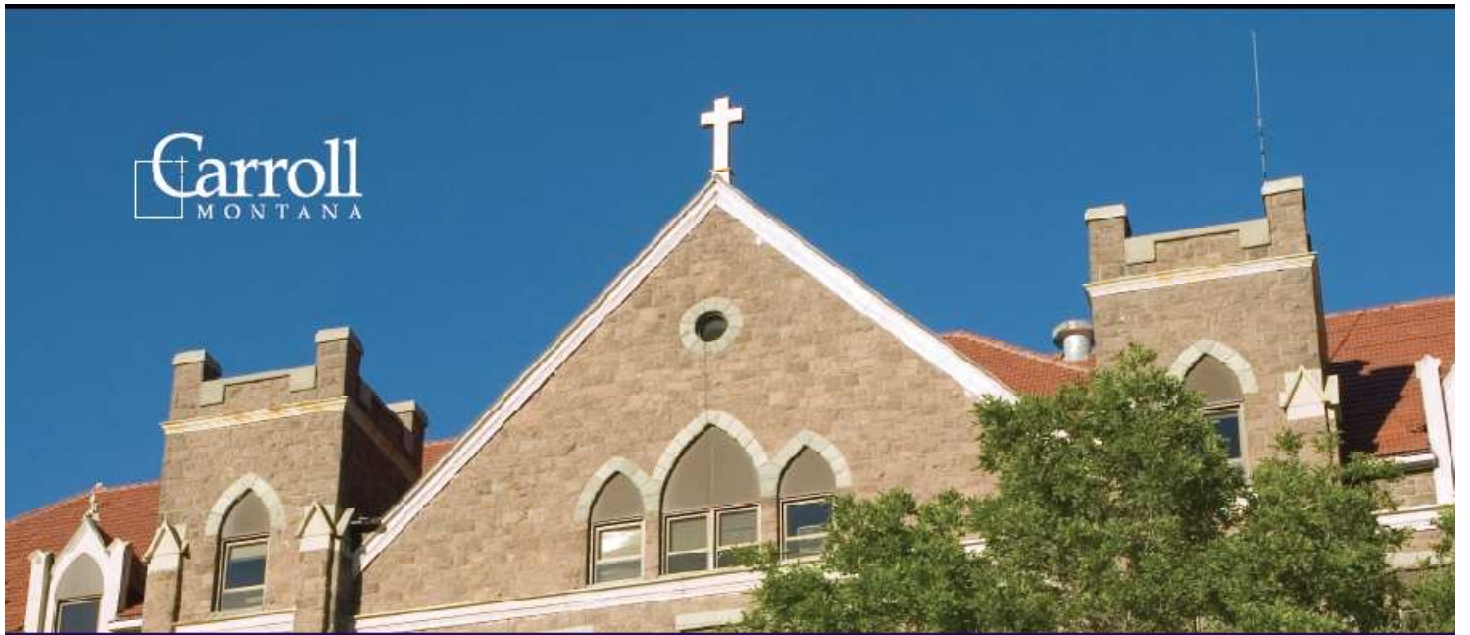




Carroll  
MONTANA



# YEAR ONE REPORT

Northwest Commission on Colleges and Universities • March 1, 2009

# Carroll College

HELENA, MONTANA

## TABLE OF CONTENTS

|   |    |
|---|----|
| INTRODUCTION.....   | 2  |
| INSTITUTIONAL CONTEXT.....  | 4  |
| PREFACE.....  | 5  |
| Update on Institutional Changes.....  | 5  |
| Topics Requested by the Commission.....   | 8  |
| CHAPTER ONE.....  | 14 |
| Section I: Mission and Goals.....   | 14 |
| Mission Statement.....  | 14 |
| Statement of Institutional Goals.....   | 14 |
| Six Goals for Carroll Graduates.....  | 15 |
| Dates and Methods of Most Recent Reviews of Mission and Goals.....  | 16 |
| Key Indicators of Mission Fulfillment and Achievement of Institutional Goals.....   | 16 |
| Rationale as to why the Indicators are Assessable and Meaningful Measures<br>of Mission Fulfillment and Goal Achievement..... | 17 |
| Section II: Core Themes.....  | 18 |
| Introduction of Core Themes.....  | 18 |
| Core Theme One: Manifest Academic Excellence.....   | 18 |
| Core Theme Two: Embody Catholic Identity.....   | 21 |
| Core Theme Three: Integrate Community Life.....   | 23 |
| Core Theme Four: Exemplify Stewardship.....   | 25 |
| Section III: Chapter Summary.....   | 28 |
| Appendix A: Steering Committee Membership.....  | 29 |
| Appendix B: References.....   | 30 |

## INTRODUCTION

In 2007, Carroll College received a Title III Grant, “Enabling Assessment and Planning for Student Success.” Thus began a process for articulating indicators and outcomes of institutional effectiveness. Due to the changes afforded by new funding and personnel, Carroll is moving towards a more comprehensive, systematic, and data-driven planning and assessment process at all levels of the college. The Institutional Effectiveness Advisory Committee began identifying indicators of effectiveness that fit the college’s strategic goals. This year, the committee will refine the indicators, to assure that what is measured is both accurate and appropriate. The Institutional Effectiveness Advisory Committee, now restructured, works in conjunction with the Self-Study Steering Committee to assure that the processes and structures we put in place to plan for and assess student success are useful for the college as a whole as we continue to improve our programs. These efforts mesh well with NWCCU’s new standards for accreditation, which provide a framework that encourages the kind of integrated and ongoing planning and assessment that we are working to achieve at Carroll College.

This Year One Report contains a brief update on institutional changes since 2000 and a statement of progress on topics requested by the Commission from the 2000 Accreditation Report. A progress report on recommendations following our 2007 Focused Interim Report is due in April 2009. This report also contains the 1978 Carroll College mission statement, description of the 2002 strategic goals, and indicators of institutional mission and goals fulfillment. The remaining sections of this report describe the four core themes through which the college achieves its mission and goals. These are Manifest Academic Excellence, Embody Catholic Identity, Integrate Community Life and Exemplify Stewardship. For each core theme, we briefly describe the goals and intended outcomes, followed by an explanation of selected indicators and a rationale for their selection.

