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Institutional Overview

Founded in 1909, Carroll College is a Catholic, Diocesan liberal arts college in Helena, Montana. Its undergraduate student body of about 1,500 takes part in a strong academic program that includes a liberal arts core curriculum and over 40 major, minor, interdisciplinary, and multidisciplinary liberal arts, professional, and pre-professional programs. Approximately half of the students are enrolled in programs related to nursing, biology, chemistry, and health sciences.

Located in the capital city of Montana, Carroll College is a regional college with approximately 50% of the undergraduates residing in Montana and 36% coming from the surrounding states of Idaho, Washington, and Oregon. Overall, students from 34 states and over 10 countries attend Carroll College. The campus is considered residential, with approximately 61% of the undergraduate students living on campus, and many others living in close proximity. The new first-time, first-year student enrollment has grown steadily to approximately 400 over the past three years, although new transfer enrollment has been gradually declining.

The full-time faculty of approximately 90 is first and foremost a teaching faculty. Students benefit from classes taught by committed faculty members who welcome students into their classrooms and into the broader scholarly community of the campus. Many faculty members maintain ambitious research agendas that nourish their own scholarly development and enhance their work with students.

Learning beyond the classroom is an important component of the college experience. Each year, Carroll College students complete over 3,000 hours of service. Nineteen percent of students participate in NAIA Intercollegiate Athletics, and 67% participate in at least one of the 47 recognized student organizations and activities. The first-year Alpha Program, required by all first-year students, introduces students to these and other opportunities, extending and supplementing in-class learning.

As of fall 2012, Carroll College was ranked first among Regional West Colleges by U.S. News and World 2013 Report, which also lists the college as number two among the Best Value institutions.

Over the past several years, Carroll College has focused in a disciplined way upon strengthening the academic and residential experience of the campus. The success of these endeavors has been enhanced by the arrival of a new president, Dr. Thomas Evans, and with the completion of Vision 2018, an ambitious strategic plan aligning the college’s master, financial, fundraising, technology, and academic plans.

In this report, Carroll College updates its response to Standard One to define mission fulfillment. The model of mission fulfillment is framed by four revised core themes: Embodying Faith; Excellence in Teaching, Learning, and Scholarship; Vibrant Campus Community; and Engaged Locally and Globally. The revised core themes and accompanying objectives, indicators, and thresholds better enable the college to monitor and evaluate mission fulfillment. The report also addresses the following: recent institutional changes; the recommendations received from both the Fall 2011 Year One Peer Evaluation Report as well as Recommendations 1, 2, and 4 of the Fall 2010 Year Seven Peer-Evaluation Report; and the sufficiency of Carroll College’s resources and capacity as required by Standard Two.

Helpful links:
Carroll College Profile: http://www.carroll.edu/about/index.cc
Carroll College Factbook: http://www.carroll.edu/files/files/about/ole/factbook_2012_3.html
Basic Institutional Data Form

Information and data provided in the institutional self-evaluation are usually for the academic and fiscal year preceding the year of the evaluation committee visit. The purpose of this form is to provide Commissioners and evaluators with current data for the year of the visit. After the self-evaluation report has been finalized, complete this form to ensure the information is current for the time of the evaluation committee visit. Please provide a completed copy of this form with each copy of the self-evaluation report sent to the Commission office and to each evaluator.

To enable consistency of reporting, please refer to the glossary in the 2003 Accreditation Handbook for definitions of terms.

Institution: Carroll College
Address: 1601 North Benton Avenue
City, State, ZIP: Helena, MT 59625

Degree Levels Offered: [ ] Doctorate [ ] Masters [x] Baccalaureate [ ] Associate [ ] Other

If part of a multi-institution system, name of system: NO

Type of Institution: [ ] Comprehensive [ ] Specialized [ ] Health-centered [x] Religious-based
[ ] Native/Tribal [ ] Other (specify) ______

Institutional control: [ ] Public [ ] City [ ] County [ ] State [ ] Federal [ ] Tribal
[ ] Private/Independent ( [ ] Non-profit [ ] For Profit)

Institutional calendar: [ ] Quarter [x] Semester [ ] Trimester [ ] 4-1-4 [ ] Continuous Term
[ ] Other (specify) ______
Specialized/Programmatic accreditation: List program or school, degree level(s) and date of last accreditation by an agency recognized by the United States Department of Education. (Add additional pages if necessary.)

<table>
<thead>
<tr>
<th>Program or School</th>
<th>Degree Level(s)</th>
<th>Recognized Agency</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civil Engineering</td>
<td>BS</td>
<td>ABET</td>
<td>9/1/13</td>
</tr>
<tr>
<td>Nursing</td>
<td>BS</td>
<td>Commission on Collegiate Nursing Education</td>
<td>5/1/12</td>
</tr>
<tr>
<td>Education</td>
<td>BA</td>
<td>Montana Board of Public Education</td>
<td>10/1/12</td>
</tr>
<tr>
<td>Business Administration</td>
<td>BA</td>
<td>Candidate for Accreditation by the International Assembly for Collegiate Business Education (IACBE)</td>
<td>9/1/13</td>
</tr>
</tbody>
</table>

Full-Time Equivalent (FTE) Enrollment (Formula used to compute FTE: Full Time + 1/3 Part Time)

<table>
<thead>
<tr>
<th>Classification</th>
<th>Current Year Dates: 2012</th>
<th>One Year Prior Dates: 2011</th>
<th>Two Years Prior Dates: 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>1375</td>
<td>1344</td>
<td>1314</td>
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<tr>
<td>Graduate</td>
<td>0</td>
<td>0</td>
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</tr>
<tr>
<td>Professional</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Unclassified</td>
<td>22</td>
<td>21</td>
<td>30</td>
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<tr>
<td>Total all levels</td>
<td>1397</td>
<td>1365</td>
<td>1344</td>
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</tbody>
</table>

Full-Time Unduplicated Headcount Enrollment. (Count students enrolled in credit courses only.)

<table>
<thead>
<tr>
<th>Classification</th>
<th>Current Year Dates: 2012</th>
<th>One Year Prior Dates: 2011</th>
<th>Two Years Prior Dates: 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>1405</td>
<td>1381</td>
<td>1357</td>
</tr>
<tr>
<td>Graduate</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Professional</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Unclassified</td>
<td>58</td>
<td>55</td>
<td>70</td>
</tr>
<tr>
<td>Total all levels</td>
<td>1463</td>
<td>1436</td>
<td>1427</td>
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</tbody>
</table>

Numbers of Full-Time and Part-Time Instructional and Research Faculty & Staff and Numbers of Full-Time (only) Instructional and Research Faculty & Staff by Highest Degree Earned. Include only professional personnel who are primarily assigned to instruction or research.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Full Time</th>
<th>Part Time</th>
<th>Less than Associate</th>
<th>Associate</th>
<th>Bachelor</th>
<th>Masters</th>
<th>Specialist</th>
<th>Doctorate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>25</td>
<td>1</td>
<td></td>
<td>6</td>
<td>2</td>
<td>18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate Professor</td>
<td>42</td>
<td></td>
<td></td>
<td>8</td>
<td>2</td>
<td>27</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>19</td>
<td></td>
<td></td>
<td>5</td>
<td>2</td>
<td>17</td>
<td></td>
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</tr>
<tr>
<td>Instructor</td>
<td>5</td>
<td>2</td>
<td></td>
<td>3</td>
<td>0</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lecturer and Teaching Assistant</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rank</td>
<td>Mean Salary</td>
<td>Mean Years of Service</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-------------</td>
<td>-----------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professor</td>
<td>67847</td>
<td>23</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate Professor</td>
<td>55878</td>
<td>11</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Assistant Professor</td>
<td>47788</td>
<td>3</td>
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<td></td>
</tr>
<tr>
<td>Instructor</td>
<td>40287</td>
<td>1</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Lecturer and Teaching Assistant</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Staff and Research Assistant</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undesignated Rank</td>
<td>76</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Mean Salaries and Mean Years of Service of Full-Time Instructional and Research Faculty and Staff.** Include only full-time personnel with professional status who are primarily assigned to instruction or research.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Mean Salary</th>
<th>Mean Years of Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>67847</td>
<td>23</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>55878</td>
<td>11</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>47788</td>
<td>3</td>
</tr>
<tr>
<td>Instructor</td>
<td>40287</td>
<td>1</td>
</tr>
<tr>
<td>Lecturer and Teaching Assistant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Staff and Research Assistant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undesignated Rank</td>
<td>76</td>
<td></td>
</tr>
</tbody>
</table>

**Financial Information.** Complete each item in the report using zero where there is nothing to report. Enter figures to the nearest dollar. Auxiliary and service enterprises of the institution (housing, food service, book stores, athletics, etc.) should be included. The institution’s audit materials should be an excellent reference for completing the report.

