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INTRODUCTION

In 2007, Carroll College received a Title III Grant, “Enabling Assessment and Planning for Student Success.” 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 Three Report includes Chapter One: Mission and Goals and Chapter Two: Resources and Capacity. Chapter One describes the four core themes through which the college achieves its mission and goals and the indicators of achievement for each theme. Chapter Two addresses the potential for Carroll College to fulfill its mission; it focuses on the resources and capacity necessary to achieve our institution’s goals and outcomes. Resources and capacity emphasize the human capabilities rather than focusing solely on funding and facilities.

The focus of the Year Three Report remains on the strategic initiatives and priorities conveyed through the core themes. 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. 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 11 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 11 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 will celebrate 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 will culminate in a spring 2010 Commencement Celebration and Gala.

Fall 2008 student headcount was 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% 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 are requiring 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 was 102 and total FTE staff was 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 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, was opened in 2001 for Carroll football and women’s soccer games. Trinity Hall, a 204-bed apartment-style residence for juniors and seniors, was opened in 2003 to provide new housing for upperclass student 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, 2008, and most recently summer of 2009, 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 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. 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 and the Archbishop Hunthausen Center for Peace and Justice, both established in 2008, and recently created endowed professorships 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” requirements. 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. We are happy to report that this past spring, through a national search, we hired Dr. Paula McNutt to replace Dr. Berberet as the VPAA. Dr. McNutt is already affirming and furthering our commitment to academic programs that are both rigorous and relevant.

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 (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 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. 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 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. Nearly two years into the campaign, 92 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, 2008, and 2009 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 revising 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 ongoing process. Guided by our Institutional Effectiveness Office as well as by the growing participation in different streams of institutional planning across campus, we are taking 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 ongoing 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. Last spring, the Core committee launched a longitudinal assessment of Core, carried out through yearly focused student interviews. This fall, the Core Committee will continue their longitudinal study and add to it new student learning outcomes for Core and improved assessment measures and analysis.

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 responded further to this recommendation in our Interim Progress Report, due last April to the NWCCU. The Interim Program Report is available on the Carroll web at:

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 to the 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 and frequently 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 responded further to this recommendation in the April
2009 Interim Progress Report
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 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 professors’ 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
Compensation Committee continues to meet and will present salary issues, principles, and potential models to the larger community this fall.

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 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 over 40 in 2009-2010. Faculty requests have exceeded the allotted 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 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. Two requests were made in 2008-2009 and one request thus far in 2009-2010.

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 decisions.
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. A full report of CCIT resources and capacity is available in Chapter Two.
CHAPTER ONE –
STANDARD ONE:
MISSION, CORE THEMES, GOALS, AND OUTCOMES

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 traditional 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.” The Carroll College Mission statement is available on the web at: http://www.carroll.edu/about/mission.cc.
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—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 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.

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, 2008, and 2009. 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. For four days in June and July of 2009, the same Strategic Planning Committee met and discussed how the streams of optimal enrollment, master, and financial planning integrate and intersect with the 2008 Strategic Initiatives. Much of the time was spent updating the group on the notable progress made by the committees who were charged with advancing the 2008 initiatives (Integrative Learning, Sustainability, Spiritual Vitality, and Trust and Communication). At the end of the two days, work groups were established to further research integrative learning/academic models, financial sustainability planning and budgeting models, and compensation system issues, principles, and models. An updated Strategic Planning Document is currently in development and will be submitted to the Board of Trustees in October 2009.
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.

<table>
<thead>
<tr>
<th>GOAL: Manifest Academic Excellence</th>
<th>INDICATORS OF ACHIEVEMENT:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student graduation and retention rates</td>
<td>Rates of student satisfaction with major academic areas, academic support services, and institutional resources (NSSE, FSSE, SSI, ASQ)</td>
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<tr>
<th>GOAL: Embody Catholic Identity</th>
<th>INDICATORS OF ACHIEVEMENT:</th>
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<tbody>
<tr>
<td>Participation rates in Catholic and faith-based activities</td>
<td>Curricular and co-curricular opportunities to learn about the intellectual, spiritual, and cultural traditions of the Catholic Church</td>
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<tr>
<th>GOAL: Integrate Community Life</th>
<th>INDICATORS OF ACHIEVEMENT:</th>
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</thead>
<tbody>
<tr>
<td>Rates of student engagement (NSSE, FSSE)</td>
<td>Percent residential</td>
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<table>
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<tr>
<th>GOAL: Exemplify Stewardship</th>
<th>INDICATORS OF ACHIEVEMENT:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual student FTEs (Enrollment)</td>
<td>Expenditures by function and category as % of budget</td>
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</tbody>
</table>

**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. We selected a group of overarching indicators that both represent our larger role in higher education and our unique mission and contributions to the Catholic Church. Graduation and retention rates are the most common indicators used by colleges and universities to show the extent to which 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 nationally-normed instruments like the NSSE, FSSE, SSI, and ASQ and locally developed surveys of satisfaction. These indicators enable us to capture large quantities of perception data and compare ourselves to both peer and aspirant institutions.