Our Manifest Academic Excellence theme includes indicators such as graduation rates, retention rates, student satisfaction, and employment rates, which are outcome-based measures. Our Embody Catholic Identity theme 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 Integrate Community Life theme 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-community life collaboration. The Exemplify Stewardship 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 is defining a set of indicators that are relevant to both institutional and departmental goals and objectives.

Over the past decade, the college has made significant efforts to improve its planning processes. Indeed much of the work that has been accomplished at Carroll since 2000 reflects the College’s commitment to the four primary goals of Academic Excellence, Catholic Identity, Community Life, and Resource Stewardship. Carroll’s greatest challenge over the past decade has been maintaining fiscal stability. The college remains highly dependent upon tuition and fees. Still,

significant growth in our endowment over the past ten years has benefited the college's operations and scholarship funds. A new Optimal Enrollment Plan has provided funding for recruitment and retention of students and new academic and co-curricular programs and services. New efforts in the areas of sustainability and institutional effectiveness are also underway. With so many new initiatives and activities, it is an exciting time to be a part of Carroll College.

A Steering Committee of ten faculty, staff and administrators lead the self study process. Co-chairs, Dr. Jim Hardwick, Vice President for Student Life, and Dr. Kay Satre, Assistant Professor of Languages and Literature and Associate Academic Dean facilitate weekly meetings. The group of ten has further 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 will celebrate the 100<sup>th</sup> 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 will culminate in a spring 2010 Commencement Celebration and Gala.

Fall 2008 student headcount is 1,441; a full-time-equivalency of 1,324. 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% of total enrollment 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, (60% in 2008 compared to 70% in 2000), recent enrollment trends and significant declines in Montana high school graduates force Carroll to increase recruitment efforts in out-of-state markets.

Carroll's student body currently represents 34 states 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 cohort retention rates (70.5% in 2000 to 84.3% in 2008-2009) are due in part to a larger residential population, increased student enrollment in Alpha Seminar (first year student course) and implementation of new retention strategies and tools recommended by the Noel Levitz consulting firm. As of reporting year 2000, the 4-year, 5-year, and 6-year graduation rates were 38.24%, 57.06% and 58.53% compared to 44%, 60%, and 61% in 2007. In 2000, Carroll had an instructional FTE staff of 95 and total FTE staff of 192. In 2008, Carroll's instructional FTE staff is 102, and total FTE staff is 230, a growth of 38 FTE new employees.

Since 2000, Carroll's Department of Athletics has added men's and women's cross-country and women's soccer. Carroll has added a new minors in Latin American 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, was opened in 2001 for Carroll football and women's soccer games. Trinity Hall, a 204-bed apartment-style suite residence for juniors and seniors, was opened in 2003 to provide new housing for upperclassmen and to increase the percentage of students living in campus housing.

## PREFACE

### Update on Institutional Changes

#### Institutional Planning

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, and 2008, 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 2007, a master planning process, which began in 2008, a campus-wide program review process instituted this year, and a three-year integrated planning and budgeting process, currently in development, also testify to Carroll's commitment to institutional planning, the process of planning has been steadily, if not always smoothly, gaining momentum throughout the decade. More information about institutional planning follows in "Topics Requested by the Commission" #1.

#### 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 Force 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. The Sr. Annette Moran Center for Mission and Servant Leadership, established in 2008, and the Archbishop Hunthausen Center for Peace and Justice, in initial planning, will provide more visibility and opportunities for the campus community to learn about and act upon our Catholic Identity.

#### Academic Affairs

Academic Affairs has seen a number of significant changes over the 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" requirement. A new required freshman seminar, Alpha Seminar, was implemented as were 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.

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 served as interim VPAA for one year. After the second, Dr. Jerry Berberet, a member of the Board of Trustees, accepted the position for two years, which was then extended by a third year. That brings us up to the present, when a national search is underway. The rather bumpy succession of this past five years has been less than optimal for faculty support and academic programs. Nonetheless, guided by our commitment to academic programs that are rigorous and relevant, the college has moved forward by developing a modest number of new and renewed academic programs.

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.

In 2000, Carroll had 67 instructional staff, 15 (22%) of which 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.

## Student Life

In 2002, Dr. Jim Hardwick joined the college as the Vice President for Student Life. Student Life has added 5.8 FTE staff members in key student retention areas: one in counseling, one in career services and testing, one in community living, one in student activities and leadership, 0.5 in health services, 0.5 in campus ministry, and 0.8 support staff working with housing, parking and the Vice President for Student Life. In addition, Student Life has added 7.2 FTE positions in athletics to develop a full-time administrative staff to expand fundraising, community partnerships and college promotion; to add women's soccer and women's and men's cross country teams; and to address the needs of a growing population of student-athletes. Oversight of Campus Ministry moved from the President to the Vice President for Student Life. Oversight of contracted services for Dining Services is shared with the Vice President for Finance and Administration and oversight of contracted services for Security was moved to Student Life. Nelson Stadium, a 4,800-seat stadium, was opened in 2001 for Carroll football and women's soccer games. Trinity Hall, a 204-bed apartment-style suite residence for juniors and seniors, was

opened in 2003 to provide new housing for upperclassmen and to increase the percentage of students living in campus housing. The college made another significant change in its residence program when all first year students were housed in Guadalupe Hall, which had been, until then, a women's dormitory, and all sophomore students were housed in St. Charles Hall.

### Enrollment and Retention

While Carroll had engaged in systematic annual enrollment planning since the late 1990s, the College is now developing a multi-year strategic enrollment plan to guide and direct enrollment growth. This planning process, named the Optimal Enrollment Plan, was initiated in the fall of 2007. International recruitment of degree-seeking students has become the emphasis in our international recruitment plan. The international recruitment plan is a cohesive part of the total recruitment plan for the College with funding, staffing and specific goals. In 2002, Carroll began using the Enrollment & 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 currently implementing a New Student Information System, moving from Jenzibar AS/400 to Datatel Colleague. It has also added online application functions, first with a Carroll College Online application and, more recently, the Universal Application and 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, the college hired an internship coordinator to contribute to our retention efforts from sophomore through senior year. Finally, the College has restructured its Enrollment Management operations, shifting to a model in which Admission, Financial Aid, Registrar, and International Programs are part of the Enrollment Management Team and report to an Associate Vice President for Enrollment Management.

