get a better sense of what data will be most useful to the ongoing development and effectiveness of their programs.

Assessment and Improvement

In this section, we provide more specific information about a variety of processes and tools that we have used to track where and how students, faculty, and staff encounter Catholic teaching, values education, and spiritual formation in Carroll's curriculum and co-curriculum. As noted above, these are currently more descriptive than evaluative, based primarily on inputs and indirect measures. This information, which includes two examples of institution-wide assessment processes along with representative examples from contributing programs and services, demonstrates our current way of evaluating the extent to which we are achieving our Catholic Identity core theme objectives, based on the indicators we have identified, as listed in the following chart:

Catholic Identity Core Theme Objectives	Indicators
High visibility programs that coordinate and sponsor faith-based events and activities	<ul style="list-style-type: none"> • New programs dedicated to Mission • Speakers and events that address Catholic theology and other faith traditions
Opportunities to learn about Catholic and other faith traditions	<ul style="list-style-type: none"> • Courses that explicitly address Catholic theology/teachings and other religious traditions • Faculty and staff events to learn and dialogue about Mission
Opportunities to learn about social justice and engage in service	<ul style="list-style-type: none"> • Courses that address social justice and incorporate service or service learning • Student participation in service experiences
Participation in opportunities for spiritual formation	<ul style="list-style-type: none"> • Student participation in spiritual formation experiences • Student perceptions of spiritual growth
Partnerships with the Diocese of Helena and other faith communities	<ul style="list-style-type: none"> • Inventory of collaboration and evidence of planning

An initial institutional assessment of Carroll’s Catholic Identity was undertaken in 2004, when President Trebon appointed a Task Group on Catholic Identity, including representatives from the faculty, staff, students, trustees, and the Bishop of the Diocese of Helena. The group conducted an “Audit of Aspects of Catholic Identity at Carroll College” to see where and how Catholic Identity was manifested on the campus; it found that Catholic identity was represented in many campus practices, classes, student clubs, traditions, and physical spaces. As descriptive data, the audit provided a start for an assessment process relating broadly to this core theme. The group also developed a series of recommendations for the college in Spring 2006; after review by the President and Senior Leadership, many were implemented through new or strengthened programs. (See Appendix M, Task Group on Catholic Identity Audit and Recommendations). Program Review, begun in 2008, is another institution-wide process for gaining a broad view of where and how students encounter and learn about Catholic teaching and values, including Catholic Social Teaching and service experiences, throughout the curriculum and co-curriculum. Program Reviews from 2008 and 2009 enabled us to gather information and assessment data about learning related to Catholic teaching and values that are embedded within courses, programs, and faculty scholarship and service. A few examples: faculty and students in the Business Department are partnering with the Diocese of Helena to provide consulting and accounting assistance; numerous courses include discussions of Catholic teaching related to the underserved; Community Health, Engineering, and Chemistry have included service-learning in their courses; faculty in the Psychology Department are activists for mental health and peace psychology. Additional questions will be incorporated into future program reviews to enable the College to gather more data, including specific information about learning outcomes and assessment practices and results happening within these experiences.

Objective: High visibility programs dedicated to faith-based events and activities

Indicator: New programs dedicated to Mission. Carroll has two new Centers, The Sr. Annette Moran Center and the Hunthausen Center for Peace and Social Justice that explicitly

demonstrate our commitment to making Catholic mission visible and vital on campus and in the community. They are both in the early stages of development. They are not only creating opportunities in themselves to explore, dialogue, and act on our Catholic Identity; they are also serving as points of integration with other service and social justice endeavors across the campus. Thus, these centers are advancing a number of the objectives of this core theme. As new programs, they are tracking events and participation numbers; they have yet to develop assessment tools and gather data for analysis and improvement. Both Centers report to the Senior Vice President for Academic Affairs. They also participate in the Spiritual Vitality work group, in order to coordinate and promote their work with other campus activities that contribute to this core theme. In addition, the Centers and Spiritual Vitality work group may assist in reviewing indicators and analyzing data to determine how effectively we are meeting the objectives of this core theme.

Table 23: Examples of High-Visibility Programs that Promote Learning, Dialogue, and Action

The Sr. Annette Moran Center, in its first two years, has provided the following:
<ul style="list-style-type: none"> •Six scholars have given public lectures on theology and contemporary society; each also facilitated a faculty/staff seminar focused around an article read by all participants. Speakers have included the following: Timothy Clancy SJ, Dr. Bula Maddison, Dr. David Carroll Cochran, Dr. Richard Berberet, Cardinal Theodore McCarrick, and Dr. Thomas Flynn. •Plans call for on-campus summer seminars for faculty to study and dialogue about Mission.
The Hunthausen Center for Peace and Social Justice, in its first year, has provided the following:
<ul style="list-style-type: none"> •Support for faculty efforts to incorporate service-learning pedagogy into their classes. •Administration of the Montana Campus Corps chapter at Carroll College. Montana Campus Corps is the state branch of the federal AmeriCorps volunteer program. Through the program, students earn monetary education awards for completing a designated number of community service hours with a local or national non-profit service agency (ranging from 300-450 hours per student). Currently 38 students are participating. •Soup and Substance: gatherings of faculty, staff, and students over a simple meal to discuss readings related to social justice or Catholic Social Teaching. Only one held so far: nine participated. •Guest speakers and panels on topics related to Catholic Social Teaching (e.g., health care, the economy). Seventy attended the panel on health care during the 2009 Fall semester. • Interfaith Holocaust Remembrance event during the 2010 Spring semester. • “Behind the Wall: Faces of the Forgotten; Portraits of God’s Love – Helena Homeless Shelter”, Photo Exhibit, 2010

Table 24: High Profile Conferences and Speakers: Sparking Learning and Dialogue about Catholic and Other Faith Traditions

A sample of major multi-disciplinary conferences featuring national and local scholars have also engaged significant numbers of campus and community members in dialogues about faith in the context of contemporary culture. Key note speakers are listed below:
<ul style="list-style-type: none"> • April 2000, “The 100 Years That Made 2000 AD” Gordon Brittan, Ph.D. “The Calendar” Elizabeth McNamer, Ph.D. “Women and the Pilgrimage Tradition” Carol Poster, Ph.D. “Magic Attacks Roman Politics” David Karnos, Ph.D. “Sex and Art in the Roman Catacombs”

Sr. Mary Ann Donovan, Ph.D., “The 4 th Century and its Religious Outlook” John Bussanich, Ph.D., “Tradition and Originality in Platonian Neo-Platonism” Steve Strange, Ph.D. “Greek Philosophy, Paganism, Christianity: The Case of St. Augustine” Adam Kamesar, Ph.D. “Christianity and the Bible”
• September 2005, “Science at the Edge of Humanity” Carol Tauer, Ph.D. “The Brave New World of Reproductive Technologies” Rick Bartos “End of Life Directives” Stuart Ferst, “Guarding the Gates of Life and Death in the Disability Community”
• November 2009, “To Each A Key: Unlocking the Doors of Interfaith Understanding” Joseph Subbiondo, Ph.D. “To Each a Key” Elizabeth Ursic, Ph.D. “The Face of Female Spirituality” Mohamed Elsanousi “Understanding the Right to Faith” Rabbi David Sandmel, Ph.D. “Understanding the Right to Faith” Jill Carroll, Ph.D. “Keys to the Kingdom”

Objective: Opportunities to learn about Catholic and other faith traditions and opportunities to learn about social justice and engage in service

Indicator: Courses that explicitly address Catholic theology/teachings and other religious traditions and courses that address social justice and incorporate service or service learning.

Many courses, spread across the disciplines, engage students in learning about Catholic and other faith traditions. This is also true of courses that address social justice. As described below, students are required to take a number of these courses as part of the Core. Many others are spread across disciplines and offered at various levels, so students are highly likely to encounter additional courses that address Catholic Social Teaching and social justice.

Core Requirement: LAS 101 Alpha Seminar. This is a required first semester course for all first year students. It includes readings that explicitly and implicitly address Catholic Liberal Arts learning. It also includes a common book that always addresses one or more aspects of diversity and social justice (e.g. *Curious Incident of the Dog in the Nighttime*, 2006; *Three Cups of Tea*, 2007; *Ordinary Wolves*, 2008; *Mountains Beyond Mountains*, 2009; *The Glass Castle*, 2010); social justice is a topic of several other common readings. Over the past five years, approximately one fourth of the sections include a service-learning component; about one half of the sections involve students in community service. All sections have common Student Learning Outcomes, which include “learning about Carroll and the surrounding community” (including its Catholic heritage and mission) and “increasing their awareness of diverse perspectives and experiences.” While professors develop their own direct assessments for these outcomes, all include writing and a group project (presented at an end-of-semester Alpha Seminar Conference that involves all Alpha sections).

Core Requirement: TH101 Theological Foundations. This “is an introductory study of Christian theology in the Roman Catholic tradition” (course description, Carroll Catalog). All students are required to take this course as part of the Core. It includes an introduction to social justice within the Catholic tradition. Assessment of student learning outcomes takes place within individual sections; all sections require a detailed exegesis paper. In addition, the department developed a survey to measure how well students think that this course has met its objectives. One survey was administered in Spring 2005; another was administered in Fall 2009. The results were strikingly similar, showing strong agreement from students that course objectives were met.

Table 25: TH 101 Course Survey

STUDENT SATISFACTION	COURSE OBJECTIVE
97.89%	“to help students understand the particularity of the Catholic tradition as part of the broader Christian tradition”
97.89 %	“to recognize that Christian theology is a method of inquiry that both admits and demands the work of serious intelligence”
97.89%	“the class considered the central Christian doctrines, e.g. Revelation, Faith, Salvation, Trinity, Christ, Incarnation, Sacrament, Church”

Core requirement: One elective Theology course. Nearly all elective theology courses include learning about the Catholic faith (e.g. TH 206 Comparative Religion, TH 213 Theology and Film, TH 321/352 Christology (Christology examined in Latin American, African & Asian contexts). In addition, social justice is the *key focus* of a number of these elective theology courses (e.g. TH 209 Wealth and Poverty in the Bible, TH 263 Modern Catholic Social Teaching, TH 289 Theologies of Liberation) and a *significant element* in many other theology courses (e.g. TH 355 Catholicism, TH 289 Theology and Science, TH 303-304 History of Christian Thought). Assessment of student learning outcomes is carried out within each course section through papers, examinations, and projects.

Core requirement: Two elective Philosophy courses. All philosophy courses at Carroll involve inquiry into truth, ethics, and values, and all Carroll graduates take two such courses. As documented in their Program Review, courses taught in the department promote a number of goals, objectives, and student learning outcomes; following is one relevant example:

- Goal: develop student ethical decision-making and strengthen personal responsibility for the application of ethics and values to personal and social contexts”
 - Objective: Emphasize Catholic and Christian philosophical ideas and those who are in dialogue and debate with them
 - Objective: Promote personal and spiritual development
 - Outcome: Identify and explain major issues of philosophy, including universals and particulars, change and stability, mind and body, self and other, ethics and values, and empiricism and rationalism
 - Outcome: Engage in sophisticated ethical analysis, identifying a full range of ethical features of action and character
 - Outcome: Promote the dignity of persons in their decision-making and choices, as well as act with a sense of moral responsibility towards all

As the above goal/objective/outcome statements suggest, the two required philosophy courses contribute, in more general and more specific ways, to the objectives of the Catholic Identity core theme. Some courses provide sustained study of the philosophical bases of Christian and other faith traditions (e.g. PHIL 203 Islam: Philosophy and Culture, PHIL 216 Philosophy of God and Religion, and PHIL 223 Oriental Philosophy). Assessment of student learning outcomes is carried out within each course by tests and exams, written papers, and oral presentations.

Core requirement: Two Diversity courses. All Carroll graduates are required to complete two courses or experiences that focus on diversity, one national and one global. The criteria for

National Diversity courses stipulate that courses must put “major emphasis on groups within the United States who historically have been the subjects of systemic discrimination and oppression”; thus all such courses include learning about social justice. The Core committee approves courses for these requirements; in the process they ensure that learning outcomes related to these criteria are included in each syllabus.

Courses throughout the curriculum: A review of Academic Program Reviews and the Carroll Catalog shows that a variety of courses from different departments incorporate direct teaching and learning about social justice, Catholic Social Teaching, service-learning, or community service. Assessment of student learning outcomes takes place within individual courses, as documented by Program Review. Just a few examples with brief descriptions follow:

- PSY 227 Child Psychology includes learning about and service in various child-focused organizations: Head Start, City of Helena Recreation, Intermountain Children’s Home, Florence Crittenton; also includes Catholic Social Teaching in discussions of teen sexuality and sexual disorders.
- PSY 306 Abnormal Psychology includes Catholic Social Teaching in its discussion of sexuality, sexual disorders, and sex therapy as well as in regard to our response to those who suffer from mental illness, and causes such as poverty, abuse, and neglect.
- SO 200 Social Problems examines social problems and responses from a Catholic social justice perspective.
- MA 202 Mathematics for Elementary Education II includes service learning through one-on-one math tutoring in Broadwater Elementary classrooms.
- PHIL 207 Business Ethics includes discussion about Catholic Social Teaching on the role of business and economics in society, and the need for social justice in employment practices, setting wages and prices, and corporate social responsibilities.
- PHIL 208 Bioethics includes discussion of the *Ethical and Religious Directives for Catholic Health Care Services*, Catholic Social Teaching on medical practices (e.g. end of life care, use of medical nutrition, care for severely compromised newborns), Catholic understanding of sexuality, marriage, and human life.
- PHIL 206 Environmental Ethics includes discussion of Catholic Social Teaching on human responsibilities to the environment and to those affected by environmental damage and by human efforts to mitigate and repair such damage.
- HPE 214 School Health Programs includes an antimicrobial resistance awareness service-learning project that is a partnership with the Montana Department of Health and Human Services, Broadwater Elementary. Students also become mentors to children from disadvantaged homes.
- CHS 330 Community Health Methods includes service-learning projects with Helena Food Share, such as developing assessments for better client service, conducting a homeless survey, doing nutritional analysis, and others.
- ART 113 Digital Photography created a public exhibit, “Behind the Wall,” with photos and narratives from God’s Love, Helena’s local homeless shelter.
- The Honors Scholars Program goals state, “Scholars will participate in service learning projects individually and in groups” (Carroll Catalog).

Indicator: Faculty and staff events to learn and dialogue about Mission. The College has created a number of opportunities for faculty and staff to further explore and dialogue about Carroll’s Catholic mission.

“Orientation to Mission” dinners engage new full-time faculty and staff (in their first three years at the College) in discussions about Carroll's unique educational and spiritual mission. This program began in 2001 for faculty only and was funded by an external grant; in 2004, the College assumed funding; in 2006, staff members were included. Topics for discussion at the dinners include Catholic identity, the history of the college, the college’s mission statement, etc. These gatherings have been designed with three important beliefs: each employee's understanding of the mission is individual, it evolves continuously with the college's formal written mission statement as a compass, and it is best explored in conversations between new and seasoned faculty and staff.

In 2006, Board members contributed funds to support a “Faculty Seminar on Mission” in which eight faculty members met to explore, discuss, and produce papers on the relationship between College’s Catholic mission and scholarship and teaching within their disciplines. The papers focused on issues of free inquiry, scholarly discourse, and academic freedom, from the perspectives of biology, English, philosophy, theology, and nursing; they were presented to the Board of Trustees at an October 2006 meeting and at an April 2007 colloquium for the campus. This interdisciplinary faculty effort, directed by Sr. Annette Moran, offered a model for faculty collaboration and research on issues related to mission. The Sr. Annette Moran Center hopes to sponsor similar seminars, focused on a variety of mission-related topics, in upcoming summers for other interested faculty.

Also in 2006, the Faculty Council conducted detailed research on the nature and meaning of academic freedom at a Catholic institution; that research appeared in two reports and was the topic of several Faculty Assembly meetings. These reports stand as a significant contribution to the scholarly literature on academic freedom. (See Appendix N)

Indicator: Student participation in service experiences. A list of service work highlights from the 2008-2009 academic year, including activities sponsored by academic departments, specific courses, Campus Ministry, and Student Activities and Leadership, reflects a growing culture of service at Carroll College.

Table 26: Carroll College Service Work Highlights 2008-2009

February 2009: Carroll’s Student Nurses Association hosted a baby shower for Noelle, the Nursing Department's Maternal & Neonatal Birthing Simulator, and donated baby gifts and money to Florence Crittenton Home.
Carroll’s award winning Up 'Til Dawn student-led fund-raising effort for St. Jude Children's Research Hospital brought in a total of over \$25,000 for the 2008-09 academic year; Up 'Til Dawn fund-raising for the past three years (since its inception on campus) has surpassed \$100,000.
Spring break 2009: Eleven Carroll students and one staff member volunteered for the Belgrade, Montana, Habitat for Humanity, working on a construction site.

Spring break 2009: Twenty Carroll Headlights students and two Campus Ministry staffers volunteered with the Rochester, NY, Sisters of St. Joseph and with the Cincinnati, Ohio, Franciscans for the Poor.
Spring break 2009: Four Carroll students and a faculty member joined Montana Dental Outreach Teams in a dental care service work week in the poorest regions of Haiti
Spring 2009: Students in a Theology course, Wealth and Poverty in the Bible, each committed to twenty hours of community service, culminating in a Hunger Banquet.
April 2009: Theology students in several courses served Florence Crittenton Home, Helena Food Share, God's Love Men's Shelter, God's Love Family Transitional Shelter, Good Samaritan, Head Start, and Habitat for Humanity.
April 2009: Students in the sociology course, Social Problems, launched their spring project "Helping the Babies," raising \$1850 in cash and approximately \$800 worth of baby formula, diapers, clothing and toys; all sent to Catholic Social Services.
Spring 2009: Carroll's Introduction to Public Relations: Part II class volunteered their PR skills to help the Friendship Force (fostering international cultural exchange and understanding) and the local Head Start Extravaganza.
December 2008: NAIA semifinal game in Nelson Stadium, over three tons of nonperishable foods were brought in by local businesses and fans.
November 2008: Carroll's Engineers Without Borders (EWB) student chapter sent a team to the Santa Maria Orphanage in Mexico to follow up on the work EWB performed at the orphanage last May.
October 2008: Students and staff planted trees and put the garden to bed at Helena's Florence Crittenton Home.
October 2008: Good Samaritan Ministries hosted its major fund-raiser, the Stylish Seasons Fashion Show, in the Campus Center
September 2008: Twenty students in the Human-Animal Bond Program volunteered to assist riders and veterinarians at the Pioneer Cabin Endurance Ride near Helena, a 2-day race with 25-mile, 50-mile and 75-mile routes.
Summer 2008: Several students traveled to Southern India where they partnered with Friends of the Sacred Heart Ashram, a Catholic homeless refuge; the group did fundraising for the organization upon their return to Helena.

Campus Ministry has supported immersion service trips to connect Carroll students to communities with need. Annual trips have been made to the Sisters of St. Joseph in Rochester, New York, and to the Franciscans for the Poor in South Bend, Indiana, to expose Carroll students to outreach programs in schools, homeless shelters, soup kitchens, and social service agencies. In addition, trips have been hosted in Browning, Montana, to connect Carroll students to a Native American community and to the work of Christian Brothers. A trip to East Los Angeles also introduced Carroll students to Jesuit Volunteer Program outreach with gangs and immigration issues. Campus Ministry has expanded their immersion programs by undertaking two international immersion service trips to Guatemala to connect Carroll students to the Diocese of Helena's sponsored clinic and school. The following list, identifying places as well as participant numbers, provides evidence of the robustness of this program, which provides opportunities to learn about social justice issues and engage in service as well as to encourage faith formation for its participants, two of our Catholic Identity core theme objectives.

Table 27: *Headlights Service Immersion Trips (Fall, Winter, Spring and Summer Break Trips)*

SEMESTER	LOCATION	NUMBER OF PARTICIPANTS
Fall 2004	Browning and Ashland, MT	18
Spring 2005	Rochester, NY	14
Fall 2005	Missoula, MT	14
Spring 2006	South Bend, IN and Rochester, NY	22
Spring 2007	Rochester, NY	13
Summer 2007	Guatemala	22
Fall 2007	East Los Angeles, CA	16
Spring 2008	Rochester, NY and Cincinnati, OH	18
Spring 2009	Rochester, NY and Cincinnati, OH	22
Fall 2009	Browning, MT	12
Winter 2010	Browning, MT	8
Spring 2010	Rochester, NY and Cincinnati, OH	21
May 2010	Guatemala	21

Student Activities and Leadership provides staff and student leadership for additional service opportunities. An Assistant Director of Student Activities and Leadership sends out a weekly email listing volunteer opportunities throughout the community. Student interns have motivated significant student participation in “Up ‘Til Dawn” for St. Jude’s, the Invisible Children project, and the Race for Life. An alternative Fall/Spring Break service program was developed in 2008, with the following activities and numbers indicating student interest after less than two years:

- Fall 2008: 20 students - Habitat for Humanity, Florence Crittenton Friendship Center.
- Fall 2009: 40 students - Foodshare, food drive at Albertsons Grocery.
- Spring 2009: 15 students - Habitat for Humanity in Bozeman, MT.

Objective: Participation in opportunities for spiritual formation

Indicator: Student participation in spiritual formation experiences. Campus Ministry’s two main goals are to provide pastoral outreach and education in the areas of faith development and sacramental preparation. Daily and weekly Catholic liturgies provide opportunities to worship and celebrate the Eucharist. In 2006, Sunday night mass was moved from a campus chapel to the Campus Center to accommodate increasing attendance; over 250 faculty, staff, students, and community members attend mass each Sunday. The following tables show the number of students who participate in several campus ministry programs, search, annual class retreats, and Rites of Initiation; these numbers indicate growing participation in spiritual formation opportunities.

Table 28: SEARCH Participants

Date	Searchers	Crew Members	Catholic/NonCatholic*
Fall 2004	51	67	
Spring 2005	64	105	
Fall 2005	51	62	
Spring 2006	33	65	
Fall 2006	64	82	
Fall 2007	82	95	
Spring 2008	79	125	107/ 97
Fall 2008	64	80	95/49
Spring 2009	65	113	126/52
Fall 2009	62	108	127/43
Spring 2010	82	145	TBD

* Catholic and Non Catholic numbers depend on how many students are willing to share religious denomination; therefore these do not equal total number of participants. We do not have information on religious denomination prior to spring 2008.

Table 29: Annual RETREAT Participants

Year	Freshman Retreat	Sophomore Retreat	Winter Ski Retreat	Women's Retreat	Men's Retreat	Jr/Sr Retreat
2006	78					
2007	95	37				
2008	128	50		45		
2009	132	57		36	20	
2010			45	42	21	35

Table 30: Sacraments of Initiation

Year	2006	2007	2008	2009	2010
Number of Participants	12	21	10	8	18

The Annual Student Life Survey data provides a useful context by indicating student percentages represented by the above numbers. According to the 2009 Survey, 497 respondents replied to questions on Campus Ministry, which is 62% of the resident student body and 39% of the total student body. Of those respondents, the following numbers indicated their participation in Campus Ministry programs and services:

Table 31: Percentage of Respondents Participating in Campus Ministry Activities, Student Life, 2009

Percentage of Survey Respondents Participating	Event
52.1%	Sunday Night Mass
34.4%	Search
29.2%	Freshman Retreat
10.7%	Sophomore Retreat
8.0%	Women’s Retreat
1.6%	Men’s Retreat
9.9%	Men’s or Women’s Formation
37.6%	Participation in Campus Ministry Programs

Data in the preceding tables from Campus Ministry and the Student Life Survey reflect on the extent to which the campus is meeting its objective of providing opportunities for faith formation. Numbers for Search show a strong ecumenical element to the ministry. Search is the only area where religious denomination information is collected; these numbers show that students who are not Catholic have a strong involvement in Campus Ministry programming. For the past two years, Sunday Mass attendance each week has remained close to 250 students, including a mix of Catholic and Non-Catholic students. Most of these activities can accommodate limited numbers, so greater participation can emerge only by increasing space and staff or adding more events; this would require additional funding. Another question that emerges is how the College can provide more effective outreach to community members from other faith traditions.

Indicator: Student perceptions of spiritual growth. The 2009 Student Life Survey also asked students to describe their faith development at Carroll, with the following results:

Table 32: Faith Development

Percentage of Survey Respondents Participating	Event
44.9%	I believe my faith has grown
8.9%	I believe my faith has diminished
34.3%	I believe my faith has remained the same
11.8%	I do not practice a faith

NSSE provides another assessment of our students’ perceptions of their faith experiences at Carroll that can be compared with other institutions. The Table below lists three student perceptions regarding their opportunities for spirituality and faith development. On all three items, Carroll ranks in the top 50 percentile nationally. Carroll also has statistically significant scores (.05) over Carnegie Classification Comparison Group scores. The College hopes to increase the number of students (currently 16% and 18%) who indicate they “often” participate in spirituality activities as it expands and diversifies opportunities for faith-based learning,

dialogue, and action. The Vice President for Student Life analyzes this assessment data and shares it with other Senior Leadership and Strategic Planning members

Table 33: Spirituality and Faith Development, NSSE 2009

NSSE ITEM			CARROLL COLLEGE	CARNEGIE CLASSIFICATION COMPARISON GROUP		CARROLL COLLEGE	CARNEGIE CLASSIFICATION COMPARISON GROUP
Developing a deepened sense of spirituality	First Year	Very little	17%	32%	Senior Year	23%	38%
		Some	18%	28%		22%	28%
		Quite a bit	30%	22%		30%	17%
		Very much	34%	19%		26%	17%
Developing a personal code of values and ethics	First Year	Very little	11%	9%	Senior Year	9%	9%
		Some	25%	25%		12%	24%
		Quite a bit	33%	36%		40%	34%
		Very Much	32%	30%		39%	34%
Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	First Year	Never	22%	37%	Senior Year	28%	39%
		Sometimes	37%	31%		35%	30%
		Often	16%	16%		18%	14%
		Very Often	25%	16%		19%	17%

Objective: Partnerships with Helena Diocese and other faith communities

Indicator: Inventory of collaboration and evidence of planning.

The following activities are examples of Carroll’s partnership with the Diocese of Helena; some have spanned the past decade and others have been undertaken more recently.

- Carroll Theology, Philosophy, and History faculty teach in the Program of Formation for Lay Ministers for the Diocese of Helena.
- Carroll Theology, Philosophy, and other faculty serve as guest speakers, retreat leaders, and assistants in sacramental preparation at parishes in the Diocese of Helena.
- Carroll has participated in the annual meeting of Diocesan Colleges and Universities from 2006-2009. Carroll hosted their annual meeting in 2009.
- Group of 22 Carroll students, staff, and faculty traveled to the Diocese of Helena mission in Guatemala for a three-week service trip in May of 2007; another group of 21 participated in a similar trip in May 2010.
- Carroll’s Office of Admissions has initiated a program in which faculty accompany recruiters to the Catholic High Schools within the Montana Diocese to give presentations.
- Ongoing and increasing involvement of Carroll students and alumni in Diocese of Helena’s Youth Ministry Program.
- Further collaborative initiatives with the Diocese of Helena have been started, including planning for a Summer Institute.

This list of initiatives suggests that the College and Diocese have gained momentum on this objective in the past three years, creating additional ways to collaborate in order to promote the Catholic goals and objectives of both institutions. However, more needs to be done to define their relationship, protecting the autonomy of each while supporting, clarifying, and expanding

the most mutually beneficial of these joint projects (e.g. Youth Ministry work in the diocese and Carroll's opportunity to work at the Guatemalan mission).

Campus Ministry has begun to track participation in Mass and other faith formation activities by Carroll students who indicate they are non-Catholic. This program along with the Assembly of God Church in Helena also supports the student-led Campus Christian Fellowship, which is indicative of Carroll's commitment to ecumenism. So far, however, besides a good deal of anecdotal evidence of the college's openness to students from many faith traditions and a number of interfaith events, the College has not developed any formal partnerships with other faith communities.

Additional Improvements

Over the course of the past decade, Carroll has definitely made improvements in how we learn, track, connect, and communicate about contributing components of the Catholic Identity core theme. By more systematically charting inputs and participation, the College can better see *what* is happening across all aspects of the college. The institution can also see that *more* is happening in programming that incorporates both explicit Catholic teaching and implicit Catholic values as well as service activities of all kinds. Our core theme objectives and indicators emphasize opportunities, participation, and satisfaction; as we judge current trends against past numbers, the College can claim success in achieving progress. From strategic planning to student-led ministry activities, dedicated staff, faculty, students, alumni, and trustees have worked hard to create more opportunities involving more people in a spectrum of learning activities related to our Catholic Identity. Assessments of specific programs and services have also informed planning, decision-making, and improvements in the Catholic Identity core theme area, as indicated by the following representative examples.

The endowments of the Sr. Annette Moran Center for Mission and the Hunthausen Center for Peace and Social Justice, both emerging from our Centennial Campaign, constitute a significant improvement, already, in this area of the College. Still in the early stages, and set back in their progress by the economic downturn, they have brought to campus speakers, faculty and staff colloquia focused on ideas and issues related to Mission, support for service learning, and opportunities for fellowship and spiritual reflection. They will each promote more programming and widen the circle of participation, to increase the College's effectiveness in this core theme area.

The theology department has made changes and adaptations to TH 101 to provide a more solid and consistent "foundation" for understanding key theological components of Christianity in general and the Catholic tradition therein. This has included:

- common texts ("Theological Foundations" and RSV academic/study Bible")
- an exegesis project/paper (for teaching students how to critically examine a biblical text by/for themselves)
- common core components to the course: Biblical Theology, Christology, Church and Sacraments, Morality

The Theology department has re-organized the major and minor requirements and added courses in social ethics/justice, to enable more students in all majors to encounter these critical topics and values in their Core coursework.