Catholic Identity is manifested through the community’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. We debated at great lengths our curricular and co-curricular contributions to Catholic Identity and ultimately decided that our mission is fulfilled if we offer a variety of quality opportunities for students and employees to learn about and experience the intellectual, spiritual, and cultural traditions of the Church.

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 and creates opportunities for social, physical, and spiritual development. Annual surveys of student satisfaction and engagement are important indicators for this core theme because they provide us with timely and normed data regarding how students perceive the quality of their total college experience. Additionally, 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 our mission’s commitment to high quality programs and the well-being of all members of the community. Given our enrollment instabilities, 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. Further rationale for each indicator is provided in 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, processes, 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.* Effective processes and key indicators help the College achieve and monitor high quality academic programs. Processes include systematic annual program review, resulting in clearly articulated and assessable student learning outcomes. The process helps Carroll identify high quality academic programs and areas of improvement. Assessments of the Six Learning Goals and the Core curriculum (general education) are also considered important processes of quality review of the curriculum.

Indicators that will enable us to monitor the quality of our 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.* Interdisciplinary courses, majors, minors, and numbers of students graduating with self-design programs all indicate innovation in our academic programs. The achievement of an innovative and diverse curriculum requires the review of effective processes and indicators. Student participation in scholarship and creative activities, study abroad, undergraduate research, experiential learning opportunities, and Alpha Seminar are indicators of a creative and diverse curriculum. Evaluation of their quality is a process and growth in student numbers and offerings is an indicator. These participation numbers and offerings are significant but they do not necessarily provide direct evidence of student learning.

*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**

These processes and indicators all reflect 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 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 follow-up, efficiency, and accountability. Graduation and retention rates are especially important indicators because the quality of a student’s experience is reflected in their persistence; in addition, by how they 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 is available 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 timely and normed data on students’ perceptions of academic quality.

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 in which students learn about issues of identity, diversity, interdependence, and social justice in natural and global contexts.

Faculty development funds show the institution’s commitment to scholarship and ongoing development. Faculty development also provides a model for students' development. An intellectually engaged community of faculty, staff, and students both demonstrate and foster
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 Ecclesiae* (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. 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.
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. 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 some indicators. 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. 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 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. 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 outcome. 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 as to why the Indicators are Assessable and Meaningful Measures of Achievement of Goals and Intended Outcomes

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.

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.

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.

The list of activities above 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. Carroll College would like to strengthen this distinctive aspect of its Catholic identity, being one of only seven diocesan colleges in the U.S.

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. These intended outcomes reflect 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 related to the goals and intended outcomes of this core theme.

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 tracking student participation numbers, student satisfaction with student engagement areas and student leadership in student engagement areas demonstrate goal achievement. These indicators are selected based on a review of areas in Academic Affairs and Student Life at Carroll College that appear to have the opportunity for high student involvement. High student involvement areas at Carroll include: athletics, peer ministers, student housing staff, service trips, retreat programs, social events and academic honoraries. Engagement areas that appear to have the opportunity for higher student involvement include: 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.* Evaluating quality and quantity of 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; 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. It is not enough to say that increased collaborative activities indicate achievement; we are equally concerned about the quality of the partnerships.
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 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. As a process, Student Activities does an annual evaluation of the calendar of events at Carroll College using program evaluations. An inventory of programs is another process indicating 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) 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 in order to adopt a more systemic approach to assess connected student learning. Student input
from the NSEE indicates 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 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.

**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 outcomes of the core theme, Exemplify Stewardship, relate to 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 processes related to 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 academic excellence depends on ongoing faculty scholarship. Faculty development also 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 is enhanced. Although preserving a relatively low student-faculty ratio is valuable in fostering 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 a supportive institutional climate; and to contribute 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 with 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, together with the identification of indicators of mission fulfillment and indicators of achievement of goals or intended outcomes for each core theme, create the foundation for evaluating our resources and capacity (Standard Two), planning and implementation activities (Standard Three), and overall effectiveness and improvement (Standard Four). The next Chapter focuses on the adequacy of resources and capacity to support our mission and achieve our goals and intended outcomes.
CHAPTER TWO-

STANDARD TWO:
RESOURCES AND CAPACITY

Introduction

Carroll College’s motto is *Non Scholae Sed Vitae*—Not for School but for Life. We seek to realize this motto, for all members of our community, by supporting our core themes: Manifest Academic Excellence, Embody Catholic Identity, Integrate Community Life, and Exemplify Stewardship. This requires that the college develop and focus sufficient resources for each of these four areas. The second chapter of our report, Resources and Capacity, reviews and evaluates the 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 appropriately allocate resources to ensure effective and widely understood governance and leadership, clear and accessible policies and procedures, qualified and accomplished faculty and staff, a physical environment conducive to effective 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 update on developments since the last accreditation report; present evidence of adequacy and capacity; and evaluate its contribution to mission fulfillment. The chapter concludes with recommendations for more effective resource management based on findings of the self-study.