Fiscal year of the institution: 7/1-6/30

Reporting of income: Accrual Basis X Accrual Basis

Reporting of expenses: Accrual Basis X Accrual Basis

**BALANCE SHEET DATA**

<table>
<thead>
<tr>
<th>ASSETS</th>
<th>Last Completed FY Dates: 2011-2012</th>
<th>One Year Prior to Last Completed FY Dates: 2010-2011</th>
<th>Two Years Prior to Last Completed FY Dates: 2009-2010</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CURRENT FUNDS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unrestricted</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash</td>
<td>2,481,094</td>
<td>1,533,136</td>
<td>1,569,835</td>
</tr>
<tr>
<td>Investments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounts receivable gross</td>
<td>741,228</td>
<td>534,798</td>
<td>643,992</td>
</tr>
<tr>
<td>Less allowance for bad debts</td>
<td>(164,257)</td>
<td>(155,779)</td>
<td>(126,380)</td>
</tr>
<tr>
<td>Pledges Receivable (net)</td>
<td>29,351</td>
<td>54,147</td>
<td>155,164</td>
</tr>
<tr>
<td>Inventories</td>
<td>326,064</td>
<td>285,552</td>
<td>322,528</td>
</tr>
<tr>
<td>Prepaid expenses and deferred charges</td>
<td>438,079</td>
<td>331,570</td>
<td>384,261</td>
</tr>
<tr>
<td>Other (identify) – Non-Liquid Assets, PPE</td>
<td>170,271</td>
<td>170,450</td>
<td>158,150</td>
</tr>
<tr>
<td>Due (to) from</td>
<td>(4,454,276)</td>
<td>(4,601,540)</td>
<td>(5,553,872)</td>
</tr>
<tr>
<td><strong>Total Unrestricted</strong></td>
<td>(432,446)</td>
<td>(1,847,666)</td>
<td>(2,446,322)</td>
</tr>
<tr>
<td><strong>RESTRICTED</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash</td>
<td>1,387,052</td>
<td>1,268,522</td>
<td>1,159,847</td>
</tr>
<tr>
<td>Investments</td>
<td></td>
<td>11,255</td>
<td>7,504</td>
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<tr>
<td>Accounts Receivable (net)</td>
<td>249,193</td>
<td>171,597</td>
<td>125,093</td>
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<tr>
<td>Pledges Receivable (net)</td>
<td>627,878</td>
<td>536,685</td>
<td>771,841</td>
</tr>
<tr>
<td></td>
<td>Last Completed FY Dates: 2011-2012</td>
<td>One Year Prior to Last Completed FY Dates: 2010-2011</td>
<td>Two Years Prior to Last Completed FY Dates: 2009-2010</td>
</tr>
<tr>
<td>---------------------------</td>
<td>----------------------------------</td>
<td>-----------------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>Inventories</td>
<td>3,662</td>
<td>3,671</td>
<td>3,724</td>
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<tr>
<td>Prepaid expenses and</td>
<td>14,496</td>
<td>14,734</td>
<td>14,234</td>
</tr>
<tr>
<td>Deferred Charges</td>
<td>184,874</td>
<td>188,415</td>
<td>190,711</td>
</tr>
<tr>
<td>Due (to) From</td>
<td>2,183,063</td>
<td>2,711,579</td>
<td>3,216,639</td>
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<tr>
<td><strong>Total Restricted</strong></td>
<td><strong>4,650,218</strong></td>
<td><strong>4,906,458</strong></td>
<td><strong>5,489,593</strong></td>
</tr>
<tr>
<td><strong>TOTAL CURRENT FUNDS</strong></td>
<td><strong>4,217,772</strong></td>
<td><strong>3,058,792</strong></td>
<td><strong>3,043,271</strong></td>
</tr>
<tr>
<td><strong>LOAN FUND</strong></td>
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</tr>
<tr>
<td>Cash</td>
<td>88,983</td>
<td>38,433</td>
<td>31,313</td>
</tr>
<tr>
<td>Student Notes Receivable</td>
<td>2,270,694</td>
<td>2,395,338</td>
<td>2,450,150</td>
</tr>
<tr>
<td>Gross</td>
<td>4,329,778</td>
<td>5,050,746</td>
<td>4,752,157</td>
</tr>
<tr>
<td>Accounts Receivable gross</td>
<td>68,449</td>
<td>50,369</td>
<td>39,968</td>
</tr>
<tr>
<td>Pledges Receivable (net)</td>
<td>184,505</td>
<td>392,107</td>
<td>663,382</td>
</tr>
<tr>
<td>Other (identify)- Non</td>
<td>687,708</td>
<td>707,003</td>
<td>596,114</td>
</tr>
<tr>
<td>Liquid Assets, PPE</td>
<td>(1,379,900)</td>
<td>(1,728,298)</td>
<td>379,352</td>
</tr>
<tr>
<td><strong>Total Loan Fund</strong></td>
<td><strong>1,780,626</strong></td>
<td><strong>1,597,037</strong></td>
<td><strong>1,694,459</strong></td>
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<tr>
<td><strong>ENDOWMENT AND SIMILAR</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash</td>
<td>27,276,387</td>
<td>22,246,026</td>
<td>18,306,942</td>
</tr>
<tr>
<td>Investments</td>
<td>4,329,778</td>
<td>5,050,746</td>
<td>4,752,157</td>
</tr>
<tr>
<td>Accounts Receivable gross</td>
<td>68,449</td>
<td>50,369</td>
<td>39,968</td>
</tr>
<tr>
<td>Library resources</td>
<td>184,505</td>
<td>392,107</td>
<td>663,382</td>
</tr>
<tr>
<td>Other (identify)- Non</td>
<td>687,708</td>
<td>707,003</td>
<td>596,114</td>
</tr>
<tr>
<td>Liquid Assets, PPE</td>
<td>(1,379,900)</td>
<td>(1,728,298)</td>
<td>379,352</td>
</tr>
<tr>
<td>**Total Endowment and</td>
<td><strong>31,166,927</strong></td>
<td><strong>26,717,953</strong></td>
<td><strong>24,737,915</strong></td>
</tr>
<tr>
<td>Similar Funds</td>
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</tr>
<tr>
<td><strong>PLANT FUND</strong></td>
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<td></td>
</tr>
<tr>
<td>Cash</td>
<td>274,582</td>
<td>269,647</td>
<td>247,290</td>
</tr>
<tr>
<td>Land</td>
<td>771,468</td>
<td>771,468</td>
<td>771,468</td>
</tr>
<tr>
<td>Buildings &amp; Grounds</td>
<td>26,366,175</td>
<td>27,265,995</td>
<td>26,943,261</td>
</tr>
<tr>
<td>Equipment</td>
<td>1,975,400</td>
<td>2,512,191</td>
<td>2,670,704</td>
</tr>
<tr>
<td>Library resources</td>
<td>335,386</td>
<td>352,113</td>
<td>358,987</td>
</tr>
<tr>
<td>Other (identify) – CIP</td>
<td>540,100</td>
<td>350,384</td>
<td>432,199</td>
</tr>
<tr>
<td>&amp; Collections</td>
<td>(1,381,727)</td>
<td>(1,381,727)</td>
<td>(1,381,727)</td>
</tr>
<tr>
<td>Due from</td>
<td>3,761,673</td>
<td>3,794,819</td>
<td>2,185,226</td>
</tr>
<tr>
<td><strong>Total Plant Funds</strong></td>
<td><strong>34,024,784</strong></td>
<td><strong>35,316,617</strong></td>
<td><strong>33,609,135</strong></td>
</tr>
<tr>
<td><strong>OTHER ASSETS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL OTHER ASSETS</strong></td>
<td><strong>71,190,109</strong></td>
<td><strong>66,690,399</strong></td>
<td><strong>63,084,780</strong></td>
</tr>
</tbody>
</table>