In response to a growing interest in service learning on campus, a special indicator, approved by the Curriculum Committee in 2008, has been added to student transcripts to show courses that have a service-learning designation.

Campus Ministry has continued to grow by adding and enhancing their programs and services:

- Due to the success of the Freshman Retreat, a Sophomore Retreat was added in the fall of 2007. A Junior/Senior Retreat was also added in the fall of 2009.
- The addition of a student retreat leadership team resulted from a desire from non-Kirchen Ministry students to take a role in Campus Ministry leadership.
- In 2004 Campus Ministry employed 12 Kirchen Ministers; in 2009 there are 15 that cover all floors in Guadalupe and St. Charles Hall and one floor in Borromeo Hall. Trinity is the only hall at this point without a Kirchen Minister.
- A Campus Ministry Intern was added in the fall of 2009 to help in programming and outreach to women on campus and upper class students. Working 20 hours a week this position helps in being able to offer more programming and reach out to more students. Another intern position, with a focus on outreach to men on campus, will be added in Fall 2010.

The addition of the “Orientation to Mission” dinners in 2004 was a response to the College’s lack of more structured opportunities for all faculty and staff to become informed and dialogue about Carroll Catholic identity. This program has significantly improved the way the College manifests its Catholic Identity, more intentionally and inclusively, for all its employees.

Summary: Catholic Identity Core Theme

The strengths that emerge from this review of planning, assessment, and improvements in the Catholic Identity core theme include the following:

- This core theme encourages and depends upon integrated planning, bringing together staff and faculty, Academic and Student Life areas, and strategic- and program-level planning initiatives. This fosters discussion, debate, and celebration of our Catholic Identity throughout the College.
- New dedicated programs to our Catholic mission promise to generate more resources—human and financial—that will enable the College to more fully achieve Catholic Identity core theme objectives across and beyond the campus.
- Core requirements in Theology and Philosophy demonstrate Carroll’s commitment to formally educating all students about the Catholic intellectual tradition, teachings, and values.
- Service opportunities in both the curriculum and co-curriculum are increasing at Carroll; we are on the way to strengthening the culture of service at the College.
- Campus Ministry has increased its staff and added programs to better serve increasing numbers of students participating in Campus Ministry activities.

Within the Catholic Identity core theme, opportunities for improving performance on our indicators include the following:

- The College should identify indicators that will help us to assess the outcomes of our Catholic Identity activities (in addition to the inputs reflected in our current set of indicators).
- The College should more systematically collect information about where students encounter Catholic teachings and or service in the curriculum and co-curriculum (e.g. through targeted questions in the Academic and Administrative Program Reviews); alumni surveys will provide another source of data for assessing this core theme.
- The College should to commit additional resources to the programs and services that contribute to our Catholic Identity objectives; there is still greater demand for student participation in some of our programs (e.g. service immersion trips and Search) than there is space to accommodate them. Additional personnel are necessary to enable the College to create more opportunities to meet and encourage increasing student interest, as well as to serve more faculty and staff, in these transformative, mission-central activities.
- Service-learning needs additional institutional support if it is to spread and truly flourish at the College.
- The College should consider allocating additional funds from its operating budget to this core theme, in keeping with its centrality to our mission. This is the only core theme area that is not overseen by a senior administrator, which should be a point of consideration.
- The College should increase its interfaith programming, including outreach to our non-Catholic students, faculty, and staff.
- Our partnership with the Diocese of Helena is a work in progress that would gain more momentum with additional support (time on the part of faculty and staff, primarily) from the College.



Community Life

Planning

The Community Life core theme has been the site of extensive institutional planning at the College over the past decade. In 2003, the Vice President for Student Life launched bi-weekly planning meetings that included the directors of Community Living, Athletics, Career Services and Testing, Counseling Services, Health Services, and Student Activities and Leadership as planning partners. In 2005, the directors of Campus Ministry and Dining Services were added to the planning team; in 2007, the director of Campus Ministry Programs, a newly created position, joined the planning efforts. The meetings provided the Department of Student Life with opportunities to discuss and coordinate plans for improvement and to develop budget proposals for initiatives that supported this area of the College.

While planning efforts for this core theme were centralized in Student Life, planning involved partners from across the College. For example, work with Academic Affairs, including academic departments, Advising, and Enrollment Management, facilitated connections between curricular and co-curricular learning; Human Resources and the Health and Counseling Center produced health and wellness programs; International Programs and several academic programs are developing recommendations on a variety of diversity issues. These contributing departments were represented at Strategic Planning meetings; some also made regular reports to the Senior Leadership Team. This helped to connect the Community Life work being done by many people across the campus with the institution's comprehensive plan.

In what follows, we provide examples of on-going planning processes that serve our Community Life core theme. We begin with a description of broader planning efforts and their results for this key area of our mission; we then describe more specific planning that takes place in the programs and services that also contribute to our Community Life core theme objectives, which direct the College to:

- provide student engagement experiences that link learning in and out of the classroom.
- support student awareness of health and wellness decisions.
- enhance opportunities for student activities.
- enhance campus housing occupancy and quality of campus living.

Planning efforts related to this core theme have, for the past decade, focused on three areas: expanding student engagement, increasing the quality and diversity of campus activities, and enhancing residential life on campus. Within Student Life departments, more specifically, action plans were developed for each of these areas. The action plans were incorporated into the annual performance appraisals for the Vice President for Student Life and each of the Student Life Directors.

These plans have resulted in one new campus residence and improvements to other student living spaces during the decade. Trinity Hall opened in 2003 to house 204 juniors and seniors in apartment-style suites. The 2008 master planning process reviewed the three older residences—Our Lady of Guadalupe Hall, St. Charles Hall, and Borromeo Hall—and the College has implemented initial refurbishing initiatives. It has also enhanced major living spaces on campus—the Campus Center lounge area, dining hall, and the Scola area in the Fortin Science Center. The Student Activities and Leadership Office was reorganized to create more student offices. Enhancements to Nelson Stadium and the PE Center increased the appeal of attending Carroll Athletic events. The college’s recently completed master plan details the addition of new campus housing, an expanded campus center, new athletic facilities, and a new performing arts auditorium as future spaces to enhance community life at Carroll College.

Community Living is responsible for residential life at the College. Carroll hired a new Director of Community Living in 2002. Planning activities in this department resulted in the addition of a lottery and housing sign-up day to increase sign-up for campus housing, which produced an increased use of residential capacity. The contract process for meal plans was also altered. This department also developed a more effective process for recruiting student staff for Community Living, informed by monthly reports from professional housing staff, which helped the department to recognize student staff for successful programming and to track floors that were underperforming in programming or over-performing in conduct incidents. Campus housing goals were recalculated based on a five-year average by class and by accounting for student retention rates by class. Feedback from residents, housing staff, and student government informed revisions in college policies and the student code of conduct, documented in revisions to the Student Handbook. A new Director of Community Living was hired in 2006 to increase programming efforts, to enhance community development, and to add the human touch to problem solving issues raised by residents.

Student Activities and Leadership has been involved in planning efforts to increase student engagement and improve the efficiency of their operations at Carroll. A new director of Student Activities and Leadership was hired in 2002. New planning processes replaced more ad hoc operations. For instance, Carroll joined the National Association of Campus Activities (NACA) which enabled student leaders on the student government and program board—assisted by Student Activities and Leadership staff—to block book programs with other colleges and universities for the next academic year. Student Activities and Leadership is guided by the following goals, as documented in its program review:

- to continue to create outdoor recreation programs by offering more community based classes, learning experiences, and sports activities.
- to support students in their self-directed activities and events that are by and for students.

- to be a student-centered department in which we provide a balance between challenge and support while dealing with the issues of our College.
- to foster the personal growth and development of individuals through the intentional integration of learning experiences.
- to support Carroll's efforts to enhance spiritual development through offering students opportunities for volunteering in the area of justice and peace.
- to support educational programming, leadership development opportunities, and other educational endeavors.

Other examples of new or improved student engagement activities that emerged from these planning efforts include a reorganized student government, a new program board and significantly enhanced programs, a new community service intern position, a better-supported student newspaper, the reintroduction of a yearbook, a new outdoor leadership program, an increasing emphasis on community service, and new social justice student organizations, including those that are academic-sponsored (e.g. Engineers Without Borders, Model United Nations). Budgets were converted from paper-and-pencil to electronic documents. The leadership of the department opened the door to increased student involvement in writing proposals, requesting funds, meeting with senior administrators at the college, discussing student issues, and participating in college planning processes (e.g. Budget Committee, Master Planning Committee).

Carroll Athletics also engages in regular planning to enhance the quality of campus life, not only for student-athletes but the campus community as a whole. In addition, Carroll College Athletics creates a vibrant link to alumni everywhere as well as the community of Helena and the state of Montana. The athletic department is the largest "window into the college" as our activities bring thousands of individuals onto our campus and positive media attention to our institution on an almost daily basis. A new Athletic Director was hired in 2003. Ongoing planning in this area has resulted in the addition of men's and women's cross country and women's soccer since 2000 and the addition of men's and women's track and field in fall 2010. Athletics has developed these goals, which are documented in their program review:

- increase the fiscal stability of the Carroll College Athletic Department.
- continue to improve athletic facilities and athletic programs at Carroll College.
- foster positive representation of Carroll College in the community, state of Montana and nationally.
- develop a comprehensive statement of philosophy, goals, and objectives for the Carroll College Department of intercollegiate athletics.
- maintain academic excellence in the Department of Athletics at Carroll College.

Campus Ministry planning is described in the previous section on programs and services that contribute to the Catholic Identity core theme (see p.153). As noted above, Campus Ministry participates in joint planning with all other Student Life departments.

Ongoing planning and improvement has also taken place in Career Services and Testing. In 2003, the department was temporarily moved from the basement of the Our Lady of Guadalupe Hall, the freshmen residence hall, to an office suite in KTVH/Beartooth News television station, located on the edge of the campus; in 2007, it was relocated to a remodeled wing of Borromeo

Hall. In 2008, the department added an Internship Coordinator, who updated its internship policies and expanded its services. In addition to freeing up the Career Services Director to visit more classes, do more one-on-one career counseling, and offer more career courses, the Internship Coordinator has increased the quality and number of internships at the college. As documented in the department's program review, Career Services and Testing teaches students to apply the intellectual knowledge gained in the classroom as they plan for and transition into experiential learning and their professional roles. Career Services and Testing focuses not only on students' acquisition of exemplary work behaviors, but also the importance of achieving a balanced life and contributing to the well-being of society. The department's planning is guided by the following goals:

- maintain student participation with the Career Services and Testing and deliver high quality career services.
- encourage new forms and group utilization of services in order to reach more students in less time.
- increase opportunities for internship programs; target sophomores for these opportunities; prepare sophomores for success in experiential education.
- enable students to learn more about their interests, abilities, skills, and work values in order to make sound decisions about academic majors, world of work, graduate school, and the post college environment.
- market and advertise services and events strategically.
- develop new and strengthen existing relationships and partnerships to cultivate career opportunities for students.
- conduct regular evaluations of services and report findings to appropriate audiences.

Counseling Services plans collaboratively with Health Services, Academic Support Services, Community Living, and other academic departments to address student issues and concerns. This department is an integral participant on the Carroll Intervention Team and Retention Committee. Their work is guided by the following goals:

- increase student, staff and faculty familiarity with Counseling Services via improved marketing.
- explore the American College Health Association assessment tool as an alternative to the Core Alcohol and Drug Survey.
- develop social marketing messages to post at highly trafficked sites on campus and on-line with data from the AlcoholEdu for College surveys.
- increase knowledge, and improve personal practice of counseling skills through self-study and continuing education particularly in the areas of screening/assessing alcohol dependency and coaching academic issues/study skills.

During the past decade, various Student Life departments have engaged in collaborative planning with faculty and staff from other areas of the college. The overall goal of these joint planning processes has been to more intentionally associate the co-curriculum with learning and service as well as to create more links between student learning in and out of the classroom. A few examples of activities that have involved joint planning and shared resources include the following:

- More community service and service-learning opportunities have been developed as Student Activities and Leadership has collaborated with Campus Ministry, the

Hunthausen Center for Peace and Social Justice, and academic departments (e.g. Community Health, Theology, Sociology, Alpha Seminar).

- Faculty from a wide variety of disciplines work with staff from Campus Ministry, Counseling Services, and Student Life in planning and teaching the Alpha Seminar program, required of all first year students.
- Student Activities and Leadership has co-sponsored and co-funded programs with many academic programs and community groups, including the annual Literary Festival, Alpha Seminar Speakers, Keys to the Kingdom Inter-faith Conference, Martin Luther King, Jr. Day of Service, Myrna Loy Theater and Great Divide Ski Resort ticket discounts.
- Student Activities and faculty from Biology and Environmental Studies have together promoted outdoor leadership activities.
- Community Living, Student Activities and Leadership, and Campus Ministry staffs have planned retention activities with staff in Enrollment Management, Academic Advising, Business Office, and Financial Aid.
- Staff in Counseling Services, Health Services, and Career Services and Testing have collaborated with faculty and staff across the campus to assist students with mental and physical health needs, coping skills, and career and life planning.

Over the decade, more data has been used to inform planning in the programs and services that contribute to the Community Life core theme. Currently, Student Life departments track participation numbers and collect other indirect data through NSSE and in-house surveys. Campus Ministry and Student Activities and Leadership use this information to monitor students' perceptions of learning, growth, and satisfaction and to inform new initiatives in their areas. In 2007, Student Life developed and implemented an Annual Student Life Survey that enabled it to poll students on policy changes, need for services, interest in programs, priorities for the department, participation in activities, and customer service. Data from this survey is brought into planning and decision-making. Monthly Student Life Updates—emailed to faculty, staff, and student leaders—have provided Student Life staff with an opportunity to present data to faculty and staff and prompted interest in additional kinds of data; this wider communication of efforts has connected Student Life planning with other people and projects across the campus. While our current methods provide important data, Student Life programs and services are making a concerted effort to develop more direct measures of student learning to combine with these indirect measures.

Assessment and Improvement

In this section, we provide more information about assessment data that reflects on our Community Life core theme. As noted above, Student Life and Academic Affairs use the National Survey on Student Engagement (NSSE) and the Faculty Survey on Student Engagement (FSSE). Both surveys provide data on student and faculty perceptions of student engagement at Carroll, and enable us to compare our data against national norms. The NSSE has been administered at Carroll College in 2007 and 2009 while the FSSE was first used in 2009. Another primary source of data for this core theme is drawn from our in-house Annual Student Survey, which solicits student feedback on seven Student Life departments—Athletics, Campus Ministry, Career Services and Testing, Community Living, Counseling Services, Health Services, Student Activities and Leadership—and two partnerships—Dining Services (Sodexo)

and Security (Securitas). Survey results are reviewed annually with department heads by the Vice President for Student Life; they are also distributed electronically to Carroll students, staff and faculty. The annual survey has been administered each year since 2007. In 2010, the Annual Student Life Survey was reformatted to focus on core theme objectives; new questions were asked about student learning outside of the classroom, health and wellness decisions, opportunities for student activities, and enhancing the quality of campus living.

What follows is a review of assessment data produced primarily from these two data sources. We set out samples of information provided by each assessment effort and link it to the objectives and selected indicators for this core theme, as listed below:

Community Life Core Theme Objectives	Indicators
Provide student engagement experiences that link learning in and out of the classroom.	<ul style="list-style-type: none"> • NSSE and FSSE • Student Life Annual Survey
Support student awareness of health and wellness decisions.	<ul style="list-style-type: none"> • Core Alcohol and Other Drug Survey • AlcoholEdu for College
Enhance opportunities for student activities.	<ul style="list-style-type: none"> • NSSE and FSSE • Student Life Annual Survey • Program Evaluations
Enhance campus housing occupancy and quality of campus living.	<ul style="list-style-type: none"> • Campus Housing occupancy • Mid-Year Resident Satisfaction Survey • Student Life Annual Survey

Objective: Provide student engagement experiences that link learning in and out of the classroom

Indicator: Student participation and satisfaction in engaged learning. The NSSE provides data on students’ perceptions of their college experience in the following five areas:

- Level of Academic Challenge—preparation for class, number of assigned books and papers, coursework emphasis on analysis, synthesis, making of judgments and application of theories to practice.
- Active and Collaborative Learning—students asking questions in class, making a presentation, working with other students in class, working with other students outside class, peer tutoring, community-based project, discussing ideas from class with others outside of class.
- Supportive Campus Environment—relationships with other students, faculty, administrative personnel and offices; campus climate to help you succeed academically, to help you cope with non-academic responsibilities, and to help you thrive socially.
- Student-Faculty Interaction—students discussing grades, career plans and ideas from class with faculty, working with faculty members on activities outside of coursework, receiving prompt feedback from faculty on academic performance, and working on a research project with a faculty member outside of course requirements.
- Enriching Educational Experiences—participation in co-curricular activities, participation in an internship, community service or volunteer work, foreign language coursework, education abroad experiences, and serious conversations with students of different religious beliefs, political opinions, or personal values.

Between 2007 and 2009, the College demonstrated progress with first-year students in all areas. 2009 data places the first-year responses above the average for the Carnegie comparison group in four of the five areas; the one exception is Enriching Educational Experiences, in which Carroll lags by 5%. Between 2007 and 2009, the college demonstrated progress with senior students in three of the five areas; the two areas where senior responses fell were Supportive Campus Environment, from 67.7 to 65.3, and Enriching Educational Experiences, from 47.1 to 44.1. Senior-year responses in 2009 also place Carroll above Carnegie comparison averages for three of the five areas; they fall slightly below, by .4%, in Student-Faculty Interaction and a larger 9.4% below in Enriching Educational Experiences (see Table 34).

Table 34: Comparing NSSE 2007 to NSSE 2009 – First Year Students

Student Engagement	Carroll NSSE 2007	Carroll NSSE 2009	Carnegie Class 2009	NSSE 2009
Level of Academic Challenge	56.5	59.5	58.1	53.7
Active and Collaborative Learning	49.0	50.0	46.3	43.2
Supportive Campus Environment	66.8	67.6	66.8	61.6
Student-Faculty Interaction	35.7	40.7	38.6	34.6
Enriching Educational Experiences	26.0	26.5	31.6	28.0

Table 35: Comparing NSSE 2007 to NSSE 2009 – Senior Students

Student Engagement	Carroll NSSE 2007	Carroll NSSE 2009	Carnegie Class 2009	NSSE 2009
Level of Academic Challenge	60.8	63.3	61.8	57.0
Active and Collaborative Learning	58.2	60.0	54.1	51.0
Supportive Campus Environment	67.7	65.3	63.8	58.2
Student-Faculty Interaction	51.0	51.3	51.7	42.0
Enriching Educational Experiences	47.1	44.1	53.5	40.8

Overall, Carroll exceeds its Carnegie classification group in four of the five areas measured by the NSSE. However, it falls below in the fifth area, Enriching Educational Experiences. This indicates that Carroll needs to work on enhancing the various elements included within this category, especially in the area of education abroad experiences and conversations with students of different religious beliefs, political opinions of personal values.

We can zoom in on one of these categories more specifically, Student-Faculty Interaction, to see student perceptions of how often they engage with faculty in academic, co-curricular, or social activities. The aggregate numbers, in Table 35 above, shows that in 2009, first year students reported slightly more interaction than their Carnegie classification group, while senior students reported slightly less. The more specific breakout of two items in this category in the 2009 NSSE shows, however, that fewer first year students reported actually working with faculty members, on academic or non-academic matters, than their Carnegie classification comparison group; Carroll seniors reported more interaction with faculty on non-academic activities than the comparison group, but less interaction on research (see Table 36).

Table 36: Collaboration between Students, Faculty, and Staff, NSSE 2009

NSSE ITEM			CARROLL	CARNEGIE CLASSIFICATION COMPARISON GROUP		CARROLL	CARNEGIE CLASSIFICATION COMPARISON GROUP
Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	First Year	Never	50%	45%	Senior Year	31%	27%
		Sometimes	35%	36%		33%	38%
		Often	10%	14%		20%	21%
		Very often	5%	6%		17%	13%
Work on a research project with a faculty member outside of course or program requirements	First Year	Have not decided	40%	38%	Senior Year	10%	10%
		Do not plan to do	23%	16%		59%	49%
		Plan to do	33%	42%		12%	8%
		Done	4%	4%		19%	32%

Participation in co-curricular events is another component of student engagement. According to the 2009 NSSE, 80% of Carroll students regularly participate in athletic, cultural, and/or student life activities on campus (see Table 37).

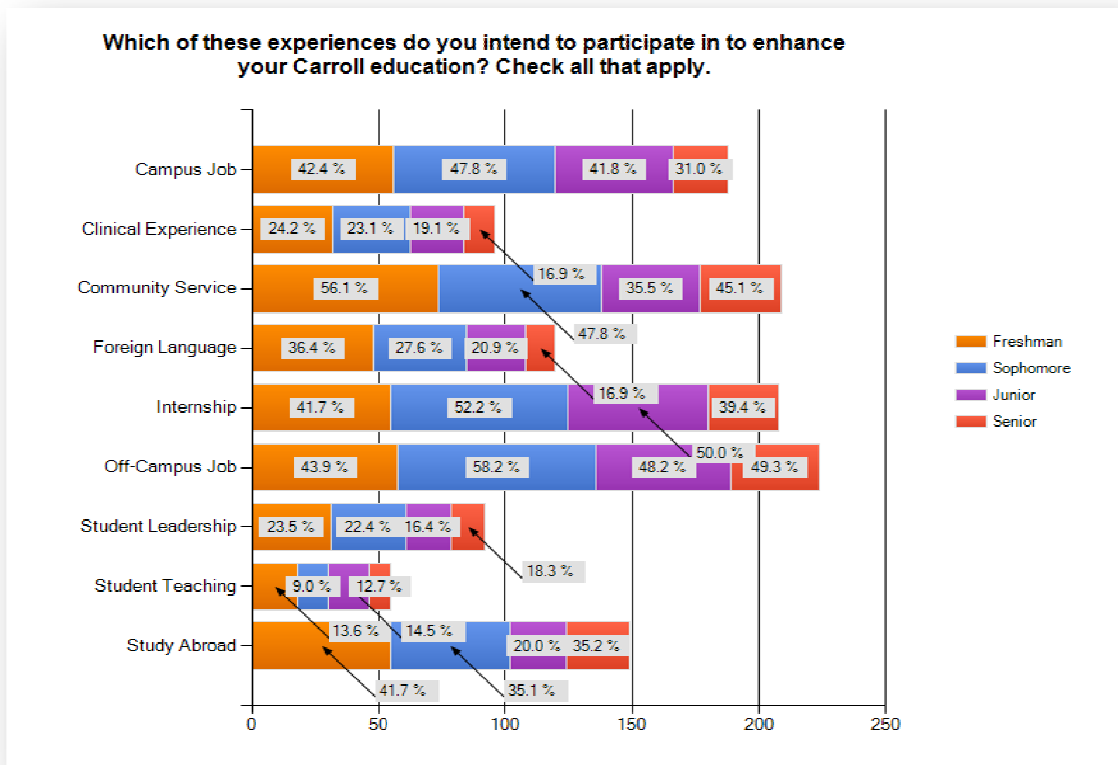
Table 37: NSSE Campus Event and Activity Items

NSSE ITEM		VERY MUCH	SOME	QUITE A BIT	VERY LITTLE
Attending campus events and activities (special speakers, cultural performances, athletic events, etc.) CARROLL COLLEGE	First Year	33%	49%	15%	4%
	Senior Year	29%	45%	20%	6%
Attending campus events and activities (special speakers, cultural performances, athletic events, etc.) CARNEGIE CLASS COMPARISON GROUP	First Year	38%	40%	17%	4%
	Senior Year	32%	41%	21%	5%

The Student Life Annual Survey also asks students about their expectation to participate in specific out-of-classroom learning experiences to enhance their education. In two of the nine experiences—clinical experience and off-campus jobs—senior students reported a higher

participation level than expected by first-year students. In the remaining seven experiences—campus job, community service, foreign language, internship, student leadership, student teaching, and education abroad—students reported a higher expectation of participation as first-year students than reported by senior-year students. The closest participation level reported was 41.7% of first-year students who indicated they would participate in internships compared to the 39.4% of senior-year students who would participate in internships. The greatest drop in student participation involved campus jobs: 42.4% of first-year students expected to have a campus job while 31.0% of senior-year students expected one (see Table 38).

Table 38: Student Activities, Student Life Annual Survey 2009



Assessment data collected through other Student Life Annual Survey questions indicates that over 70% of all responding students attend athletic events, over 75% use Carroll’s athletic facilities, over 60% participate in Campus Ministry programs, 70% attend Mass or a religious service, 85% participate in Community Living activities, and over 60% in student leadership positions like peer ministers and housing staff. Overall, less than 11% of respondents were “highly unlikely” to attend campus activities and 19% of respondents “did not” record participating in campus activities. While these numbers, overall, demonstrate the fact that student engagement is occurring across the campus, Carroll aspires to increase student participation in all such campus activities. Our campus is relatively small; students often refer to the “community spirit” that thrives here. We have a good foundation upon which to build even more distinctive, educational engagement for our students. Research indicates that more engaged students tend to remain enrolled at the college, so increasing student involvement in these activities would likely increase student retention.

Carroll College has yet to develop a systematic way of tracking and assessing how faculty and staff collaborate in offering student learning experiences. The following represents several examples of partnerships that have developed among faculty and staff to link the curriculum and the co-curriculum:

- Alpha Seminar—four Student Life staff work with faculty from various departments in planning and teaching our freshmen seminar program;
- Athletics—coaches teach courses in the Department of Health, Physical, and Teacher Education;
- Career Services and Testing—the Director of Career Services and Testing presents career information in capstone courses for various academic departments; the Internship Coordinator connects faculty supervisors with internship sites;
- Counseling Services presents “Thriving—Not Just Surviving—in College” to all first year students in their Alpha Seminar;
- Department-Sponsored Lectures—faculty in academic departments work with Student Activities and Leadership for funding and promotion resources;
- Get A Flipping Major—faculty in academic departments work alongside Community Living and Student Life staff to offer sage advice on changing majors for sophomores at pancake events held in the sophomore residence hall;
- Headlights Immersion Service Trips—faculty and staff from various departments join campus Ministry staff for service trips;
- Community service and service learning—staff in Student Activities and Leadership works with faculty in Theology, Community Health, and Alpha Seminar to identify community partnerships and to arrange service activities.

Objective: Support student awareness of health and wellness decisions

Indicator: Health and Wellness data. Carroll has undertaken a number of initiatives over the past decade to promote healthy living among students. In addition to investing in key facilities—a fitness center in 2003 and a human performance lab in 2009—the College has developed a comprehensive Smart Choices program to promote and reinforce students’ healthy living decisions. Components of the Smart Choices program include year-long assessment activities, over 200 alcohol-free activities per academic year, harm reduction cab service, six-hour education program for violators of college alcohol policy or court-referred underage violations, screening for addiction, social norm campaign, publication of wellness messages in student handbook/day-planner, partnership with Youth Connections (a community youth advocacy organization), participation in the local DUI Task Force, co-sponsorship of responsible server training for on-sale liquor establishments, AlcoholEdu for College (administered to all incoming freshmen), and the Core Alcohol and Other Drug Survey (given to a sample of all Carroll students).

As part of the Smart Choices program, Carroll contracts with Outside the Classroom to administer the AlcoholEdu for College program to all incoming first-year students. According to Outside the Classroom, AlcoholEdu for College is “an objective, science-based, online alcohol prevention program designed specifically for college students as the cornerstone of a comprehensive campus prevention program.” The intent of the program is “to prevent or reduce

alcohol-related problems among college students while providing schools with a statistically accurate description of the alcohol-related attitudes, experiences, behaviors, and health education needs of their students.” The program consists of a pre-college survey administered a month before the start of classes and a post-college survey administered a month after the start of classes. Key findings from Core Alcohol and Drug Survey show:

- **Care-Taking Behaviors:** Carroll students reported substantial increases in their expressions of social concern through care-taking behaviors.
- **Protective Factors (Drinkers Only):** Carroll students reported an increase in their use of protective factors. Most notably, the percentage of students who reported they think about their blood alcohol concentration while drinking increased from 31% to 56%. Awareness of blood alcohol concentration is an important factor in moderating alcohol consumption and intoxication.
- **Stages of Change (Drinkers Only):** The percentage of students who developed an awareness of the need to change the way they drink alcohol increased from 12% in Survey 1 to 23% in Survey 2.
- **Blood Alcohol Concentration:** 83% of Carroll College students said they know more about blood alcohol concentration after taking the course.
- **Consent for Sex:** 43% of Carroll College students said they knew more about the ways alcohol affects someone’s ability to give consent for sex after taking AlcoholEdu for College.

Table 39: AlcoholEdu for College – Participation Rate and Passing Percentages

Fall Term	Percentage Starting On-Line Course	Percentage Passing Exam of On-Line Course
2009	92%	86%
2008	84%	75%
2007	80%	69%
2006	92%	80%
2005	82%	74%
2004	91%	78%

Carroll has also conducted a systematic evaluation of alcohol and other drug use. The Core Alcohol and Other Drug Survey is administered in odd-numbered years (since 2003) and provides the college with data on alcohol consumption and problematic behaviors as well as national benchmark data for consumption and behaviors. Key findings from this survey include the following:

- **Alcohol Consumption:** Carroll students report alcohol consumption at higher than the national average for consumption in the past year, past 30 days, underage consumption in the past 30 days, and binge drinking in the past two weeks. The higher report levels are consistent with reports from rural states, Catholic colleges and colleges located in small towns (see Table 40).
- **Problematic Behaviors:** Carroll students report lower than the national average in the following problematic experiences: been arrested for DWI/DUI; damaged property; tried to commit suicide; seriously thought about suicide; been hurt or injured; taken advantage of another sexually; tried unsuccessfully to stop using alcohol; thought I might have a drinking or other drug problem; performed poorly on a test or important project; and missed a class. Carroll

College students report higher than the national average in the following problematic experiences: been in trouble with police or college authorities; driven a car while under the influence; got into an argument or fight; been taken advantage of sexually; done something I later regretted; been criticized by someone I know; had a memory loss; got nauseated or vomited; and had a hangover (see Table 41).