Given today’s economic downturn and its ramifications for Carroll’s budget and resources, it is even more important that we think strategically about policies, procedures, staffing and financial priorities. Like many higher education institutions, we are wary about the potential fallout from continuing economic turmoil and are closely monitoring the impact on students and staff. Faced with significant financial challenges, Carroll College is taking active steps to protect the financial health of the College and to ensure that we continue to achieve our outcomes, meet our goals, and fulfill our institution’s educational mission.
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 six-member Senior Leadership Team 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). 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, Enrollment Management: 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. The complete on-line versions of the Faculty Handbook and Staff Handbook are available at: http://www.carroll.edu/employment/index.cc.

The staff employs 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 will appoint 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 for each of the four classes—Freshmen, Sophomores, Juniors and Seniors to serve as members of the ASCC Senate. Each recognized student organization elects a representative to
the ASCC House. The President of the Associated Students of Carroll Colleges meets regularly with the Vice President for Student Life to discuss college matters and student concerns. 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 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 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 other 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. Carroll College also does not have collective bargaining agreements to monitor. 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 either 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.
Governing Board

Carroll College has a 25-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 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.

**Leadership and Management**

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 Senior Leadership Team 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, 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 Vice President for Academic Affairs. Dr. Berberet served in this role from 2006-2009, when a national search resulted in the hire of in 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. 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 in his prior position since 1991. A new position, Vice President for Institutional Advancement, was created in 2005; Mr. Jay Vogelsang, previously the Executive Director of Special Olympics of Montana, served in that position 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. The
Dean of Enrollment Management Services, Ms. Candace Cain, has been at Carroll College since 1984 and served on the Senior Leadership Team from 2002-2008. In 2008, Ms. Nina Lococo was hired as the Associate Vice President for Enrollment Management Services, and reports to the 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.

The Senior Leadership Team produced a Strategic Plan in 2002 that was approved by the Board of Trustees. Monthly summer retreats have assisted the leadership team with planning, organizing and managing the institution to support the strategic plan. In recent years, key faculty and staff have been invited to participate in strategic planning retreats with the Senior Leadership Team. The work of these summer strategic planning groups has guided the Senior Leadership Team on institutional initiatives in the four core theme areas of Academic Excellence, Catholic Identity, Community Living and Stewardship of Resources.

**Policies and Procedures**

**Academics**

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](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](http://www.carroll.edu/academics/catalog/index.cc) and [http://www.carroll.edu/employment](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](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 College does not have a Board-approved policy on intellectual property rights.

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.
Students

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). Specific violations and questions (e.g. academic honesty, access and learning disabilities, and graduation requirements) are attended to by the Vice President for Academic Affairs and associated offices. The Catalog is reviewed on an annual basis by the Registrar with feedback from department chairs and division heads.

Carroll College maintains an Admission Policies & 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. The policies and procedures also comply with 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. Specific policies determine which students are admitted to the Nursing Program and Teacher Education Program as sophomores or as transfer students. All other placements are course specific, primarily involving placement in English and mathematics courses. Specific guidelines are used to determine appropriate placement, such as 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, academically suspended, 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 2008-2009 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 2008-2009 Student Handbook, p. 108).

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.

Human Resources

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 College’s web site as well as 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 on a continual basis 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 Faculty Handbook, Article VII); faculty criteria and procedures for evaluation, retention, promotion and termination are defined in the Faculty Handbook (see Faculty Handbook, 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 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 assist with the appearance of the website to assist with recruitment and retention of students.

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 most positions are required to submit a response to the mission statement as part of the application and selection process. Students, faculty, staff, and administration are treated fairly, with grievance procedures in place to protect the rights of all community members. Faculty and staff grievance procedures are posted on the college’s website under Human Resources.
The student grievance process is outlined in the Student Handbook (see 2008-2009 Student Handbook, p. 108) and Catalog (see 2008-2009 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. The College does not have a clearly defined policy that prohibits conflict of interest on the part of members of the administration, faculty and staff. The Director of Human Resources has been advised to create a conflict of interest policy that pertains to all employees.

Similarly, the college does not have clearly defined policies on ownership, copyright, control, compensation and revenue derived from the production of intellectual property. Dr. Paula McNutt, the new Vice President for Academic Affairs, will work through faculty governance and Ms. Lynn Etchart, Vice President for Finance and Administration, will work through staff governance to create such a policy.

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 individual 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 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-study 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.

Financial

Carroll College’s Board of Trustees oversee 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 Investments committee and a Finance and Audit committee to insure their fiduciary responsibility for the college.
Carroll College employs qualified personnel in sufficient numbers to support its programs and services. The college employs 88 full-time faculty and 39 part-time adjunct faculty for a student-faculty ratio of 12 to 1. The college employs 154 full-time staff for a student-staff ratio of 10 to 1. Both ratios fall within reasonable ranges in comparison to peer institutions. The college is, however, questioning the 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 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 (from $30,000 to $35,000 per year), 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” which enables members of the staff to be granted a
developmental 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 College, 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.

Professional development for faculty is supported through the governance structure for faculty
while 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.

Faculty

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).