### Finance and Administration

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, hire a Director of Institutional Effectiveness, and provide increased access to accurate, timely, relevant data to improve decision making. We have continued to address our comprehensive compensation benchmarks for faculty and staff (more information about faculty compensation follows in "Topics Requested by the Commission."). To improve the health of our environment, we have installed a Fitness Center, provided a free annual health screening for employees, and developed wellness activities and resources.

We have improved how we steward our 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 \$100K), 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; and an Engineering building. Many classrooms have been renovated with new furnishings. Parking has also been expanded.

We have 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. More information about our progress in technology follows in “Topics Requested by the Commission” #6.

## Development

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 planned giving/major gifts officer, 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 fiscal year, the Board of Trustees approved a draw on the quasi-endowment to provide addition 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. Seventeen months into the campaign, 80 percent of the goal has been attained.

## **Topics Requested by the Commission**

### **1. Establish on-going, systematic, long-range institutional planning process.**

The 2002 Strategic and Long Range Plan provided a foundation for ongoing planning efforts by clearly articulating four strategic priorities: Manifest Academic Excellence, Enhance Catholic Identity, Integrate Community Life, and Exemplify Stewardship. Subsequent reviews in 2005, 2007, and 2008 continued to build on that foundation while formulating initiatives that called for more integration among these four major functional areas of the college. Between these major strategic plan reviews, frequent discussions have been undertaken to create a broad base of interest and input as well as to engage all constituents across the campus in implementing aspects of the plans.

In 2007, Carroll received a Title III grant, Enabling Assessment and Planning for Student Success, focused on Institutional Effectiveness. This grant enabled the college to hire a Director of Institutional Effectiveness, Dr. Dawn Gallinger, along with an institutional researcher (a position which had been vacant for two years), and to acquire significant technology; they will assist the college as it makes its next steps toward integrated planning, decision-making, and budgeting, based on data, at all levels of the college. An optimal enrollment plan, initiated in 2007, set a goal of increasing our student body by 400 students over the next five years; assisted by the research of Noel Levitz, that plan has already been reviewed and modified in light of the uncertainties of the economy and its impact on potential enrollments. A master planning process, guided by George Mathey, of Dober, Lidksy, and Craig, also started in 2008. The firm has done an audit of existing facilities and grounds, invited input on facilities planning from groups across campus, and will present campus plan scenarios to the campus this spring. Our Vice President for Finance and Administration, Lynn Etchart, is currently in the initial stages of implementing a three-year integrated planning and budgeting process.

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. 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. Guided by our Institutional Effectiveness Office as well as by the growing participation in different streams of institutional planning across campus, we are positioned to take significant steps forward.

**2. & 3. Develop a comprehensive and systematic assessment plan, including an oversight framework that provides clearly defined outcome measures for all college programs. Provide degree program goals and expected learning outcomes for each degree or major offered by the college.**

In 2001, Carroll appointed Dr. Gerald F. Shields its first Director of Academic Assessment. He was followed in 2005 by Dr. Jim Trudnowski. In May of 2008, Dr. Dawn Gallinger was hired as the Director of Institutional Effectiveness, and she now oversees assessment across the campus. Dr. Shields and Dr. Trudnowski laid much of the groundwork for comprehensive assessment at Carroll by working with department chairs and individual faculty to develop assessment plans and strategies for each program. As of 2007, all majors have developed mission and goals statements that are aligned with the mission of the college and the Six Goals for the Carroll Graduate; these are published in the College Catalog. All programs have completed (or nearly so) a matrix to show specifically how courses addressed program goals and objectives. All departments require a senior experience (e.g. capstone course, research paper, comprehensive examination), which is used to assess student learning outcomes. The 2007 Focused Interim Report also stated that approximately one-third of programs were using external testing as a form of assessment and those programs were beginning to use surveys of seniors and alums on a more regular basis.

Other assessment tools such as the SSI and NSSE are currently used to gather data about student perceptions of their learning experience. In Fall 2008, under the leadership of Dr. Gallinger, all programs, academic and non-academic engaged in a Program Review. This included completing a template that linked program goals and student learning outcomes to the Six Goals for Carroll Graduates and to specific measures of assessment. While programs are using a variety of measures—direct and indirect, quantitative and qualitative—suited to their student learning outcomes, this review process is moving all academic programs towards more systematic and on-going assessment plans. More integrative assessment projects have also been undertaken. In 2006, an ad hoc faculty committee undertook the task of developing a process for assessing Carroll's Six Goals for the Carroll Graduate; that work is proceeding slowly. This spring, the Core committee is launching a longitudinal assessment of Core, carried out through yearly focused student interviews.

The expectation is that all academic and non-academic programs complete an annual review. The review information is collected by the Office of Institutional Effectiveness and reviewed by faculty committees. Beginning in 2011, Carroll anticipates that programs will migrate their annual assessment and program review information into an electronic assessment management system. Funding is available to purchase the assessment management system through the Title III

grant. Carroll will respond further to this recommendation in our Interim Progress Report, due to NWCCU in April 2009.

#### **4. Reaffirm commitment to academic freedom to ensure its practice at the college; compete an external speaker event policy.**

A series of events have transpired since 2000 that bear on the college's attempt to clarify and affirm our commitment to academic freedom at a Catholic liberal arts college. After a faculty survey indicated that 24% had reservations about academic freedom at the college, the Faculty Council reviewed the policy on Academic Freedom in the Faculty Handbook and recommended revisions. In March of 2001, the Faculty Assembly voted to approve this change Faculty Handbook, the purpose of which was to strengthen confidence in academic freedom at the college. The Board approved the Assembly's action in April 2001.