Table 40: Key Findings – Core Alcohol and Other Drug Survey

2009 Carroll	2007 Carroll	2005 Carroll	2003 Carroll	Key Findings	2006 National
85.2%	86.9%	86.8%	89.4%	Students who consumed alcohol in the past year.	84.0%
75.6%	78.3%	76.2%	79.6%	Students who consumed alcohol in the past 30 days.	71.4%
65.9%	73.5%	70.5%	77.9%	Underage students who consumed alcohol in the past 30 days.	67.0%
46.5%	53.2%	47.2%	48.8%	Students reporting binge drinking in the past two weeks.	47.0%

Table 41: Problematic Experiences – Core Alcohol and Drug Survey

2009 Carroll	2007 Carroll	2005 Carroll	2003 Carroll	Problematic Experiences	2006 National
0.2%	0.8%	0.8%	0.8%	Been arrested for DWI/DUI	1.7%
14.4%	15.6%	17.0%	15.3%	Been in trouble with police or college authorities	14.0%
3.9%	6.4%	8.0%	5.7%	Damaged property, pulled fire alarms, etc.	7.1%
25.6%	29.9%	30.8%	33.6%	Driven a car while under the influence	26.6%
33.4%	34.1%	30.8%	32.2%	Got into a argument or fight	32.3%
1.0%	1.3%	0.5%	1.4%	Tried to commit suicide	1.5%
2.2%	4.2%	3.2%	4.9%	Seriously thought about suicide	4.5%
13.1%	15.5%	16.4%	17.8%	Been hurt or injured	15.6%
7.3%	14.1%	11.1%	11.2%	Been taken advantage of sexually	10.6%
2.7%	2.1%	1.1%	3.3%	Taken advantage of another sexually	3.4%
2.7%	4.5%	4.8%	5.7%	Tried unsuccessfully to stop using alcohol	5.3%
5.4%	9.0%	9.8%	11.7%	Thought I might have a drinking or other drug problem	10.6%
13.9%	22.2%	20.7%	25.8%	Performed poorly on a test or important project	22.7%
39.5%	43.1%	39.15%	48.2%	Done something I later regretted	37.5%
20.7%	28.6%	25.1%	32.2%	Missed a class	31.0%
27.8%	31.6%	31.3%	36.0%	Been criticized by someone I know	30.4%
34.1%	34.9%	32.2%	39.7%	Had a memory loss (black out)	33.5%
55.4%	60.6%	56.3%	58.9%	Got nauseated or vomited	53.6%
64.7%	69.8%	64.2%	67.3%	Had a hangover	62.4%

Data from the Arrive Alive Program shows that Carroll students have used with increased frequency the college’s offering of the Arrive Alive free cab ride back to campus as a harm reduction strategy. Given the fact that over a fourth of Carroll College students report driving a car while under the influence, the reduction over the three survey years is a positive indication

that students may be opting to use the cab ride home to campus program instead of driving under the influence (see Table 42).

Table 42: Arrive Alive Riders Per Semester – 2004-2010

Academic Year	Fall Semester	Spring Semester	Summer	Total for Year
2009-2010	516	444		
2008-2009	384	470	368	1,222
2007-2008	197	424	214	835
2006-2007	305	364	187	856
2005-2006	287	365	106	758
2004-2005	221	380	77	678

Counseling Services and Health Services report monthly numbers indicating student use and issues relevant to healthy living. Sixty- five percent of students responding to the Annual Student Life Survey indicated that they interacted last year with counseling services, whether individual counseling or the stress free zone. Overall, students are very satisfied with Health Services (see Table 43).

Table 43: Satisfaction with Health Services, Student Life Annual Survey, 2009

RESPONSE	YEAR IN SCHOOL			
	Freshman	Sophomore	Junior	Senior
Excellent	45%	35%	33%	61%
Very Good	19%	29%	19%	13%
Good	9%	13%	16%	7%
Fair	2%	3%	8%	3%
Poor	1%	1%	1%	1%
Unable to Evaluate	25%	19%	24%	15%

Objective: Enhance opportunities for student activities.

Indicator: Student Activities Opportunities. Student Life compared the College’s co-curricular programs to those at similar institutions and derived an inventory of elements that were missing or inadequate at Carroll. For example, new student orientation, student government, student publications, and programming in the residential halls all needed improvement. Student attendance at athletic events was not promoted, community service opportunities were presented in ad hoc form, student attendance at Sunday night Mass was squeezed into a residence hall chapel, entertainment was offered on weekday rather than weekend nights, and few outdoor programs were offered despite easy access to trails, hiking, skiing and camping. Also, the college had no program board, Yearbook, master calendar, or systematic program evaluation.

This assessment process focused on inputs rather than outcomes, but the inventory and comparison resulted in improvements that addressed many deficiencies. Student Activities and Leadership staff have been able to accomplish the following:

- New student orientation was significantly reorganized in 2003 with annual adjustments made to the schedule based on program evaluations.
- The student government presented a new constitution to the student body to approve in 2004; it was also updated in 2006 with student body approval.
- Community service opportunities for Carroll students are emailed on a weekly basis to Carroll students and employees.
- Sunday Night Mass was relocated to the main lounge of the Campus Center in 2005. Current Mass attendance is more than twice the size of what was being accommodated in the previous location.
- The yearbook, *The Hilltoppper*, was published in the spring of 2009 and 2010.
- The student newspaper, *The Prospector*, received support from Student Activities and Leadership to upgrade their technology support to publish.
- A student program board was created to increase the number of students involved in student programming and to offer a balance of weekend and weekday programs and events.
- Programming in campus housing is recorded in monthly reports in Community Living.
- Optimal enrollment plan funds helped to support the establishment of CAMP (Carroll Adventures and Mountaineering Program) and to provide regularly scheduled outdoor activities as well as annual Wilderness First Responder training to a core team of student leaders.

In the past decade, Carroll College has added four varsity sports teams—two for men and two for women—to provide more opportunities for student involvement. Men’s and Women’s Cross Country teams were added in the 2007-2008 academic year. Men’s and Women’s Track and Field teams have been added for 2010-2011 academic year. Roster sizes for existing varsity sports have also increased in size. Football is averaging a roster size of 105-115 men over a previous roster size of 80-90 men. Basketball—both Men’s and Women’s—are averaging a roster size of 15-18 student-athletes compared to previous roster sizes of 12-15 student-athletes. Women’s Soccer has 28 student-athletes on the roster compared to previous roster size of 18 student-athletes. Women’s Volleyball is averaging 15-18 student athletes instead of 12-14 student-athletes.

The Assistant Director of Student Activities and Leadership was hired in 2006 to provide additional support for service activities for students. The Assistant Director now oversees a student internship and a weekly email to students and employees to advertise community needs and service opportunities; he also helps to coordinate an annual volunteer fair, which featured nonprofit organizations coming to campus to talk with and recruit student volunteers. The Assistant Director of Student Activities position was consolidated with the Assistant Director of Community Living in Trinity Hall. The responsibilities of Assistant Director of Student Activities position were added to all three Hall Director positions. In addition, Carroll has also supported an AmeriCorps Volunteer on campus, beginning in 2002, to promote civic involvement and community service. In response to more interest, on the part of the College and our students, these additional staff members have worked together to engage more students in

service opportunities throughout the wider community and to better connect the College with community partners.

The other area of growth in Student Activities has come from increased student involvement opportunities in Campus Ministry (see Table 31, p. 165).

Objective: Enhance campus housing occupancy and quality of campus living.

Indicator: Student residency rates and student satisfaction. The quality of the residential experience at Carroll has been measured and evaluated in terms of housing occupancy, academic performance of campus residents versus campus commuters, student satisfaction with campus housing, and identification of needs for improvement.

- *Housing Occupancy:* In the past five years, Carroll College has increased the percentage of students living on campus from 55.4% to 63.9% and increased the percentage of residents to adjusted building capacity from 84.5% to 95.0% (see Table 44).
- *Academic Performance:* In the 2008-2009 academic year, the academic performance of residents versus commuters indicates that resident females had a higher cumulative grade point average than commuter females in all grades and that resident males had a higher cumulative grade point average than commuter males in all grades except fall term for freshmen males (see Table 45).
- *Student Satisfaction:* In the January 2010, 88.1% of the students who responded to the Mid-Year Residence Hall Satisfaction survey indicated Strongly Agree or Agree to the statement: Overall, I am satisfied with the housing and living environment at Carroll (see Table 46).
- *Needs for Improvement:* In May 2009, the most frequent response on the Student Life Annual Survey asking for recommended changes for campus housing was to create more spaces to study (62.9%). The survey item received more support than responses to create more places to play, create more lounges, create less rules, create less noise, create less supervision, or create more contact with faculty (see Table 47).

Table 44: Housing Occupancy

Campus Housing	09-10	08-09	07-08	06-07	05-06
Residents	784	802	772	702	711
Residents/Full-Time Students	63.9%	63.2%	62.2%	58.5%	55.4%
Residents/Adjusted Capacity	95.0%	94.0%	91.8%	83.5%	84.5%

Table 45: Academic Performance: Campus Residents Versus Campus Commuters (Cumulative GPA)

		Resident Female	Resident Male	Commuter Female	Commuter Male
Fall 2008	Freshman	3.16	2.80	2.96	2.81
	Sophomore	3.29	3.19	3.15	2.92
	Junior	3.43	3.35	3.26	3.01
	Senior	3.44	3.23	3.38	3.16
Spring 2009	Freshman	3.13	2.76	3.03	2.41
	Sophomore	3.28	3.15	2.86	2.57
	Junior	3.40	3.33	3.23	3.09
	Senior	3.47	3.25	3.36	3.06

Table 46: Student Satisfaction with Campus Housing – Residence Hall Satisfaction Survey, 2009

SURVEY QUESTION	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Evaluate
Living on campus has provided me with opportunities to meet people who have values and points of view different from mine.	40.0%	52.5%	5.9%	1.6%	0.0%
Living on campus has added to my educational experience at Carroll.	44.4%	46.4%	6.6%	2.2%	0.3%
I would recommend my hall to other students as a good place to live.	42.5%	46.3%	7.5%	3.4%	0.3%
Overall, I am satisfied with the housing and living environment at Carroll.	34.7%	53.4%	8.8%	2.8%	0.3%

Table 47: Most Important Changes Recommended for Campus Housing – Student Life Annual Survey, 2009

SURVEY QUESTION	2009	2008	2007
Create more places to study in building	62.9%	58.9%	58.7%
Create more places to play in building	39.3%	39.5%	34.6%
Create more lounges in building	36.4%	34.5%	28.7%
Create less rules	28.4%	21.6%	22.3%
Create more no-roommate housing options	26.3%	32.6%	30.5%
Create less noise	26.0%	31.1%	31.3%
Create less supervision by staff	23.9%	20.0%	21.3%
Create more floor programs	16.9%	21.4%	21.0%
Create more all-hall programs	14.0%	14.0%	14.6%
Create more contact with faculty	7.5%	10.6%	8.5%

Additional Improvements

The new NWCCU self-study process has prompted the College to talk about how to select the most useful indicators, thresholds of acceptable performance, and measurements of achievement. This more complete structure is still being developed at the college; still, as indicated in the foregoing discussion and in the improvements listed below, the College has made improvements, derived from and supported by assessments that show progress on our Community Life core theme objectives.

- A .5 FTE sexual safety educator/wellness educator position has been added to replace sexual safety educator funded by a federal grant to assist with student advocacy and education.
- Counseling Services has established an advisory board of mental health professionals that meets regularly to help our counselors review case issues.
- Lottery numbers for housing sign-up are assigned to all students—residential and commuter—to encourage living in campus housing.
- Community Living staff participate in Admissions Open House and Visit Day programs.
- Student rooms in campus housing are included in campus tours for prospective students and their parents.
- Mid-year and end-of-year resident satisfaction surveys are administered to receive feedback on facilities, staff (housing, peer minister, custodial) and student learning.
- Housing occupancy demonstrates increases annually in terms of ratio of residency students to full-time enrolled students.
- Academic data, collected by class and gender, demonstrate that students who live on campus achieve higher term grade point averages than students who live off-campus.
- Monthly housing reports record student programming, student conduct issues and floor or hall meetings.

In the last decade, the College enhanced the quality and diversity of campus activities by improving New Student Orientation, weekend programming, intramurals, academic lectures, entertainment programs, Softball Weekend, Commencement Brunch, promotion of athletic events, weekly event announcements and weekly volunteer opportunities.

Summary: Community Life Core Theme

The strengths that emerge from this review of planning, assessment, and improvements in the Community Life core theme include the following:

- Planning in this core theme area has resulted in a new residence hall, a new stadium, and increased number of students living on campus, all of which have contributed significantly to Community Life objectives.
- Student Life has become more of a partner in student learning by expanding and enhancing opportunities for student engagement.
- Student support services—in Health, Counseling, and Career Services—have been expanded during the past decade to more fully support student wellness and learning.

- Carroll's intercollegiate athletics teams have enjoyed great success in conference and national competition while also maintaining strong academic performance; their successes have enhanced campus life and fundraising.

Within the Community Life core theme, opportunities for improving performance on our indicators include the following:

- Planning, assessment, and improvement for this core theme would be served by articulating student learning outcomes, rather than relying as much on inputs, as part of their assessment activities.
- Student Life should continue to develop partnerships to integrate curricular and co-curricular activities to enhance students' total educational experience (e.g. access to NSSE's "enriching educational experiences").
- The College should expand support for student activities (staffing and funds) to build more adequate opportunities for engagement on campus (e.g. additional student clubs, entertainment, and educational programming).
- A new auditorium and/or chapel, a fitness center, and significant improvements to its athletic facilities are key facilities needs for the more engaged campus that the College aspires to become.
- While the College has enhanced wellness education for students, it needs to support additional opportunities for physical activity, including intramural programs, outdoor experiences, and fitness equipment and space.
- Card entry access, more adequate fire suppression, and 24/7 security on campus are still needed to update security at the College.



Stewardship

Planning

The College's commitment to Stewardship has remained a priority in institutional planning over the past decade. Planning efforts in this core theme are supported by the areas of Advancement, Community Relations (Facilities and Auxiliaries), Enrollment, and Finance and Administration. In setting goals, these departments aim to fully support a quality lifelong learning experience for all members of the community by providing appropriate financial, human, technical, and physical resources. Planning is done both collaboratively and independently by each of the programs and services that contributed to the Stewardship core theme. Goal setting and assessment is documented in regular Administrative Unit Program Reviews. Program Directors are evaluated annually, based in part on the accomplishment of their stated goals. Because a Vice President or Director is responsible for each of these major areas and because resources have remained the College's greatest institutional challenge throughout the past decade, planning in these areas has played a central role in SLT and Strategic Planning meetings.

In the following discussion, we provide examples of the on-going planning that takes place in these cost-center departments and their related programs and services, as well as a number of collaborative initiatives have developed plans addressing the objectives of our Stewardship core theme, which directs the College to provide:

- a supportive learning, living, and working environment.
- financial resources, technology, and facilities to support learning priorities, programs, and services.
- a larger endowment as the result of a successful fundraising campaign and careful investment management.
- a steadily increasing enrollment.

The planning activities we highlight are those that have dealt with our most pressing resource challenges and opportunities, which were also identified as priorities under our 2002 Strategic Plan. They include the following: to implement compensation plans for faculty and staff, provide leading edge technology, improve our facilities and facilities planning, strengthen enrollment, better integrate strategic and financial planning, and successfully complete the Centennial Campaign.

Compensation has been the focus of on-going planning and discussion at the College throughout the decade. Members of the Faculty Welfare Committee, key faculty, the Senior Vice President for Academic Affairs, Human Resources Director, Vice President for Finance and Administration, and members of the Staff Advisory Committee have worked over the past four years to develop an equitable and sustainable compensation system. Deliberations were both data-driven and charged with passion. Pressure points have included the maintenance of the current faculty compensation system, differences in perceptions regarding equity in salary systems between faculty and staff, availability of accurate, timely, consistent data, sustainability, and availability of funding to implement a new system. A Compensation Task Group was appointed in May 2009 and worked through the summer and fall, holding open forums and Q&A sessions for faculty and staff. The group gathered comparative data, analyzed the existing structure, and explored options for a new structure based on specific goals. Members of Faculty Welfare and Staff Advisory, standing governance committees, participated in the discussion. At key points, the faculty and staff were updated and asked for feedback. In February 2010, a revised salary system was proposed and accepted (for one year) by faculty and staff, and funds were located in the 2010-2011 budget to begin to implement the proposal. Also in February 2010, the Board approved the budget that included funding for 2010-2011 to bring faculty and staff to 85% of a set of comparator schools' average salaries. The Task Group's work has been guided by the following goals:

- maintain hiring competitiveness while avoiding compression regarding returning faculty and staff salaries.
- acknowledge academic credentials and years of experience in setting salaries.
- achieve equity between and within faculty and staff salaries- widely recognized and acknowledged on campus.
- set compensation goals in reference to market data.
- establish salary policies that are widely understood and supported and follow them scrupulously and fairly in implementation.

Remaining steps for the Compensation Task Group include efforts to explore means to reward exemplary performance, to explore the differences between academic disciplines, to formalize the compensation policies through the appropriate governance bodies, and to integrate the compensation policy and funding needed for implementation into long term strategic planning.

Efforts to provide leading edge technology led in part to the initial development of a successful Title III *Strengthening the Institution* grant. The grant focused on the need to improve institutional effectiveness by providing access to accurate, timely, relevant data on which to base strategic decisions. The goals of Title III grant, as they relate to providing leading edge technology include:

- ensure that 99.9% of students have web access to their academic information for purposes of degree audit, course registration, grading, and residence hall registration.
- ensure that 99.9% of faculty, students, and staff have access to information and services through an integrated institutional software system.
- ensure that 85% of faculty and 90% of staff demonstrate knowledge of pertinent Datatel processes by accessing programs or reports directly from the system.

The existing administrative software system was not capable of serving those needs. Through the grant, Carroll was able to implement a new campus software system and hire a Director of Institutional Effectiveness to help structure data management and assessment. The Director of CCIT (Carroll Computing and Information Technology) and Director of Institutional Effectiveness work together on our Title III efforts, along with the other members of the Title III Steering Committee: the Associate Dean, Title III Faculty Lead, and the Vice President for Finance and Administration. The Title III group meets monthly to plan workshops, review assessment and program review templates, and discuss other data concerns and issues.

Campus Computing and Information Technology (CCIT), the Business Office, and Human Resources, report to the Vice President for Finance and Administration. CCIT contributes to the Stewardship core theme by providing leading edge technology that enhances the daily work processes of the community. CCIT has developed several timelines and guidelines that support their planning needs. These guidelines are available on the CCIT web page and distributed annually to faculty and staff. The guidelines help departments plan for replacement and/or new hardware and software and training needs. The nature of technology and its rapid changes means that CCIT relies on several committees to assist with its planning efforts. These include the Technology Committee, Datatel Users Group, Core Group, Library Committee, and Title III Committee. CCIT uses surveys to aid their planning efforts especially as they pertain to faculty and staff learning and technology needs. The planning goals of CCIT are to:

- serve a project management role in implementation of the Datatel Colleague Administrative Software System.
- enhance technology for Teaching and Learning.
- explore new technologies.

Other outcomes of technology planning efforts include the creation of a position dedicated to Learning Technology and the related implementation of Moodle and Clickers. Interest in using Moodle in classes has increased each semester; 74% of our classes used Moodle in Spring 2010. Ninety five percent of classrooms have “smart” technology. Significant planning efforts involving CCIT staff, Advancement staff, faculty, and Library staff to renovate and enhance the Library into a Learning Technology Center were completed as part of the Centennial Campaign. Further efforts toward implementation will be part of a future fundraising campaign.

With the new accreditation standards and emphasis on indicators, the Business Office is working to further integrate the Stewardship core theme indicators into their planning documents. In most cases this means increased attention on peer institution comparative financial data. As stated in its Administrative Unit Program Review, the Business Office has the following annual planning goals:

- create an environment that supports and sustains members of our learning community.
- implement compensation, recruitment, and professional development programs that recruit, train, motivate and retain quality faculty, staff, and student employees.
- provide quality, caring services to all members of our Carroll community.
- provide financial resources that fully support quality learning priorities, programs, and services through enrollment and financial planning.
- develop and document streamlined financial policies and reports, and educate the community on their implementation.

The Business Office participates in both short-term and long-term operational and strategic financial planning. In addition, staff from the Business Office participated in a one-day strategic finance workshop in June 2010. This workshop was planned to provide a diverse group of faculty and staff with a basic understanding of the strategic planning process, an evaluation of strategic indicators, and an opportunity to critically evaluate a case study in light of our experiences. All members of the following committees were invited to participate: Strategic Planning, Accreditation Steering, Budget, Compensation, Faculty Welfare, Staff Advisory, Title III Steering. A representative from the Core Curriculum Committee and the Faculty Council were also invited to attend. In total, 27 faculty and staff participated in the workshops. The goal of the Business Office staff attending the workshop is to better integrate planning and budgeting and to better utilize financial indicators in strategic planning.

The Office of Human Resources addresses the Stewardship objectives through careful annual planning. This past year, Human Resources worked with the Compensation Task Group, Faculty Development Committee, Senior Vice President for Academic Affairs, and the Staff Advisory Committee in setting forth its annual goals:

- develop and implement compensation strategies that recruit, motivate, and retain excellent faculty, staff and student employees.
- assess the critical needs for professional development opportunities to retain and motivate excellent faculty and staff.
- develop and implement comprehensive wellness programs for faculty and staff in order to minimize employees' health risk and maximize their health while lessening the impact of increasing health care costs to the College.
- develop policies that encourage diversity of people and thought, professional development, and support Carroll's mission through integrity, balance, respect and trust.

Planning processes for CCIT, Human Resources, and the Business Office are documented in their Administrative Unit Program Reviews. The reviews are available in the Office of Institutional Effectiveness.

The Vice President for Community Relations oversees facilities and facility planning. The goals of the Facilities Department are to:

- clean and maintain college physical resources to achieve our strategic goals.
- assess the existing condition, capacity, and functionality of our physical resources.
- develop and prioritize the implementation of a master plan that addresses the college's buildings, grounds, and program needs.

The annual facility planning goals are just one component of a larger facilities plan. The Master Plan is the larger, more strategic plan that guides facilities and related services planning processes. The College embarked on its latest effort to update its Campus Master Plan in 2007 by continuing its strategic planning discussions, gathering a Campus Master Plan Committee, and selecting a consultant to assist in the process. The Master Planning goals and models were generated through the planning team's discussions with a variety of College faculty, staff, and students over several months. See Facilities under Chapter Two: Resources and Capacity (p. 99) and Institutional Planning (p. 110) for more on the Master Planning process.

Facility planning for immediate student and staff needs is more regular. Directors from Student Life and Facilities meet weekly with a goal of improving services to students. Custodians, on a rotating basis, attend the meetings so that they may contribute and take ownership. Incomplete work orders, student complaints, and damages are reviewed at these meetings. This has resulted in improved planning and morale for both staff and students living and working in the residence halls.

Enrollment planning has also been an ongoing concern and focus at the College. Significant discussions across the campus resulted in an Optimal Enrollment Plan, which was approved by the Board of Trustees in Spring 2008. In 2009, a new Associate Vice President for Enrollment Management was hired. She oversees the Office of Admissions, the Director of Student Academic Services and Advising, and the Office of Financial Aid. While the plan was modified as a result of the economic downturn, it serves as a supplemental document for the College's marketing and recruitment plan. The actual Enrollment and Marketing Plan is a 100-page document available by request through Enrollment Management or Admissions. The goal of the Enrollment Plan is to steadily increase the size of the entering class and improve the 4-year and 5-year retention rates.

Enrollment planning is a collaborative effort that uses nearly all services and programs across the campus. Enrollment planning is facilitated regularly through Enrollment Management meetings (Admission, Financial Aid, Registrar) and Retention Committee meetings (Advancement, faculty, Financial Aid, Advising, Institutional Effectiveness, Community Living, Counseling Services). The Associate Vice President for Enrollment Management meets regularly with the Office of Advancement to develop plans for marketing and recruitment. She meets with faculty to discuss new academic program proposals and with staff to plan for changes in student services and policies. Several more ad-hoc planning activities have also transpired in the Enrollment Management areas over the past year. Last year, Carroll retained the services of The Lawlor Group to assist with marketing and branding strategies and Noel Levitz to aid with an Academic Program Demand Analysis. The broad scope of Enrollment Management at Carroll lends itself to several planning goals related to the objectives of the Stewardship core theme:

- implement Datatel Colleague, ERMS updates, Active Admissions, and Retention Alert to enhance office processes, manage communication plans, and produce management reports to support and monitor progress toward enrollment goals.
- identify and address curb appeal, student satisfaction, and capacity especially as they pertain to Carroll's Community Living program.
- develop Montana-specific marketing and media strategies designed to mitigate the 13% decline in Montana high school graduates.
- evaluate academic program development strategies.

The Enrollment Plan focuses predominantly on market penetration strategies. Carroll's primary market is comprised of Montana, Idaho, Washington and Oregon. Secondary and tertiary markets include California, Colorado, Minnesota, Nebraska, Nevada, Utah, and Wyoming. Carroll has an opportunity to penetrate its existing markets more deeply, especially through the introduction of improved institutional marketing strategies from the web to new print collateral to television that is research-based. This planning work is a collaborative activity between Enrollment Management and the Office of Institutional Advancement.

Program Development planning is a collaborative effort that includes Department Chairs, the Senior Vice President for Academic Affairs, Enrollment Management, and the Office of Institutional Advancement. The Enrollment Plan also includes market development and program development strategies. Three market development opportunities included in this plan are (1) an opportunity to attract a larger demographic of students with interest in newly launched academic programs (2) an opportunity to reclaim market share within international student markets which have declined appreciably at Carroll since 2001 because of a lack of investment and (3) an opportunity to attract a larger number of two-year college transfer students. Program development strategies generally are directed at current markets, and are best driven by the institution's knowledge of and expertise in the market it serves best. It is also critical that new programs have sufficient and measurable market demand and those new offerings are distinguishable from competing programs. Carroll has approved several new majors over the past 18-24 months: Biochemistry/Molecular Biology, Community Health, Health Science, Engineering Mechanics and Civil Engineering-Environmental Emphasis. Of the new majors approved, Health Science, Engineering Mechanics, and Civil Engineering-Environmental Emphasis are supported to varying degrees by the Academic Program Demand Analysis (APDA), conducted in Fall 2008. Based on the APDA there appears to little opportunity for enrollment growth based on the other majors. However, these majors may serve our retention efforts.

The Office of Institutional Effectiveness convened a Sustainability Work Group to develop new planning and budgeting structures that lead to “sustainable quality improvement” in response to 2008 and 2009 Strategic Planning priorities (see also Institutional Planning, p. 110). The overarching goal of the Integrated Planning and Budgeting Process is to propose an integrated and cyclical model that enables Carroll to more effectively use existing resources to drive the Strategic Plan and to support student learning. The planning and budgeting system was built on goals that required the process to

- be mission driven and ensure good stewardship of all resources.
- be transparent, understandable and informed by data.
- be an iterative process, including a transition period and ongoing refinement.
- foster flexibility as well as accountability for departments. Ongoing assessment will be a critical component of assuring accountability for stewardship and results.
- address changes in priorities and/or growth first through reallocation or substitution to ensure that limited resources meet highest priority needs. The process will align available resources with college priorities.
- assume that all unrestricted funds are in play, while continuing to provide incentives for revenue generation.
- enable cross-institution collaboration and efficiencies.
- create an innovation fund to support strategic and other initiatives.

Planning efforts to better integrate planning and budgeting have involved faculty and staff, as well as the representative groups serving on the Institutional Effectiveness Committee, Strategic Planning Committee, and the Budget Committee. Formalizing the process has been a challenge, as each committee had a different perspective on integrating the processes. Establishing the integrated timeline within the academic timeline was also a challenge. Further complicating the work of the Sustainability Task Group was the economic downturn and the difficulty in

allocating funds for new programs and initiatives. However in the fall of 2009, in concert with the Title III, Strategic Planning, and Accreditation Self Study efforts, the Task Group developed an integrated model to use as a guide during the Summer 2010 strategic planning retreats.

In conjunction with Carroll's 100th anniversary, the Office of Institutional Advancement, with approval and leadership from the Board of Trustees, embarked on the Learn – Serve – Lead Centennial Campaign in October 2007. Initial planning included a feasibility study by Cargill and Associates, which consisted of face-to-face interviews and a mail-in survey. The feasibility study found sufficient levels of commitment, involvement, and interest to warrant a comprehensive campaign. The Board Chair and Chair of the Marketing and Development Committee co-chaired the campaign. As a result of the feasibility study, the campaign goal was set at \$30 million (\$18 million cash and pledges to be received over a four-year time period and \$12 million in estate intentions). The comprehensive campaign initiatives focused on growing student scholarships, supporting academic leadership, enhancing Catholic and spiritual vitality, and strengthening academic programs.

The leadership phase of the campaign, conducted from October 2007 to September 2008, raised \$24 million (80 percent) of the \$30 million goal; Board of Trustees members provided 28% of this amount. The top 42 donors contributed \$21 million, 88% of the initial amount. The public phase of the campaign kicked off in November 2008 and over the past 14 months, donations have almost reached the goal. With the national fiscal crisis and the Advancement Office's desire to connect with more first-time donors, the campaign will continue. Many initiatives have been funded and others projects will be evaluated for possible fundraising projects to be targeted after the campaign is completed. The Campaign's successes are listed in Appendix G.