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). Faculty workload continues to be a topic of concern at Carroll. As reported in Chapter One, the Faculty Council developed a report in May 2005 that recommended that the institutional formula for workload be dropped in favor of each department tailoring a workload plan to meet its needs while maintaining the excellence of its programs and upholding its institutional responsibility. Further departmental discussions on workload adjustments have been facilitated through the 2008-2009 Program Review process. To date, however, these changes have not been institutionalized through revisions to the Faculty Handbook policies (see Chapter One, pg. 11).

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 both tenure and promotions 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.

Formative assessments are required of all tenured faculty at a minimum of once every five years. 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. Individual portfolios are reviewed by department chairs, who then submit a report summarizing department faculty work, plans, and development to the Faculty Development Committee. The Committee then 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. See “The 2008 State of the Faculty Report” (The 2008 State of the Faculty Report UPDATED DEC 10.doc).

The 2008 State of the Faculty Report concludes with a commendation of the Carroll College 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, p. 22).
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.

Thus, while providing substantial professional and pre-professional programs, the College requires all students to participate in a broad spectrum of academic disciplines. The dual focus of career preparation and enlightenment through liberal education, central to our mission, informs and directs the entire educational endeavor at Carroll College. All students seeking degrees, regardless of their courses of study, are required to fulfill the General Education Requirements (Core Curriculum). The Core Curriculum 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.

Over the past ten years, 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 Annual Administrative Unit and Academic 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 Annual Program Review process. Academic and Administrative Unit 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.
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. Course descriptions, including prerequisites, are also indicated there. 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 Study Abroad and Internships.

Courses and degree programs are evaluated annually through the program review process. New courses and programs are reviewed by the Curriculum Committee. New courses and programs must show relevance and compliance with expected higher education standards for programs and student learning outcomes.

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.

Faculty exercise a major role in the design, approval, and implementation of the curriculum, though their participation in course development, 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 are required to gain approval through a faculty-led Curriculum Committee, Faculty Assembly, and the Carroll College Board of Trustees. All new courses must be approved by the Curriculum Committee. Changes to the Core Curriculum are reviewed and approved by the faculty-led Core Curriculum Committee. A full description of the Curriculum Committee is contained in Article IV, Section 2.1 of the Faculty Handbook (http://www.carroll.edu/forms/employment/facultyhandbook0910.pdf). Changes to academic policies and procedures are heard and approved by the Policy Committee and further approved by the Faculty Assembly.

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 for all programs; these assessment processes and findings are documented in annual program reviews. Currently, individual academic departments collect feedback from graduates on learning outcomes. Beginning this year, 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, how to use 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 how to use these resources.

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 page 8 for the complete policy) or the online 2008-2009 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.
**Undergraduate Programs**

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 2008-2009 Carroll College Catalog, p. 29).

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 these 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; this fall will see its fourth 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 general education 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 chair of the Core committee is a faculty member who is appointed by the Vice President for Academic Affairs; 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 program contributes to the College’s mission and Six Goals for Carroll Graduates. The relevance of the Core curriculum to degree programs is becoming more specifically articulated, thanks to the annual Program Review process. In those reviews, undertaken by all academic programs in 2008-2009, 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 annually, created a structure that facilitated more systematic and more specific thinking at the program level about how majors are connected to institutional goals and initiatives. In this next year, the college intends to use the program review structure now in place to more adequately 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.

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 does not yet have fully articulated student learning outcomes. Carroll has been moving steadily, if not as swiftly as we would like, to build a more complete and more systematic assessment framework for Core. While the Core goals are set and clearly aligned with the College Mission and Six Goals for Carroll graduates, as noted above, they are not as yet directly stated in the Catalog. In addition, the work of shaping and approving institution-wide outcomes statements for the Core goals 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 are further down the road on developing student learning outcomes for two of the four Core goals. For Goal #3, “Aid students in developing a full range of communication skills,” key student learning outcomes are already articulated within the English and Communications programs, which each provide one basic Core course required of all students. In addition, the criteria that qualify a course for a Writing Intensive designation are related to student learning outcomes for writing. Because all major programs must offer one WI course for their majors, these outcomes have been most widely discussed. For Goal #3, “Prepare students to understand the diversity of the contemporary world,” student learning outcomes have also received attention as a result of the Core committee’s approval criteria for ND and GD courses. Yet these criteria turned out to be more controversial than expected. So, there needs to be more discussion of student learning outcomes along with their most effective measures to produce shared understanding and coherent practices among the various courses that address this goal. 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.

In the meantime, outcomes for Core 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. The program faculty will discuss the results of this direct assessment and use it as a starting point for future semesters as well as a possible point of comparison with writing samples from the upper-division WI courses. The English faculty is coordinating with the Core committee as they implement this assessment strategy. As another example, last fall the Alpha Seminar Coordinator collected a sample of papers addressing the
topic of diversity from freshman in Alpha Seminar; these are assessed by a rubric that tallies references to different aspects of diversity. This will be repeated with another group of Alpha Seminar students in the upcoming academic year as well as expanded to include mid-program assessments involving embedded questions in national and global diversity courses. These will be linked with a senior writing sample in a subsequent year. This direct assessment intends to discover how students’ understanding of and attitude towards diversity, the Core goal #1, changes during their years at Carroll.