Then, in September 2005, the President withdrew the invitation of a representative from Planned Parenthood, who was scheduled to be a member of a panel at a college-sponsored conference. Many members of the faculty, as well as others, voiced their concern that this act limited academic freedom. This conflict spurred numerous discussions about the relationship between academic freedom and the college's Catholic identity. In October 2005, the Board appointed an ad hoc Task Force on Institutionally Sponsored Events and Speakers, with members from faculty, staff, and Board. The Faculty Council conducted detailed research on the nature and meaning of academic freedom that appeared in two reports during 2006 and was the basis of several Faculty Assembly discussions. That same year, Sr. Annette Moran directed a faculty research group who wrote papers about Carroll's mission and identity and its relation to academic freedom, from the perspectives of their disciplines. In 2006, the Task Force recommended an external speaker events policy to the Board, which the Board amended. The Faculty Assembly then passed a resolution that called for the Board to reconsider its amendment. The Board then agreed at its October 2006 meeting to hold its amendment in abeyance for 18-24 months, to provide time to work out mutually acceptable language and to see if the Task Force policy, as originally proposed, proved useful when applied. Over the next year, several proposed external speakers were evaluated through the process set by the Task Force policy. In October 2008, the Board voted to approve the External Speaker Events Policy as initially recommended by the Task Force. This specific issue has reached a satisfactory conclusion.

As stated in our 2007 Focused Interim Report, "Carroll has struggled diligently and authentically with issues of academic freedom, external speakers policies, appropriate consultation and the meaning and applications of the College's Catholic mission and identity" (2). Because of the broadly inclusive, not to say intense, nature of these discussions, many members of the college have emerged with a deeper understanding and appreciation of academic freedom as it relates to our Catholic identity. Carroll will respond further to this recommendation in our Interim Progress Report, due to NWCCU in April 2009.

#### **5. Reaffirm as top priority its goal to strengthen the college's academic quality by ensuring that faculty salary, workload, and professional development opportunities are examined to ensure their adequacy.**

Between 2000 and 2005, the college addressed faculty compensation through a combination of 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 resulted in a disadvantage for faculty within the institution. 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 across 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, is 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 all peer institutions, full professor salaries at Carroll are at 83.5%, associates’ are at 85.4% and assistants’ at 87.9%.

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 have concluded 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 2009, 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. The \$50,000 also moved all faculty and staff to at least 80% of market. While the issue is not yet resolved, there has been a diligent attempt to have open dialogue, to use data for a systematic analysis of compensation, and to make faculty compensation a priority in this 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 met 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 support for professional development for faculty vacillated between \$25,000 and \$30,000 in the first half of the decade. In each of the last three years, the Faculty Development Committee has had \$35,000 to award; those funds supported 37 faculty members in 06-07, 38 in 07-08, and 37 have made requests so far this year. Faculty requests have exceeded this amount in the last three years. Some donor funding has been used to make up the short fall as well as to enable some 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 funding also supports faculty who wish to attend conferences on assessment.

During the past two years, the Faculty Development Committee has allotted professional development funds for a broader set of activities than before. Faculty can apply for development funds to cover travel expenses for research. As funding allows, departments can also request faculty development funds to support off-campus departmental planning retreats (there have been two such requests in 2008-2009).

The college has provided support for Sabbaticals each year. Five Sabbaticals were awarded for six of the past nine years, including the last two years. Fewer were awarded the other three years.

## **6. Complete and thorough review, with faculty participation, of information technology resources, training, and support.**

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 and serves as advisory to CCIT. A formal technology request process was put into place that interlaces 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, is replacing the sixteen-year-old administrative software system with Colleague, a Datatel product. The installation will include an online Portal, providing the college with an Intranet environment.

**CHAPTER ONE –**  
**STANDARD ONE:**  
**MISSION, CORE THEMES, GOALS, AND OUTCOMES**

**Section I: Mission and Goals**

**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 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 in its curriculum “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 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.”

**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.

**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 use of the word “stewardship” in this goal directs the college to attain and secure 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.

### 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 our Mission Statement. Each aspect of the college—academic programs, residential life and co-curricular programs, Campus Ministry—plays a significant role in facilitating all six goals for Carroll students as learning happens both in and out of the classroom.

## **Dates and Methods of Most Recent Reviews of 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 Ecclesiae* goals” (16). In 2000 and again in 2002, the language and length of the Mission Statement were reviewed by a committee of faculty and staff; 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 Institutional Goals were reviewed during Strategic Planning meetings in 2002, 2005, 2007, and 2008. The 2002 meetings resulted in a plan that was approved by the Board of Trustees; it clearly laid the foundation for the four Institutional Goals articulated above and set out strategies to guide College-wide assessment and improvement. In the summer of 2008, a Strategic Planning Committee met for six days and proposed four initiatives for campus-wide discussion: enhance spiritual vitality, develop integrative learning, improve communications and trust through collaborative governance, institutional sustainability. That committee has met throughout the year; faculty, staff, and the Board of Trustees have had several opportunities to discuss the proposed initiatives. An updated Strategic Planning Document, building on the progress made since the official 2002 plan, is currently in development and will be submitted to the Board of Trustees in the near future.

In 2006, an ad hoc faculty committee undertook the task of developing a process for assessing Carroll’s Six Goals for the Carroll Graduate. This work did raise questions about undertaking a review of the Goals themselves; however, the committee’s charge was to move forward with a plan for assessing the goals as they were originally articulated. Through program review, academic and co-curricular programs address their contributions to Carroll’s Six Goals for the Carroll Graduate. This information will be used to refine campus-wide outcomes and measures for each of the goals.

In 2007, Carroll received a Title III grant, “Enabling Assessment and Planning for Student Success,” which focused on improving institutional effectiveness. The grant enabled Carroll to create an Office of Institutional Effectiveness and hire a Director and Institutional Researcher. This office, in conjunction with a committee of faculty and staff, has also contributed to our current work on the Strategic Plan as well as all planning and assessment processes at the college.