Carroll College has made strides in the last few years in making comparable data a part of planning and evaluation processes, even though it recognizes that it does not have a perfect system for collecting and especially analyzing this data. Over the last year, the Senior Leadership Team has spent several retreats reviewing and analyzing comparator data in an attempt to look for inefficiencies and areas of improvement in programs and services. All other programs and services within this core theme have used various kinds and sources of data to evaluate performance and to plan for the future. More specific instances of this data are discussed in the following section. While we recognize that some of our data relies on indirect measures, we believe the mix of data does enable effective assessment of the overarching objective of this core theme, which is to ensure the appropriate use of financial, human, technical, and physical resources to support a quality learning experience for all members of our community. Central to this core theme is our understanding that a strong resource base is essential to adequately support our programs and community members.

Assessment and Improvement

Many assessment processes provide data that contribute to planning and decision-making for the Stewardship core theme at Carroll College. Assessment of financial strength data includes ratios of debt to equity, distribution of core expenses and revenues, endowment assets per FTE, spending for salaries and wages, and faculty/staff to student ratios; this data is obtained from sources such as IPEDS and CIC (Council for Independent Colleges); we are able to benchmark

this data against peer institutions. Data that addresses facilities and technology is also regularly collected. The recent Master Plan contains a wealth of data related to building inventory, use, and projections for future growth. CCIT regularly inventories technology and assesses the effectiveness and satisfaction of current available technology and training opportunities. Projected new student and retention data is used to build the annual, three-year, and five-year budgets. Because of Carroll’s dependency on tuition and fees, enrollment planning is at the forefront of all strategic and program-level planning. The fundraising initiatives organized through the Office of Advancement are also central to institutional planning efforts. We use data collected through alumni, prospect research, and external market research to inform institutional planning efforts. Information related to program and service innovations is also folded into planning and budgeting processes. We also use data to track participation and satisfaction numbers in health and wellness related activities.

What follows is a review and brief explanation of representative examples of these assessment processes and data, as they relate to the objectives and indicators of the Stewardship core theme, as listed below:

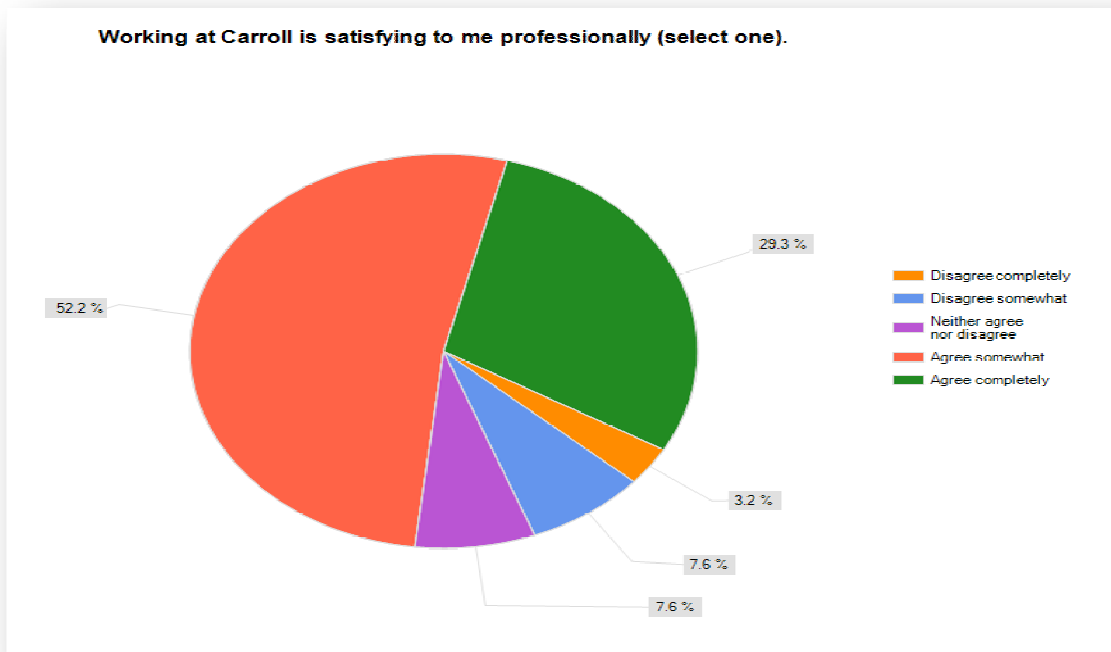
Stewardship Core Theme Objectives	Indicators
Supportive learning, living, and working environment	<ul style="list-style-type: none"> • Faculty and staff professional development funding • Faculty and staff salaries compared to market • Numbers of employees participating in health related activities • Student/faculty and student/staff ratios compared with comparator institutions
Financial resources, technology, and facilities to support learning priorities, programs, and services	<ul style="list-style-type: none"> • Expenditures by function and category as % of budget • Percentage of classrooms and labs equipped with adequate technology • Return on energy savings investments • Data-driven decision making
Larger endowment as the result of a successful fundraising campaign and careful investment management	<ul style="list-style-type: none"> • Endowment per FTE • Alumni participation in the Annual Fund
Steadily increasing enrollment	<ul style="list-style-type: none"> • Annual student FTEs • Cohort retention rates • 6 year persistence to graduation rate

Objective: A supportive learning, living, and working environment

A broad indication of all employees’ perspectives regarding whether Carroll provides a “supportive learning, living, and working environment” may be gleaned from a 2008 campus climate survey. The results indicate that 52% of employees “agree somewhat” that Carroll is a

satisfying place to work and 29% agree completely. It is important to note, however, that nearly 11% disagreed to some extent, while 7.6% were neutral (see Table 51).

Table 51: Professional Satisfaction, Campus Climate, 2009



Indicator: Faculty and Staff Professional Development Funding. In 2008-9 and 2009-10, the Faculty Development Committee had \$40,000 to award for Faculty professional development, and in 2007-8 they had \$35,000; those funds supported 36 faculty members in 2007-2008, 42 in 2008-2009, and 46 in 2009-2010. Faculty requests have exceeded the allotted amount in the last three years (see Table 21). Donor funding has been used to make up the shortfall as well as to enable faculty members to attend conferences for campus wide projects, rather than for discipline specific scholarship (for instance, funding has supported attendance at assessment conferences, a leadership conference on Sustainability Across the Curriculum, and an Education Abroad conference). Title III also supports faculty who wish to attend conferences on assessment.

In 2009-2010, \$46,200 was budgeted for staff Professional Development, including staff in Academic Affairs; \$44,340 was budgeted in 2008-2009, and \$38,806 spent; \$40,142 budgeted in 2007-2008 and \$38,959 was spent. See p. 147 for a detailed description of professional development funding and needs.

Table 21: Faculty Development Funds

Year	Annual Request	Annual Funded	Annual Difference	Percent Requests Funded	Individuals Funded
2009-10	\$58,376.10	\$42,314.21	\$16,061.89.43	72%	46
2008-9	\$44,773.35	\$32,884.18	\$11,889.17	73%	42
2007-8	\$37,330.36	\$31,232.00	\$6,098.36	84%	36
2006-7	\$33,514.60	\$29,324.48	\$4,190.12	87%	37
2005-6	\$33,621.20	\$28,771.86	\$4,849.34	86%	42
Grand Total	\$207,615.61	\$164,526.73	\$43,088.88	79%	203

Indicator: Faculty and Staff salaries compared to market. In order to compare faculty and staff salaries with comparator schools, Carroll developed a specific comparison school group and a process for determining “target markets” for individual faculty and staff (see p. 40 for further explanation). Members of the Faculty Welfare Committee, Staff Advisory Committee, and the Budget Committee were involved in developing the comparison group. The College also established a Compensation Task Group, originally a subcommittee of the Strategic Planning Committee, to develop a salary system that addressed the principles of equity, consistency, and sustainability. The Task Group expanded to include members of Faculty Welfare and Staff Advisory, to enhance communication channels and to include the appropriate governance groups. The Task Group’s salary system proposal for next year was recently affirmed by faculty and by staff, and was implemented and funded for one year by the Board of Trustees at our February 2010 Board meeting. Under the new system, faculty and staff currently compare to the comparator group as follows.

Table 48: Faculty and Staff Salaries to Market

Peer Group Faculty Positions	2009-10 Salaries for Peer Groups (77) Reported through IPEDS		2010-11 Salaries (projected) for Peer Groups (77) Reported through IPEDS	
Professor	\$73,328		\$75,587	
Associate	\$60,641		\$62,509	
Assistant	\$51,990		\$53,591	

Carroll Faculty Positions	2009-2010 Carroll Salaries	Carroll salaries % to market	Carroll Salaries (projected 2010-2011)	Carroll salaries % to market
Professor	\$60,157	82.0%	\$63,154	85.6%
Associate	\$50,501	83.3%	\$55,432	88.7%
Assistant	\$44,203	85.0%	\$45,393	86.7%

Staff position	2009-2010 % to market	2010-2011 Projected % to market	*Service/Maintenance Living Wage
SLT	84.5%	86.2%	
Directors	88.6%	91.2%	
Other Professional	89.1%	89.8%	
Paraprofessional	89.9%	90.2%	
Clerical/Secretarial	83.0%	89.7%	
Trades	79.4%	86.9%	
Service/Maintenance	86.0%	97.8%	*118.50%

For the 2010-2011 academic year, the amount funded will bring most faculty and staff to at least 85% of their target salary. (The exception was made for budget purposes not to increase the salary for employees making more than \$80,000 per year even if they are making less than 85% of their target salary). In order to fund the roughly \$660,000 required in salary and benefits increases (and address other strategic priorities as well) significant cuts were made in the 2010-2011 budget. Realizing the extent of the cuts necessary to bring faculty and staff closer to target salaries, the Board stressed the importance of salaries as a priority in future financial planning and budgeting in order to maintain faculty and staff salaries at no less than 85% of target salaries in the future.

Indicator: Numbers of employees participating in health related activities. In 2003, Carroll College opened a fitness center on the second floor of the Physical Education Center, open to faculty, staff, and students. The purchase of cardiovascular and weight equipment was made possible through a financial gift by the college's health care provider, New West Health Services, in exchange for conducting a health risk assessment with Carroll employees as subscribers of the college's health care plan. The Health Risk Assessment survey is administered by an independent third party who returns only aggregate information to the College. The February 2008 summary, with a 38% response rate, indicates that 42% of the respondents actively participate in regular exercise and 31% plan to begin an exercise program.

In 2009, Carroll College opened a human performance training lab on the first floor of the Physical Education Center to provide space for Carroll students who were certified as fitness trainers to work with Carroll employees and students as clients. The donation of cardiovascular and weight equipment was made possible through a gift by the owners of local fitness centers and a national fitness consulting business. No data is available at this time regarding the number of faculty and staff who use the human performance training lab. In 2007, the College was

awarded a Silver Award for Outstanding Achievement in promoting Worklife Wellness from the MT Department of Health and Human Services.

Indicator: Student/faculty and student/staff ratios compared with comparator institutions.

Student-to-faculty ratios and student-to-staff ratios provide important indicators for how much personal attention is available to students, one predictor of learning success; we can compare our numbers with our IPEDS comparison group and other national trend data. For example, Carroll’s student-to-faculty ratio varies between 11:1 and 13:1, which places it squarely within the 12:1 range of our IPEDS comparison group. However, this figure has resulted from the fact that 29% of Carroll classes have fewer than 9 students and only 1% has over 100 students (see Table 15, p. 136). This is too costly, given the College’s fragile financial situation. The college needs to increase the percentage of classes with 10-19 students, which would result in a 15:1 ratio.

The student-to-staff ratio has decreased over time with the additional of more Campus Computing and Information Technology, Office of Advancement, and Student Life staff, but it remains slightly larger than the IPEDS peer comparisons. Overall, Carroll has 9 FTE fewer instructional staff than IPEDS peer comparators and a total of 63 FTE fewer staff (including executive, managerial, administrative, professional and non-professional staff) than peer comparators (see Tables 49 and 50). The College manages to run a breadth of programs and services with leaner student-to-staff ratio compared to our peer institutions. Since our target for student-to-faculty ratio is set above that of our peer comparison averages, we should expect a similarly higher target, compared to our IPEDS peers, for student-to-staff ratios. Continuing to monitor and assess these figures is especially important as we look to right-size workloads in order to achieve a supportive learning, living, and working environment.

Table 49: Student-to-Faculty and Student-to-Staff Ratios

	Carroll Student/Faculty Ratio	IPEDS Comparator Student/Faculty Ratio	Carroll Student /Staff Ratio	IPEDS Comparator Student/Staff Ratio
2002	11.0:1	11.0:1	14.4:1	10.0:1
2003	13.3:1	12.0:1	14.3:1	9.0:1
2004	12.4:1	13.0:1	10.1:1	8.0:1
2005	13.4:1	13.0:1	9.0:1	7.0:1
2006	13.1:1	12.0:1	8.0:1	9.0:1
2007	12.5:1	12.0:1	10.0:1	8.0:1
2008	13.0:1	12.0:1	10.0:1	8.0:1
2009	13.0:1	12.0:1	10.0:1	9.0:1

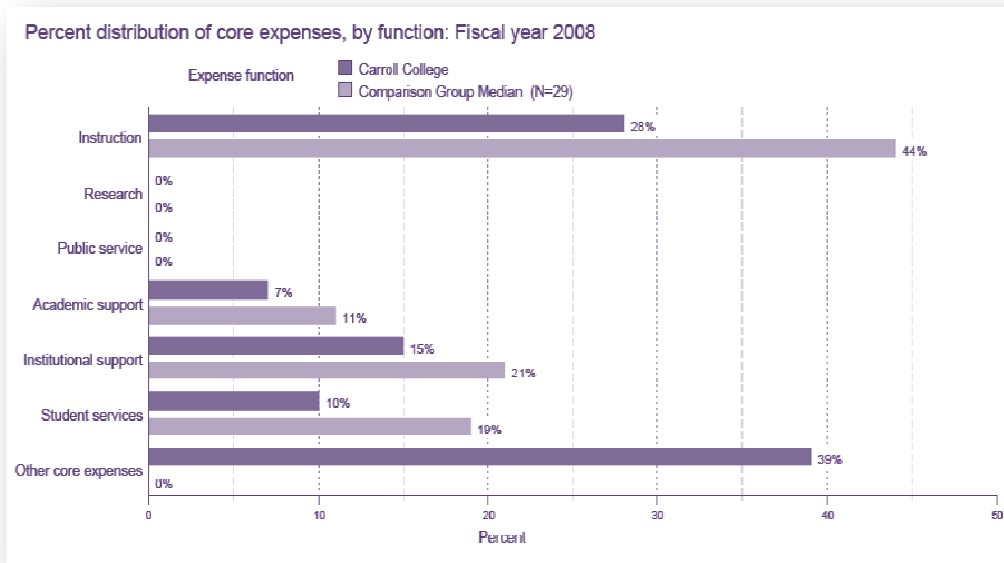
Table 50: FTE Employees by Position, Fall 2008

Full-time equivalent staff, by assigned position: Fall 2008	Carroll	IPEDS Comparison Group Median
Instruction, research and public service	102	111
Executive, administrative and managerial	30	38
Other professional	46	68
Non-professional	70	103

Objective: Financial resources, technology, and facilities to support learning priorities, programs, and services

Indicator: Expenditures by function and category as % of budget. This indicator enables us to compare what we spend in various budget categories with our IPEDS comparison group. Carroll has historically included our swap financing costs in the “Other Core Expenses” category; the College’s Controller plans to revise this year’s IPEDS submission in order to account for these expenses; adjusting the categories allows for more consistent benchmarks (see Table 52). The College currently spends 28% of the budget on instruction. The amount will be adjusted to a more comparable comparison group median after this year’s corrected IPEDS are submitted.

Table 52: Percent Distribution of Core Expenses, IPEDS, 2008



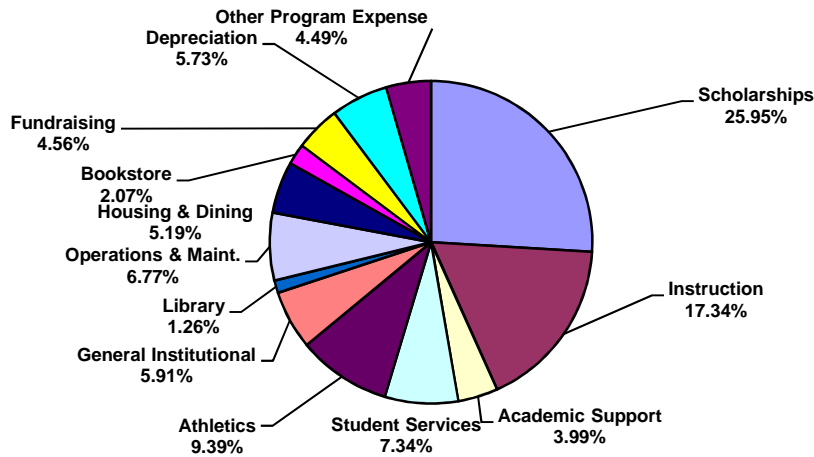
A more telling indicator (although it does not provide an external comparison) is Carroll’s Expenditures by Program, which reflects the distribution of overall expenses. Expenditures for Instruction, Academic Support, and Library ranged from 21.61% of the total expenditures in FY 2005-06 to 22.59% of total expenditures in FY 2008-09. Scholarships (not including Athletic or other program-related scholarships) accounted for 26% to 25.95% of total expenditures over the same period. At the same time, Student Services and Athletics accounted for 17.11% to 16.73% of the total expenditures, and Institutional (General, Operations and Maintenance, Depreciation, and Other) accounted for 22.92% to 22.90%. An increase in Fundraising expenditures as a

percent of total expenditures is evident as we geared up for the Centennial Campaign. (See Table 53 for expenditures in terms of categories; see Table 54 for expenditures in terms of separate programs and services.)

Table 53: Expenditures by Program, Years 2005-2008

Expenditures by Program (%)	2005-06	2006-07	2007-08	2008-09
Instruction, Academic Support, Library	21.61	23.44	21.48	22.59
Scholarships (not including Athletics, Other)	26.00	25.02	24.93	25.95
General Inst, Operations and Maintenance, Depreciation, Other	22.92	24.41	25.93	22.90
Student Services and Athletics	17.11	16.02	16.08	16.73
Housing, Dining, and Bookstore	9.30	7.62	7.49	7.27
Fundraising	3.06	3.49	4.09	4.56
	100.00	100.00	100.00	100.00

Table 54: Actual Expenditures by Program FY 2008-2009

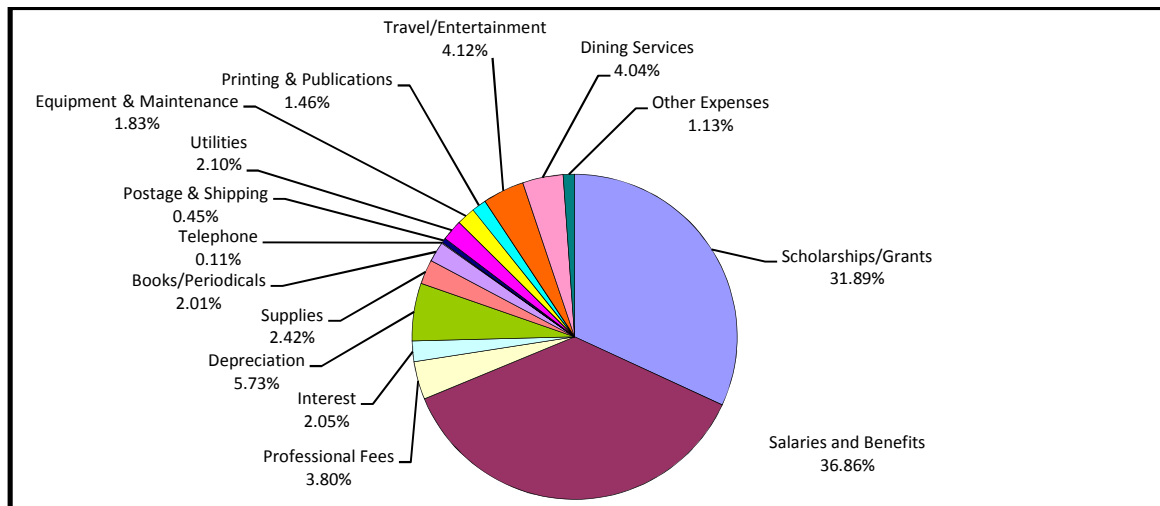


Salaries and Benefits is consistently the largest single function as a percentage of the College's expenditures, ranging from 35.67% of total expenditures in FY 2005-06, to 36.86% in FY 2008-09. Scholarships, the next most costly function, ranged from 32.61% to 31.89% during the same period. Utilities and Depreciation account for most of the decrease from 12.90% to 11.82% of total expenditures. Increases in the cost of Professional Services (including Enrollment and Fundraising services) account for the increase from 6.86% to 8.13% of total expenditures.

Table 55: Expenditures by Function, Years 2005-2008

Expenditures by Function (%)	2005-06	2006-07	2007-08	2008-09
Salaries and Benefits	35.67	37.72	34.68	36.86
Scholarships (total)	32.61	31.42	31.16	31.89
Utilities, Equip/Maint, Depr, Interest	12.90	12.26	12.15	11.82
Postage, Supplies, Printing/Publications, Professional Services	6.86	6.53	7.59	8.13
Dining Services	4.08	4.26	4.16	4.04
Travel/Entertainment	3.79	3.45	4.32	4.12
Books/Periodicals	2.55	2.17	2.11	2.01
Other Expenses	1.54	2.19	3.83	1.13
	100.00	100.00	100.00	100.00

Table 56: Actual Functional Allocation of Expenses, 2008-2009



As a College, we are extremely enrollment dependent, more so than our comparator schools. Operational costs, such as health insurance premiums and utilities, have increased exponentially. Faced with high enrollment dependence and increases in operational costs, the College had to “re-think” its allocation of resources, especially for the 2010-2011 academic year. Accordingly, two strategic goals involve increasing net revenue from enrollment and increasing revenue from fundraising in order to allocate additional resources to compensation and to strengthen programs.

To increase net revenue the College made significant investments in enrollment and fundraising, through marketing consultants, materials, and staffing. College departments are working to achieve a sustainable level of tuition discount, as an unfunded discount rate and as a percentage of total expenditures.

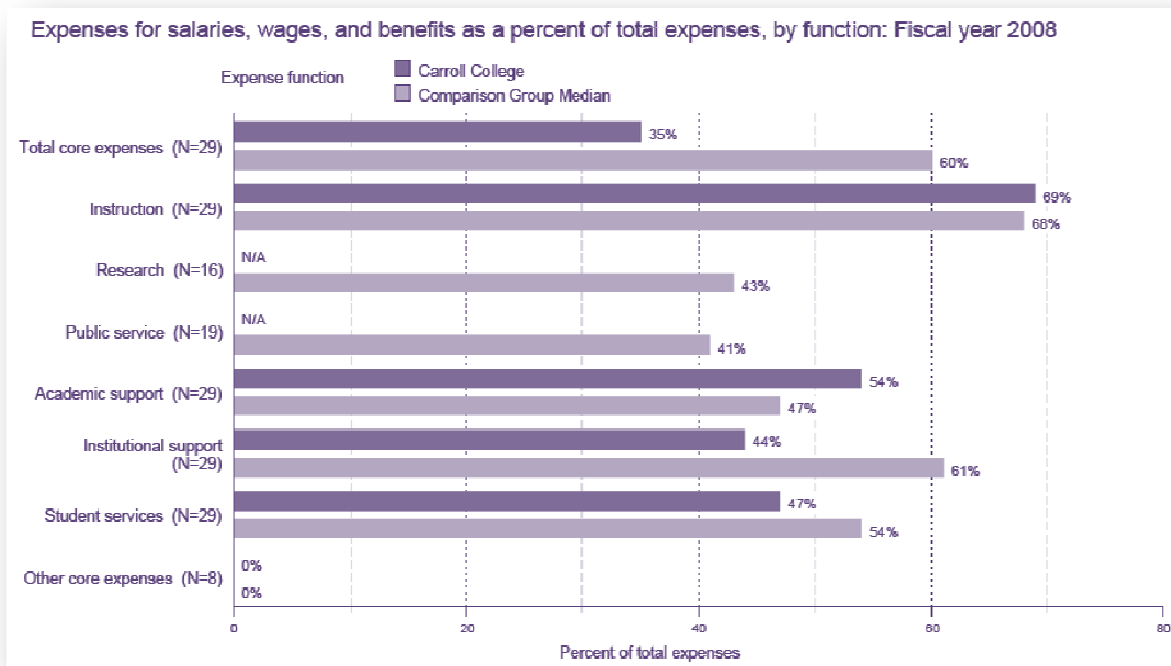
To address operational expense increases, the College has established partnerships with the health insurance provider, New West, and with Johnson Controls. After being hit with 20%+

increases in health insurance premiums, the College partnered with New West to offer a high deductible health insurance plan in addition to the traditional plan. The College also contributed toward employees' health savings plans. For the 2010-11 plan year, the College's premium increase was just over 3%.

These are just a few examples of our efforts to increase net revenue and address components of our expenditures in order to allocate resources to address our objectives of providing adequate financial resources to support learning priorities, programs, and services.

Another critical expense category is salaries and benefits. The College recognizes the importance of increasing funds for salaries and benefits through reallocation and/or new revenues. The fiscal year 2010-2011 budget includes roughly \$660,000 for salaries and benefits to fund the proposed salary system, at the same time cutting over \$850,000 from the budget and reducing the draw on our unrestricted endowment significantly. IPEDS data provides a point of comparison with Carroll expenditures in this category. Carroll's total "expenses for salaries and benefits" (at 35%) is 25% less than the comparison group median (at 60%). Both institutional support and student services fall below the comparison group median. Part of the discrepancy is accounted for by the academic support category (at 54% compared to comparison group median at 47%). Our assignment of activities to the IPEDS "academic support" category may differ from the practices at comparison institutions.

Table 57: Expenses for Salaries, Wages, and Benefits, IPEDS, 2008

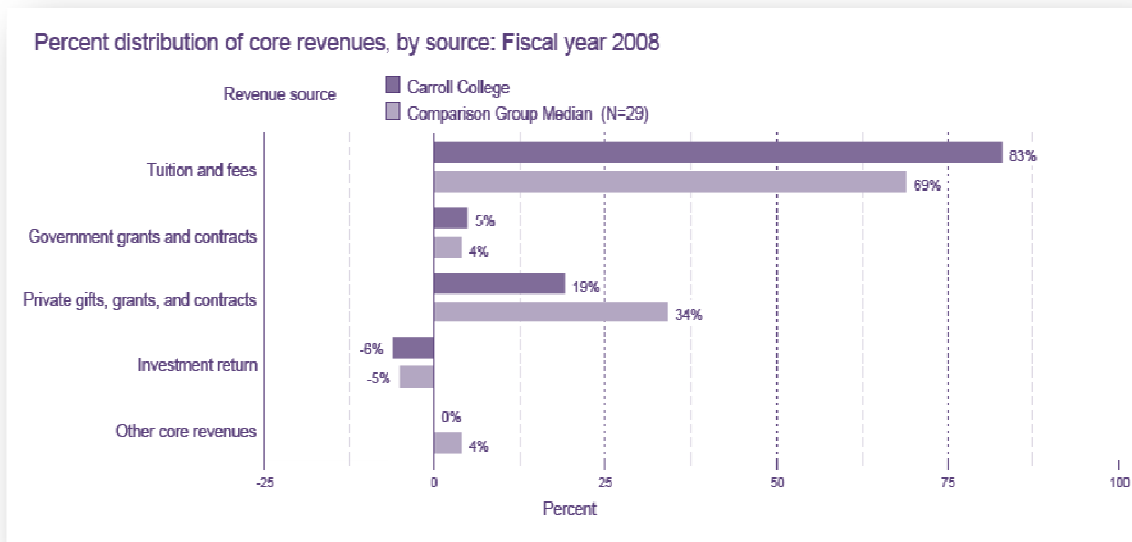


Another major expense category is Carroll's deferred maintenance needs. In 2009, the Chair of the Board of Trustees mandated an effort to better identify and address planned and deferred maintenance needs, and to integrate the plan to address those needs into the campus master plan.

The result is a twenty-year, \$15.8 million set of proposed improvements to be folded into the Strategic Planning efforts and the Budget process.

Another budget category that is important to the assessment of Carroll’s operations is the College’s percent distribution of core revenues. Carroll is 83% tuition and fees driven whereas similar institutions are closer to 69% tuition and fees driven (see Table 58). Carroll’s reliance on tuition and fees certainly adds pressure and the necessity to closely monitor our other indicators related to Stewardship: enrollment, retention, and endowment.

Table 58: *Percent Distribution of Core Revenues, IPEDS, 2008*



Indicator: Percentage of classrooms and labs equipped with adequate technology. Carroll currently has more than 95% of classrooms equipped with a mounted video projector, computer, and VCR or DVD players, 28 of those rooms are equipped with full Extron AV control systems. Smartboards, symposiums, and document cameras are available in selected classrooms. In addition, many classes across disciplines continue to use the Clicker (student voting/response) systems. Additional network wiring was added to 15 classrooms this fall to connect the classroom video projection systems to the network. Last spring, 206 courses actively used the learning management system Moodle, up from 170 during Fall 2009. Thirty-four faculty members attended one of the three Moodle training sessions presented by Carroll’s Associate Director of IT over the past two semesters. In the fall of 2009, 64 faculty members responded to faculty technology survey:

- Over 70% use the Internet, movie viewing, and PowerPoint in teaching.
- 82% feel somewhat to very comfortable using the AV systems in the classroom.
- 98% feel that the integration of technology into the classroom has at least somewhat enhanced their teaching and learning. (85% said yes, 13% said somewhat).
- 74% currently use Moodle to enhance their classes.
- Less than 10% of the faculty is using no learning technology.