Another recent indicator of progress: On June 1, 2009, a group of 16 faculty from a variety of departments attended a workshop, sponsored by the Office of Institutional Effectiveness in conjunction with the Core committee, to discuss outcomes and systematic, cross-program assessment measures for the four Core goals. The group considered a number of options, and determined to form work groups around each of the four goals and to propose specific language for outcomes and assessment strategies to the faculty assembly in the fall. One gratifying result of the workshop was that it created dialogue among a larger group of faculty about the need to work together to develop student learning outcomes for the Core goals. This process, to be truly useful, needs just this sort of broad and informed faculty participation. 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. More integrative assessments—using initial, mid-program, and senior-level direct measures—for each of the Core goals will follow from firming up the student learning outcomes.

Carroll College is well aware of the importance of outcomes assessment of the Core curriculum. The development of a complete assessment framework, including goals, student learning outcomes, benchmarks for success, assessment activities, tools, and feedback reporting mechanisms are all critical keys to improvement of the Core curriculum and to higher levels of student success. Significant recent progress represents a new phase in the institution’s understanding of the value of assessment and in the willingness of a broadly representative group of faculty to become involved. This has evolved along with a more effective framework for undertaking assessment, the result of leadership from several different sources: the Vice President for Academic Affairs, the Office of Institutional Effectiveness, and the Core Committee as well as more faculty and staff who have benefitted from professional development in assessment due to funding from the Title III grant. The past two years’ activities have significantly expanded resources and capacity—with needed expertise, leadership, interest, person-power and funding—to move forward on assessment of Core outcomes in the coming year.

The College’s several certificate programs involve too few credits (under 18) to mandate a general education component.

**Graduate Programs**

Carroll College does not currently offer graduate programs.
Continuing Education and Non-Credit Programs

Carroll College does not currently have any credit or non-credit continuing education programs.

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 New Student Services, the Registrar, and the Vice President for Academic Affairs. A priority for the future is for campus-wide discussions to be held to explore the future direction of the 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 study abroad experiences. Non-credit programs are approved by the 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.
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 New Student Services, 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 Resources 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 extra 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, 524 students used the ARC’s services compared to 936 students during the 2008-09 academic year. Despite the increase in use of services, the staffing has not increased.

New Student Services is staffed by a two-thirds time director on a 12-month contact. The Director of New Student Services 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, and on-going contact with faculty and support services on campus. The Director of New Student Services also serves as an institutional contact for parents of new students. Through presentations at Admissions program and New Student Orientation, the Director of New Student Services offers outreach to parents of new students. The position serves as a liaison for new students and their parents to address concerns in Academic Affairs or Student Life. The position is also a critical component to the team of professionals who serve as an intervention team for at-risk students.
In Athletics, careful attention is paid to student learning to insure academic eligibility as well as success in the classroom. Coaches expect student-athletes to communicate with faculty about their homework and tests that may be impacted by away games. Faculty will ask coaches to proctor tests while on the road with their student-athletes. Class attendance is stressed and student-athletes are allowed to leave practice early or miss practice if there is a conflict with a class. The attention to student learning has produced high academic performance among our varsity athletic programs. For the 2008-09 academic year, the NAIA reported that all nine Carroll athletic teams were named All Scholar Teams for achieving above a 3.00 grade average for the academic year. Three of the nine teams had above a 3.50 grade point average. The prior year, the Carroll Women’s Soccer team led the NAIA in team grade point average for all sports and both genders with a 3.89 grade point average.

In Campus Ministry, support for student learning is offered through pastoral ministry, outreach programs such as retreats and bible studies, daily worship opportunities and fellowship activities with peer ministers, known as Kirchen Ministers. 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 to handle the numbers of participants.

Career Services and Testing serves students from freshman through senior year as well as alumni with developmentally appropriate career development activities. 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 in many academic departments routinely invite staff to present on career-related topics in their classes. In 2008, the department hired an Internship Coordinator. The goals of this new position are to 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 webpage that cover all aspects of career development and job search.

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 2008-09 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 a 3.37 average GPA at the end of fall semester 2008, compared to an average of 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 a 3.51 GPA, compared to an average of 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 a 10-month contract, 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 2006-07 academic year Counseling Services dealt with 659 total cases, of which 179 were new cases. During 2007-08, this number increased to 979 total cases, of which 243 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 2007-08 academic year this number increased to 2,416 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.)

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 webpage and the Student’s Right to Know webpage. 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 have the skills and abilities to be successful 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. As noted on page 38 above, 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](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 resources 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 2008-2009 Carroll College Catalog is available at:  
http://www.carroll.edu/academics/catalog/index.cc

The Catalog includes the following information:
- Institutional mission and core themes: 2008-2009 Carroll College Catalog (p. 1),  
http://www.carroll.edu/about/mission.cc
- Entrance requirements and procedures: 2008-2009 Carroll College Catalog (p. 7)
- Grading policy: 2008-2009 Carroll College Catalog (p. 21)
- 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: 2008-2009 Carroll College Catalog (pgs. 31-78)
- Names, titles, degrees held, and conferring institutions for administrators and full-time faculty: 2008-2009 Carroll College Catalog (p. 126)
- Rules, regulations for conduct, rights, and responsibilities: 2008-2009 Carroll College Catalog (pgs. 18 and 19)
- Tuition, fees, and other program costs: 2008-2009 Carroll College Catalog (p. 121)
- Refund policies and procedures for students who withdraw from enrollment: 2008-2009 Carroll College Catalog (p. 123)
- Opportunities and requirements for financial aid: 2008-2009 Carroll College Catalog (p. 11)
- Academic calendar: posted on website and in semester schedule  
http://www.carroll.edu/academics/calendar.cc