## **Key Indicators of Mission Fulfillment and Achievement of Institutional Goals**

In order to assure itself and the public that it is meeting its goals and fulfilling its mission, Carroll monitors the following indicators for each of the four areas. The monitoring and assessment of the following indicators is documented in department reviews, enrollment plans, campus master plans, and administrative unit reviews.

| GOAL:                        | INDICATORS OF ACHIEVEMENT:   |
|------------------------------|--|
| Manifest 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) |
| Embody Catholic Identity     | Participation rates in Catholic and faith-based activities   |
|                              | Curricular and co-curricular opportunities to explore the intellectual, spiritual, and cultural traditions of the Catholic Church      |
| Integrate Community Life     | Rates of student engagement (NSSE, FSSE)   |
|                              | Percent residential  |
| Exemplify Stewardship        | Annual student FTEs (Enrollment)   |
|                              | Expenditures by function and category as % of budget   |

**Rationale as to why the Indicators are Assessable and Meaningful Measures of Mission Fulfillment and Goal Achievement**

Carroll College’s faculty, staff, and administration are committed to educating men and women, who will, upon graduation, demonstrate the full range of skills necessary for effective communication, appreciate the interrelationships among branches of knowledge, and possess the skills and attitudes necessary to pursue a vocation that is self-fulfilling and community enhancing. Graduation and retention rates are the most common indicators used by colleges and universities to indicate to what extent their programs enable students to persist and succeed. Graduation rates are especially important indicators for Carroll because the college provides students four-year graduation plans. Equally important are rates of student satisfaction with major academic areas, academic support services, and institutional resources. These indicators are measured by national-normed instruments like the NSSE, FSSE, SSI, and ASQ and locally developed surveys of satisfaction.

Catholic Identity is manifested through Carroll’s ongoing engagement with Catholic teachings, traditions and values; through explorations of the meaning of Catholicism in the contemporary world; through a campus-wide commitment to education for moral responsibility, service and leadership. Opportunity and participation numbers indicate the extent to which this core theme is a visible, vital, and inclusive aspect of the Carroll learning experience.

By integrating the curriculum and the co-curriculum, Community Life becomes more than just the “social life” of college students. The college fosters attitudes of life-long learning, creates opportunities for social, physical, and spiritual development, when students make connections. Annual surveys of student satisfaction and engagement are important indicators because they provide us with timely and normed data regarding how students’ perceive the quality of their total college experience. The percentage of students living on campus links directly to the goal of improving student retention and graduation rates.

The phrase “exemplify stewardship” directs the college to attain adequate resources and to use them wisely 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. Indicators for this area help us to monitor so as to achieve, a right-sized enrollment, appropriately distributed

budget, full use of technology, and effective planning documents. These play a key role in enabling Carroll to continue to offer excellent programs and realize stable enrollments and finances. A further rationale for each indicator is provided in Section II: Core Themes.

## **Section II: Core Themes**

### **Introduction of Core Themes**

Carroll College identified four core themes - Manifest Academic Excellence, Embody Catholic Identity, Integrate Community Life, and Exemplify Stewardship – based on the Carroll College 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 as well as the Six Learning Goals of the Carroll Graduate. Three of the four core themes have a Vice President who has primary oversight of the area. The following section describes these four core themes, their goals and intended outcomes, indicators of effectiveness, and the rationale for selection of the indicators.

### **Core Theme One: Manifest 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. The recruitment and retention of faculty and staff are supported by appropriate professional development opportunities and healthy work environments.

### **Goals and Intended Outcomes**

The goals for the first core theme, Manifest Academic Excellence, identify strategies to help Carroll College develop and enhance academic programs that support a uniquely engaged learning community. As outlined in the 2002 Strategic and Long Range Plan of Carroll, the goal statements for the core theme, Manifest Academic Excellence, are:

1. Provide a distinctive Carroll College General Education Program.
2. Develop and implement a comprehensive professional development program for faculty.
3. Enhance the teaching and learning experience by developing a diverse curriculum and appropriate teaching models with the integration of learning technologies.
4. Establish learning outcomes as a baseline for continued development of assessment efforts.

The intended outcomes 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 intended outcomes also reflect the desire to support faculty development and financially

support research and technology to enhance learning. Strategic planning and budgeting activities in this area 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.

### **Indicators of Achievement of Goals and Intended Outcomes**

*High Quality Academic Programs.* A systematic program review process, resulting in clearly articulated and assessed student learning outcomes, will help Carroll College identify high quality academic programs as well as areas for improvement. Assessments of the Six Learning Goals and the Core curriculum (general education) also supply important indicators of quality in our curriculum as a Catholic, liberal arts college. Additional indicators of high quality academic programs include percentage of students graduating in four, five, and six years, placement and graduate school acceptance rates, annual retention and persistence rates, licensure and certification pass rates, percent of professional programs that have current specialized accreditation, and national reputational rankings. The numbers of faculty and students engaged in undergraduate research 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.

*Innovative and diverse curriculum.* The development of interdisciplinary courses, majors, minors, and numbers of students graduating with self-design programs all indicate innovation in our academic programs. Student participation in scholarship and creative activities, study abroad, undergraduate research, experiential learning opportunities, and Alpha Seminar are additional indicators of a creative and diverse curriculum. These participation numbers and offerings are significant at Carroll, but they do not provide direct evidence of student learning from our curricular innovations.

*Healthy working and learning environment.* The number of faculty participants and the availability of funding for professional development activities are indicators of intellectual vitality and ongoing scholarship. Attendance and participation by employees and students at cultural, scholarly, and athletic events indicate a commitment to life-long learning. 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. Increased access to timely and complete institutional data and reports, student and employee retention rates, and investment and evaluation of technology resources as ascertained on the SSI, NSSE and FSSE are additional indicators.