**BALANCE SHEET DATA (continued)**

**CURRENT FUNDS**

<table>
<thead>
<tr>
<th>Liabilities</th>
<th>Last Completed FY Dates: 2011-2012</th>
<th>One Year Prior to Last Completed FY Dates: 2010-2011</th>
<th>Two Years Prior to Last Completed FY Dates: 2009-2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounts payable</td>
<td>419,920</td>
<td>310,421</td>
<td>349,860</td>
</tr>
<tr>
<td>Accrued liabilities</td>
<td>1,597,056</td>
<td>1,428,741</td>
<td>1,390,580</td>
</tr>
<tr>
<td>Students’ deposits</td>
<td>39,865</td>
<td>60,729</td>
<td>72,481</td>
</tr>
<tr>
<td>Deferred credits</td>
<td>883,071</td>
<td>922,600</td>
<td>747,500</td>
</tr>
<tr>
<td>Other liabilities</td>
<td>52,062</td>
<td></td>
<td>444,420</td>
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<tr>
<td>Restricted</td>
<td>Total Unrestricted</td>
<td>(432,446)</td>
<td>(1,847,666)</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------</td>
<td>-----------</td>
<td>-------------</td>
</tr>
<tr>
<td>Accounts payable</td>
<td></td>
<td>1,788</td>
<td>2,470</td>
</tr>
<tr>
<td>Deferred credits</td>
<td></td>
<td>10,644</td>
<td>1,662</td>
</tr>
<tr>
<td>Other (identify)-Capital Lease Ob. &amp; Other</td>
<td>30,000</td>
<td>72,702</td>
<td>367,455</td>
</tr>
<tr>
<td>Inter-Entity Loan Reclassified in 2011</td>
<td></td>
<td></td>
<td>2,600,000</td>
</tr>
<tr>
<td>Fund balance</td>
<td>4,620,218</td>
<td>4,821,324</td>
<td>2,488,006</td>
</tr>
<tr>
<td>Total Restricted</td>
<td>4,650,218</td>
<td>4,906,458</td>
<td>5,489,593</td>
</tr>
<tr>
<td>TOTAL CURRENT FUNDS</td>
<td>4,217,772</td>
<td>3,058,792</td>
<td>3,043,271</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LOAN FUND</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fund Balance</td>
</tr>
<tr>
<td>TOTAL FUND BALANCE</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ENDOWMENT AND SIMILAR FUNDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>PV of Planned Gift Liabilities</td>
</tr>
<tr>
<td>Inter-Entity Loan Receivable</td>
</tr>
<tr>
<td>Unrestricted (Quasi) Fund Balance</td>
</tr>
<tr>
<td>Temporarily Restricted Fund Balance</td>
</tr>
<tr>
<td>Permanently Restricted Fund Balance</td>
</tr>
<tr>
<td>TOTAL ENDOWMENT AND SIMILAR FUNDS</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PLANT FUND</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounts payable</td>
</tr>
<tr>
<td>Capital Lease Obligations</td>
</tr>
<tr>
<td>Bonds &amp; Notes Payable</td>
</tr>
<tr>
<td>Inter-Entity Loan Payable</td>
</tr>
<tr>
<td>Other liabilities (identify)-FV Swap Contract</td>
</tr>
<tr>
<td>Due to</td>
</tr>
<tr>
<td>Fund balance</td>
</tr>
<tr>
<td>Other plant fund liabilities (identify)</td>
</tr>
<tr>
<td>TOTAL INVESTMENTS IN PLANT FUND</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>OTHER LIABILITIES (IDENTIFY)</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL OTHER LIABILITIES</td>
</tr>
<tr>
<td>TOTAL LIABILITIES</td>
</tr>
<tr>
<td>FUND BALANCE</td>
</tr>
</tbody>
</table>

**CURRENT FUNDS, REVENUES, EXPENDITURES, AND OTHER CHANGES**

<table>
<thead>
<tr>
<th>REVENUES</th>
<th>Last Completed FY Dates: 2011-2012</th>
<th>One Year Prior to Last Completed FY Dates: 2010-2011</th>
<th>Two Years Prior to Last Completed FY Dates: 2009-2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and fees</td>
<td>34,095,614</td>
<td>31,572,396</td>
<td>28,865,156</td>
</tr>
<tr>
<td>Gifts</td>
<td>6,086,941</td>
<td>2,741,105</td>
<td>3,449,237</td>
</tr>
<tr>
<td>Investment Income</td>
<td>398,464</td>
<td>4,252,995</td>
<td>1,861,412</td>
</tr>
<tr>
<td>Athletics</td>
<td>959,302</td>
<td>1,115,554</td>
<td>957,025</td>
</tr>
<tr>
<td>Grants and contracts</td>
<td>653,279</td>
<td>1,074,467</td>
<td>260,624</td>
</tr>
<tr>
<td>Auxiliary enterprises</td>
<td>7,324,416</td>
<td>7,128,810</td>
<td>6,635,260</td>
</tr>
<tr>
<td>Other (identify)-Rental Income &amp; Other</td>
<td>1,407,560</td>
<td>1,300,968</td>
<td>1,496,288</td>
</tr>
<tr>
<td>Total Revenues</td>
<td>50,925,576</td>
<td>49,186,295</td>
<td>43,525,002</td>
</tr>
</tbody>
</table>
### Expenditure & Mandatory Transfers

<table>
<thead>
<tr>
<th>Educational and General</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>8,572,265</td>
<td>8,117,290</td>
</tr>
<tr>
<td>Research</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic support</td>
<td>2,443,155</td>
<td>2,412,040</td>
</tr>
<tr>
<td>Student services</td>
<td>6,599,532</td>
<td>6,375,685</td>
</tr>
<tr>
<td>Institutional support</td>
<td>4,964,767</td>
<td>4,956,045</td>
</tr>
<tr>
<td>Operation and maintenance of plant</td>
<td>2,858,269</td>
<td>2,956,257</td>
</tr>
<tr>
<td>Scholarships and fellowships</td>
<td>15,799,757</td>
<td>15,079,885</td>
</tr>
<tr>
<td>Other (identify) – Depreciation ***</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mandatory transfers for:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principal and interest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Renewal and replacements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Loan fund matching grants</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (identify)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Educational and General</strong></td>
<td>41,237,745</td>
<td>39,897,202</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Auxiliary Enterprises</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Expenditures</td>
<td>4,565,345</td>
<td>4,516,259</td>
</tr>
<tr>
<td>Mandatory transfers for:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principal and interest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Renewals and replacements</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Auxiliary Enterprises</strong></td>
<td>4,565,345</td>
<td>4,516,259</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Total Expenditure &amp; Mandatory Transfers</strong></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Other Transfers and Additions/Deletions (identify) – Change in FV Swap Contract</strong></td>
<td>(1,534,886)</td>
<td>409,878</td>
</tr>
<tr>
<td><strong>Excess</strong> [deficiency of revenues over expenditures and mandatory transfers (net change in fund balances)]</td>
<td>3,587,600</td>
<td>5,182,712</td>
</tr>
</tbody>
</table>

### Institutional Indebtedness

<table>
<thead>
<tr>
<th>Total Debt to Outside Parties</th>
<th>Last Completed FY Dates: 2011-2012</th>
<th>One Year Prior to Last Completed FY Dates: 2010-2011</th>
<th>Two Years Prior to Last Completed FY Dates: 2009-2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>For Capital Outlay</td>
<td>14,926,967</td>
<td>15,423,861</td>
<td>16,216,112</td>
</tr>
<tr>
<td>For Operations</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Domestic Off-Campus Degree Programs and Academic Credit Sites**: Report information for off-campus sites within the United States where degree programs and academic coursework is offered. (Add additional pages if necessary.)