The 2008-2009 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: 2008-2009 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 webpage http://www.carroll.edu/students/career/

The Office of Career Services and Testing provides publications, online 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 2008-2009 Carroll College Catalog p. 27 and 2008-2009 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 regarding best 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 website, in the Carroll College catalog (see 2008-2009 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 website 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 that also requires 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 Advising develops and oversees the advising program, including training advisors, developing advising materials, and initiating needed improvements. 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.

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.

On-line degree audits will be 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 this fall.

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 broadly by the institution through 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.

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 Saints Shoppe has a manager and Conference and Events has a director, both of whom 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 nine intercollegiate athletic sports to students: football, women’s volleyball, women’s soccer; men’s and women’s basketball, men’s and women’s golf, and men’s and women’s cross country. 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.
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 150 print periodicals and subscribes to over 50 proprietary electronic databases that allow access to over 50,000 periodicals, most in aggregate databases.

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 2008-2009 academic year, the library staff included a director, two additional librarians, a technical services supervisor, a circulation supervisor, two assistant circulation supervisors, and about ten students who worked the equivalent of 2.5 full-time employees. Because the director retired, a search for a permanent director will begin during the 2009-2010 academic year. In the interim, one librarian is serving as the director and his librarian position has not been filled, a periodicals supervisor has been hired, and the number of assistant circulation supervisors has been reduced to one.

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 are removed from the library at will. A new detection system is part of the renovation budget. The campus security company 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.

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 the Montana State Library (MSL) and administered by the 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. When the Library requests ILL material, the requester is identified by a number not a name.

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.
VI 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. Draws were made in November and December 2008 and in June 2009. The maximum draw was in December, 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 2009-10 is approximately 1.2% of the annual operating budget. In the event of an enrollment shortfall, it represents net revenue from approximately 37 students. The plan is to increase the contingency over the course of the financial plan to at least 2% of the annual operating budget.

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. Fundraising goals are established by The Office of Advance and Senior Leadership. 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 this summer by a task group of the Strategic Planning Committee. 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 continues meeting weekly during the fall semester to review enrollment, housing, dining, compensation, programmatic, debt, depreciation, utilities, contractual and other infrastructure projections, as well as providing 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. 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 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 and escalating operating costs 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. 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 force 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). Proposed changes include creating a Financial Sustainability work group to receive, sort, analyze and prioritize initiatives and requests for funding. The work group will use data from the requestor, program review, and institutional indicators to recommend funding priorities. Recommendations will be further analyzed by the Strategic Planning Task Force, who will work with the Budget Committee as 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 will be complete 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.

The Business Office staff is led by an exceptional Controller, a CPA with 14 years of experience at Carroll College, as well as 8 years working for private industry. 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.

Capital budgets (facilities and equipment) reflect the institution’s goals and objectives. Long-range capital planning supports the 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, either through interviews, focus groups, or committee work. All members of the faculty and staff were given at least two opportunities at public forums for review and comment as the plan developed.

Since our last self study, significant building and improvement projects have been successfully completed with funding from operations, debt, and/or contributions. These include building Trinity Hall, and renovating the Wiegand Amphitheater, Science labs (Murdock Foundation), Nursing lab and classrooms renovation, 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. Beyond building projects and the energy program, the College makes progress, but is challenged to identify sufficient funding on an annual basis to meet the maintenance and repair needs of a 100 year old campus.

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.
VII Physical and Technical 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 G):

- 32 percent of the inventory is coded residential, forming the environment for student housing with a capacity of 838 beds, right on 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 very 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.

- Nearly 10 percent of the inventory is assigned as classroom space, in line with national norms. Carroll has sufficient general-purpose classrooms for its current enrollment, and while the rooms are simply-furnished (sometimes with obsolete tablet-arm chairs); all standard classrooms have ceiling-mounted projectors and instructor’s control podiums, creating a very capable teaching environment.
Nearly 7 percent 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.

11 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). Similarly, many of these offices are attractive spaces, with adequate furnishings, computers and office equipment. However, some of these spaces, 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.

Nearly 8 percent 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.

Only 10.5 percent 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 significantly expand the Physical Education Center.

Nearly 14.5 percent 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 whole range of 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 maintaining and updating its space under very tight capital budgets. The facilities are with very 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 a student body of 1,750 to 1,800 headcount enrollment in the next five to six years. On-campus housing will increase from the current 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 many 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 program and manage in conjunction with student life staff. The current pattern of all-college use of the Campus Center has resulted in crowding 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 a sufficient amount of space nor does it have the range of space types necessary to serve all members of the Carroll community. A college-wide Chapel is desired to accommodate the increasingly large gatherings at Mass and to provide related space for Campus Ministry programs. A number of near-term and longer-range campus enhancement projects are anticipated to improve existing areas, respond to new construction, and maintain the College’s distinctive campus quality. A Getchell Street project has been identified to coincide with Carroll’s Centennial and will be phased in over the coming year.