### **Rationale as to why the Indicators are Assessable and Meaningful Measures of Achievement of Goals and Intended Outcomes**

The indicators all reflect, in a variety of ways, Carroll's commitment to academic excellence. Gathering and analyzing evidence about student learning in courses and programs is used by faculty and department chairs to strengthen teaching and learning. A systematic, comprehensive

review of our academic programs enables Carroll to use data to document the quality of our 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 follow-up, efficiency, and accountability. Graduation and retention rates are especially important indicators of academic quality because the quality of a student's experience is reflected in their persistence; in addition, how well we have prepared students is captured, in part, by how graduating students perform on capstone projects, comprehensive examinations, tests, and discipline or professional-specific licensure or certification examinations. Graduation rates are also significant in light of the fact that Carroll offers its students four-year graduation plans. Graduate rates can be compared on a regional and a national level. Undergraduate class sizes and student-to-faculty ratios indicate how much personal attention we provide to students, one predictor of learning success. *US News and World Report* in its annual guide, *America's Best Colleges*, has brought more attention to this indicator, which measures the percent of undergraduate class sections having an enrollment less than or greater than certain sizes. Course evaluation and annual surveys of student satisfaction and engagement are important indicators because they provide us with timely and normed data regarding students' perceptions regarding the quality of academic programs.

Growth in the numbers of interdisciplinary courses, majors, and self-designed programs are indicators of a creative and diverse curriculum. National research indicates that interdisciplinary curricula are more engaging, capturing students' intellectual interests and encouraging them to make connections among the disparate realms of information provided by discrete disciplines (Klein & Newell, 1997). Similarly, research contends that interdisciplinary courses promote faculty development, offering instructors the opportunity to explore new areas of interest and collaborate with colleagues thereby increasing their retention (Newell, 2001). Participation in study abroad, experiential learning, undergraduate research, and other scholarly pursuits are important indicators of creative and diverse curricula. These activities add value to students' experiences; they improve 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. Alpha Seminar provides one source for assessing first-year student satisfaction and retention. Opportunities for assessing learning about diversity in our curriculum are present in our Core curriculum, which requires two diversity courses that engage students in the study of cultural and individual differences across time or place, enabling them to evaluate issues of identity, diversity, and interdependence from a variety of perspectives.

Faculty development funds show the institution's commitment to scholarship and ongoing development in their disciplines. Faculty development also provides a model for students' development. An intellectually engaged community of faculty, staff, and students both demonstrates and fosters higher levels of academic activity, and higher satisfaction. Participation in cultural, scholarly, and athletic events also indicates an engaged community. Participation numbers in combination with surveys (NSSE, FSSE, SSI) are important indicators of a healthy working and learning environment. Indicators related to healthy working and learning environments are important in monitoring our successful recruitment and retention of 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 improve the happiness and productivity of employees.

## **Core Theme Two: Embody 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.

### **Goals and Intended Outcomes**

The goals for this core theme, Embody Catholic Identity, identify strategies to enable Carroll to more fully embody and celebrate our Catholic identity through learning, dialogue and action. As outlined in the 2002 Strategic and Long Range Plan of Carroll College, the goal statements for this core theme are as follows:

1. Affirm our identity as a Catholic and Liberal Arts College.
2. Strengthen our commitment to justice and human dignity.
3. Significantly enhance opportunities for spiritual formation and development among students, faculty and staff.
4. Broaden and deepen partnership with the Diocese of Helena, other Catholic communities, and other religious traditions in the region.

The intended outcomes for this core theme are to foster at Carroll a more 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.

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

### **Indicators of Achievement of Goals and Intended Outcomes**

*High visibility programs that coordinate and sponsor faith-based events and activities.*

Dedicated programs, such as the Sr. Annette Moran Center for Mission and Servant Leadership and the Archbishop Hunthausen Center for Peace and Justice, offer concrete testimony to the college's commitment to Catholic values. With missions devoted specifically to various elements of our Catholic identity, their presence will ensure visible and vital activity around this aspect of our mission. Specific assessments of program offerings (e.g. participant surveys as well as numbers) can contribute to 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 outcome. A list of campus sponsored speakers and seminars that relate to these topics with attendance figures provide another indicator.

*Opportunities to learn about social justice and engage in service.* The number of courses in our curriculum that address ethics and social justice and/or incorporate a service component provides one indicator of this outcome. Records of students' service activities sponsored by Student Life and Campus Ministry provides another. NSSE poses questions about participating in community-based projects as part of formal coursework and participating in community service, indicating how many students experience such service-based learning and enabling comparisons with other colleges.

*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 outcome. NSSE's questions about participation in activities that enhance spirituality about the students' perceptions of the institution's contribution to spiritual growth provide another indicator that can also offer comparisons to other colleges.

*Partnerships with the Helena Diocese and other faith communities.* 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 on-going religious and theological education and dialogue; some represent joint efforts to minister to humanitarian or spiritual needs of various groups

### **Rationale as to why the Indicators are Assessable and Meaningful Measures of Achievement of Goals and Intended Outcomes**

Opportunity and participation indicators for —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. Carroll College wants to increase the number of service-learning courses and enhance our 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.

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.

Carroll College would like to strengthen this distinctive aspect of its Catholic identity, being one of only seven diocesan colleges in the U.S. This list of activities shows how our college-Diocese partnership has evolved over time and marks when new collaborative projects have developed; it also reveals areas for building further partnerships.

### **Core Theme Three: Integrate Community Life**

The third core theme, Integrate Community Life, is manifested at Carroll College through co-curricular learning and living experiences which 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 central to Carroll's mission.

### **Goals and Intended Outcomes**

The goals for the third core theme, Integrate Community Life, identify strategies to help Carroll College enhance the student learning activities of the institution. As outlined in the 2002 Strategic and Long Range Plan of Carroll, the goal statements for the core theme, Integrate Community Life, are:

1. Support faculty, staff and students in developing partnerships to connect learning in and out of the classroom.
2. Implement a comprehensive, holistic health and wellness program for faculty, staff and students.
3. Increase the quality and diversity of campus activities, events and celebrations.
4. Enhance the learning opportunities for faculty, staff and students to experience a diverse, global perspective.
5. Increase the quantity and quality of campus housing and community living spaces.