**Degree Programs** – list the names of degree programs that can be completed at the site.

**Academic Credit Courses** – report the total number of academic credit courses offered at the site.

**Student Headcount** – report the total number (unduplicated headcount) of students currently enrolled in programs at the site.

**Faculty Headcount** – report the total number (unduplicated headcount) of faculty (full-time and part-time) teaching at the site.

---

**Programs and Academic Credit Offered at Off-Campus Sites Within the United States**

<table>
<thead>
<tr>
<th>Location of Site Name</th>
<th>Degree Programs</th>
<th>Academic Credit Courses</th>
<th>Student Headcount</th>
<th>Faculty Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Programs and Academic Courses Offered at Sites Outside the United States.** Report information for sites outside the United States where degree programs and academic credit courses are offered, including study abroad programs and educational operations on military bases. (Add additional pages if necessary.)

**Degree Programs** – list the names of degree programs that can be completed at the site.

**Academic Credit Courses** – report the total number of academic credit courses offered at the site.

**Student Headcount** – report the total number (unduplicated headcount) of students currently enrolled in programs at the site.

**Faculty Headcount** – report the total number (unduplicated headcount) of faculty (full-time and part-time) teaching at the site.

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**Programs and Academic Credit Courses Offered at Sites Outside the United States**

<table>
<thead>
<tr>
<th>Location of Site Name</th>
<th>Degree Programs</th>
<th>Academic Credit Courses</th>
<th>Student Headcount</th>
<th>Faculty Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Worldwide</td>
<td>Washington, DC</td>
<td>cert to grad, intern, service</td>
<td>Unknown</td>
<td>1-3 students/year</td>
</tr>
<tr>
<td>Worldwide</td>
<td>Austin, TX</td>
<td>cert to grad, intern, service</td>
<td>6-8 students/year</td>
<td></td>
</tr>
<tr>
<td>Worldwide</td>
<td>Stamford, CT</td>
<td>cert to grad, intern, service</td>
<td>1-2 students/year</td>
<td></td>
</tr>
<tr>
<td>Worldwide</td>
<td>Westminster, CO</td>
<td>cert to grad, intern, service</td>
<td>2-3 students/year</td>
<td></td>
</tr>
<tr>
<td>Kumamoto Gakuen University</td>
<td>Kumamoto, Japan</td>
<td>undergraduate study</td>
<td>1 student/year</td>
<td>new agreement</td>
</tr>
<tr>
<td>Asia Pacific University</td>
<td>Beppu, Japan</td>
<td>undergraduate study</td>
<td>new agreement</td>
<td></td>
</tr>
<tr>
<td>The Catholic University of Korea</td>
<td>Seoul, Korea</td>
<td>undergraduate study</td>
<td>new agreement</td>
<td></td>
</tr>
<tr>
<td>Catholic University of the West</td>
<td>Angers, France</td>
<td>undergraduate study</td>
<td>new agreement</td>
<td></td>
</tr>
<tr>
<td>Universidad Pontificia Comillas</td>
<td>Madrid, Spain</td>
<td>undergraduate study</td>
<td>new agreement</td>
<td></td>
</tr>
</tbody>
</table>
Preface

Institutional Changes Since Last Report

Over the past two years, Carroll College has maintained a disciplined focus on both strengthening the academic and residential experience as well as expanding its regional reputation as a comprehensive liberal arts college of the first rank. The success of these endeavors has been enhanced by hiring new leadership, completing Vision 2018, improving faculty and staff morale, and building upon the college’s interdisciplinary strengths in the context of the traditional liberal arts curriculum. Carroll College has invested in improving campus living and learning environments by continuing to add technology to classrooms and residential spaces, updating laboratories and equipment, and making aesthetic and safety improvements to the campus grounds and buildings.

Leadership

Since September of 2011, there have been several changes among Carroll College’s senior administration. On November 5, 2012, Dr. Thomas M. Evans was inaugurated as the college’s 16th president. Dr. Evans has a long history with Catholic higher education. At the time of his presidential selection, Dr. Evans was serving as Associate Vice President for Professional Education and Global Initiatives at St. Edward’s University in Austin, Texas. During his 15-year career at St. Edward’s, Dr. Evans gained experience in all aspects of higher education through work in a myriad of departments. In the classroom, he taught courses on Japanese culture and helped graduate students prepare their master’s theses. He also served as Director of Graduate Admission, Director for the Center for Academic Progress, and Dean of Graduate and Adult Services.

In his first year in office, Dr. Evans appointed Ms. Lori Peterson as Vice President for Finance and Administration, ending her one year interim role as Vice President for Finance and Administration. He also appointed Ms. Cathy Day, a former Registrar, to the position of Associate Academic Dean. She replaced Dr. Mark Parker who resigned to take a position at the University of Utah. Dr. Evans also expanded the Cabinet to include the Director of Campus Computing and Information Technology, the new Dean for Mission Integration and Effectiveness, the Associate Dean for Academic Affairs, and the Director of Campus Ministry/College Chaplain. Cabinet members remaining in their roles include Dr. Paula McNutt, Senior Vice President for Academic Affairs and Dean of the College; Mr. Tom McCarvel, Vice President for Community Relations and Interim Vice President for Advancement; Dr. Jim Hardwick, Vice President for Student Life; Ms. Nina Lococo, Associate Vice President for Enrollment Management; and Dr. Dawn Gallinger, Director of Research, Planning, and Assessment.

Since beginning his work as Carroll College’s president, Dr. Evans has been recognized for several significant achievements, including the college’s receipt of a $1 million gift in December of 2012 as well as another $1 million from the Howard Hughes Medical Institute for furthering the college’s infectious disease research. Dr. Evans has also created several new study abroad and intellectual exchange programs with colleges and universities around the world. These include Catholic University of Korea in Seoul, Korea; Ritsumeikan Asia Pacific University in Beppu, Japan; Universite´ Catholique de l’Ouest in Angers, France; and Universidad Ponificia Comillas in Madrid, Spain.

Planning

Since September 2011, there have been several updates to campus facilities, programs, and services as a result of the development and implementation of strategic, financial, master, enrollment, technology, and academic plans.
Vision 2018, the strategic plan for 2013-2018 was approved by the Board of Trustees on May 6, 2013. It incorporates the emergent priorities of the next comprehensive campaign, action plans and outcomes for each strategic priority, and objectives and thresholds related to the NWCCU core themes.

A revision of Carroll College’s undergraduate core curriculum is successfully moving forward toward a phased fall 2015 implementation. In the spring of 2013, the Core Revision Task Force presented three draft proposals to the Faculty Assembly. The proposals, each unique, included updates to the current Core regarding interdisciplinary courses, themes/pathways, revised learning outcomes, and revised academic calendars. The three proposals all have in common the goal of revising the Alpha Seminar First Year Program. The Task Force sought campus feedback throughout the summer of 2013, and it plans to present revised proposals inclusive of resource and workload estimates to the assembly for approval in the spring of 2014.

Through the budget process, substantial funds were allocated to support compensation. All faculty and staff will begin the 2013-2014 school year earning salaries at a minimum of 89% of their target market. This movement resulted in a minimum raise of 3.66% and average salary increase of 5.39%.

A new cabinet-level position, Dean for Mission Integration and Effectiveness, was hired in spring of 2013. In his new position, Dr. Chris Fuller will stimulate and facilitate mission-related work in all areas of the community, rather than limiting it to the Theology and Campus Ministry departments. As envisioned in the position description, he will work collaboratively with the members of the Spiritual Vitality Committee and the broader campus community to assist with mission work in all the areas that it is currently taking place. The position is a direct result of Dr. Evans’s vision for the college and feedback from the last NWCCU Evaluation Team.

Carroll College has developed its New Memoranda of Understanding for education abroad with the University of Santa Maria in Valparaiso, Chile, and Asia Pacific University in Beppu, Japan. Carroll College has also established new exchange agreements with the Catholic University of Korea in Seoul, South Korea; Université Catholique de L’Ouest (the Catholic University of the West) in Angers, France; and Universidad Pontificia de Comillas in Madrid, Spain. Currently in discussion is Carroll College’s first branded program abroad—Carroll College in Ireland at All Hallows College in Dublin.