The community's use of and satisfaction with technology and classroom spaces are important in recruiting and retaining faculty, staff, and students and supporting a technologically rich learning environment. Over the past ten years, the College has made substantial investments in technology. According to the 2009 NSSE, Carroll students rated computing and information technology statistically significantly (.05) higher than Carnegie Classification peer institutions.

Table 59: NSSE Technology Items, 2009

NSSE ITEM			CARROLL	CARNEGIE CLASSIFICATION COMPARISON GROUP		CARROLL	CARNEGIE CLASSIFICATION COMPARISON GROUP
Using Computer and Information Technology	First Year	Very Little	3%	14%	Senior Year	3%	10%
		Some	12%	13%		13%	9%
		Quite a bit	30%	39%		47%	52%
		Very Much	55%	34%		37%	29%

Indicator: Return on energy savings investments. In July 2008, the College entered into an agreement with Johnson Controls to make \$2.8 million in campus improvements. These improvements were selected with the criteria that their combined payback period would be less than 15 years, including the cost of financing. Fortunately, by issuing the debt in July 2008, the College was able to negotiate favorable financing terms. In the event that energy savings do not meet the guarantee, Johnson Controls must pay the College the difference.

The first contract with Johnson Controls (JCI) in the mid 1990's involved \$1.1 million investment in electrical, water, and heating system improvements. A second contract with JCI in 2008 was an investment of \$2.8 million to improve/replace boilers, heating/cooling systems and controls, plumbing, lighting, and insulation. This project is guaranteed by JCI to recoup the cost of the improvements and financing costs over 15 years. This project provides a savings guarantee of \$3,063,573 over that period. The program savings will be analyzed twice each year to determine if the College is on target, and to make the adjustments necessary to meet the guaranteed savings. The installation phase ended in May 2009 and the performance guarantee period began on June 1, 2009.

In the Year One Report to date, from June 1, 2009 – June 1, 2010, the program guaranteed annual cost savings of \$213,348. One year into the program, the verified cost savings of \$184,221 has been reported to us by JCI. Although this is somewhat disappointing to both parties, the matrix output reports indicate that the savings generated in the second six months of the month were stronger than the first six months, due to adjusting heating system controls. The JCI engineer is confident that the second year of the contract will meet and exceed the guaranteed savings. More information is available regarding the Johnson Controls energy savings activities in Chapter Two (see p. 96).

Indicator: Achievement of data-driven decision making. This indicator is in progress. The College must fully assess this indicator as a mandatory objective of the Title III Grant. By the

conclusion of the grant (two years remaining), the College is expected to improve institutional effectiveness by providing access to accurate, timely, relevant data on which to base strategic decisions; the grant commits the College to

- ensure that 99.9% of students have web access to their academic information for purposes of degree audit, course registration, grading, and residence hall registration.
- ensure that 99.9% of faculty, students, and staff have access to information and services through an integrated institutional software system.

In the past two years, the College has worked toward selecting and implementing specific strategic and program initiatives with measureable outcomes, assessed results of initiatives against the expected outcomes, fed back assessment results into strategic and program planning, and implemented changes for institutional and program effectiveness. However, we are still working towards becoming more truly systematic and complete in our use of data to make decisions. Without adequate and reliable data, the College will remain hampered in its ability to most effectively plan and make improvements in services to students. The College is working to effectively use its limited resources.

More effective use of resources prompted the assessment of Carroll’s planning and budgeting processes. Efforts to better integrate planning and budgeting have involved faculty and staff, as well as the Institutional Effectiveness Committee, Strategic Planning Committee, and the Budget Committee. This past fall, in concert with the Title III and the Self Study, the College developed an integrated planning and budgeting model that will guide program development and summer strategic planning efforts (see Appendix H for a more detailed description).

Objective: A larger endowment as the result of a successful campaign and careful investment management

Indicator: Endowment per FTE. Since 2001, the College’s endowment has changed from \$21.98 million to \$20.2 million. The highest point was \$27.2 million in 2007. The lowest point was \$19.6 million in 2009. During this period the College has received \$8.7 million in gifts, earned \$8.8 million in income and appreciation/depreciation, paid fees of \$1.2 million, and paid out awards/draws of \$18.1 million. Given that 85% of Carroll’s operating revenues come from tuition and fees, a larger endowment per FTE would help support operations and provide more budgeting flexibility.

Table 60: Endowment at Year End

Year	Endowment
2001	\$21,985,334
2005	\$23,130,414
2007	\$27,200,038
2009	\$21,328,276

Table 61: Endowment per FTE

Endowment assets (year end) per FTE enrollment: Fiscal year 2008	Carroll College	Comparison Group Median
Endowment per FTE	\$21,518	\$57,736

Another important component of endowment growth is the spending policy. A college’s spending policy should enable the endowment to support current operations while sustaining (and increasing) the corpus. While Carroll’s spending policy allows endowment draws of 5% of the average three year market value, in recent years our Board of Trustees has authorized higher draws from unrestricted endowments, first to compensate for unexpected enrollment declines, and second to invest in programs to attract and retain additional students (the Optimal Enrollment Plan). The plan is for higher enrollment net revenue to repay the investments. Student registrations to date for fall 2010 indicate that our enrollment investments are returning “dividends” in the form of higher numbers of applicants.

The Investment Committee of the Board of Trustees takes an active role in the management of the College’s endowment. The Investment Committee oversees an Investment Consultant, Wurts Associates (Seattle), who regularly compares the College’s investment managers’ performance to their “universe” of similar clients. The Investment Committee meets quarterly to review the investment managers’ performance and our asset allocation. As of December 2009, the College’s investments are performing for the fiscal year to date at the 55th percentile compared with Wurts’ client “universe”, which means that 55 out of 100 clients’ portfolios are performing the same or worse than ours; 45 out of 100 are performing better. At our February 2010 meeting, the Investment Committee committed to continue to shift our asset allocation targets to improve our investment performance relative to our peers.

The Centennial Campaign has raised gifts, pledges, and estate intentions of over \$30 million. It is the most successful campaign in the College’s history. Increasing the endowment fund was one of the stated goals of the Centennial Campaign. For instance, 14 endowed academic positions were added to the endowment as part of the campaign for continued development and maintenance of a strong faculty. In total, the Centennial Campaign added \$2.9 million to the endowment fund. Pledges and outstanding estate intentions as a result of the Campaign will add another \$13.1 million to the endowment fund.

Table 62: Centennial Campaign Giving 2007-2010

	To Date	Impact on Endowment
CASH AND IN-KIND	\$10,364,206	\$2,921,118
PLEDGES OUTSTANDING	\$4,762,098	\$1,723,035
PROPOSALS	\$4,049,856	\$1,478,700
ESTATE INTENTIONS	\$11,370,000	\$11,370,000
TOTAL	\$30,546,160	\$17,492,854

Indicator: Alumni participation in the Annual Fund. An important part of developing a strong donor base involves alumni giving. In 2008-09, 12% of the College’s alumni donated to the campaign. 60.4% of Carroll’s faculty and staff contributed to the campaign during the same period. Peer comparison data is not available at this time.

Objective: Steadily increasing enrollment

Indicator: Annual student FTEs. Carroll is extremely enrollment driven (85% tuition and fees dependent). At the College, risk is the probability that enrollment will fall substantially below budgeted expectations. The threat to financial integrity is real when this year-to-year risk is high. This threat is exacerbated as the College devotes a portion of its budget to debt service.

Overall, the flexibility of Carroll’s budgets is circumscribed because there is so little slack in the institution. Over the past couple of years, the College has made significant investments in recruitment and retention. The College is anticipating a larger incoming first year class in 2010 and incremental growth over the next three years. Comparatively, the College’s FTE is above the Comparison Group Median but the College does not have the endowment or operational funds to support the tuition discount rate and other expenses.

Table 63: FTE Enrollment Compared to Peer Institutions, 2008

	Focus Institution	Comparison Group Median (N=29)
Total FTE enrollment	1,320	1,309

Table 64: Carroll Enrollment, 2005-2013

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Full-time	1,283	1,207	1,249	1,246	1,241	1,287	1,292	1,351	1,434
Part-time	216	193	186	195	221	210	196	196	196
Total Headcount Students	1,499	1,400	1,435	1,441	1,462	1,497	1,488	1,547	1,630
Budget Equivalent Students	1,308	1,219	1,259	1,268	1,274	1,304	1,296	1,348	1,420

Indicator: Cohort retention rates. Student retention is directly related to persistence to graduation and is therefore a barometer of institutional effectiveness. The College’s assessment of student persistence begins with an examination of first-to-second year student retention. First-year student to second-year student cohort retention rates have remained around 80% for the past ten years. This stability, which constitutes an improvement over the previous decade, is credited to a larger residential population, increased student enrollment in Alpha Seminar (first year student course) and implementation of new retention strategies and tools. The 2006 cohort third year retention rate was 57.88%. A newly re-organized retention committee is currently

addressing sophomore to junior retention issues, using a multi-pronged approach that includes newly purchased Retention Alert software. Retention Alert will help with retention efforts by addressing students' issues immediately, before they become irreversible. This product will be used to (1) develop rules and processes that meet strategic enrollment goals, (2) establish communication tracks to routinely send and track correspondence, (3) document cases consistently throughout the campus for improved tracking and reporting, (4) save time by assigning cases automatically and (5) help advisors and faculty communicate with students and other staff regarding at-risk students.

Table 65: Cohort Retention Rates

Cohort	1 Sem	2 Sem	3 Sem	4 Sem	5 Sem	6 Sem	7 Sem	8 Sem	9 Sem	10 Sem	11 Sem
2000	92.54%	80.00%	75.25%	66.78%	62.71%	57.97%	53.56%	10.85%	4.75%		
2001	93.53%	75.00%	71.76%	65.00%	59.41%	53.82%	47.94%	15.88%	9.12%	0.59%	0.29%
2002	92.53%	80.07%	75.09%	64.41%	60.14%	55.16%	49.82%	9.25%	3.56%		
2003	93.51%	79.22%	72.08%	63.31%	60.06%	53.90%	51.30%	13.31%	6.82%	0.65%	0.65%
2004	90.76%	77.31%	71.71%	61.90%	59.38%	53.78%	49.86%	11.48%	5.32%	0.56%	
2005	87.83%	71.71%	68.09%	59.54%	57.24%	54.61%	46.71%	11.18%			
2006	92.47%	78.08%	74.32%	62.67%	60.62%	57.88%					
2007	92.66%	80.43%	76.15%	71.25%							
2008	94.48%	79.94%									

Indicator: 6 year persistence to graduation rates. In this era of increasing competition for students, tightening budgets, and calls for institutional accountability, student retention and graduation rates have assumed increasing importance as indicators of institutional effectiveness at Carroll. When compared with the institutions recognized as Carroll's peers, Carroll consistently ranks near the bottom in terms of retention of students and six-year graduation rates.

Table 66: 6-Year Graduation Rates

Graduation rates of full-time, first-time, degree/certificate-seeking undergraduates within 150% of normal time to program completion	Carroll College	Comparison Group Median
6 year Graduation rate	61%	72%

Since early academic performance has been linked to retention and graduation rates, another area of study will be academic performance of students, including the following questions:

- What is the percentage, by major/undecided classification and college of enrollment, of first year students who are academically dismissed at the end of spring semester?
- What are the drop/fail/withdrawal rates for some identified courses?
- What are the first year retention rates for students who took these courses?
- After six years, what is the enrollment status of students who had a cumulative first year grade-point average below 2.0?

- For those students in the six-year cohort who did not graduate, what was their first year grade-point average?

Four-year graduation rates are equally important indicators for Carroll because the college provides students four-year graduation plans. Carroll's 2008 (2004 cohort) 4-year graduate rate is 44% compared to the IPEDS comparison group of 61%; the 5-year rate is 59%, compared to 68% (2003 cohort); and the 6-year rate is 61% compared to 72% (2002 cohort). Carroll's threshold for this indicator is to be within 10 percentage points of the comparison group for each year.

At Carroll, student retention is a critical tool for assessing the level to which we foster and support our students' learning; it reflects how much the campus provides what students expect, need, and want, how valued students feel on campus, how much they are learning from their experiences.

Additional Improvements

Within the Stewardship core theme, the College has used its ongoing assessments of its programs and services to make a number of improvements. The self-study process has prompted the College to conduct conversations on how to identify indicators, thresholds of acceptable performance, and measurements of achievement. Since that structure is still being developed at the College, what follows is an additional list of improvements, derived from and supported by assessments that show progress on our core theme objectives.

Assessment of retention and graduation data encouraged the College to revise the Director of Student Academic Services and Advising position. As of summer 2010, the position will be an 11-month academic resource for all Carroll students, with a focus on the student first and second year with a goal of reducing student attrition between the sophomore and junior years.

Additionally, the College identified campus communication as a challenge, and has made several strides to enhance communication. *QuickNotes* is a weekly electronic bulletin of campus events, celebrations, and notices sent to faculty, staff, Board members, and any interested alumni and friends of the College. In addition to *QuickNotes*, the Board receives monthly notes from the president. Monthly Community Forums were implemented to update faculty and staff on current issues. Accreditation updates, Compensation Task Group progress, and a financial state-of-the-college are examples of Forum topics over the last year. In addition, all staff forums are held each year to address items of particular interest to staff. *Faith Matters* newsletters report a few times each semester on our Title III efforts. The College is now using a Portal to provide convenient access to data and for sharing information electronically. Uploading financial, "factbook", and Board of Trustees information onto the Portal has significantly increased the efficiency of communication.

Summary: Stewardship Core Theme

The strengths that emerge from this review of planning, assessment, and improvements in the Stewardship core theme include the following:

- Carroll's major strength continues to be our human resources—faculty, staff, and administration—who demonstrate high levels of professionalism along with dedication to their College, colleagues, and students.
- The College has moved forward through a contested process of reviewing and redesigning the salary system for faculty and staff; the issue of compensation is not yet fully resolved, but the review has been comprehensive, informed by various kinds of data, and the discussions widely participatory. This demonstrates the College's capacity to achieve progress on a difficult issue through a collaborative process. In addition, a salary system that was not functioning has been replaced with one that has the potential, in the view of a majority of employees, to offer more equitable and more comparable salaries.
- The College is in a strong position regarding the access to and use of technology across the campus. Increasing use is made of technology every year; training for additional use is supported by CCIT.
- The Master Plan offers a systematic and strategic plan for facilities development for Carroll's future.
- The Centennial Campaign, the first comprehensive capital campaign at the College, achieved its goal of \$30 million, challenging economic times notwithstanding.
- The College's Title III Grant for Institutional Effectiveness has infused the College with leadership and resources to make data a key element in planning and decision-making across the campus.
- The College has made slow but steady progress over the past several years towards an integrated, multi-year planning and budgeting process (in place of annual budgeting) that is heading towards the concept of strategic finance.

Within the Stewardship core theme, opportunities for improving performance on our indicators include the following:

- Even though the College has taken the first steps towards a strategic finance model, which integrates planning and budgeting, it needs to fully invest in implementing this model; this will involve the need to develop and use data in decision-making as well as the need to consider processes to not only "grow" revenues but to reallocate the College's scarce dollars.
- Although a new compensation system has been approved for one year, the College must commit to on-going salary increases for faculty and staff, moving them to a higher percent of "market" relative to our comparator schools; the College also needs to review its practices related to other compensation elements, including benefits and compensation differentials between different disciplines; internal equity is a principle that must guide these discussions.
- Heavy workloads continue to challenge the College's human resources; the College must commit to institutionalize a more reasonable workload across the campus (one that

enables excellence in all professional activities rather than stretches time and energy too thin).

- Increase College support for professional development to cover a greater share of faculty and staff expenses for ongoing scholarly and professional experiences.
- Commit more institutional support and attention to retention as a critical way to increase and stabilize our enrollment; this will, of course, increase our graduation rates.
- Balance student-to-faculty ratio at 15:1, to promote both pedagogical effectiveness and financial sustainability.
- Continue, in the wake of the Centennial Campaign's success, to increase giving and, especially, to build our endowment.

Overall, these opportunities for improvement in the Stewardship core theme will require consistent and reliable data. The first step at Carroll is to define a common data set that is published broadly and frequently. The second step is to increase the transparency of budget, enrollment, and other institutional decisions. The third step is to increase the breadth and depth of participation in these decisions (e.g., Task Groups, Governance, Strategic Planning). The final step is to close the assessment loop – that is, connect data to improvement.

Holistic Evaluation of the Core Themes, Programs and Services, and Assessment Practices:

The final section of this chapter comments on how the College engages in more holistic evaluation to ensure that programs and services fulfill the objectives of the core themes; to ensure that planning, resources, and assessments align with and serve the goals and outcomes of programs and services; and to ensure the value of its assessment practices (4.A.6).

First, the planning, assessment, and improvements for all programs and services related to three core themes are directly overseen and evaluated by a single Vice-President. The only exception is Catholic Identity, whose contributing programs and services involve oversight from both Academic Affairs and Student Life Vice Presidents. Nearly all of Carroll's programs and services, therefore, involve a direct reporting line to a Vice President, who oversees functions that contribute to a particular core theme's objectives. For example, programs and services that contribute to the Stewardship objective "financial resources, technology, and facilities to support learning priorities, programs, and services" are ultimately monitored and assessed by the Vice President for Finance and Administration. However, this arrangement of programs and services by reporting line does not negate the importance of the front-line assessment efforts. Much of the assessment of programs and services is conducted at the department-level. That is, Campus Computing and Information Technology is responsible for the quality of technology facilities and resources. In the case of the Catholic Identity core theme, an objective such as "opportunities to learn about Catholic and other faith traditions," involves Campus Ministry and Student Activities and Leadership (both within Student Life) and the Theology Department, Sr. Moran and Hunthausen Centers (who all report to Academic Affairs); thus, it requires collaboration to ensure the alignment and effective assessment of core theme objectives.

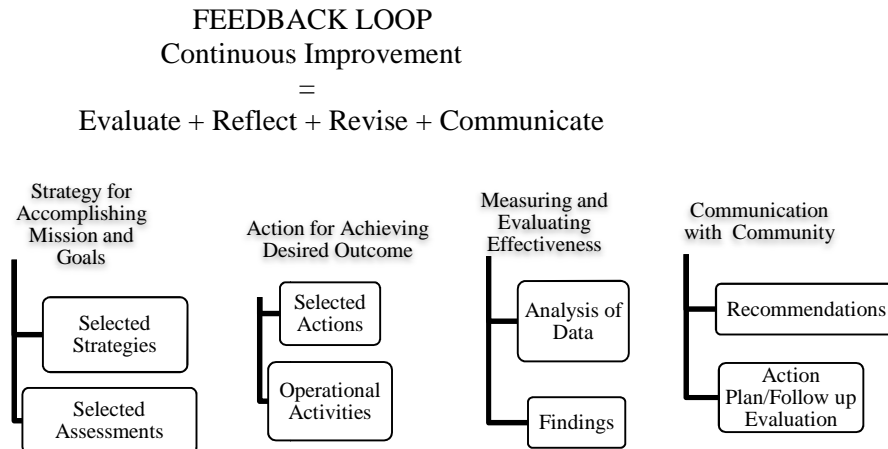
While these lines of institutional oversight are clear (due to the fact that our four core themes come right out of our 2002 Strategic Plan), the College has only recently developed the framework for monitoring its core themes—with objectives, indicators, and thresholds—as part

of NWCCU's new accreditation process. Therefore, alignment and integration of the work being done in programs and services with core theme objectives is still a work in progress; indeed, this new and more systematic framework will help us to more effectively align and integrate the varied activities contributing to each core theme. Indeed, as part of regular Program Review, each academic program and administrative unit documents how their work aligns with the four core themes. Future program reviews will ask all programs to assess and report on their activities as they relate to core theme objectives and indicators.

While programs and services will explicitly link their activities with core theme objectives, with oversight from their respective Vice Presidents, this "bottom-up" information is brought into more institution-wide conversations through Vice Presidents' regular reports to SLT as well as to the Strategic Planning Committee and the Planning and Budgeting Committee. (The latter is now being formed to make sure that resources are constantly linked to planning and program development.) The SLT and Strategic Planning Committee also continue to review and provide input on the core themes and their objectives, indicators, and thresholds; they give particular attention to the institutional indicators that are selected from the core theme indicators.

Diagram 1 below illustrates the College's assessment model; it displays how the process works at both the institutional and department levels. The *institutional strategic plan* articulates broad institutional strategic priorities grounded in mission, while *department level operational plans* articulate unit specific goals and strategies related to the strategic priorities. At both the institutional and departmental level, articulating *measurable outcomes* enables the College to assess progress and make improvements. This model does not depict a block step vertical process; rather it represents one that is fluid and multi-dimensional. The Process Flow provides a means for evaluating effectiveness and using the results. The College and departments are encouraged to regularly review their assessment processes and make needed modifications at the end of the annual assessment cycle. The Office of Institutional Effectiveness, along with a college committee (previously, Title III Committee; in future, the Program Review and Assessment Committee), helps monitor and ensure that assessment and other effectiveness projects are adequate and helping improve the institution.

Diagram 1: Process Flow for Improvement



The alignment and integration of planning, budgeting, and assessment with respect to institutional goals and core theme objectives and indicators is underway at the College. Carroll uses the term “institutional effectiveness” to refer to the holistic evaluation of programs and services, including planning and budgeting components. This term was consciously selected to emphasize that the efforts had to be college-wide—pertaining to both administrative and academic departments—and to highlight the goal of becoming an effective institution. More specifically, the focus on institutional effectiveness requires the College to do four things:

- (1) To sharpen the institutional mission statement and goals.
- (2) To identify intended educational, research, and service outcomes that are consistent with the mission and that are prioritized by the institution.
- (3) To assess the extent to which the objectives and intended outcomes are actually being accomplished.
- (4) (Based on assessment findings) to adjust the mission statement, objectives, intended outcomes, and/or activities designed to accomplish them in order to enhance institutional effectiveness.

This year, the College plans to focus on and improve the key step of the institutional effectiveness process—“closing the loop.” One component of closing the loop is to make sure that assessment data is used to make improvements. In summer of 2010, the Office of Institutional Effectiveness offered Assessment Workshops that focused on this aspect of the process. In addition, in fall 2010, a proposal to create a Program Review and Assessment Committee will go for approval to the Faculty Assembly so that assessment efforts can be improved. (While the College has regularly reviewed, added to, and adjusted assessment practices over the past decade, development has not been systematic; see p. 124 for a brief review of this work.) The proposal calls for the Committee, led by faculty and the Senior Vice President for Academic Affairs to review assessment plans, provide feedback, and monitor changes. At present, less than 50% of Carroll’s programs and services document the relationship between assessment and improvement. The process is most likely happening but not systematically nor verifiably.

Another component of “closing the loop” involves increased integration between planning and budgeting activities—funding planned improvements—guided by the indicators and core theme objectives. The College has been working for the past several years towards an integrated planning and budgeting model; this, coordinated with strategic planning work, will align and integrate core themes, objectives, indicators, programs and services assessments with financial planning. The intended impact of the new process will be improvements on our achievement of core theme objectives as well as increased transparency and understanding of budget priorities.

Carroll College has accepted the importance of the processes involved in institutional effectiveness and is now making considerable progress in establishing them throughout the institution. Our Institutional Effectiveness model and NWCCU’s new accreditation standards have helped the College build a useful structure for aligning and integrating our institutional mission and goals with core themes and the programs and services that contribute to those core themes. The College will continue to use and revise this structure. More experience with the structure will enable us to further improve on the process of aligning and integrating assessment, improvements, and resources within each area and at each level of the College. Improving these processes will result in more focused and systematic efforts to assess the extent to which Carroll’s mission is being fulfilled.

Chapter Four Summary

Completing Chapter Four of the self study process has helped identify within the four core themes, well-developed assessments and assessments that are, as yet, not well linked to core theme, program, and service improvements. It has also revealed strengths and opportunities for improvement within each core theme, as well as in the institution's holistic monitoring of all core themes and their contributing programs and services. Particular strengths and opportunities that emerge from a review of assessment data are described in more detail at the conclusion of each core theme discussion. Here, we highlight just a handful of the strengths and opportunities that apply most broadly to all four core theme areas.

A growing understanding of assessment at Carroll encourages faculty and staff to examine programs and student learning data carefully to improve learning opportunities for students. Clearly stated goals, objectives, and measures/indicators for Carroll's programs, in conjunction with program reviews (90% of all programs and services submit a program review; 1/3 of submitted reviews document linkages among goals, objectives, and measures), make effective assessment possible.

- At present, programs and services rely too much on inputs and indirect evidence, or on direct assessments carried out exclusively within individual courses. The College maintains that these remain key elements within an assessment framework, but it also recognizes the need to balance processes and inputs with direct evidence and student learning outcomes.
- Planning and assessment activities do not consistently connect program goals to outcomes and improvement, nor to core theme objectives and indicators; as we use the elements of our Mission Fulfillment model, we will make it more useful for integrating activities, assessments, improvements, and resources across campus.
- Program and service planning has yet to receive the full infusion of data necessary to make more data-informed decisions and directly identify improvements based on the assessment and analysis of data.
- The institution needs to provide better support for assessment data-gathering and analysis and necessitate that assessment is a department-wide process. Carroll needs to allocate appropriate resources to support assessment activities and to keep from overwhelming crucial and primary faculty and staff obligations in teaching, service, and scholarship.

Student learning outcomes are becoming more clearly defined for Carroll programs, and student performance is at acceptable or above on many. Upper division students are demonstrating their proficiency within the discipline, required senior/capstone classes, independent research projects, and honors thesis. The College is also considering opportunities to move from course/program-specific assessment to a more integrative, outcomes-based curriculum model.

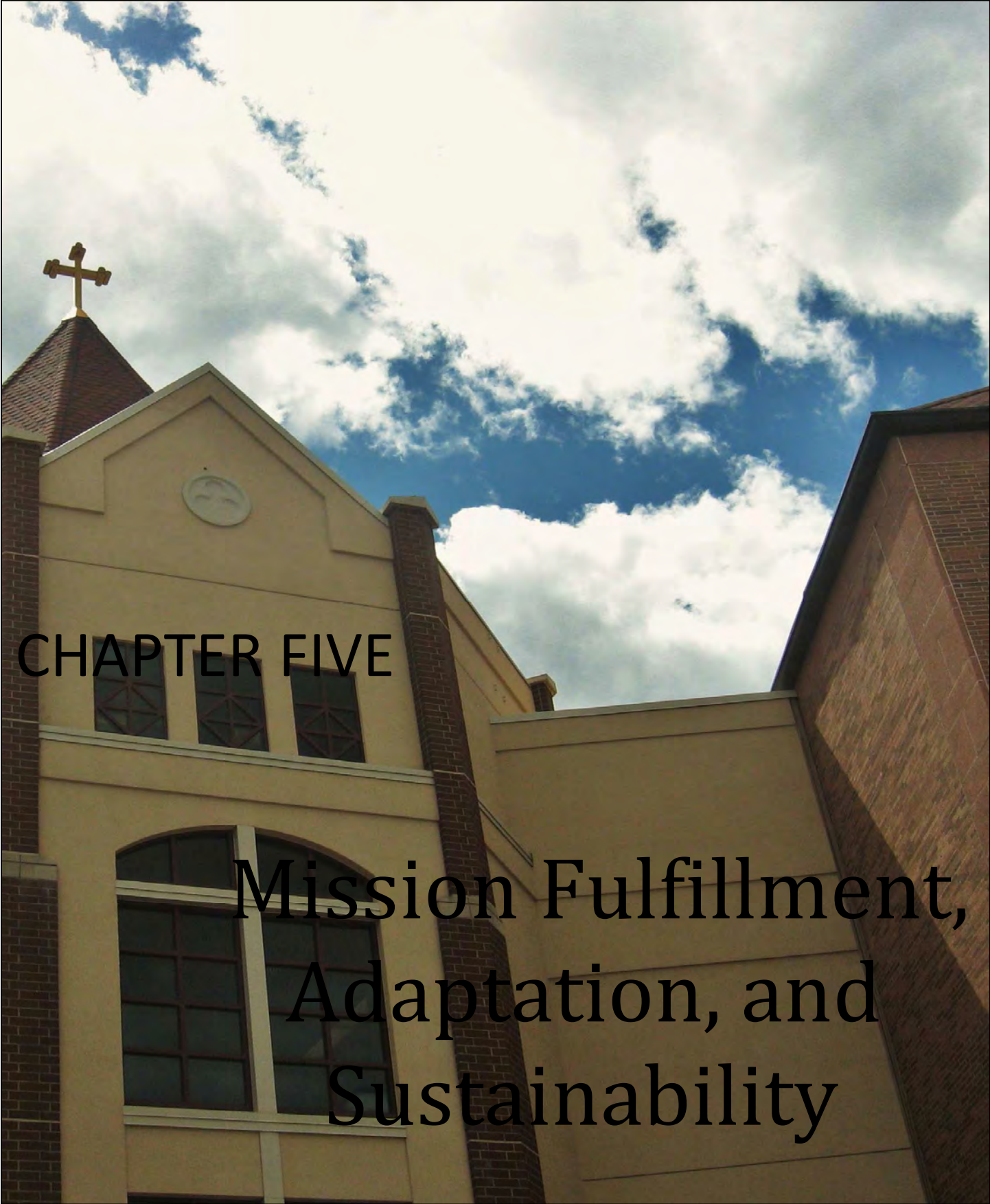
- Academic Support Services (e.g., Community Living, Academic Resource Center, Activities and Leadership), and Catholic Identity programs (e.g., Campus Ministry,

Hunthausen Center) need to articulate student learning outcomes as part of their assessment activities.