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 Program Review, academic and administrative units complete forms 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 Annual Program Review. The CCIT department consists of twelve full-time staff members, including the director. The staff consists of one Director, two staff in the Academic Computing area including the Associate Director for Learning Technologies, two staff in the area of network support, two staff in the area Administrative Software support, two staff to maintain the college web site, a Technical Specialist, one Help Desk staff and one Telephone staff member. Student workers are also an integral part of the staff. The department has grown over the past ten years by six additional full-time staff, in the areas of academic computing, web, technical support, administrative system support and network support. This relates directly to the increase in use of technology in general as well as to a tremendous increase of use in the classroom. This use has required additional infrastructure and more sophisticated tools as well as increased expectations on the part of the college community. 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 1Gbps fiber optic network provides students and staff with access across campus including all offices, classrooms and resident halls. In addition, 54Mbps wireless 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 are primarily during low-use hours and on an infrequent basis. Little video-based instruction is used at Carroll. If that were to be increased, 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 when necessary i.e. 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 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 exists to allow 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 the specific technology needs in all academic areas.

Carroll College is in the process of replacing a 16-year-old Administrative Software System with Colleague from Datatel. The new system will replace the previous online registration system with WebAdvisor, which will provide online registration and degree audit for students. In addition, the system provides a Portal that students and staff will 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. We expect to complete implementation by January 2010.

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 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, 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.
CONCLUSIONS

The completion of Chapters One and Two of the self study process has resulted in a number of important benefits: reaffirmation of the Mission Statement, an increased awareness of the College’s goals, development of four core themes and indicators of effectiveness, opportunities for extensive evaluation of resources and capacity, and the formation of recommendations for future planning. Additionally, the undertaking of this pilot self study has reminded the College community of one of its fundamental and overarching strengths: the willingness to discuss issues of concern and to identify areas needing improvement. While the Year Three Report reveals a number of strengths, it also highlights areas for improvement including the following opportunities:

Strength

_The Carroll College mission is clear and substantive, defining our purpose._ In order to assure itself and the public that it is meeting its goals and fulfilling its mission, Carroll monitors key indicators of effectiveness drawn directly from the mission. The monitoring and assessment of the indicators is documented in department reviews, enrollment plans, campus master plans, and administrative unit reviews.

Opportunities for Improvement

- While the large-scale objectives for the College are clearly mission-driven, it is sometimes less clear how the mission and its objectives translate into particular planning decisions and rank in importance. While the mission documents have been discussed, evaluated, reaffirmed, and (when necessary) revised, the College has no regular, predictable structure for this evaluative process.
- The College needs to formalize and continue its process for mission and vision review, particularly in the coming years to account for the findings and knowledge gained from its self-study process.

Strength

_The College has developed well-understood and well-communicated planning and budgeting activities which provide the 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 deliberate 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.

Opportunities for Improvement

- To aid in improving short term and long term planning, the College should better integrate the planning and budgeting of all College resources within a process that recognizes the interrelationships and interdependence of human resources, technology and information resources, the physical environment, and financial resources.
- Implement a comprehensive compensation strategy that is affordable within the College’s resources and is sufficiently competitive to recruit and retain excellent faculty and staff.
• Address issues of tuition dependency and fluctuation in enrollment through new financial aid and enrollment growth strategies.

Strength
*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.

Opportunities for Improvement
• 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.

Strength
*Assessment and institutional effectiveness.* Over the last ten years, the assessment of student learning has become ingrained in the institution’s academic fiber. This is perhaps most clearly seen in the “closing the loop” now being done 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 with more logistical than theoretical challenges remaining.

Opportunities for Improvement
• Continue to explore ways to clarify, promote, and measure the Six Goals of the Carroll Graduate as a distinctive outcome of a Carroll College education.
• Provide the expertise needed to support assessment of learning outcomes with more use of objective, longitudinal, and comparative data.
• Implement a more systematic process of direct assessment of the Core curriculum guided by identified learning outcomes.
• Design and implement a regular cycle of graduate/alumni surveys.

Strength
*The faculty at Carroll College is more qualified than ever before—as scholars, as professionals, and as teachers.* Carroll faculty members bring an array of talents, interests, and expertise to the institution, and they have a long history of designing and implementing curricula that are responsive to student interests and the changing environment. Faculty hires are increasingly more accomplished and 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.

**Opportunities for Improvement:**

- To further the commitment to the teaching-scholar model, the College should address workload and compensation issues.
- The College should determine the optimum size and composition of both the faculty and the student body within the context of a central focus on student learning.
- In some areas, Carroll could benefit by formalizing certain procedures and by expressing certain rights and responsibilities more explicitly. In particular, policies and processes addressing intellectual property rights, conflict of interest, and retaining student records need attention.