Carroll College expects to open two new student residential apartment complexes by May of 2014. The two units will each house 48 upper-division students. Construction is currently underway.

For the 2013-2014 school year, the college hired nine full-time faculty and 11 new or replacement staff.

Response to Topics Previously Requested

In reaffirming accreditation, the Commission requested that the college address Recommendation One of the fall 2011 Year One Peer-Evaluation Report as part of the updated response to Standard One in the fall 2013 Year Three Self-Evaluation Report.

1. The evaluation panel recommends that Carroll College articulate institutional outcomes that represent an acceptable threshold for all areas of mission fulfillment (Standard 1.A.2)

The response to Recommendation One from the Fall 2011 Peer-Evaluation Report is available in the Articulation of an Acceptable Threshold of Mission Fulfillment section on pages 15-16 of this report.
In addition, the Commission requests that Carroll College submit an addendum to the Fall 2013 Year Three Self-Evaluation Report to address Recommendations 1, 2, and 4 of the Fall 2010 Year Seven Peer-Evaluation Report. The responses to the following recommendations are available in Appendix A.

1. While recognizing that Carroll College has made considerable progress with respect to strategic and core theme planning, the evaluation committee recommends that the college complete the process and integrate all of the institution’s plans (Standard 3.A.1, 3.B.1, and 3.B.3).

2. Acknowledging the work done to date, the Committee recommends that the college further develop a robust, systematic, and ongoing outcomes-based assessment program that provides information for continuous quality improvement and achievement of strategic goals (Standard 4.A.1, 4.A.3, and 4.B.1).

3. As Carroll College continues the development of a continuous improvement process that includes planning, measurement, and implementation of strategic change, the Committee recommends that the college be intentional as to the adequacy and allocation of resources to support achievement of the core themes objectives and fulfillment of mission (Standard 5.B.1 and 5.B.2).
Eligibility Requirements 2 and 3

Carroll College is authorized to operate under the auspices of the Roman Catholic Diocese of Helena, Montana, and the provisions of the Act of the Legislative Assembly of Montana approved March 14, 1913, as well as under the provisions of Chapter 1, Title 6, of the Civil Code of the State of Montana, Sections 4221, 4222, and 4223. The mission and core themes have been approved by the Board of Trustees.

Standard 1.A. Mission

Mission Statement

Not for School, But for Life...

The Carroll College Mission Statement, originally approved by the Board of Trustees on May 26, 1978, is available in Appendix B.

The Mission Statement was most recently affirmed by the Board of Trustees as part of the development of Vision 2018 in October of 2012. The Mission Statement is regularly discussed in several venues, including new employee orientation, orientation to mission dinners, Board of Trustees meetings, and Spiritual Vitality Committee meetings, among others. The Mission Statement appears in many college publications, including the catalog, the student handbook, the college website, the annual report, and grant proposals.

Interpretation of Mission

The mission is interpreted through Vision 2018, the current strategic planning document. The statement is parsed into its major components, and it is addressed throughout the strategic plan. Most broadly, Vision 2018 introduces eight broad goal or initiative areas – four of which are considered visionary, and four of which are considered enduring commitments. The goals of Vision 2018 (Vision Statements and Enduring Commitments), coupled with the specific strategies and tasks associated with each, represent a widely shared and understood translation of the Mission Statement.

FOUR VISION STATEMENTS of Vision 2018

Carroll College will enhance its nationally recognized status for excellence by preparing students for vocation and enlightenment in an increasingly GLOBAL and DIGITAL age with dynamic and distinguishing academic and co-curricular programs. As a diocesan Catholic college inspired by FAITH, Carroll will further integrate liberal arts, professional studies and service to others. Carroll will nurture leaders to live fully in the present and prepare for the future while engaged in their LOCAL community.

FOUR ENDURING COMMITMENTS of Vision 2018

To realize its vision, Carroll College must rise to the occasion of these four Enduring Commitments:
1. Strengthen academic and co-curricular programs
2. Enhance campus life for students, faculty, staff, and the extended community
3. Increase enrollment
4. Improve financial vitality and sustainability
The four Vision Statements express the college’s highest hopes while maintaining fidelity to the Mission Statement. Much more than concrete goals that can be rapidly achieved or measured, they represent the ideals the college is pursuing. They have been combined to function as core themes (see Standard 1.B. Core Themes). The Enduring Commitments are also direct expressions of the Mission Statement. They are considered the “must-dos,” the backbone supporting the more visionary statements. The first two Enduring Commitments statements are core themes, the second two are supportive elements (representative of Standard Two).

Mission fulfillment is measured yearly by evaluation of progress on strategic goals and strategies that encompass divisional and program-level goals and objectives. The strategic plan is embedded with both a timeline and an accountability document with stated outcomes/thresholds upon which to assess progress on each of the strategies. The outcomes/thresholds are analogous to the indicators of achievement of mission effectiveness. Each summer the strategic plan and the elements of mission that it embodies are evaluated by a large constituency of campus leaders. The findings are reported each fall at a Community Forum and each winter through Carroll College’s Annual Report. This review informs the process for goal and strategy development for the following year. The Board of Trustees receives the summer evaluation of the strategic plan at their fall meeting. The strategic goal and objective development process is coordinated and effective as planning is informed at all levels of the institution.

Divisional and program-level initiatives are tied to strategic goals, strategies, and thresholds. They are evaluated through annual appraisals and Program Review. Adjustments of resources (human and fiscal) are made as needed as to work toward the accomplishment of the goals.

**Articulation of an Acceptable Threshold of Mission Fulfillment**

The Mission Statement and Vision 2018 Vision Statements and Enduring Commitments have informed the following four Core Themes:

Core Theme One: Embodying Faith  
Strategic Plan Goals and Strategies: Faithful 1, 3, 4, and 5

Core Theme Two: Excellence in Teaching, Learning, and Scholarship  
Strategic Plan Goals and Strategies: Strengthen Academic and Co-curricular programs 1, 4, and 5; Enhance Campus Life 6

Core Theme Three: Vibrant Campus Community  
Strategic Plan Goals and Strategies: Strengthen Academic and Co-curricular programs 1; Enhance Campus Life 1 and 3

Core Theme Four: Engaged Locally and Globally  
Strategic Plan Goals and Strategies: Local 1-4; Global 2 and 4

Carroll College defines mission fulfillment more specifically as *demonstrating an acceptable performance on outcomes/thresholds for the four vision statements and four enduring commitments*. This definition of mission fulfillment developed during the construction of Vision 2018.