- Carroll needs to implement longitudinal graduate surveys to capture our alumni opinions of their educational experiences, measure their experiences since graduation (employment, graduate school), and assess their perceptions of how well the College supported their achievement of institutional and program student learning outcomes.
- The Core Assessment Committee needs to continue to identify student learning outcomes for the Core Curriculum that use authentic student work, sampling techniques, and build on existing assessment efforts in programs.

The College is making progress on creating institutional links among assessment, improvements, and resource allocation. The College's Integrated Planning and Budgeting Model aligns operation of all programs and services on campus with strategic priorities for efficiently reaching decisions on the distribution *and accountability* of financial resources; the assessment of core theme objectives and indicators are critical components of the Model.

- The College's financial fragility requires more effective external and internal scanning, institutional data, integrated planning, and priority-setting in order to reallocate funding or find new resources for programs and services, compensation, workload, deferred maintenance, facilities, student support services, professional development, internationalizing the campus, and student recruitment and retention.
- The College needs to continue to improve communications. As the institution's new accreditation process, core themes, objectives, and indicators are disseminated and implemented, along with its new integrated planning and budgeting process, it is essential that the College foster clear, concise, and timely communication among faculty, staff, and students.



CHAPTER FIVE

**Mission Fulfillment,
Adaptation, and
Sustainability**



Mission Fulfillment

The last decade has been in many ways about establishing frameworks and processes to build a shared definition and understanding of mission fulfillment at Carroll College. The new NWCCU standards have guided us in our efforts to align goals at the program and service levels with core theme objectives and indicators of mission fulfillment. We have documented this on-going work in our Program Review documents, where academic program and administrative assessment plans provide diverse and detailed evidence for our fulfillment of Carroll's mission. It is also documented in our strategic planning template and this self study report.

Program Review provides a process that demonstrates how student learning assessment and program evaluation contribute to mission fulfillment. Through program reviews information is shared and discussed with appropriate constituents; this fosters an understanding of student and administrative performance, which can lead to either maintaining existing practices or making improvements. Program Review is the basis of establishing mission fulfillment as the mechanism for planning and assessment at the foundation of the College's operations. The Program Review and Assessment Committee along with the Office of Institutional Effectiveness and the Senior Vice President for Academic Affairs evaluate and disseminate findings from academic programs. The Vice Presidents for Student Life and Finance and Administration evaluate program reviews from their respective areas.

The Strategic Planning Template also documents how Carroll aligns objectives and indicators of mission fulfillment with institutional priorities and resources. The College is currently drafting a new Strategic Plan; it will be submitted to the Board of Trustees in the upcoming year and will guide how we structure and fund activities that contribute to mission fulfillment in the next seven years. The Strategic Planning Template brings core themes, objectives, sub-objectives, tasks, timelines, resources, thresholds, and indicators together into one document. Once completed, the Strategic Planning Template will help us to track and demonstrate mission fulfillment. The strategic planning process will become the means by which objectives of mission fulfillment are aligned with program priorities, thus informing budget and planning decisions. By December 2010, we will document our assessments of strategic objectives, programs, and services on the Carroll website. By spring 2011, a complete dynamic data dashboard, including institutional indicators of mission fulfillment, will be available on the Carroll web.

The NWCCU self study process also documents and provides opportunities for the broader community to review and evaluate objectives and indicators of mission fulfillment. Faculty and staff examined the NWCCU Year Five Report, particularly Chapter Four, during a Spring 2010 Community Forum. The campus community will have an opportunity to review and discuss the Year Seven Report at a Fall 2010 Community Forum. The NWCCU accreditation process and Title III efforts for institutional effectiveness help Carroll focus and integrate what were previously stand-alone efforts. Prior to Title III, the College was fully invested in planning, assessment, and budgeting, but with broken links amongst the activities. The model for institutional effectiveness builds connections amongst the various planning groups. The

NWCCU core theme objectives and indicators guide department and program-level planning as well as help integrate these plans with the overall institutional strategic planning process.

Assessment plans also serve as evidence of how Carroll College fulfills its mission. Ongoing institutional assessment practices enable us to improve teaching, student learning, and administrative processes and services; these are the keys to institutional effectiveness and, ultimately, mission fulfillment. In the last decade, Carroll has made significant progress in institutionalizing and refining its assessment processes. A slight majority of the academic programs and administrative departments assess their activities and services at a level that may be considered regular, systematic, and evidence-based. The others, less so, yet processes are now in place to ensure that all programs move toward on-going meaningful assessment.

For the last decade, we have made steady progress toward creating a culture of assessment and improvement. A few of the more significant assessment accomplishments are listed here:

- By 2001, every academic program at Carroll had developed assessment plans.
- In the October 2007 NWCCU Interim Report, Carroll reported that nearly all majors had developed mission and goals statements aligned with the mission of the college and the Six Goals for the Carroll Graduate; these are published in the College Catalog. As part of these assessment initiatives, programs also completed a matrix to show how courses addressed program goals and outcomes. More academic program also began requiring a senior experience, which provides an ideal opportunity to directly assess majors' knowledge and skills.
- In the spring of 2007 Carroll was awarded a Title III Grant for Institutional Effectiveness. The Office of Institutional Effectiveness immediately put together an Academic and Administrative Program Review process. Academic Review has provided a structure through which all academic and administrative programs identify and refine their assessments of student learning outcomes, services, and activities; these regularly updated reviews also facilitate more specific and systematic thinking at the program-level regarding how majors are connected to institutional goals and initiatives. The reviews align program goals with the Six Goals for Carroll Graduates as well as the College's four core themes.
- In 2008, the NWCCU Steering Committee identified objectives, indicators, and thresholds for each of the core themes. Between 2009 and 2010, the Steering Committee in consultation and collaboration with the larger community refined the objectives and indicators.
- In this next year, the college will use the program reviews to further develop and articulate the relationship between goals and outcomes for degree programs and those for Core, which while included was not a major emphasis within the last two years of reviews. To ensure success, a Program Review and Assessment Committee (PRAC) was established last month to guide these efforts. PRAC replaces the faculty governance committee, Quality of Student Life and Learning. PRAC will work with departments on their program-level assessments of student learning outcomes. The committee will also work to identify measurable outcomes for the Six Goals for the Carroll Graduate.
- By 2011, both academic programs and administrative departments will have migrated their assessment and program review documentation to the TracDat assessment

management system. The system will assist the College in further integrating planning, budgeting, and assessment activities within and across all departments.

The long-term success of all assessment efforts at Carroll relies upon faculty and staff ownership at the program-level as well as leadership committed to across-the-board assessment practices. The College also recognizes the necessity of providing on-going resources to support programs, services, processes, systems, and personnel that help us define, measure, and achieve our mission. As noted above, in the past three years the College has supported regular, systematic, and integrated assessment practices which contribute to mission fulfillment through the following actions:

- Instituted Academic and Administrative Program Review
- Purchased TracDat which integrates assessment with the mission and strategic plan for the College;
- Funded faculty and staff attendance at national conferences devoted to “best practices” in assessment, integrated learning, and general education;
- Established annual campus-wide summer mini-workshops devoted to dissemination of “best practices” in program review and assessment;
- Established the Program Review and Assessment Committee (PRAC) and Core Curriculum Assessment Committee;
- Provided stipends to faculty who participated in summer strategic planning retreats;
- Funded ongoing assessment tools (e.g. NSSE, Student Life Annual Survey, and other student satisfaction surveys);
- Provided staffing and funding to support institutional research.

Current Status of Mission Fulfillment

The College’s model of mission fulfillment calls for us to demonstrate satisfactory performance on a group of key indicators; these are derived from each of our four core themes: Academic Excellence, Catholic Identity, Community Life, and Stewardship (see Table 1). This model of mission fulfillment and the key indicators were developed through discussions involving the NWCCU Self-Study Steering Committee, the Strategic Planning Committee, the Senior Leadership Team, and the larger community. They were selected on the basis of their significance for the institution, available data, and best practices. Some of these indicators have informed decisions at Carroll for many years while others are in the early stages of development; for the latter, we are in the early stages of establishing a data collection process and determining a threshold for acceptable performance. Table 72 below sets out the current status of these institutional indicators. The data that informs these general findings are drawn from Program Reviews and appears in this self study report. While this is the model of mission fulfillment that we set out in our NWCCU Year One Report, our experience using it has produced a number of ideas about how to improve it as we move into our next seven-year self study cycle.

Table 72: Indicators of Achievement – Summary

STRATEGIC GOALS/ CORE THEMES	INDICATORS OF ACHIEVEMENT	THRESHOLD	CURRENT STATUS	EVALUATION (Above Threshold, Below Threshold, In Progress)	EXPLANATION
Academic Excellence	Student graduation and retention rates	4 yr grad – 56% 5 yr grad – 63% 6 yr grad – 67%	4 yr grad – 56% 5 yr grad – 59% 6 yr grad – 61%	Below threshold	Implementing retention strategies
	Rates of student satisfaction with major academic areas, academic support services, and institutional resources (NSSE) *LAC = Level of Academic Challenge ACI = Active and Collaborative Learning SFT = Student Faculty Interaction EEE = Enriching Education Experiences SCE = Supportive Campus Environment	<u>LAC</u> FY - 58.1 SR - 61.8 <u>ACI</u> FY - 46.3 SR - 54.1 <u>SFT</u> FY - 38.6 SR - 51.7 <u>EEE</u> FY - 31.6 SR - 53.5 <u>SCE</u> FY - 66.8 SR - 63.8	<u>LAC</u> FY - 59.5 SR - 63.3 <u>ACI</u> FY - 50.0 SR - 60.0 <u>SFT</u> FY - 40.7 SR - 51.3 <u>EEE</u> FY - 26.5 SR - 44.1 <u>SCE</u> FY - 67.6 SR - 65.3	Above threshold	Performed better than comparison group in 4 out of 5 categories. Gathering more data on FSSE, SSI, and ASQ for comparison.
	Alumni satisfaction (Alumni giving and graduate surveys)	21% Alumni Giving Rate	28% Alumni Giving Rate	Alumni giving rates (Above threshold) Graduate survey satisfaction (In progress)	Graduate Surveys in development
	Achievement of student learning outcomes	100% of academic programs use direct measures of student learning	12 of 18 programs are using direct measures of student learning	In progress	Need more work on assessment plans (direct measures)
Catholic Identity	Participation rates in Catholic and faith-based activities	FY - 16% SR - 14%	FY - 16% SR - 18%	Above threshold	Need improved data collection in addition to NSSE
	Participation in service activities	FY - 50% SR - 50%	FY - 25% SR - 33%	Below Threshold – Need improved data collection.	Need improved data collection
	Curricular and co-curricular opportunities to learn about the intellectual, spiritual, and cultural traditions of the Catholic Church	Increase current offerings and participants	See p. 160	Above threshold	Need improved data collection and evaluation of programs/participants

STRATEGIC GOALS/ CORE THEMES	INDICATORS OF ACHIEVEMENT	THRESHOLD	CURRENT STATUS	EVALUATION (Above Threshold, Below Threshold, In Progress)	EXPLANATION
Community Life	Rates of student engagement (NSSE, FSSE)	See NSSE Scores above	See NSSE Scores above	Above threshold	
	Health and wellness decisions	No data	No data	In progress	Not enough data available – currently developing thresholds
	Student Activities opportunities	80% of students regularly participate	80% of students regularly participate	Above threshold	
	Campus Housing occupancy	60%	63.9%	Above threshold	
Stewardship	Annual student FTEs (Enrollment)	1,343	1,300	Below threshold	Implementing more projected enrollment growth and retention strategies
	Expenditures by function and category as % of budget	40% of budget is Instructional Expenditures	28% of budget is Instructional Expenditures	In progress	Correcting IPEDS data to allow for peer comparisons
	Achievement of data-driven decision making	95% of faculty using WebAdvisor	95% of faculty using WebAdvisor	Above threshold	Implementing Degree Audit and Retention Alert
		Full implementation of data dashboard	No data dashboard	In progress	Developing data dashboard
Endowment per FTE	\$25,000	\$21,518	Below threshold	Preparing for next Campaign and monitoring investments	

Table 72 provides an overview of this group of institutional indicators. It reveals that Carroll is performing above the threshold on over half of the institutional indicators of mission achievement. One third of the indicators need further refinement and improved data collection methods to adequately assess our performance. Carroll is performing below the thresholds on one third of these institutional indicators.

Action plans to address some of our current deficiencies are outlined in Chapters Three and Four. In some instances, additional resources (both funds and personnel) and strategic program prioritization promise to improve the status of the indicators. For example, implementing one-, three-, and five-year graduate surveys will provide the graduate outcome data we currently lack; implementing retention strategies will address retention rates; implementing financial aid along

with retention strategies will improve graduation rates. In other instances, we need to better define our objectives and indicators in order to understand what it is that we really want to measure. This is especially important as we think about measuring “Catholic and faith based activities” and “health and wellness decisions.”

Over the past three years, Carroll has made progress in aligning its programs and services with core themes and mission. Program reviews and strategic planning templates document the alignment. Now that the objectives and indicators are in place, the next steps are to improve how we collect and analyze our assessment data and distribute the findings in order to ascertain the extent of core theme and ultimately mission fulfillment. At the same time, we also need to deliberate more on what institutional indicators will best help the College to track, evaluate, enhance, and share the outcomes that are central to our mission. Although we may not be meeting the thresholds of this entire group of indicators, we acknowledge our good work, our accomplishments, and our ongoing efforts to more fully embody Carroll’s mission.

Adaptation and Sustainability

Carroll College strives to attain and allocate resources to ensure that it has effective governance and leadership, clear policies and procedures, accomplished faculty and staff, a physical environment conducive to learning and productive work, up-to-date technology and information resources, and sufficient, well-managed financial resources. In Chapter Two, we discussed these strategic resource areas: governance, human, education, student support, library and information, financial, physical and technical infrastructure. For each resource area in Chapter Two, we presented evidence of adequacy and capacity; and evaluated its contribution to mission fulfillment. In most areas, while resources are thin, the College continues to provide sufficient institutional support for mission-critical operations. We also discussed a number of under-resourced areas in more detail in Chapter Two. A few of these include deferred maintenance, campus safety and security, fine arts, and the library. Despite being under-resourced, none of these areas compromise mission fulfillment. In order to meet our thresholds, we must continue to look for ways to fund these programs and services at an appropriate level.

As stated in the conclusion to Chapter Two, Carroll must strengthen the connections among resources, planning, budgeting, and assessment. Presently, academic and administrative program resource requests are collected by Vice Presidents and are folded into three-year budget projections. Given Carroll's tight budget, many requests for additional resources are not fulfilled and programs are forced to operate with existing resources. The College continues to look for ways increase revenues and decrease costs in order to achieve financial equilibrium and institutional sustainability. We have moved beyond the annual budget process and begun long range financial, facilities, enrollment, and human resource planning. By definition, strategic finance aligns resources with the institution's mission and strategic plan. At Carroll, strategic finance is a step toward aligning our priorities with our resources. Examples of strategic financial planning include:

- The Campus Master Plan which outlines strategies for improving the campus and addressing some of the under-resourced areas;
- Program Review and three year budget submissions which document resource needs;
- Strategic Planning Template (Appendix L) which links strategic planning, resources, assessment, and objectives and indicators of mission fulfillment;
- 2010-2011 Program Prioritization Process which focuses on targeting resources toward goal achievement, rethinking our current program and service offerings, and increasing transparency and accountability.

The result of Master Planning, Program Review, Strategic Planning, and Program Prioritization will be a more sustainable budget and alignment of resources. Beginning in 2011, the annual cycle of planning, resource requests, and assessment will be documented and reported through TracDat, an assessment management system. The system itself will ensure alignment. The Program Review and Assessment Committee will promote and oversee this new system. Our ongoing and increasingly coordinated efforts clearly demonstrate that Carroll is committed to finding ways to adequately support all resource areas.

Planning, Assessment, and Resource Allocation within Core Themes

Within each of the four core themes, there is evidence of an effective use of planning, assessment, and resource allocation. In the Academic Excellence core theme, the Senior Vice President for Academic Affairs and an Integrated Learning Work Group initiated and provided Integrative Learning Grants to nine faculty in support of our core theme objective “innovative and diverse curriculum” (see p. 113). The Technology and Library planning committees have also moved forward on a project to upgrade the library labs and secure funding for a Center for Teaching and Learning. The renovation is the result of collaboration between faculty, library staff, and the Office of Institutional Advancement. The Alpha Seminar is another example of the integration of planning, budgeting, and assessment. In 2001, faculty looked at best practices in first year programs. Carroll’s relatively low retention rates and the need to help connect students to the college community and to introduce them to Carroll’s Catholic Liberal Arts mission led to Alpha Seminar, required of all first-year students as their first Core course. First-to-second year retention rates have remained relatively stable over the past decade at 80%, an improvement over the previous decade’s average.

Despite the good progress toward aligning planning, budgeting, and assessment in the core theme Academic Excellence area, there remain challenges. For example, faculty compensation remains below average for all ranks at our comparator schools, academic demand analysis and external research remains limited, and Program Review needs further refinement to strategically align planning and budgeting with core themes. The College must complete a comprehensive review of workload to improve faculty and staff morale, health, and satisfaction. We need to review more critically both new and existing programs to assess relevancy and rigor.

As part of the Catholic Identity core theme, alignment of resources with planning and assessment is demonstrated through newly endowed professorships and centers dedicated to our Catholic mission. The Hunthausen Center for Peace and Justice is the result of integrated planning and budgeting. The Office of Institutional Advancement, Spiritual Vitality Task Group, Campus Ministry, and other administrative offices worked for two years to secure funding. Our assessment of Catholic Identity programs and services show increased student and faculty demand for activities that serve our Catholic Identity core theme objectives, which is being addressed as the Hunthausen and Moran Centers become more established. The College needs to provide further institutional resources to support more fully this positive growth in mission activities.

Activities within the Community Life core theme demonstrate integrated planning, budgeting, and assessment in a number of ways. The increase in the number of students living on campus was the result of assessing student needs and identifying a capacity and strategy that was more sustainable for the College budget. An Internship Coordinator was also added after assessing student and faculty demand for enhanced experiential learning opportunities. However, Student Life also struggles with some disconnects amongst its planning, budgeting, and assessment activities. For example, Carroll must address student demands for additional wellness and recreational space in order to stay current and competitive. A new recreation center is part of the Master Plan. Student space for Sunday night Catholic Mass is also a concern as numbers exceed 250. Because the current campus chapels in each of the residence halls hold fewer than 125

students, Mass is held in a less desirable common space. The assessment of student demand for space for Mass indicates the need for a new chapel. In addition to spaces, students also demand more student activity options. Presently, Student Life coordinates 40 student clubs and organizations; most institutions Carroll's size support over 100 student organizations.

Examples of integrated planning, budgeting, and assessment are also apparent in the Stewardship core theme. The proposed Integrated Planning and Budgeting Committee is one instance. The group is charged with helping to ensure that budget decisions are aligned with the College's Strategic Plan. It will promote good stewardship of resources by expecting on-going assessment and accountability for all expenditures. The Compensation plan is another example of integrating planning and budgeting activities. The Compensation Committee used institutional, comparative, and "best practice" data to put together a salary system, proposed and accepted for a one year trial in Spring 2010. Not only did the Committee evaluate comparative salary data but they developed several budget proposals identifying the costs associated with continued and expanded progress on the faculty and staff salary schedules.

Despite all Carroll's progress towards integrating planning and budgeting, it continues to struggle to find ways to capture and include all of the informal planning on campus. The College is looking for a better process to stimulate and support innovation. An innovation fund worked well this past year to foster flexibility and enable cross-institutional collaboration and efficiencies.

Internal and External Environments

Carroll College monitors its internal and external environments to identify current and emerging trends, themes, and patterns. This is done in a variety of ways. Primarily, it is part of the strategic planning processes. For instance, in working on its new Strategic Plan for 2010-2017, the College completed a limited external environmental scan that focused on state and regional demographic trends. One result was a strategic objective to expand the regions where the Admissions Office recruits in the next seven years. Another factor in the external environment involves a relatively low percentage of state high school students transitioning to postsecondary education. This prompted the College to work on increasing local high school participation in the ACE program and other on-line programs in the next seven years. The goal is to help Carroll gain market share despite declining numbers of Montana high school graduates. Two years ago, Carroll contracted with the Noel Levitz and Lawlor Group consulting firms to gain a better understanding of the external environment. Noel Levitz conducted a market demand analysis study. This was built on prospective student demand for various academic disciplines. The research supported some of Carroll's new program initiatives but did not support others. The Lawlor Group was hired to help the College identify branding and marketing strategies. As part of their research, they surveyed prominent community leaders, faculty, staff, students, and alumni. The study found agreement amongst all survey respondents regarding Carroll's strengths. However, the study also highlighted discrepancies in the respondents' understanding of Carroll's Catholic identity. Contracted services from Noel Levitz and Lawlor have provided a breadth of information to enhance Carroll's institutional research efforts.

Results from the NSSE and FSSE also provide important insights into Carroll's internal environment as it compares with our external competitor and comparator institutions. Two key findings from the 2009 NSSE indicate that Carroll students do not participate in internship and education abroad activities as frequently as students at NSSE peer institutions. In response, internationalizing students' educational experiences and creating more experiential opportunities for students were prominently discussed as part of the 2010 Strategic Planning process. Finally, the self-study process itself requires a scan of Carroll's internal environment. The summary of our findings of that process comprises the bulk of the College's response to Standard Four.

Carroll assesses its strategic position, defines its future direction, and, guided by such information, takes deliberate steps to improve its performance in all core theme areas and, thereby, to fulfill our mission. The College demonstrates its stability, adaptability, and sustainability through strategic planning activities, at the institutional level, and in Program Review documents, at the program and services level. The College's piloting of NWCCU's revised standards coincided with our Institutional Effectiveness Grant and a new strategic planning cycle; Carroll has used this opportunity to make its planning process more systematic and comprehensive. This new comprehensive planning process integrates strategic planning activities with core theme planning; assessments of core theme objectives and indicators of mission fulfillment will be documented within the strategic planning template. Findings from Carroll's review of progress on the indicators will inform annual work plans by helping identify priorities (for example, student retention and graduation rates) and influencing resource allocation. In regards to the overall process, Carroll will continue to move towards being a more data-driven institution by communicating results of assessments to a wider audience and making sure results are used in planning improvements.

To provide an example: one objective of the Stewardship core theme is for the College to support "an open and supportive learning, living, and working environment." Data related to this objective revealed a need for more professional development funding. Requests for such funding exceed the budgeted funds and faculty feedback collected by the Faculty Development Committee shows that the current amount allotted for conferences does not cover all travel expenses. Only 50% of the requests were funded at a level that sufficiently covered the actual costs of travel (leaving the remaining amount to come out of faculty members' personal funds). Findings from this assessment will be combined with findings from academic program reviews. Based on the combined findings, the College will identify strategies and actions with target implementation dates and link in resources needs. The need will be documented and inform resource allocation. Increasing the number of grants and external funding sources may be successful strategies for boosting professional development funding.

Continuing to improve the extent to which we achieve our core theme objectives and fulfill our mission certainly depends upon internal and external analysis, campus-wide participation, and transparent data and communications. Involving strategic planning and finance experts like Drs. Kent Chabotar and Tom Longin have contributed to these processes. So has making planning groups more broadly representative. Over the last ten years, the College has expanded the use of internal and external data and resources to inform planning, budgeting, assessment, and related activities that build an effective and mission-centered institution.



Chapter Five Summary

Chapter Five focuses on Carroll's evaluation of mission fulfillment and the institution's capacity to monitor its environment, forecast and adapt to change, and insure institutional viability and sustainability. Mission fulfillment is associated with Carroll's institutional goals and objectives. The self-study process encouraged Carroll to identify indicators for every objective and threshold levels of performance for every indicator. Carroll engages in regular, systematic, and participatory self-assessment of its accomplishments. The primary documents of this are the Carroll Strategic Plan and academic and co-curricular program review documents. Below, we note key strengths that have emerged in our review of the College's evaluation of mission fulfillment and sustainability, which we developed through this self-study process; we also note opportunities for improvement.

Within Carroll's definition of mission fulfillment, based on institutional objectives and indicators, the College uses evidence-based assessment results to make determinations of quality, effectiveness, and mission fulfillment. Carroll is performing above the stated thresholds on 50% of the institutional indicators of mission achievement. One third of the indicators need further refinement and improved collection methods in order to adequately address their achievement. Carroll is performing below the stated threshold on one third of the indicators.

- As part of enhanced communication of mission fulfillment, the Strategic Planning Committee must provide annual updates to the community. The data updates will be an emphasis in redesigning print and web materials to clearly summarize, "dashboard" accomplishments of mission fulfillment and core theme objectives. The College should also work to make data available online through an institutional research web page.

Carroll College uses its strategic planning and accreditation systems to review, and revise as necessary, its mission, core themes, core theme objectives, and indicators of achievement. The Steering Committee is the primary vehicle for examination of these elements. The Strategic Planning Committee is also involved and has a significant role in the review and refinement of the indicators. The Board of Trustees has final approval of mission and core theme objectives and indicators. Outcomes of academic programs will be reviewed, and revised as necessary, by the Program Review and Assessment Committee.

- The final review of goals or intended outcomes of other programs and services is not as well structured yet as academic program review. The College needs to move forward with a review and oversight process for administrative assessments of programs and services.
- As evidenced in Table 72, the College should continue to refine its institutional and core theme indicators. The Steering Committee will evaluate the current indicators over the next year in hopes of confirming or eliminating their usefulness as measures of mission fulfillment.

The College evaluates regularly and documents its planning processes and associated practices. The strategic planning process is the structural foundation for activities including evaluating planning, prioritization, allocating resources, and assessing results. Additional planning and prioritization occurs in the Senior Leadership Team, Budget Committee, Technology Committee, academic and administrative departments, and informally through task groups and committees.

- The program review and prioritization process will inform the strategic planning process. An integrated strategic planning and budgeting process will establish a clear long-term set of strategic initiatives and allocation of resources. The combination of the two processes will enable the College to establish a multi-year financial plan to govern annual budgeting – the annual budget is year one of the financial plan.
- The strategic planning template developed as part of summer 2010 planning incorporates the strategic initiatives as well as the resources needed. By using the strategic planning template Carroll will be able to use the annual assessment of strategic initiatives to evaluate the adequacy of its resources and capacity.
- The College should monitor its internal and external environments through the same processes. The College should undergo more thorough external environmental scans periodically. The institution should use available data and create mechanisms to collect better data.

The findings of this Year Seven Report are used to review, and revise as necessary, Carroll's Mission, core theme objectives, and goals or intended outcomes of its programs and services. However, as referenced above, there are improvements needed in the articulation and documentation regarding assessment of programs and services. As an institution Carroll assesses its strategic position, defines its future direction, and acts to ensure mission fulfillment and sustainability through a number of processes that feed into strategic planning.

APPENDIX A

Carroll College Steering Committee 2009-2010

Loretta Andrews, Director of Campus Computing and Information Technology

Lynn Etchart, Vice President for Finance and Administration

Dr. Dawn Gallinger, Director of Institutional Effectiveness

Cindy Greiman, Director of New Student Services

Dr. Jim Hardwick, Co-Chair NWCCU Steering Committee, Vice President for Student Life

Dave Marshall, Assistant Professor of Computer Science

Dr. Paula McNutt, Senior Vice President of Academic Affairs and Dean of the College

Dr. Kay Satre, Co-Chair NWCCU Steering Committee, Assistant Professor of Languages and Literature and Associate Academic Dean

Dr. Mark Smillie, Associate Professor of Philosophy

Dr. Lynette Zuroff, Professor of Education

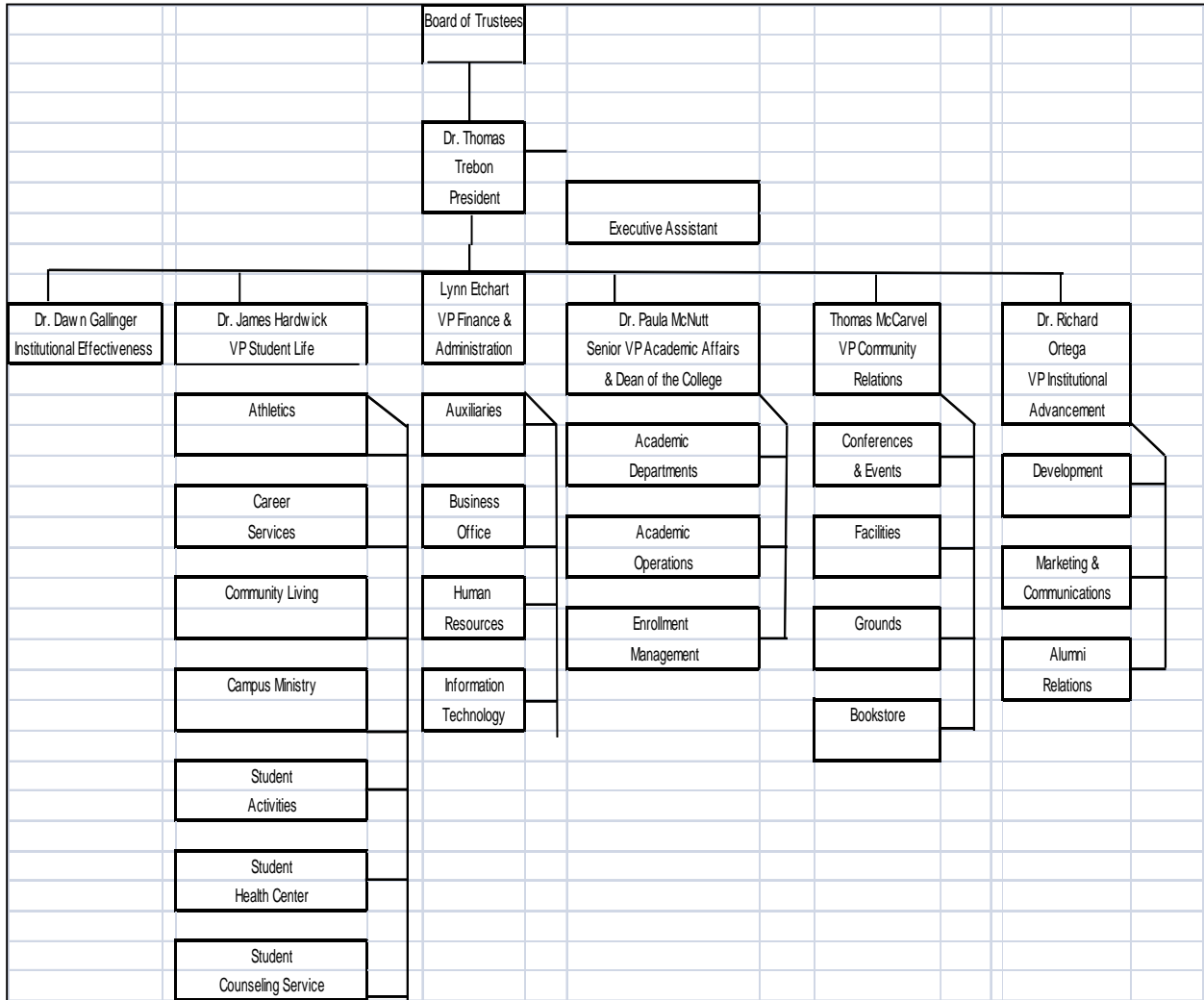
APPENDIX B

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APPENDIX C

Carroll College Organizational Chart



APPENDIX D

Six Goals for the Carroll College Graduate

The Graduate:

- recognizes that the search for and sharing of the Ultimate Truth and the Ultimate Good is the primary goal of the Catholic liberal arts education.
- possesses the aesthetic, scientific, and religious insights required to solve normative and factual problems.
- demonstrates the full range of skills necessary for effective communication.
- appreciates the interrelationships among branches of knowledge.
- embraces a strong sense of physical, emotional, mental and spiritual health.
- possesses the skills and attitudes necessary to pursue a vocation that is self-fulfilling and community enhancing.