The intended outcomes of this core theme are to create an engaged student learning experience, supported by faculty and staff, that would link learning in and out of the classroom, develop an appreciation for a healthy lifestyle and provide opportunities to live, learn and celebrate in community. The intended outcomes reflected the latest research in higher education and student affairs on student learning and student retention. The three-legged stool model of assessing campus culture, policy and program was used to evaluate opportunities and barriers to achieve goals and intended outcomes to Integrate Community Life.

Planning and budgeting activities for this area focused on the following strategies:

1. Identify areas for student engagement.
2. Build partnerships among faculty and staff to connect student learning.
3. Collect assessment data on connected student learning and healthy living.
4. Increase the quality and diversity of campus activities, events and celebrations.
5. Enhance the residential nature of the campus environment.

## **Indicators of Achievement of Goals and Intended Outcomes**

*Student Engagement.* Indicators of student participation numbers, student satisfaction with student engagement areas and student leadership in student engagement areas would demonstrate goal achievement. These indicators were selected based on a review of areas in Academic Affairs and Student Life at Carroll College that appeared to have the opportunity for high student involvement. High student involvement areas at Carroll included: athletics, peer ministers, student housing staff, service trips, retreat programs, social events and academic honoraries. Engagement areas that appeared to have the opportunity for higher student involvement included: student government, program board, community service, service learning, student media (radio, newspaper, television), attendance at athletic events, attendance at campus liturgies, student organizations, academic events and academic clubs.

*Partnerships Among Faculty and Staff.* Staff participation in our freshmen seminar program, faculty participation outside of the classroom, staff participation in the classroom, joint faculty-staff sponsorship of academic events, participation in activities associated with the Title VI and Title III grants, and partnerships in faith development opportunities would demonstrate goal achievement. Over the past decade, partnerships among faculty and staff have developed in these areas: Alpha Seminar, our freshmen seminar; Service learning in and out of the classroom; guest lectures by Counseling Services, Health Services and Career Services staff in the classroom; co-sponsorship of speakers and programs by academic departments and Student Activities and Leadership; Title VI grant on Latin American Studies; Title III grant on Institutional Effectiveness; and spiritual and faith development in retreats and service trips.

*Collect Assessment Data: Connected Student Learning.* Student participation numbers in connected student learning experiences and indicators of connected student learning evidenced in both NSSE and FSSE assessment tools would demonstrate goal achievement.

*Collect Assessment Data: Healthy Living.* The assessment of healthy living among students is achieved through several measures. The Core Alcohol and Drug Use Survey is administered to a random sample of first-years, sophomores, juniors and seniors in alternate years. Freshmen participation in the AlcoholEdu for College on-line alcohol abuse prevention program is tracked. Student participation in athletic, intramural and recreation activities are recorded by department and reported in the Student Life Annual Survey. Student participation and satisfaction with our dining service program is conducted annually by the contracted vendor, Sodexo, and in the Student Life Annual Assessment. Counseling Services and Health Services report monthly numbers indicating student use and issues relevant to healthy living.

*Quality and Diversity of Events and Celebrations.* The allocation of resources to create quality and diversity of events and celebrations is a significant indicator for this goal. Student Activities does an annual evaluation of the calendar of events at Carroll College using program evaluations. An inventory of programs indicates the diversity and extent of our co-curricular programming, as well as whether it has grown over time. Faculty and staff participation in various events (e.g. Convocation, New Student Induction, Mass of the Holy Spirit, Employee Christmas Dinner, Martin Luther King, Jr. Day events, Admissions Open Houses, Hate Language Day, Softball

Weekend, Employee Recognition Dinner, Baccalaureate Mass and Commencement) would indicate the extent to which the goal has been achieved.

*Residential Nature.* Important indicators for this goal include tracking housing data; student satisfaction of campus housing as measured through mid-year surveys administered by Community Living and the year-end Student Life Annual Survey; and student satisfaction of residential dining as measured through annual surveys administered by Sodexo. Additional indicators include monthly use reports by Sodexo and the Student Life Annual Survey. Improvements to existing campus housing and new construction demonstrate progress relative to this goal. The Student Satisfaction Inventory, administered in alternate years, also offers data on goal achievement.

### **Rationale as to why the Indicators are Assessable and Meaningful Measures of Achievement of Goals and Intended Outcomes**

Carroll College would like to improve student retention and graduation rates through increased student engagement; these are all encouraged by more students living on campus and by enhancing students' opportunities to experience connected learning, such as internships, study abroad programs, student teaching, clinical experiences, and activities created through student life/faculty partnerships. The National Survey of Student Engagement indicates students' perceptions of connected learning, and provides useful information for how to improve their experiences. Carroll College elected to participate in the National Survey of Student Engagement (NSSE) in 2007 and 2009 and the Faculty Survey of Student Engagement (FSSE) in 2009 to adopt a more systemic approach to assess connected student learning. Student input from the NSEE indicated the need for greater support for connected student learning experiences such as internships, study abroad programs, co-op learning and research with faculty.

In addition, positively impacting student decisions regarding healthy living will help improve student retention and graduation rates as well as employee retention rates; healthy living includes physical and mental health; nutrition and exercise are essential to both. Measuring alcohol and drug use among our students in comparison to national trend data is also important. Enhancing community is also a strategic goal of the college. The college's commitment of resources to its residential programming needs to be considered in terms of how it contributes to student retention and student satisfaction.

### **Core Theme IV: Exemplify Stewardship**

The fourth core theme, Exemplify Stewardship, ensures appropriate financial, human, technical, and physical resources in order to fully 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.

### **Goals and Intended Outcomes**

The goals of this core theme, Exemplify Stewardship, articulate strategies to help Carroll College fully support lifelong learning experiences and quality programs and services for all members of

our community. As outlined in the 2002 Strategic and Long Range Plan of Carroll, the goal statements for the core theme are:

1. Create an environment that supports and sustains members of our Learning Community.
2. Provide financial resources in support of learning priorities, programs and services through enrollment and financial planning.
3. Identify Carroll's needs and attract the necessary financial resources through fundraising efforts and investment returns.