The current outcomes/acceptable thresholds of mission fulfillment are listed below as part of the Scorecard:
<table>
<thead>
<tr>
<th>Vision 2018 Goals</th>
<th>Outcome(s)</th>
<th>2012-2013 Threshold</th>
<th>Acceptable Performance</th>
<th>Met, Exceeded, Fell Short</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Faithful</strong></td>
<td>Percent of responses on alumni surveys that indicate graduates have extended their leadership and service experiences to new settings within their communities and careers</td>
<td>59%</td>
<td>50-60%</td>
<td>Met</td>
</tr>
<tr>
<td></td>
<td>Number of annual Hunthausen Center sponsored events; Percent of students, faculty, and staff who participate in Hunthausen Center events</td>
<td>20 events 28%</td>
<td>20-25 25-30%</td>
<td>Met</td>
</tr>
<tr>
<td><strong>Local</strong></td>
<td>Percent of students, faculty, and staff who participate in community arts and service organizations, advisory boards, and other leadership positions within the greater community</td>
<td>Collecting data</td>
<td>15-20%</td>
<td>Met</td>
</tr>
<tr>
<td></td>
<td>Percent of faculty, staff, and students engaged in local service annually</td>
<td>73%</td>
<td>75%</td>
<td>Fell Short</td>
</tr>
<tr>
<td><strong>Global</strong></td>
<td>Number of international students including non-immigrants, US permanent residents, and dual citizens (US/other) annually</td>
<td>17</td>
<td>25</td>
<td>Fell Short</td>
</tr>
<tr>
<td></td>
<td>Number of students who travel abroad for courses, service, and co-curricular experiences</td>
<td>74</td>
<td>60</td>
<td>Exceeded</td>
</tr>
<tr>
<td><strong>Digital</strong></td>
<td>Percentage of classrooms equipped with Level C and D Technology *defined by CCIT Department</td>
<td>1-3%</td>
<td>3-10%</td>
<td>Met</td>
</tr>
<tr>
<td></td>
<td>Percent of total courses offered annually that use digital technology</td>
<td>Collecting data</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Number of business practices improved annually by use of technology</td>
<td>Collecting data</td>
<td>3-5</td>
<td></td>
</tr>
<tr>
<td><strong>Strengthen academic and co-curricular programs</strong></td>
<td>Achievement of Core and program learning outcomes</td>
<td>Core revision</td>
<td>75%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Percent of alumni indicating high satisfaction on senior and alumni surveys addressing overall satisfaction, professional/graduate school success, and career preparedness and attainment</td>
<td>96%</td>
<td>90-100%</td>
<td>Met</td>
</tr>
<tr>
<td></td>
<td></td>
<td>83%</td>
<td>80-90%</td>
<td>Met</td>
</tr>
<tr>
<td></td>
<td></td>
<td>88%</td>
<td>80-90%</td>
<td>Met</td>
</tr>
<tr>
<td><strong>Enhance campus life for students, faculty, staff, and the extended community</strong></td>
<td>NSSE results exceed average scores of colleges and universities in the same Carnegie class in all five benchmark areas: 1) Level of academic challenge; 2) Active and collaborative learning; 3) Student-faculty interaction; 4) Enriching educational experiences; and 5) Supportive campus environment (FY/SR)</td>
<td>Collecting data</td>
<td>25-35%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Percent of faculty and staff participating in professional development each year (training, workshops, conferences, and teaching groups)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Increase enrollment</strong></td>
<td>4-year cohort graduation rate</td>
<td>47%</td>
<td>46-48%</td>
<td>Met</td>
</tr>
<tr>
<td></td>
<td>First-time, first-year, and fall-to-fall cohort retention rate</td>
<td>86%</td>
<td>82-86%</td>
<td>Exceeded</td>
</tr>
<tr>
<td><strong>Improve financial vitality and sustainability</strong></td>
<td>Value of endowment assets year end</td>
<td>$31M</td>
<td>$29.5M</td>
<td>Exceeded</td>
</tr>
<tr>
<td></td>
<td>Expenditures per FTE by function and category as % of budget</td>
<td>I-$7M A$-$2M I$-$3.7M S$-$5.6M OCE-$18M</td>
<td>I-$10-12M A$-$5-7M I$-$5-7M S$-$7-9M OCE-$50</td>
<td>Changing IPEDS reporting</td>
</tr>
</tbody>
</table>
For each acceptable threshold, specific measurement parameters are defined and benchmarked over the next five years. Proposed targets for acceptable performance and a scoring metric for performance that meets, exceeds, or falls short of these acceptable thresholds is also in place. Opportunities to discuss the acceptable thresholds will be provided to the community throughout 2013-2014. This “scorecard” approach, including thematic formulations of core themes, is evidence of a tightly knit relationship among the strategic planning, core theme planning, and evidence-gathering efforts. For example, the scorecard outcomes for Faithful demonstrate participation and learning about the Faith components of the mission while actively engaged on campus. This also scores the impact of the mission as manifested by the faithful goal post-graduation. Together they show the symbiotic manner in which strategic planning is being informed and shaped by mission, the structure that supports Vision 2018, and by the elements that are essential to the evaluation of progress.

Overall it is clear that Carroll College has taken to heart the first recommendation resulting from the 2011 Self-Evaluation Year One Peer-Evaluation report that we [Carroll College] must define mission fulfillment in the context of purpose, characteristics, and expectations. Guided by that definition, we [Carroll College] are able to articulate institutional accomplishments or outcomes that represent an acceptable threshold, or extent of mission fulfillment.

**Core Theme: Embodying Faith**

**Brief Description of Embodying Faith**

Pope John Paul II’s documents *Ex Corde Ecclesia* (1990) and *Fides et Ratio* (1998) called upon all Catholic colleges and universities to reflect on how they manifest their Catholic identity. In response to this directive, and in keeping with its mission, Carroll College 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 as well as nurturing the formation of men and women who are God-centered and willing to act upon their responsibilities to the world. The Embodying Faith core theme poses a qualitatively different challenge than the other three core themes, since it establishes the framework of purpose in which each of the other core themes finds orientation. In other words, faith testifies to the metaphysical vision and values upon which the college is founded and purposed. A “religious atmosphere that is Catholic and ecumenical” (Cornerstone Statement) is meant to shape and permeate all that is done at Carroll, including the objectives and indicators that constitute the other core themes.

**Embodying Faith Objectives and Indicators of Achievement**

The objectives for this core theme aim to ensure and promote understanding of the Catholic teachings and traditions to create opportunities that engage conversations around faith, providing opportunities for the community to enrich and share their spiritual lives, and to encourage active engagement in service. The
core theme Achievement of the Embodying Faith focuses on the need for Carroll College to achieve the following four objectives:

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Indicators</th>
<th>Data Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus wide awareness of and understanding of Carroll College’s history, its Catholic mission, and its relationship with the Diocese of Helena</td>
<td><strong>Level of mission commitment:</strong> Director of Mission Integration and Effectiveness survey and focus group studies</td>
<td>Employee responses to Mission Statement; Survey and focus group responses</td>
</tr>
<tr>
<td>Opportunities for growth in faith and formation in Gospel values through programs that contribute to the full realization of a dual goal of vocation and enlightenment</td>
<td><strong>Growth in understanding and appreciation of faith:</strong> Percentage of students, faculty, and staff who participate in events such as daily and Sunday night mass, Search, formation activities, class retreats, and events sponsored by the Hunthausen Center, Moran Forum, and Campus Ministry; the quality of these learning opportunities; Achievement of expected learning outcomes in theology, philosophy, Alpha Seminar, and other applicable courses</td>
<td>Survey and focus group data; Hunthausen, Moran, and Campus Ministry participant and evaluation data; Program Reviews</td>
</tr>
<tr>
<td>A culture of service that integrates the principles of Catholic social teaching and promotes civic engagement</td>
<td><strong>Service:</strong> Percentage of students, faculty, and staff who participate in service learning, leadership, or volunteer activities, and quality of learning opportunities</td>
<td>Participation data and reflection papers provided by the Hunthausen Center and Student Activities</td>
</tr>
<tr>
<td>A culture of authentic interfaith dialogue, civil discourse, and cooperation that recognizes what is true, good, and beautiful in all traditions</td>
<td><strong>Authentic interfaith dialogue:</strong> Number of interfaith activities offered annually; Levels of meaningful dialogue</td>
<td>Hunthausen Center data; Survey and focus group data</td>
</tr>
</tbody>
</table>

**Embodying Faith Rationale for Selection of Indicators**

*Level of mission commitment:* Through surveys and focus groups comprised of faculty, staff, and students, Carroll College measures the degree to which the community understands and is committed to the mission. This includes knowledge of the Mission Statement itself as well as behavior that demonstrates this commitment.

*Growth in understanding and appreciation of faith:* Opportunities and indicators that track what Carroll College offers and the number of faculty, staff, and students who participate are appropriate measures for assessing the extent to which the college provides frequent, diverse, and high-interest opportunities that are integrated throughout the curriculum and co-curriculum for explicit learning and dialogue about significant issues as they relate to the mission. Opportunity and participation numbers show the extent to which this objective is a visible, vital, and inclusive aspect of the Carroll College learning experience. Documented evaluations of these events demonstrate the quality of the events. The achievement of stated learning outcomes for courses such as Alpha Seminar, Theology 101, and Philosophy 101, that explicitly address Catholic theology, mission, and other faith traditions, also provide indicators for this objective. These courses, considered Foundations of the Core Curriculum, are required courses for all students.
Service: The number of courses in the academic curriculum that incorporate service learning provides one indicator of this objective. The second aspect of success for this indicator is the noted quality of the reflection exercises required for students following a “volunteer/service” experience to be considered service learning. Co-curricular volunteer and leadership activities provide another avenue for involvement in the local community. Carroll College measures this aspect of success through the total number of student, faculty, and staff who participate in service learning and volunteer experiences.