APPENDIX E

Alignment Matrix

Core Goals	Carroll Mission Statement	Six Goals for Carroll Graduates
1. Prepare students to understand the diversity of the contemporary world	The mission affirms Carroll College’s service to the “worldwide human family” and “continuing efforts to guarantee to individuals, to groups, and especially to minorities the right to life, to personal and social dignity, and to equality of opportunity.”	Graduate Goal #1: “recognizes the search for Ultimate Truth and Ultimate Good,” which must acknowledge diversity in the world; Graduate Goal #3: “possesses full range of skills ... for effective communication,” which must acknowledge cultural diversity in the 21 st century; Graduate Goal #6: “possesses skills and attitudes...to pursue a vocation,” which also now requires understanding cultural diversity.
2. Help students to acquire aesthetic, scientific, quantitative, ethical, and religious insights	Carroll College “affirms the traditional role of providing for the expansion of the intellectual, imaginative, and social awareness.”	Graduate Goal #1: “recognizes the search for the Ultimate Truth and Good,” which involves all these insights; Graduate Goal #2: “has acquired aesthetic, scientific, and religious insights required to solve normative and factual problems”; Graduate Goal #5: encourages “physical, mental, emotional, and spiritual health,” which such insights would surely aid; Graduate Goal #6: “possesses skills and attitudes...to pursue a vocation,” in which such insights surely play a key role.
3. Aid students in developing a full range of communication skills	Carroll College is “dedicated to...dual goal of vocation and enlightenment.”	Graduate Goal #3: “Possesses the full range of skills necessary for effective communication.”
4. Help students to appreciate the interrelationships among branches of knowledge	Carroll College “expects all students to participate in a broad spectrum of academic disciplines” and is committed to “investigating, understanding, critically reflecting upon, and finally judging reality and truth in all fields of human knowledge.”	Graduate Goal #4: “Appreciates the interrelationships among branches of knowledge.

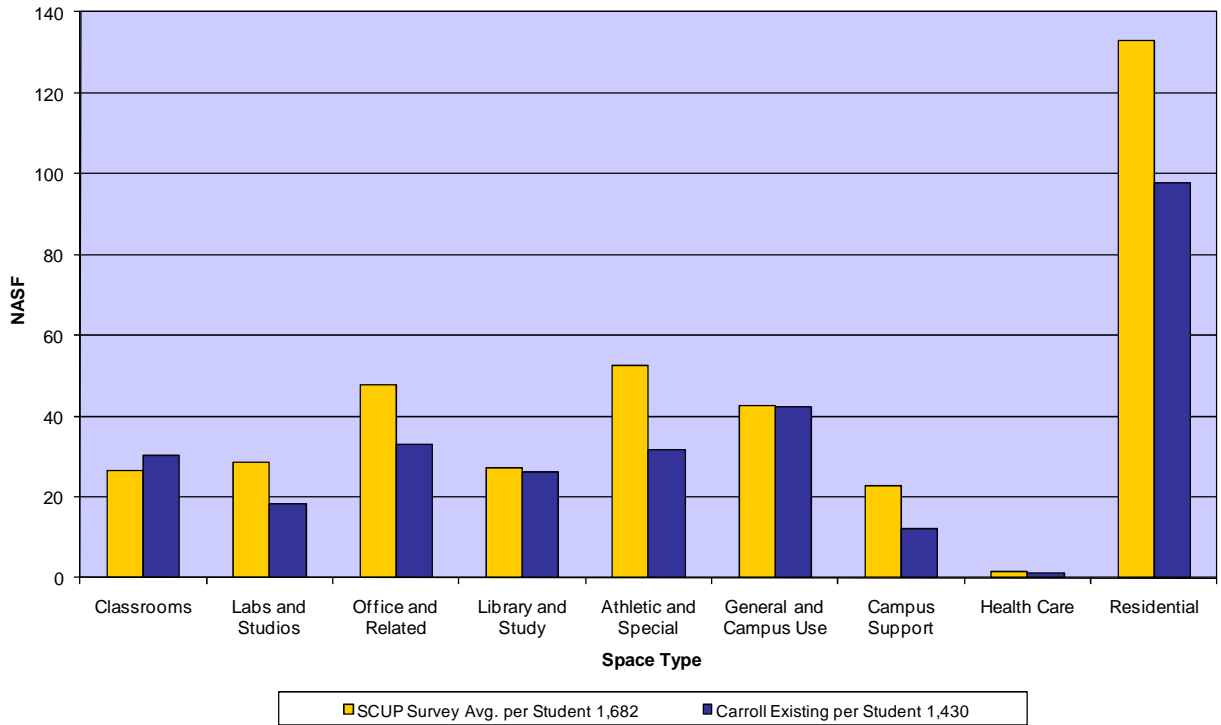
Appendix F

Campus Planning

CARROLL COLLEGE											
Campus Planning Studies 2008-2009											
		Classrooms	Labs and Studios	Office and Related	Library and Study	Athletic and Special	General and Campus Use	Campus Support	Health Care	Residential	TOTALS
	Students	100s	200s	300s	400s	500s	600s	700s	800s	900s	
SCUP Survey Avg. Space		44,514	47,880	80,479	45,558	88,566	71,713	38,499	2,825	223,622	643,656
SCUP Survey Avg. per Student	1,682	26	28	48	27	53	43	23	2	133	383
Carroll Existing Space		42,096	29,640	47,851	34,097	45,439	63,059	16,900	1,606	139,880	420,568
Carroll Existing per Student	1,430	29	21	33	24	32	44	12	1	98	294
Carroll NASF at SCUP Averages	1,430	37,845	40,707	68,422	38,732	75,297	60,969	32,731	2,402	190,119	547,222
	1,750	46,314	49,816	83,733	47,400	92,147	74,612	40,055	2,939	232,663	669,678
	2,000	52,930	56,932	95,694	54,171	105,310	85,271	45,778	3,359	265,900	765,346

Note: Comparison uses data from: 2004 CFI Report , Society for College and University Planning, 2005

NASF per Student



APPENDIX G

Carroll Centennial Campaign Successes

Academic Leadership

The continued development and maintenance of a strong faculty is essential to the future of Carroll College. The landscape of higher education continues to shift nationally toward a learning-oriented model, changing the role of the professor. Knowledge in their field and the ability to conduct and present research will only become more important. Carroll faculty holding endowed positions receive financial support for their teaching and research efforts. Eleven endowed positions have been established since the start of the Centennial Campaign, bringing the total to 14. The following is a list of funded and nearly funded endowed academic positions:

American Federal Savings Bank Endowed Professorship for Finance
Bugni Endowed Professorship in Chemistry
Henry (Hank) Burgess Professorship in English
Endowed Professorship for Entrepreneurial Business
Fr. William F. Greytak Professorship in History and the Humanities
Monsignor Joseph Harrington Endowed Professorship in Philosophy
Archbishop Raymond Hunthausen Endowed Professorship in Peace and Social Justice
William J. Lannan Professorship in Physics
James J. Manion Endowed Chair in Biology
Joseph A. Maierle and Morrison-Maierle Endowed Professorship in Civil Engineering
Margaret Perryman Endowed Professorship for Human Animal Bond Degree Program
Byron and Irene Roberts and Albert and Marie Nix Professorship in Engineering
Clarence A. (Bud) Ryan, Steve Ryan & Joe Pat Ryan Distinguished Professorship in Chemistry Endowment
Dr. James and Joan Schneller Endowed Professorship in Catholic Mission & Identity

Student Scholarships

Student enrollment and retention hinges on one simple solution: increased scholarships for our students. Most Carroll students receive several scholarships through different endowed funds to pay their tuition and expenses. Scholarships maintain access to higher education and position students for the best chance of economic success after graduation.

The Carroll College Board of Trustees approved up to \$2 million to match dollar-for-dollar all scholarships established or augmented during the Centennial Campaign. To date, the campaign has generated over \$1.5 million for endowed scholarship funds.

Enhancing Programs in Natural Sciences

During the 2007-08 academic year, Carroll College received a \$522,125 grant from the E.L. Wiegand Foundation of Reno, Nev., to establish the E.L. Wiegand Undergraduate Research Center in the college's Simperman Hall science building. Renovation work began in summer 2008, with the new labs and classrooms opening this fall.

The Wiegand grant funded renovation of six laboratories, classrooms, and prep spaces on Simperman Hall's second floor. The grant provided further resources that allowed the college to acquire new molecular-grade equipment. These improvements are an integral component of Carroll's new degree program in biochemistry/molecular biology. The project also significantly enhances undergraduate research opportunities in the life sciences and lays the foundation for curricular improvements that will better integrate mathematics, physics and chemistry into biology courses.

To purchase equipment for the laboratory, two alumni donated a total of \$46,500. Three Carroll College Natural Science Department faculty members obtained funding from the National Institutes of Health, through the Montana INBRE program, to study West Nile Virus in Montana. The \$101,696 of funding arrived in June of 2009 and may be renewed for the next five years for a total of more than \$500,000. In addition, The Margaret A. Cargill Foundation awarded \$50,000 over five years to support teaching and research in environmental studies. Initially, these funds will support student research stipends and equipment for the West Nile Virus study.

Human-Animal Bond Degree Program

The development of the Human-Animal Bond Degree Program aligns with Carroll College's mission and its Catholic tradition of producing undergraduates who are rigorously trained in the liberal arts and sciences and who are prepared to contribute to society through community service, leadership, and stewardship of the world that surrounds them. In addition, by providing continuing education and support in the field for practicing professionals, the college will also meet its institutional goal of developing programs that serve the broader community.

The Human-Animal Bond Advisory Board committed to raising operating funds for program start-up and to create student scholarships and an endowed professorship. In 2008, a generous gift from advisory board member, established a professorship in Human-Animal Bond. Additionally, advisory board members and friends provided \$153,192 in cash and pledges.

Civil Engineering Phase II

To build upon the college's proven success in offering state-of-the-art education and training for future civil engineers, Carroll proposes to develop Phase II of the Civil Engineering Program to strengthen offerings in the four subject areas that are critical in today's world: environmental engineering, water resources, transportation systems, and engineering mechanics.

As part of the Campaign, Carroll applied for and received a \$191,000 Fund for Improvement of Post-Secondary Education award for curriculum development. Additionally, the professorship in Civil Engineering has been established.

Catholic and Spiritual Vitality

Carroll College's Catholic and Spiritual Vitality goal is to enhance the quality of the whole learning experience by promoting spiritual vitality of the campus community through learning, dialogue, and action in the areas of Carroll's identity and mission as a diocesan, Catholic, liberal arts college; applying ethics and values in everyday life; and active involvement in social justice issues locally and globally.

Carroll College's Catholic and Spiritual Vitality priority received the following commitments from donors:

The Bishop of Helena and the Diocese of Helena made a multi-year pledge to enhance our Catholic Identity. Carroll owes its progress to the bishops who guided the college and fundraised for the college. One hundred years ago, the college's faculty were primarily priests. Today, priest faculty numbers are three, making the commitment to our Catholic identity of high importance.

Donors have donated funds for: the Archbishop Hunthausen Professorship in Peace and Social Justice, the Dr. James and Joan Schneller Endowed Professorship in Catholic Mission and Identity, the Mallette Campus Ministry Endowed Scholarship, Sister Annette Moran Endowment for Servant Leadership, and the Henry and Sharon Lang Endowed Scholarship. All of these endowed funds will stimulate and enhance ongoing community-wide exploration and dialogue about our identity as a Catholic liberal arts college.

Developing a Master Plan for the Next Century

As Carroll embarked on planning for its second century, the college knew it needed to invest in its facilities and infrastructure. A donation of \$400,000 paid for the creation of an updated master plan—the key first step in shaping the future of Carroll facilities, including its founding structure, St. Charles Hall—and additional facility studies and planning.

The firm of Dober, Lidsky, Craig and Associates, Inc., was hired, with principal George Mathey working closely with a Campus Planning committee comprised of members of the college administration, faculty and staff. In this highly interactive and participatory approach to campus facility planning, the final plan addresses the needs of students and academic and administrative departments in creating campus buildings and facilities to serve Carroll through its second century.

Unrestricted Giving -- Annual Fund

Coupled with the Campaign priority of growing student scholarships, Carroll's IMPACT Annual Fund provides additional operating funds that help maintain tuition costs. Carroll, like other higher educational institutions, relies heavily on tuition to meet academic and operating expenses.

Almost all Carroll students—99 percent—receive financial aid and most of our students are from middle-class families, many of whom are struggling. Carroll College is committed to keeping its top, private education affordable.

The Carroll IMPACT Annual Fund Campaign saw unprecedented growth during the Centennial Campaign: 2004-05 \$270,732; 2005-06 \$389,256 a 44 percent increase; 2006-07 \$451,587 a 16 percent increase; 2007-08 \$470,387 a 4 percent increase; and 2008-09 638,696 a 36 percent increase.

Faculty and Staff Campaign Support

Carroll is proud of the centennial-year giving that has taken place right here at home on this campus. Faculty and staff have taken a leading role by participating in record numbers and in record amounts to support the campaign. To date, 394 faculty and staff members have provided centennial gifts and pledges totaling \$402,569. In addition, we have received a \$100,000 estate intention from one of our employees.

Building Academic Excellence through Institutional Effectiveness

Carroll College received Title III grant funding from the U.S. Department of Education's Strengthening Institutions Program. Under this \$2 million grant, the college is pursuing new initiatives to strengthen institutional planning and assessment. Accreditation bodies across the U.S. are stressing assessment more than ever before, with a focus on students and faculty evaluating how classes and academic departments are meeting their objectives. Assessment is also necessary at the institutional level, so that a college can examine what it is doing well and where it needs to improve.

Technology pursuant to the Title III grant was installed across campus, including new computers, software systems and the training for faculty and staff to use it most effectively. The new technology has made online class registration, data tracking, information sharing, faculty advising, analysis of enrollment data and student recruitment efforts, and assessment of student housing, academic and extracurricular program offerings. This scientific approach will yield positive results in recruitment, retention and enrollment of the highest caliber students and in measuring the college's success in fulfilling its academic mission.

APPENDIX H

Integrated Planning and Budgeting Process

BUDGET AND PLANNING PROCESS PRINCIPLES

- 1) Be mission driven and ensure good stewardship of all resources.
- 2) Be transparent, understandable and informed by data.
- 3) Be an iterative process, including a transition period and ongoing refinement.
- 4) Foster flexibility as well as accountability for departments. Ongoing assessment will be a critical component of assuring accountability for stewardship and results.
- 5) Address changes in priorities and/or growth first through reallocation or substitution to ensure that limited resources meet highest priority needs. The process will align available resources with college priorities.
- 6) Assume that all unrestricted funds are in play, while continuing to provide incentives for revenue generation.
- 7) Enable cross-institution collaboration and efficiencies.
- 8) Create an innovation fund to support strategic and other initiatives.

PROCESS

STRATEGIC PLAN						Setting Priorities
TBD	Academic and Administrative Plans + Enrollment Plan + Master Plan					
June	College-wide Priorities Identified through Academic, Administrative, Enrollment, and Master Plans are collected by SLT and reviewed by the Financial Sustainability Work Group (includes Program Development)					
July/Aug.	Strategic Planning Committee reviews Priorities					
Early Sept.	Campus Community Forums to Discuss Priorities					
Early Sept.	College-wide Priorities Finalized and Announced					
	Academic Affairs	Student Life	Finance & Administration	Institutional Advancement	Community Relations	Budget Committee discusses and sets revenue parameters
Sept.	Discussion, Evaluation, and Reallocation at Dept. Level	Discussion, Evaluation, and Reallocation at Dept. Level	Discussion, Evaluation, and Reallocation at Dept. Level	Discussion, Evaluation, and Reallocation at Dept. Level	Discussion, Evaluation, and Reallocation at Dept. Level	
Early Oct.	Discussion, Evaluation and Reallocation at the VP Level	Discussion, Evaluation and Reallocation at the VP Level	Discussion, Evaluation and Reallocation at the VP Level	Discussion, Evaluation and Reallocation at the VP Level	Discussion, Evaluation and Reallocation at the VP Level	
Oct.	Financial Sustainability Work Group (inc. SLT) Review Budget Proposals					
Oct. 15	Summary Budget Requests by Division due to VP Admin. and Finance					
Nov.	Budget Committee Reviews and Considers Financial Sustainability Work Group Recommendations					
Early Jan.	Proposed Budget Recommendations Shared with Community					
Jan.	Budget Committee Makes Recommendation to the President					
Feb.	Board of Trustees Reviews Budget					
Mar.	Board of Trustees Recommended Budget Shared with the Community					

RECOMMENDATIONS ARE BASED ON THE FOLLOWING ASSUMPTIONS:

- A budget process provides a mechanism within which decisions can be made, but does not determine the decisions.
- The model must function without substantial infusion of new revenue in the near to mid-term.
- Detailed program reviews (which include an academic plan), aligned with the College strategic plan, provide the framework within which budget decisions can be made.
- Alignment of department budgets with strategic priorities is necessary.
- The budget process must be regularly assessed and refined to assure that it is efficiently and effectively meeting our goal of integrated budgeting and planning.
- A discontinuation and/or modification of existing activities are necessary for the College to avoid building a strategic resource deficit. At all levels of the College this requires that we ask “what are we going to do more efficiently and what are we prepared to stop doing?”
- Reallocation at the department level (based on an evaluation of programs and services) will be critical if we are to focus on our strategic priorities.
- A strategic initiative fund will energize the community and supplement existing budgets and/or support new activities and ideas.
- An institution-wide reallocation in a single year (a zero-based budgeting approach) is too disruptive and instead can and should be accomplished incrementally over time.

ADVANTAGES OF THE PROPOSED MODEL

- Budget decisions will be aligned with the College Strategic Plan and the academic programs and administrative units, collaboratively developed by the campus.
- All faculty and staff have the opportunity to identify annual budget initiatives and submit proposals to the VP of the Division.
- During times of budget shortfalls, the process can be used effectively to reallocate resources with broad campus participation, once the academic and administrative plans are in place.
- Opportunities for discussions about budget priorities and reallocation of resources and FTE are encouraged, not only within departments and units but across divisions as well.
- Ongoing evaluation of results is built into the process.
- Because budget decisions are made in a well-defined way in the context of a well-established set of priorities, a timely response is possible in the event of unexpected opportunities or reductions.
- The model builds on those elements of the current process that are working well. Implementation will not require extensive or costly retooling.
- A Financial Sustainability Work Group will increase research and knowledge of existing and proposed budget ideas.
- A strategic initiative fund will provide one time seed funding for new strategic projects.
- Initiatives can more easily be linked with the Office for Advancement for potential funding by private donors.

APPENDIX I

Academic Program Review Template

Academic Program Review answers the question: “Is quality and continuous improvement an integral component of all Carroll academic programs?”

Academic Program Review is an ongoing process for monitoring the status, effectiveness, efficiency, and progress of academic programs and refining Carroll’s programmatic directions and priorities, which then shapes resource allocations and other academic and administrative decisions. Program review also allows faculty to assess workload and plan for new program opportunities.

- A. Program Mission Statement
- B. How does this Program help Carroll College fulfill its mission?
- C. What specific Carroll College Goals (see 2002 Strategic Plan) does this program help to achieve?
- D. Discuss the qualifications, productivity, and workload of the faculty and how they relate to the quality of the academic program under review.
 - 1. How does faculty research productivity impact this program?
 - 2. Discuss the advising loads of faculty.
 - 3. Analyze the average student credit hour production for faculty involved in this program and compare this information to college and national norms (data provided by IE Office).
 - 4. How many students complete/persist in the program each year and how does that compare to college and national norms (data provided by IE Office).
- E. Complete PHASE 1 of the ASSESSMENT REPORTS (SEE GUIDE)
 - 1. Program Goals
 - 2. Educational Objectives
 - 3. Learning Outcomes
 - a. Complete Curriculum Map (SEE GUIDE) - What is the rationale for the current curriculum and how does it relate to the key student learning outcomes?
 - b. Review CORE courses, electives, and major courses and their relationships to the program learning outcomes.
 - 4. Six Outcomes for Carroll Graduates
 - 5. Measurement Tools (Including benchmarks and timeline)

-
- F. Complete PHASE II of the ASSESSMENT REPORTS (SEE GUIDE)
 - 6. Results and analysis of assessment process
 - 7. Impact of Results: Recommended Changes Resulting from the Assessment of Student Learning Outcomes
 - G. Plan for Program Improvement: Discuss the program’s strengths and challenges and strategies to achieve goals, objectives, and the assessment of student learning outcomes.
 - H. Program Development Plan (MORE INFORMATION COMING SOON)
 - 1. Resources, equipment, space, staffing and work load changes needed for future growth or continuation.

1. Review your key Student Learning Outcomes, refine their measures (e.g., test, paper, project, portfolio) and plans (benchmarks and timelines) for collecting and analyzing the data.

2. Collect and analyze the data. What strengths and weaknesses in student learning do the data show?

NOTE: You can focus on a few of your outcomes for this report; this makes sense if you are developing and implementing some new measures.

*A full analysis and implementation of assessment findings will be expected as part of the June 2010 Program Review submission.

G. Plan for Program Improvement:

What revisions in courses, teaching or the broader curriculum, if any, would improve students' achievement of your program's student learning goals?

What other plans do you have for enhancing your program—revisions, restructuring, discontinuing, or new additions—in the next five years? What is your rationale for proposed changes? How do they derive from your assessment results or from other driving factors in your discipline? What are the current opportunities and challenges? What other offices/persons need to be involved in your plans?

How does your program planning address faculty development and workload along with student learning outcomes?

H. Resources:

Each requested item should be addressed for the short term (1 year), midterm (3 years) and long term (5 years). Please use the attached Excel Spreadsheets for section H.

On the attached Excel spreadsheets, list and explain program resource needs for years 1 through 5. Please provide rationale for each request and link to your program goals.

Sheet 1 – Wages, postage, copying, memberships, furniture, supplies, etc.

Sheet 2 – New faculty positions and support

Sheet 3 – Technology and equipment needs

Sheet 4 – Facilities improvements

APPENDIX J

Administrative Unit Program Review Template

The **Unit Overview** should reflect the consensus of the staff within the unit. It is meant to provide a broad understanding of the unit, current trends related to the unit's mission, and how the unit serves to meet the overall mission or goals of Carroll College.

What is the mission of your unit?

How does this Unit help Carroll College fulfill its mission?

What Specific Carroll College Goals does this Unit help to achieve (see CC 2002 Strategic Plan)?

Provide the official Organizational Chart of your unit.

Describe the functions of your unit.

Please use a bulleted list with headings as necessary to make it clear and easy to read

Collaboration with Students and/or Other Units: A progress report

What are the unit's strengths and weaknesses in the area of outreach and collaboration? Did your unit improve since last year?

How effectively does information flow from and to this unit to other units on campus? Identify any areas where communication could be improved. Were improvements made since last year?

What changes in the area of outreach and collaboration are needed to make this unit more effective in its mission? Were changes made since last year and were they effective?

Complete PHASE I of the ASSESSMENT REPORTS

Unit Goals: The goals are brief narratives in which the overarching aim/purposes of the unit are presented which reflect the overall mission of Carroll College.

Unit Objectives: In the chart attached please list your Unit Objectives. The objectives should relate to the stated goal and are viewed as a means to improve the current condition of a unit by providing measurable outputs. By their nature objectives should be dynamic in that they may be replaced with new ones as old ones are met. When preparing the plan 3-5 objectives are sufficient to be address at any given time. These should be concise statements of what you seek to accomplish.

Unit Outcomes: *In the chart attached please list your Unit Outcomes:* What the unit wants clients/students to know (cognitive), ways clients/students think (affective/attitudinal), or things clients/students should be able to do (behavioral, performance, psychomotor). Collectively the outcomes reflect the most important purposes of the unit. Outcomes can be about the impacts or quality or effectiveness of the unit's processes, services or programs.

Six Outcomes of Carroll Graduates: In the chart attached please indicate how your Unit addresses the Six Outcomes of Carroll Graduates.

A. Complete PHASE II of the ASSESSMENT REPORTS

- 1. Results and analysis of assessment process:** *In the chart provide information about specific results linked to the specific outcomes. What can you conclude from the data collected? Be sure to include actual numbers where appropriate. In addition, where necessary, provide a brief summary, including specific examples of qualitative data collected.*
- 2. Impact of Results:** *In the chart please describe how the data that was collected as a result of your assessments were used to enhance your Unit. You can provide a brief summary of the ways in which the results impacted decision making in your unit. In other words, how can you improve what you are doing or better define your objectives. Include specific examples such as change in hours of operation, addition of a training seminar, etc.*

B. Plan for Unit Improvement: *Discuss your unit's strengths and challenges and strategies to achieve goals, objectives, and outcomes.*

C. Program Development Plan: *Resources, equipment, space, staffing and work load changes needs for future growth or continuation.*

- 1. Responsibility Alignment Matrix:** *Indicate how well the responsibilities within your unit are met. (See below for Matrix)*
- 2. Does the staffing structure meet the unit's needs?**
If your answer is "no," please consider the following in framing your answer:
- 3. The workload of your unit over the past five years:** *You may wish to consider the following questions in formulating your response:*
 - *Which aspects of the work are key to the institution's mission?*
 - *Has the staff increased, decreased or remained the same to meet those changes?*
 - *Has technology made it possible to do more work with the same staff? Or, has technology increased your work load (adding web features which need updating for example)?*
 - *Does the workload have significant peaks and valleys during the fiscal year? If so, describe.*
 - *Do you anticipate the workload will increase, decrease or remain constant in the upcoming one to three years? Is this a temporary situation?*
 - *If your workload is increasing and resources will not allow for increased staffing, how do you anticipate being able to ameliorate the negative consequences of too much work and maintain a positive atmosphere in your unit?*
 - *What steps can be taken to improve your unit's organizational efficiency within its current budget?*
 - *What strategies have been used to improve delivery of services within the unit (e.g., technology, online options, etc.)?*

APPENDIX K

List of Core Longitudinal Interview Questions

Questions for Interview One: Spring 2009

Tell us about the Core courses you're taking.

How /why did you choose the courses you did?

What is your understanding of why you need to take Core courses here at Carroll?

Tell us three things you've liked in Core courses and why they worked for you.

Tell us three things that could be improved in Core courses and how they might be improved.

Thinking of your experiences so far at Carroll, are there any

*that have helped you become a better writer? In what ways?

*that have helped you become a better/more comfortable speaker? How?

*that have changed the ways you read? Or watch movies or TV? How?

*that have changed the ways you react to people from other cultures or ethnic or racial backgrounds?

How?

*that have changed the ways you think about religion or God? How?

*that have changed the ways you make decisions in your life? Maybe especially ethical decisions? How?

*that have created an interest for you in an academic area that is new to you? How?

6. Have living and studying at Carroll introduced to you any new ideas that stand out as being very different from those you were exposed to at home or in your home town? What are the new ideas? What was your response?

7. Has your experience at Carroll increased your confidence in your knowledge and/or strengthened your convictions or opinions about anything? In what way?

8. From your perspective have you changed at all as student, learner, person during this first year of your college life?

9. Is there a project you did (or are currently working on) this year of which you are particularly proud? Can you describe it for us?

10. What are your plans for Core next year? How are you thinking about Core courses as you plan your next four years at Carroll?