The intended outcomes of the core theme, Exemplify Stewardship, were to address strategies to help Carroll fully support quality academic and community learning programs and services. Strategic planning and budgeting activities in this area focused on the need for Carroll College to support:

1. An open and supportive learning, living, and working environment.
2. Financial strength and facilities to support learning priorities, programs, and services.
3. Well-managed, larger endowment and stable, increased enrollment.

### **Indicators of Achievement of Goals and Intended Outcomes**

*Supportive Environment.* Indicators of achievement of an open and supportive learning, living, and working environment include rates of faculty and staff turnover and surveys of employee satisfaction and morale. Employee compensation indicators include faculty and staff salaries compared to local, regional, and national markets and continual progress on the faculty salary schedule. Numbers of employees participating in health related activities (Fitness Center, Wellness Programs) are also indicators of achieving a healthy work environment. The number of faculty participants and the availability of funds for professional development activities are indicators of achievement of the outcome. Additional indicators include the number of employees and their levels of contribution to the annual fund.

*Financial Resources and Facilities.* Although there are many available measures that indicate an institution's ability to achieve financial strength to support learning priorities, programs, and services, Carroll selected five indicators based on historical significance, available data, and alignment with strategic planning and budgeting priorities. Indicators of achievement include "right-sized" student-to-faculty ratios, student-to-staff ratios, expenditures by function and category, and restricted and unrestricted funding allocated to facilities improvements. The reporting and monitoring of revenue and auxiliary financial results are also important indicators of financial strength. The percentage of classrooms and labs equipped with adequate technology, number of access points to the network, number of software licenses and computers, statistics on the utilization of classroom and lab spaces, residence hall occupancy capacity figures and the number and satisfaction (NSSE, FSSE) of students, faculty, and staff utilizing 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 sustainability efforts.

*Well Managed, Larger Endowment and Stable, Increased Enrollment.* The amounts of restricted, unrestricted and permanent restricted funds are indicators of achieving a well managed and growing endowment. With recent emphasis on designing and launching a Centennial Campaign,

participation rates and gift levels of employees and alumni are important in cultivating relationships and securing endowment funds. The return on the endowment is also an indicator of the financial strength of the endowment. The first year student enrollment and cohort retention figures are indicators of a growing and stable enrollment.

### **Rationale as to why the Indicators are Assessable and Meaningful Measures of Achievement of Goals and Intended Outcomes**

Indicators related to healthy working and learning environments are important to Carroll because they influence our 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 teaching and learning occur both in and out of the classroom. Faculty development, at its most fundamental, 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). Employee and student participation in activities outside of the classroom indicate a strong community. These participation numbers in combination with surveys (NSSE and FSSE) are important indicators of a healthy working and learning environment. Workload and work-life balance indicators, in part derived through health assessments and participation in health related activities reduce insurance premiums and improve the effectiveness and productivity of employees.

By striving for relatively small classes and low student-faculty and student-staff ratios, instructional and non-instructional quality at the undergraduate level is enhanced. Although preserving a relatively low student: faculty ratio is valuable in preserving the sense of intimacy and close student-faculty and staff relationships, class size and sustainable budget implications are also important considerations. Expenditures by function and category are important in reflecting the strategic priorities of Carroll. The allocation of funding toward facilities improvements is an indication of an evolving, growing institution. Maintenance and care of our buildings and grounds indicates vibrancy and ensures the safety and security of faculty, staff, students, and visitors to campus. 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 underscore our tuition dependency. The use and satisfaction with technology and classroom spaces are important in recruiting and retaining faculty, staff, and students and supporting a technologically rich learning environment. Sustainability is a growing priority on the Carroll campus. Over the past two years, we have made substantial investments in activities related to facilities, financial, and human sustainability.

A well-managed and growing endowment is a cornerstone for ensuring future viability and stability, providing the means to help fund the initiatives and plans for Carroll's future. The amounts of restricted, unrestricted and permanent restricted funds are important indicators of a healthy endowment. A strong endowment helps to offset necessary tuition increases, helps to recruit and retain high achieving students, faculty and staff, and helps to support current and future activities, programs, and services. Community, employee, and alumni participation

numbers and gifts amounts are important indicators of present and future support and financial commitment to helping Carroll achieve a strong and growing endowment.

### **Section III: Chapter Summary**

Carroll College aspires to provide an undergraduate student experience that is consistently characterized by academic excellence, Catholic values and traditions, and supportive institutional climate; and to listen and respond to society by producing graduates who possess the skills and attitudes necessary to pursue a vocation that is self-fulfilling and community enhancing. 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. To achieve these goals, the college invests in its strongest programs and in new and existing areas of strategic importance, and seeks appropriate resources. Each core theme function-Manifest Academic Excellence, Embody Catholic Identity, Integrate Community Life, Exemplify Stewardship-defines the specific areas in which it will invest to improve and focus the quality of its programs.

In order to assure itself and the public that it is meeting its goals and fulfilling its mission, Carroll monitors key indicators of effectiveness. The monitoring and assessment of the indicators is documented in department reviews, enrollment plans, campus master plans, and administrative unit reviews. The new accreditation process provides Carroll College a greater opportunity to assess and document progress in specific core theme areas. These specific theme areas and their indicators integrate into the institutional effectiveness model. The model, a comprehensive planning and evaluation process, enables the college to connect data-driven planning and budgeting activities. Along with the new accreditation process, the college's institutional effectiveness process is an on-going, flexible, institution-wide process of planning and outcomes assessment for the purpose of continuous improvement and to provide evidence that the college is effectively achieving its mission.

The articulation of institutional mission and core themes within that mission; the identification of indicators of mission fulfillment and indicators of achievement of goals or intended outcomes for each core theme are the basis to assess and evaluate our resources and capacity (Standard Two), planning and implementation activities (Standard Three), and overall effectiveness and improvement (Standard Four).

## APPENDIX A

### Carroll College Steering Committee 2008-2009

Loretta Andrews, Director of Campus Computing and Information Technology  
Dr. Jerry Berberet, Senior Vice President of Academic Affairs and Dean of the College  
Dr. 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. 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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