Authentic interfaith dialogue: The numbers of participating faculty, staff, and students attending interfaith speakers, presentations, and programs is one indicator of the achievement of the objective. Through surveys and program evaluations, the College will evaluate the extent to which students, faculty, and staff engage in meaningful dialogue and discover whether or not it contributes to their understanding of different faith traditions.

Core Theme: Excellence in Teaching, Learning, and Scholarship

Brief Description of Excellence in Teaching, Learning, and Scholarship

Excellence in Teaching, Learning, and Scholarship at Carroll College is manifest in the development and enhancement of academic programs and services that support a high-quality, unique, and engaged learning community. Interdisciplinary, program-specific, and liberal arts Core Curriculum (general education) learning outcomes are fundamental to the attainment of the core theme and integral in helping Carroll College graduates realize “the dual goal of vocation and enlightenment.” Knowledge and skills gained through student opportunities to apply learning outside of the classroom, such as research, also supports a high-quality, excellent learning community. Attaining recognition and professional accreditation of specific disciplines also speaks to program quality. Faculty who are both engaged in their disciplines and also active in their scholarship and service further characterize what it takes for the college to achieve excellence.

Excellence in Teaching, Learning, and Scholarship Objectives and Indicators of Achievement

The objectives of this core theme are to demonstrate the achievement of student learning outcomes that foster the dual goal of vocation and enlightenment as stated in the Carroll College mission. The objectives also reflect the college’s desire to support experiential learning opportunities for students; to support faculty who are actively engaged in teaching, scholarship, and learning; and to ensure that programs, where applicable, seek the highest standards of quality through professional accreditation. Achievement of the Excellence in Teaching, Learning, and Scholarship core theme focuses on the need for Carroll College to achieve the following six objectives:

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Indicators</th>
<th>Data Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>An environment that is conducive to an interdisciplinary approach to academic programs, fully integrated liberal arts, and professional and pre-professional programs</td>
<td>Assessment of interdisciplinary outcome: Understanding interrelationships among fields of knowledge; Assessment of capstone course outcomes</td>
<td>Samples of student work assessing expected outcomes of Core courses with interdisciplinary content; Samples of capstone assessments; TracDat</td>
</tr>
<tr>
<td>Demonstrated breadth of learning in the liberal arts</td>
<td>Achievement of Core learning outcomes: Assessment of specified learning outcomes and exit competencies in the Foundations courses</td>
<td>Assessment of Core learning outcomes; TracDat</td>
</tr>
<tr>
<td>Demonstrated depth of learning</td>
<td>Achievement of program-specific</td>
<td>Direct assessment of all learning</td>
</tr>
</tbody>
</table>
|through proficiency in the content and methods of his/her discipline| learning outcomes: Consistent achievement of program learning outcomes; Achievement of program specific capstone learning outcomes; Praxis and other discipline-specific pass rates and scores, field test scores, or similar summative measures of learning| outcomes over regular cycles; Program Review reports with assessment plans; TracDat
---|---|---
|Opportunities for undergraduate research| Undergraduate research opportunities: Number of students annually completing research projects| Grant and operational spending on undergraduate research (Business Office); Student participants in annual Student Undergraduate Research Festival, Literary Festival, and others
|Professional accreditation status for Business, Engineering, Education, and Nursing Programs| Successful professional accreditation status: Accreditation and re-accreditation of specific programs| Professional accreditation reports
|Faculty distinction in teaching and scholarship| Teaching and Scholarship: Quality and impact of faculty publications; NSSE Student-Faculty Interaction benchmarks; Student-Faculty ratio| Aggregate scores on Student Evaluations of Teaching to evaluate competency in helping students achieve learning outcomes; Rank and tenure process; Faculty Accomplishments publication; NSSE; Institutional Research metrics

Excellence in Teaching, Learning, and Scholarship Rationale for Selection of Indicators

**Assessment of interdisciplinary outcome:** Evolving assessment wisdom favors an emphasis on direct data—data created as the actual products and behaviors of students. Performance data for interdisciplinary courses and programs is more difficult to ascertain because it requires both breadth and depth of knowledge. At the program-level, the capstone assignment provides an opportunity that makes student achievement visible as a valid indicator of student learning. The development and application of rubrics in performance environments is the recommended indicator of interdisciplinary knowledge at the course-level. As Carroll College continues to create a culture of interdisciplinary learning with a revised Core curriculum, part of the culture will be the creation of assessment protocols to support this objective.

**Achievement of Core learning outcomes:** As a liberal arts institution, Carroll provides students the opportunities to experience a breadth of learning. The Core Curriculum enhances student learning by allowing for the attainment of knowledge outside of the major and minor fields of study. At the course level, instructors of Foundations courses submit results of their course and capstone assessments into TracDat as part of Program Review. Across disciplines, faculty assesses the Core learning outcome using common rubrics and a sample of student work. The Core is now undergoing a thorough review by the Core Revision Task Force. The group intends to submit a revised, reinvigorated set of Core learning proposals inclusive of outcomes to the Faculty Assembly for consideration by spring 2014.
Achievement of program-level learning outcomes: In addition to providing students with a breadth of knowledge, Carroll College promotes depth of knowledge in more than 40 disciplines. This is accomplished primarily through academic majors, minors, and concentrations that encourage students to explore an area of study or discipline in depth. Student achievement of program-level learning outcomes is the most fundamental evidence of achievement of this objective. The college systematically and comprehensively assesses achievement of program-level learning outcomes. Programs are required to submit, as part of Program Review, reports on the assessment of student learning that includes curriculum maps, articulated learning outcomes, samples of student work, and responses to a set of institutional metrics used for program development. Program-level assessment and improvement efforts guide informed curricular revisions that are responsive to the needs and interests of students and to the growth and refinement of courses. Nearly all academic majors include a course or project taken in the final year that constitutes a capstone experience through which students are expected to draw upon skills and knowledge acquired throughout the program. Programs are encouraged to use capstones as evidence of program-level assessment. Additionally, specific licensure and certification examinations are tracked and analyzed at the department level. For example, 97% of Carroll nursing students pass the NCLEX the first time; Psychology students average 2.5 percentage points above the national average on the Major Field Test. Where available, these are important indicators of the achievement of the objective.

Undergraduate research opportunities: As the funding for undergraduate research continues to grow through operational budget and grant sources, students are able to participate in a wide range of research and creative activities across the campus. Indicators of achievement include the number and quality of these student experiences, the public campus presentations, and papers and conferences presentations co-authored by faculty and students.

Successful professional accreditation status: Disciplinary accreditation is a rigorous process that comprehensively addresses the quality and standards of academic programs. The peer review model for education, business, engineering, and nursing professional accreditation provides particularly valuable feedback toward program improvement. Maintaining professional accreditation of these programs and seeking accreditation, where applicable, of additional academic programs are important indicators of achievement of this objective.

Teaching and scholarship: Excellence in teaching is the highest criterion for all personnel decisions (hiring, tenure, and promotion), and it is supported and emphasized throughout Carroll College’s academic community. Teaching effectiveness is regularly documented in student evaluations of individual instructors and their courses, and by information from student satisfaction surveys. In addition, teaching awards (from Carroll College or outside agencies) recognize exceptional teaching performance. The Faculty Accomplishments brochure is used to document and assess the quantity of faculty publications and presentations, while the quality of journals and conferences that publish articles and invite presentations by Carroll College faculty indicate quality.