Appendix L

Strategic Planning Template



Strategic Plan 2011-2017

Goal									
Objectives	Sub Objectives	Tasks	Strat Plan Liaison	Responsibilities	Start Date	Completion Date	Findings/ Analysis	NWCCU Indicator	Resource Needs

Appendix M

Catholic Identity Audit

Audit of Aspects of Catholic Identity at Carroll
(Completed by CC Task Force on Catholic Identity, Fall 2004)

Carroll College, a four-year Roman Catholic, diocesan, liberal arts college

Mission Statement

Affiliation with Diocese of Helena

Bishop of Helena is Chancellor of Carroll College

Approval of president, campus minister, VP Student Life, VP Acad Affairs, Philosophy and Theology faculty, Board members

Chaplain/Campus Minister serves in leadership capacity and on college committees

Board of Trustee members include priests and practicing Catholics

Priest faculty teach, advise students and celebrate mass on and off campus

Catholic nun serves as faculty and Theology department chair

Catholic staff and faculty

Catholic students

Four chapels on campus

Daily and weekly mass on campus, special masses (feast days, Founder's Day, etc.)

Public attend masses

Core Education Requirement include

Theology 6 credits

Catholicism, An Exploration of Catholic Identity from Vatican I to the Present (TH 210)

Foundations (TH 101)

Christian Social Teachings (TH209)

Alpha seminar includes Mission Statement reading and review

Courses offered include Catholic teaching, examples:

Bioethics Course (PHIL 208) (Used Catholic textbook)

History of the Catholic Church (HI 301-302)

Intro to Theatre (THT118) (how Catholic Church influenced theatre)

Borromeo Pre-Seminary Program

Campus Ministry

Search

Retreats

Programming

Kirchen Ministry

Volunteer Opportunities

Headlights

Catholic Devotions

Scripture study groups

FOCUS

Service learning

Internships

Work with non-profits
Volunteers
Graduates volunteer with Catholic organizations

Social Justice focus in speakers, panels, topics for study
Parish scholarships for Catholic students
Delta Epsilon Sigma — national honorary society for students of Catholic colleges and universities

Catholic Speakers, some recent examples:

Sr. Helen Prejean
George Weigel
Sr. Dianna Ortiz
Marietta Jaegar
Fr. Jim Hazelton

Orientation

Induction Ceremony

Mass of the Holy Spirit

Family Mass

ASCC Induction includes mass before the induction

Masses for Athletes

Catholic Identity in college publications

View book and other publications

Development publications

Advertising and announcements in parish bulletins

Carroll Montana Logo, Carroll Seal, C Halo

Ambassador's tours stop at chapels

Religious/Catholic Symbols

Quote in floor of Scola

Crosses on buildings, cornerstone, seal

Crucifixes in many rooms

Statues

Grottos

Stained Glass

Opening classes with prayer

Students participate with area parishes' religious education programs

Faculty and Staff required to respond to mission statement

Sacramental preparation, such as marriage and confirmation

Rules/policies/practices:

Policy for groups who can utilize campus facilities

Development solicitations

College resources and communications for speakers, events, etc. where topic or speaker reputation potentially differs from Catholic teachings

Appendix N

Academic Freedom at a Catholic Institution

The Nature of Academic Freedom & its Expression at Carroll College:

**A Report to the Faculty Assembly
from the Faculty Council
Carroll College**

October 3, 2006

As the Council began its investigation into the grievance filed last fall, we quickly found that our inquiry needed to focus on definitional issues more than procedural matters. In order to come to a resolution on the grievance we would have to examine the nature of academic freedom and its expression at Carroll College. Our inquiry was framed by the following questions:

- Is academic freedom strictly limited to the three core venues of classroom, research, and extramural speech?
- Are the terms “free inquiry” and “intellectual discourse” separable from academic freedom?
- Does the invitation of outside speakers to campus when the public is invited involve any concomitant claims to academic freedom?
- What exactly is implied when an academic institution sponsors a speaker or event?
- How do the answers to all of these queries fit with our aspirations as a Catholic, diocesan liberal arts college?

We do not claim to be experts on the intricacies of higher education law or of all the complexities of academic freedom, but we all have considerable experience with the codes of conduct that guide our profession and have striven to follow these codes for many years. And, although our investigation was not exhaustive, it was extensive. Over our nearly four-month investigation, we carefully researched and examined critical documents setting out the standards acknowledged within the academic community, consulted with experts in this area of knowledge, and deliberated long and hard. By the end of our consideration, we found our answers to the questions set before this council compelling, and our findings reflect the unanimous judgment of this council.^{lxxii}

This document first delineates information gathered by the Council on the topics of “The nature of Academic Freedom,” “Academic Freedom at Carroll College,” “Public Speakers at Carroll College,” “Issues Regarding Carroll College’s Catholic Mission,” and “Issues Regarding Sponsorship and Academic Norms.” Second, the Council’s findings on the above questions are presented. Third, we offer some recommendations to the faculty and administrators concerning these important issues.

The Nature of Academic Freedom

The concept of academic freedom has a “precise provenance” in American higher education.^{lxxiii} As Robert M. O’Neil recounts, the basic principles of academic freedom may be traced “to a seminal declaration with which AAUP began its work in 1915.” These principles were drawn from “the twin German concepts of freedom to teach (*Lehfreiheit*) and freedom to learn (*Lernfreiheit*)—suggesting the parallel concerns for both students and professors as reciprocal participants in the academic experience.”^{lxxiv}

In the “1940 Statement of Principles on Academic Freedom and Tenure with 1970 Interpretative Comments,” AAUP asserts the “purpose of this statement is to promote public understanding and support of academic freedom and tenure and agreement upon procedures to ensure them in colleges and universities. *Institutions of higher education are conducted for the common good* and not to further the interest of either the individual teacher or the institution as a

whole. The common good depends upon the free search for truth and its free exposition" (emphasis added).^{lxxv} More recently, concerned about recent external pressures on the academy, AAUP reemphasized that the "freedom to teach and learn and the freedom to discover and convey knowledge are fundamental to the common good of this society and, indeed, of any free society. These freedoms, which together describe aspects of academic freedom, are treasured attributes of higher education in the U.S."^{lxxvi}

This assertion that academic freedom serves the common good has been cited as the basis for assigning certain aspects of academic freedom constitutional protection. In *Sweezy v. New Hampshire* (1957), the Supreme Court observed:

The essentiality of freedom in the community of American universities is almost self-evident. No one should underestimate the vital role in a democracy that is played by those who guide and train our youth. . . . Teachers and students must always remain free to inquire, to study and to evaluate, to gain new maturity and understanding; otherwise our civilization will stagnate and die.^{lxxvii}

Ten years later, in another influential case concerning the freedom of the academy (*Keyishian v. Board of Regents*), the Court reemphasized our nation's deep commitment:

. . . to safeguarding academic freedom, which is of transcendent value to all of us, and not merely to the teachers concerned. . . . The Nation's future depends upon leaders trained through wide exposure to that robust exchange of ideas which discovers truth "out of a multitude of tongues, [rather] than through any kind of authoritative selection."^{lxxviii}

Furthermore, in his famous concurrence in *Sweezy*, Justice Frankfurter, quoting from a statement by South African scholars, proposed the nature of a university and outlined four basic freedoms of the academy:

"In a university knowledge is its own end, not merely a means to an end. A university ceases to be true to its own nature if it becomes the tool of Church or State or any sectional interest."

. . . .

". . . It is the business of a university to provide that atmosphere which is most conducive to speculation, experiment and creation. It is an atmosphere in which there prevail 'the four essential freedoms' of a university - to determine for itself on academic grounds who may teach, what may be taught, how it shall be taught, and who may be admitted to study."^{lxxix}

It is noteworthy that these four essential freedoms are bestowed on the university as a whole. Following this line of reasoning the Court found in *Regents of the Univ. of Mich. v. Ewing* that "[a]cademic freedom thrives not only on the independent and uninhibited exchange of ideas among teachers and students, but also . . . on autonomous decisionmaking by the academy itself."^{lxxx}

Yet, how is this laudable and inspiring essence of academic freedom translated into practice? In the real world, rights and duties differ among campus constituencies.^{lxxxi} Additionally, at times these campus constituencies may have competing claims to academic

freedom.^{lxxxii} What are the professional and ethical standards that guide us as we aspire to achieve an atmosphere most conducive to the common good?

Due to its almost universal endorsement, the AAUP "1940 Statement of Principles on Academic Freedom and Tenure with 1970 Interpretative Comments," is considered the "guiding template for the academic community."^{lxxxiii} Together with the "Statement on Professional Ethics" these standards place the professoriate in the vanguard for advancing academic freedom and its primary protector. It is the professor's knowledge of his/her field that provides him/her the greatest liberty in the academy and it is the practice of tenure that provides the professor with a shield to defend the freedom of the academy, whether the challenge be to the institution, other professors, or students.^{lxxxiv} Furthermore, professors are obliged under their professional code of ethics to advance and protect these freedoms.^{lxxxv}

The "1940 Statement of Principles" entitles professors to: 1) "full freedom in research and in the publication of the results"; 2) "freedom in the classroom in discussing their subject"; and, 3) "free from institutional censorship or discipline" when speaking or writing as citizens. As Robert O'Neil explained, "While academic freedom primarily protects [these three core dimensions] its scope need not be so limited."^{lxxxvi} Hence the Supreme Court's application of academic freedoms to other constituencies noted above. Moreover, AAUP's 1970 interpretive comments explicitly states: "the 1940 *Statement* is not a static code but a fundamental document designed to set a framework of norms to guide adaptations to changing times and circumstances."^{lxxxvii}

Of particular interest to our investigation was a determination of the professor's freedom in the "classroom." As Donna Euben, AAUP Staff Counsel, writes "The professional definition of academic freedom . . . addresses rights within the educational contexts of teaching, learning, and research both in and outside the classroom—for individuals at private as well as at public institutions."^{lxxxviii} Jonathon Knight (director of AAUP's department of Academic Freedom and Tenure) explains "the Association has long held that learning, and hence academic freedom, is not limited to the classroom."^{lxxxix} We found many of AAUP's policy documents over the last forty years reiterate this point.^{xc}

Beyond AAUP, we found similar expressions of the broader view of the "classroom." The Association of American Colleges and Universities in a recent document asserted "Academic freedom is necessary not just so faculty members can conduct their individual research and teach their own courses, but so they can enable students—*through whole college programs of study*—to acquire the learning they need to contribute to society."^{xc} In defining an operational meaning of academic freedom, the "First Global Colloquium of University Presidents" reported that "at minimum, the *performance and expressions of faculty in the classroom and other educational settings* must be subject solely to the professional judgment of scholarly colleagues. *Freedom of expression inside and outside the classroom* must be strongly defended by the university regardless of the popularity or content of the views expressed."^{xcii} Additionally, in Lee C. Bollinger's recent lecture on academic freedom, he uses the term "'classroom' throughout as *shorthand for the educational experience*."^{xciii}

In defining the parameters of the "classroom" we were also led to an examination of the relationship of "free inquiry," "intellectual discourse" and academic freedom. As noted above, freedom of inquiry and expression are subsumed under AAUP's "1940 Statement of Principles." Indeed all of the documents, court opinions, and statements included above on the general purpose of academic freedom, allude, explicitly or implicitly, to these freedoms. Rather than being separable, free inquiry and expression are integral to the concept of academic freedom.

Academic Freedoms at Carroll College

Moreover, we found the same inclusive definition of academic freedoms within the documents, policies, and institutions that direct learning at Carroll College, namely our Mission Statement, the Faculty Manual (i.e., V.5.1-5, V.6, V.6.1 & V.6.2.1-4), the American Association of University Professors (by reference in V.6 and deference to its norms), and the Northwest Commission of Colleges and Universities.

The freedom of the academy is proclaimed in Carroll College's core documents. Our Mission Statement declares, "As an academic community, Carroll College affirms its commitment to *the principle of freedom of inquiry* in the process of investigating, understanding, critically reflecting upon, and finally judging reality and truth in all fields of human knowledge. As value-oriented, Carroll College is committed to and deeply involved in the further dimension of *free deliberation and decision-making regarding values and personal commitment*" (emphasis added).

Our code for professional ethics found in Article V, section 5 of the Faculty Handbook (adapted nearly verbatim from AAUP guidelines), is replete with references to the freedom of the academy. As faculty members, "subsidiary interests must never hamper or compromise *freedom of inquiry*." We "encourage the *free pursuit of learning by [our] students*. . . . and *always protect the students' academic freedom*." As a colleague, "the faculty member *respects and defends the free inquiry of associates*." Additionally, "[a]s citizens engaged in a profession that depends upon freedom for its health and integrity, the faculty members have a particular obligation to promote conditions of free inquiry and to further an understanding of academic freedom."^{xiv} These responsibilities are specifically tied to AAUP's *Statement of Principles on Academic Freedom* as well as our Handbook's section on academic freedom.

The preamble to Article V.6 is critically important for it sets forth key principles regarding academic freedom commensurate with AAUP's formulation. Specifically,

Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning. It carries with it duties correlative with rights. The duties and responsibilities of faculty at Carroll College are set forth in some detail in Articles V, VI and VII of this Faculty Manual. [Noted above.] All members of the faculty, whether tenured or not, are entitled to academic freedom as set forth in the 1940 Statement on Principles of Academic Freedom and Tenure, formulated by the Association of American Colleges and the American Association of University Professors. This section on Academic Freedom and Tenure explains in detail how the 1940 Statement on Principles and their subsequent interpretations are made effective at Carroll College. (emphasis added)

Furthermore, V.6.1 states, in part, "The principles implicit in these regulations are *for the benefit of all who are involved with or are affected by the policies and programs of the College*." (emphasis added)

It should be noted that principles found in 6.2.1-6.2.3 are drawn from the AAUP's 1940 *Statement* nearly verbatim, which are the same principles that the 1970 *Interpretative Comments* clarify as organic. (See above) Article V.6.2.4 is our latest rendition of what is considered the "limitation clause." The 1940 *Statement* allowed for "limitations of academic freedom because of religious or other aims of the institution [which] should be clearly stated in writing at the time of appointment." A note added in the 1970 *Statement* remarked that "most church-related

“the right to examine issues and seek truth is prejudiced to the extent that the university is open to some but not to others *whom members of the university also judge desirable to hear.*”^{xcvi} In regard to controversial speakers, AAUP states “We have always been clear that colleges and universities bear the obligation to ensure conditions of peaceful discussion, which at times can be quite onerous. Only in the most extreme and extraordinary circumstances can the near certainty of imminent danger justify rescinding an invitation to an outside speaker.”^{xcviii}

Carroll College has had a long tradition of bringing to campus outside speakers in programs open to the public. This is part of our mission statement where the college dedicates, *inter alia*, “its spiritual, academic, and social resources to the service of the citizens of Montana.” Professors are also enjoined to utilize their expertise in the service of the community.^{xcix} This tradition has had its share of controversy, such as when Jane Fonda was invited to speak on campus during the Vietnam War. Administration officials were swamped with angry phone calls and letters, but they protected the right of campus groups to invite such a controversial speaker. Campus officials were spared further protests when Ms. Fonda cancelled her stop in Helena due to a scheduling conflict.

Issues regarding Carroll College’s Catholic mission

Our College’s mission includes both the freedom of inquiry and the faithful presentation, within its curriculum, of magisterial teachings of the Catholic Church.^c Hence when considering public speakers at Carroll, there are two mission issues that must be carefully distinguished: 1) Freedom of intellectual inquiry; and, 2) Sponsorship of an organization that is in conflict with Church teachings.

Regarding freedom of intellectual inquiry, the council seriously considered Fr. Spitzer’s distinction of non-tolerance: that Planned Parenthood’s actions come under the aegis of the principle of non-toleration for Catholic institutions because Planned Parenthood is destructive to individuals and groups.^{ci} The principle of non-toleration exercised in a university setting creates a dangerous precedent for an academic institution in that the principle is subject to ideological and subjective interpretation depending on who is in political power. The academy does not endorse the views/actions of its public speakers. The basis of free speech is this distinction between speech and action.

Our Mission Statement calls on us to pursue academic inquiry in all its complexity. The learning community must be allowed sufficient knowledge to understand, critically reflect upon, and judge the ethical and moral implications of the subject matter.^{cii} In the Catholic intellectual tradition, for the “ardent search for truth”^{ciii} to take place, “it is essential that a variety of views be expressed, even those contrary to the deep values of Catholicism,” as stated in Fr. Jenkins’ January 2006 address.^{civ}

The Catholic university, according to the Apostolic Constitution, *Ex corde Ecclesiae*, “will seek to discern and evaluate both the aspirations and contradictions of modern culture... In particular, it is recommended that by means of appropriate studies, the impact of modern technology...on persons, the family, and the institutions and whole of modern culture be studied deeply.”^{cv}

The second issue concerns the use of Carroll’s facilities and name by an organization whose actions are counter to the values of Carroll as a Catholic institution. This focus on *sponsorship* comes not from the Catholic intellectual life of an academic community but from the Catholic institution as a corporate entity in relation to its public. Presidents Jenkins, Spitzer,

and Trebon are all understandably concerned about the besmirching of their institution's public Catholic identity, just as Goodyear Tires and the makers of Tylenol are concerned about bad publicity. However, the college's integrity is jeopardized when its decisions are based on public perceptions that are not true.^{cv} It is a false perception that Carroll was endorsing Planned Parenthood or embracing "a cordial relationship or partnership with that organization."^{cvii} Decisions cannot be based on false perceptions. Decisions about sponsorship must not compromise or diminish the Catholic intellectual life of the college as described in *Ex corde Ecclesiae* and in the college's statement of mission.

Regarding institutional sponsorship and academic norms

To be host to a "marketplace of ideas," an institution of higher learning must be, by the very nature of the enterprise, disassociated from all the ideas expressed in that marketplace.^{cviii} That does not imply that the institution be neutral on cherished ideals. As the NWCCU policy on institutional integrity illustrates:

Intellectual freedom does not rule out commitment; rather it makes it possible and personal. Freedom does not require neutrality on the part of the individual or the educational institution—certainly not toward the task of inquiry and learning, nor toward the value systems which may guide them as persons or as schools.

Hence, institutions may hold to a particular, social, or religious philosophy, as may individual faculty members or students. But to be true to what they profess academically, individuals and institutions must remain intellectually free and allow others the same freedom to pursue truth and to distinguish the pursuit of it from a commitment to it.^{cxix}

Other professional standards of the academic community make this distinction between sponsoring speakers or events and endorsing views or activities. According to AAUP, invitations to outside speakers do not imply approval or endorsement.^{cx} Furthermore, it would be a logical fallacy to assume that by sponsoring an event encompassing diametrically opposed viewpoints that a college is endorsing both views expressed.^{cx} It is entirely appropriate that a college publish a disclaimer that the views expressed are not necessarily those of the institution. Moreover, as the NWCCU passage quoted above makes clear, an institution may make its position clear and still remain open to contrary positions.

This issue of institutional sponsorship is also deeply connected to institutional autonomy. Institutional autonomy protects the academy from "inappropriate pressures or destructive harassments" from outside the institution.^{cxii} The independence of the academy is enhanced by not conflating sponsorship with endorsement and administrators are better equipped to defend against unwarranted outside pressure when they reject the power to repress.^{cxiii}

When the university assumes the role of a censor, then it endorses that which it does not censor. This does not entail total license to the university's marketplace of ideas. We have noted above the responsibilities of those constituencies exercising their liberties in this market. Institutions of higher education have earned their autonomy not by avoiding controversy, but by being respectful of the views and expressions of others and conditioning liberty to an academic purpose.

Findings of the Faculty Council

Having duly considered claims and counter-claims regarding the nature of academic freedom and its expression at Carroll College and recalling the aforementioned documentation, the Faculty Council made the following findings:

Regarding the nature of academic freedom, the Faculty Council found that academic freedom, in its broadest sense, grants all campus constituencies (professors, administrators, and students) with certain rights and obligations which are intended to foster an atmosphere “most conducive to speculation, experiment, and creation.”^{cxiv} It is generally understood that atmosphere is best achieved when we are free to inquire in the pursuit of knowledge; when we are free to express that knowledge through publication and teaching; and, when we are free to exchange ideas in the marketplace of intellectual discourse.

Having found authoritative documentation that academic freedom encompasses intellectual discourse and freedom of inquiry and, conversely, finding no authoritative distinctions between academic freedom and freedom of inquiry, and, discovering the same inclusive definition of academic freedom within the documents, policies, and institutions that direct learning at Carroll College, the Faculty Council finds the attempt to distinguish free inquiry from academic freedom a distinction without a difference.

Moreover, having found authoritative standards that academic freedom applies to the classroom and beyond, research, and civic activities—essentially “all sites where learning occurs”—the Faculty Council affirms that academic freedom includes intellectual discourse and freedom of inquiry in all learning environments of Carroll College.

In regard to public speakers at Carroll College, the Faculty Council, having found authoritative guidelines that include the invitation of public speakers as part of the practice of academic freedom, recognizes the invitation of public speakers by faculty, a committee, administrators, or authorized student organizations as part of the practice of free inquiry and intellectual discourse, which are inseparable from academic freedom.

On the subject of Carroll College’s Catholic mission, the Faculty Council found two issues needed to be carefully distinguished: 1) Freedom of intellectual inquiry; and, 2) Sponsorship of an organization that is in conflict with Church teachings. As to freedom of intellectual inquiry, the Faculty Council determined that our mission calls on us to present a variety of views essential for critical reflection and understanding of secular society^{cxv}

⁷ *Keylshian v. Board of Regents* (1967) (internal citations omitted) found at: http://supcl.law.cornell.edu/supcl/html/historics/USSC_CR_0385_0589_ZO.html.

⁸ Justice Frankfurter's concurrence in *Sweezy v. New Hampshire* above (internal citations omitted).

⁹ *Regents of the Univ. of Mich. v. Ewing*, 474 U.S. 214, 226 n.12 (1985) (citing *Bakke*, 438 U.S. at 312 (opinion of Powell, J.)) (internal citations omitted).

¹⁰ According to NWCCU, "Trustees and administrators are obliged "to protect faculty and students from inappropriate pressures . . . [Faculty are obliged] to distinguish personal conviction from proven conclusions and to present relevant data fairly . . . [And, students are obliged] to sift and to question, to be actively involved in the life of the institution, but involved as learners at appropriate levels." See Standard 9.1.

¹¹ See for examples, Gary Pavela, "A Balancing Act," *Academe* found at: <http://www.aaup.org/publications/Academe/2001/01nd/01ndpav.htm>; and, David M. Rabban, "Academic Freedom, Individual or Institutional?" *Academe* found at: <http://www.aaup.org/publications/Academe/2001/01nd/01ndrab.htm>.

¹² Robert M. O'Neil, "What we mean by academic freedom," *Trusteeship* September/October 2001, p. 2.

¹³ AAUP "1940 Statement of Principles on Academic Freedom and Tenure with 1970 Interpretative Comments."

¹⁴ "Statement on Professional Ethics," AAUP, available online at:

<http://www.aaup.org/statements/Redbook/Rbethics.htm>.

¹⁵ Robert M. O'Neil, personal correspondence dated 28 February 2006.

¹⁶ "1940 Statement of Principles on Academic Freedom and Tenure with 1970 Interpretative Comments," p. 3.

¹⁷ Donna R. Euben, "Academic freedom of individual professors and higher education institutions: the current legal landscape," AAUP document May 2002, available at: <http://www.aaup.org/Com-a/aeuben.HTM> ; The same wording is used in Item I.B., "Legal Issues in the Classroom," AAUP, 4 June 2003. Available online at: <http://www.aaup.org/Legal/info%20outline/classroom.htm>.

¹⁸ Jonathon Knight, personal correspondence dated 15 November 2005.

¹⁹ See for examples: Statement on "Academic Freedom and Artistic Expression," AAUP June 1990; and, Item 2, Freedom of Teaching, Academic Freedom and Electronic Communications, AAUP, November 2004. Available online at <http://www.aaup.org/statements/REPORTS/AFElectronicComm.htm#b1>.

²⁰ "Academic Freedom and Educational Responsibility," Board of Directors Statement, 21 December 2005, Association of American Colleges and Universities (emphasis added).

²¹ Report of the First Global Colloquium of university Presidents, Columbia University, January 2005 (emphasis added). Available online at <http://www.columbia.edu/cu/president/communications%20files/globalcolloquium>.

²² Benjamin N. Cardozo Lecture, President Lee C. Bollinger, President of Columbia University, p. 3 (emphasis added). Available online at: <http://www.columbia.edu/cu/president/communications%20files/cardozolecture.htm>.

²³ Faculty Handbook, Article V.5.1-5, [emphasis added].

²⁴ Eligibility Requirement 11—Academic Freedom, Northwest Commission on Colleges and Universities (emphasis added).

²⁵ Standard 9.1—Policy on Institutional Integrity, Northwest Commission on Colleges and Universities (emphasis added).

²⁶ Report of the Fifty-third Annual Meeting (1967), quoted in "Academic Freedom and Outside Speakers," AAUP 4 November 2005 (emphasis added).

²⁷ "Academic Freedom and Outside Speakers," AAUP 4 November 2005.

²⁸ See Faculty Handbook VII.2.5.

²⁹ Faculty Handbook Article I-1.2 and Statement of Mission.

³⁰ Robert J. Spitzer, "Non-sponsorship does not mean censorship of group's ideas," Guest column 2 May 2000.

³¹ Carroll College, Statement of Mission.

³² *Ex corde Ecclesiae*, #2.

³³ Rev. Jenkins, *op cit*.

³⁴ *Ex corde Ecclesiae*, #45.

³⁵ See Standard 9.1—Policy on Institutional Integrity, Northwest Commission on Colleges and Universities; See also, Eligibility Requirement 11—Academic Freedom presented above.

³⁶ Dr. Trebon's letter to the Carroll College Community dated 7 September 2005.

³⁷ See for example, "Academic Freedom and Artistic Expression," AAUP June 1990.

³⁸ Standard 9.1—Policy on Institutional Integrity, Northwest Commission on Colleges and Universities (emphasis added); See also, Eligibility Requirement 11—Academic Freedom presented above.

³⁹ "Academic Freedom and Outside Speakers," AAUP 4 November 2005 (emphasis added).

⁴⁰ Regarding the panel in question, it is philosophically incoherent to argue that the college endorsed both the views of Dr. Mulcaire-Jones and Sarah Fredrickson.

⁴¹ See Standard 9.1—Policy on Institutional Integrity, Northwest Commission on Colleges and Universities.

⁴² See the example noted in Donna R. Euben, "Academic freedom of individual professors and higher education institutions: the current legal landscape," AAUP document May 2002, p. 23.

⁴³ Justice Frankfurter's concurrence in *Sweazy v. New Hampshire* above.

⁴⁴ *America Magazine* reported "The Catholic Church must participate in modern cultural debates, finding ways to present enduring truths in a serious, yet accessible way, Pope Benedict XVI said. The pope met on Feb. 17 with the editors and staff of *La Civiltà Cattolica*, a Jesuit-run magazine founded by Pope Pius IX in 1850 whose contents are customarily reviewed by the Vatican Secretariat of State before publication. By writing about cultural, social and political issues, the pope said, the magazine helps the Catholic Church in its dialogue with the modern world, identifying positive trends and offering the guidance of the Gospel. Increasingly, modern culture is 'closed to God and to his moral law, even if it is not always prejudicially averse to Christianity,' the pope said." "Church must participate in cultural debates," *America Magazine* vol. 194 no. 8 March 6, 2006.

On the issue of sponsoring an organization in conflict with Church teachings, we found that Carroll in sponsoring a public event is not endorsing the actions of any one participant or organization. It is to the event that Carroll College's name is given and space is provided. Therefore, we affirm that inviting individuals or representatives of organizations whose actions are counter to the values of Carroll as a Catholic institution does not counter the Catholic mission of the College through association.

Concerning Institutional sponsorship and academic norms, the Faculty Council found authoritative standards from the American Association of University Professors (AAUP) and the Northwest Association of Colleges and Universities which clearly state that an institution's sponsorship of an event does not imply some type of approval on the part of the College of the views expressed or the organizations represented. We also noted the College clearly could not endorse two opposing sides of an argument or issue represented at an event or series of events. Some people within our community indeed may mistake sponsorship with endorsement. However, we found that the standard remedies for such misperceptions are disclaimers, proclamations of an institutional position, and public education about the nature of higher education, not censorship.

Recommendations

The Faculty Council recommended that the following actions be taken: 1) A report be presented to the Faculty Assembly regarding the Council's research on the meaning of academic freedom and its expression at Carroll College; 2) Publicizing to the campus community that a professor's academic freedom to "profess" is not limited to any specific learning environment; 3) The Faculty Council support efforts in clarifying procedures for public events as long as such procedures are not construed to limit intellectual discourse or as a means for censorship; 4) Affirming that the near-century long tradition of Carroll College as an institution of higher learning—a Catholic diocesan campus where all ideas can be discussed, entertained, and explored; 5) The Faculty Council work with the Faculty Development Committee to develop a program for Faculty Orientation on academic freedom in a Catholic diocesan liberal arts college; 6) The Faculty Council work with the President and Vice-president for Academic Affairs to improve public understanding of what it means to be both Catholic and an academic community in the liberal arts tradition.

¹ President Trebon recused himself from these deliberations. In this report, references to the Faculty Council includes the nine faculty members and the faculty dean.

² Robert M. O'Neil, "What we mean by academic freedom," *Trusteeship* September/October 2001, p. 2.

³ *Ibid.*; See also, Benjamin N. Cardozo Lecture, President Lee C. Bollinger, President of Columbia University. Available online at <http://www.columbia.edu/cu/president/communications%20files/cardozolecture.htm>.

⁴ "1940 Statement of Principles on Academic Freedom and Tenure with 1970 Interpretative Comments," AAUP at: <http://www.aaup.org/statements/Redbook/1940stat.htm>.

⁵ "Political Intrusions into the Academy" AAUP available at: <http://www.aaup.org/issues?ABOR/PoliticalIntrusion1.htm>.

⁶ *Sweery v. New Hampshire* (1957) available at: <http://case.law.jp.findlaw.com/cgi-bin/getcase.pl?navby=case&court=us&vol=354&invol=234>.