The past decade of growth and transformation described in this Report has laid the foundation for an exciting future for Carroll College. The review of mission and goals and resources and capacity has also crystallized the institution’s understanding of the challenges it faces as it continues to integrate planning streams and indicators of mission fulfillment and achievement of goals into a systematic, continuous process of institutional effectiveness. The self-study has prepared the College to view continuous improvement and mission fulfillment through four lenses – Manifest Academic Excellence, Embody Catholic Identity, Integrate Community Life and Exemplify Stewardship.

As the College prepares to address Standards Three (Planning and Implementation) and Four (Effectiveness and Improvement), it will continue to focus on accomplishing its mission and goals. This will be especially critical in these times of financial uncertainty. As the College builds on its unique history, celebrates its Centennial, and seizes new opportunities as they arise, it will also become more successful at serving the many stakeholders who are committed to the Mission of the College.
APPENDIX A

Carroll College Steering Committee 2008-2009

Loretta Andrews, Director of Campus Computing and Information Technology
Dr. Brad Elison, Assistant Professor of Psychology
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

References


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 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.
# Alignment Matrix

## APPENDIX E

<table>
<thead>
<tr>
<th>Core Goals</th>
<th>Carroll Mission Statement</th>
<th>Six Goals for Carroll Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Prepare students to understand the diversity of the contemporary world</td>
<td>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.”</td>
<td>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 21st century; Graduate Goal #6: “possesses skills and attitudes…to pursue a vocation,” which also now requires understanding cultural diversity.</td>
</tr>
<tr>
<td>2. Help students to acquire aesthetic, scientific, quantitative, ethical, and religious insights</td>
<td>Carroll College “affirms the traditional role of providing for the expansion of the intellectual, imaginative, and social awareness.”</td>
<td>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,</td>
</tr>
<tr>
<td>3. Aid students in developing a full range of communication skills</td>
<td>Carroll College is “dedicated to…dual goal of vocation and enlightenment.”</td>
<td>Graduate Goal #3: “Possesses the full range of skills necessary for effective communication.”</td>
</tr>
<tr>
<td>4. Help students to appreciate the interrelationships among branches of knowledge</td>
<td>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.”</td>
<td>Graduate Goal #4: “Appreciates the interrelationships among branches of knowledge.”</td>
</tr>
</tbody>
</table>
APPENDIX F

Financial Sustainability Diagram

  - Compensation
  - Green/environmental
  - Integrative Learning

- Strategic Planning Task Force

- Strategic Initiatives

- Core Themes

- Strategic Plan

- Mission

- Analysis/Recommendations

- Program Review

- Financial Sustainability Task Group

- Enrollment Planning

- Master Planning

- Governance

- Planning and Budgeting Committee

- Evaluation/Assessment

- Academic Departments

- Administrative Units

(Set priorities)
Appendix G

Campus Planning

<table>
<thead>
<tr>
<th>Space Type</th>
<th>Students</th>
<th>Classrooms</th>
<th>Labs and Studios</th>
<th>Office and Related</th>
<th>Library and Study 400s</th>
<th>Athletic and Special 500s</th>
<th>General and Campus Use 600s</th>
<th>Campus Support 700s</th>
<th>Health Care 800s</th>
<th>Residential 900s</th>
<th>TOTALS</th>
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<tbody>
<tr>
<td>SCUP Survey Avg. Space</td>
<td>1,682</td>
<td>47,880</td>
<td>80,479</td>
<td>45,558</td>
<td>88,566</td>
<td>71,713</td>
<td>38,498</td>
<td>2,825</td>
<td>223,622</td>
<td>643,656</td>
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<tr>
<td>SCUP Survey Avg. per Student</td>
<td>1,682</td>
<td>26</td>
<td>28</td>
<td>46</td>
<td>27</td>
<td>53</td>
<td>43</td>
<td>23</td>
<td>2</td>
<td>133</td>
<td>383</td>
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<tr>
<td>Carroll Existing Space</td>
<td>1,430</td>
<td>42,096</td>
<td>29,640</td>
<td>47,851</td>
<td>34,097</td>
<td>45,439</td>
<td>63,059</td>
<td>16,900</td>
<td>1,606</td>
<td>139,880</td>
<td>420,568</td>
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<tr>
<td>Carroll Existing per Student</td>
<td>1,430</td>
<td>29</td>
<td>21</td>
<td>33</td>
<td>24</td>
<td>32</td>
<td>44</td>
<td>12</td>
<td>1</td>
<td>98</td>
<td>294</td>
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<tr>
<td>Carroll NASF at SCUP Averages</td>
<td>1,430</td>
<td>37,845</td>
<td>40,707</td>
<td>68,422</td>
<td>38,732</td>
<td>75,297</td>
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<td>40,055</td>
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<td></td>
<td>2,000</td>
<td>52,930</td>
<td>56,932</td>
<td>95,694</td>
<td>54,171</td>
<td>105,310</td>
<td>85,271</td>
<td>45,778</td>
<td>3,359</td>
<td>265,900</td>
<td>765,346</td>
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Note: Comparison uses data from: 2004 CFI Report , Society for College and University Planning, 2005

NASF per Student