Core Theme: Vibrant Campus Community

Brief Description of Vibrant Campus Community

The third core theme, Vibrant Campus Community, is manifest at Carroll College through co-curricular learning and living experiences that enrich and reinforce academic learning, and foster social, physical, and spiritual development. This core theme is achieved as students demonstrate leadership and service skills, practice healthy decision making, and participate in activities that develop skills to achieve career goals. Student participation numbers and achievement of co-curricular learning outcomes are important indicators for the objectives of this core theme. The selected indicators reflect levels of student engagement and gains in particular knowledge and skills within a healthy and safe living and learning environment.
environment. Thus, this theme refers to the academic, the social, the spiritual, and the physical aspects of the Carroll College student experience; the ways in which this core theme carries out our strategic plan strategies Enhance Campus Life 1 and 3; and the degree to which the various elements of this experience are integrated into a holistic model of student development.

**Vibrant Campus Community Objectives and Indicators of Achievement**

The objectives of this core theme promote student participation and learning throughout the co-curricular experience by connecting learning in and out of the classroom, helping students develop an appreciation for health and wellness, and encouraging participation in activities that develop skills to achieve career goals. These objectives reflect the latest research on student interest, learning, and retention in higher education. Achievement of the Vibrant Campus Community core theme focuses on the need for students to achieve the following four objectives:

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Indicators</th>
<th>Data Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enhanced residential and community spaces</td>
<td><em>Residential and campus facilities:</em> Percent of students living on-campus; Satisfaction of on-campus living; Number and quality of community spaces; Space utilization studies</td>
<td>Institutional metrics (IR Office); Master Plan document</td>
</tr>
<tr>
<td></td>
<td><strong>Integrated academic and co-curricular programs</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Student satisfaction and engagement survey data:</em> NSSE Active and Collaborative Learning benchmark data; Student satisfaction about learning curricular and co-curricular experiences; Participation in extracurricular activities and athletics; Responses to alumni survey that ask graduates how participation in co-curricular activities while at Carroll College helped them achieve their current career goals</td>
<td>National Survey of Student Engagement; Student Satisfaction Inventory; Student Life Annual Survey; Senior and Alumni surveys</td>
</tr>
<tr>
<td></td>
<td><em>Experiential education:</em> NSSE Enriching Educational Experiences benchmark data; Completion of student leadership certificate program; Student participation rates in activities involving “direct” learning experiences; Number of service learning courses and curricular/co-curricular service trips</td>
<td>NSSE; Student Life Annual Survey, NSSE, SSI, and program participation statistics</td>
</tr>
</tbody>
</table>

Carroll College
Students living in community will practice healthy decision making

**Healthy decision making:** Mean scores on AlcoholEdu and Core Alcohol and Other Drug Surveys; Percent of students who indicate involvement in healthy relationships and regular healthy eating, sleeping, and exercise habits; Percent of students who utilize and are satisfied with support services such as advising, career services, health and counseling services, and fitness center

Wellness Center data; Student Life Annual Survey; NSSE, SSI, Program Review (TracDat)

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**Vibrant Campus Community Rationale for Selection of Indicators**

**Residential and campus facilities:** Vibrant teaching and learning spaces are achieved by careful planning and implementation of regular upgrades to the common spaces, recreational spaces, classrooms, labs, and other capital and equipment needs of academic and residential facilities. Indicators of achievement include documented enhancements to technology enhanced spaces; on-going and documented improvement to learning and living spaces; and a clear record of a comprehensive capital and deferred maintenance budgeting process in support of enhancements. Indicators of achievement also include the percent of students choosing to live on campus as well as resident evaluations of both the living space and the living/learning experience as ascertained on the NSSE, SSI, and Student Life Annual Survey.

**Student satisfaction and engagement survey data:** Opportunities, participation, and satisfaction with the various activities that constitute engaged learning are evaluated regularly through national and institutionally-derived surveys (NSSE, SSI, Student Life Annual Survey). An engaged community of learners at Carroll College is fostered through extensive participation in clubs, groups, and on intercollegiate and intramural athletic teams. The college supports approximately 48 recognized student organizations, 13 athletic teams, and dozens of intramural opportunities. Student organizations range in focus from academic and political to social and recreational. In addition, students can participate in fully co-curricular activities like forensics, choir, and theater productions. Participation rates in college-sponsored activities measure the frequency of those interactions, while positive responses to alumni surveys that ask how participation in co-curricular activities helped them achieve their current career goals indicate the long-term impact of the objective.

**Experiential education:** This objective is achieved through programs offered collectively and by individual academic and co-curricular departments that include internships, education abroad, clinical, and service opportunities. At Carroll College, experiential education is defined by personal experiences outside of the classroom, and as a part of credit-bearing courses that add value to the student’s educational objectives and development through the practical application of program and course outcomes, including the process of reflection. Indicators of achievement are measured by student evaluations of programs, demonstrated acquisition of skills, and participation rates as acquired through transcript analysis.

**Healthy decision making:** This objective emphasizes the practice of healthy decision making. Research indicates that increasing student health and wellness will improve student retention and graduation rates. The indicators for this core theme objective rely primarily on indirect, self-reported measures of health and wellness. Healthy living includes physical and mental health; proper nutrition, sufficient sleep, positive relationships, and exercise are essential to both. Collecting data on student health and wellness
behaviors—through local and national surveys like the Student Life Annual Survey, AlcoholEdu for College, and the Core Alcohol and Other Drug Survey—provides the college with tools to educate both individuals and the community and with tools to develop additional programming to promote health and wellness. Another indicator important to this objective is student satisfaction with support services such as advising, career services, health and counseling services, and the fitness center. Data indicating the frequency of use and satisfaction of student support services is collected through the Student Life Annual Survey and NSSE. Counseling Services, Health Services, Career Services and Testing, and the Fitness Center report monthly numbers indicating student use. Each of these areas also has direct measures of student learning and satisfaction. This information is collected through the program review process.

**Core Theme: Engaged Locally and Globally**

**Brief Description of Engaged Locally and Globally**

Education at Carroll College is characterized by the engagement of faculty, staff, and students in its global and local communities. The college strives to underscore the importance of being in service to others, whether in the immediate geographical community or across oceans, philosophies, and social borders of the world. Carroll College advances its local role by connecting faculty, staff, and students with individuals, organizations, and businesses in the region using projects of mutual interest. By investing in the local community, faculty and staff are able to pursue their research and learning outcomes while partnering with organizations to solve local problems, develop policy, and meet workforce needs. Carroll students expand their learning opportunities by completing internships and other pre-service placements and community-based learning assignments.

Carroll advances global education by strengthening student and faculty education abroad while emphasizing the importance of bringing diverse perspectives and experiences to the college, Helena, and Montana through student admissions and faculty and staff recruitment. The college promotes student and faculty development through international programs and service as well as through service learning (curricular and co-curricular) both locally and abroad. The primary way the college coordinates these experiences is through the Hunthausen Center for Peace and Justice and through the Office of International Programs and Education Abroad.

**Engaged Locally and Globally Objectives and Indicators of Achievement**

The college seeks and promotes global engagement through internationalizing the curriculum, education abroad, faculty exchange programs, international internships, and international community service. The International Programs Office coordinates international experience efforts, including education abroad programs and the invitation of international students and visitors. Interdisciplinary programs such as Gender Studies and Latin American Studies facilitate student and faculty appreciation of cultural commonalities and differences. The Global Diversity requirement of the Core curriculum provides an opportunity for all students to experience cultures different from their own. Achievement of the Engaged Locally and Globally core theme focuses on the need for students to achieve the following four objectives:

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Indicators</th>
<th>Data Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students, faculty, and staff engaged in service activities</td>
<td><strong>Service:</strong> Percentage of students, faculty, and staff who participate in service learning, leadership, or volunteerism activities and quality of these learning opportunities</td>
<td>Participation data and reflection papers provided by the Hunthausen Center and Student Activities</td>
</tr>
</tbody>
</table>
Engaged Locally and Globally Rationale for Selection of Indicators

**Service:** The numbers of courses in the academic curriculum that incorporate service learning provide one indicator of this objective. The second aspect of success for this indicator is the quality of the reflection exercises required by students for an experience to be considered service learning. Co-curricular volunteer and leadership activities provide another avenue for involvement in the local community. The college measures this aspect of success through the total number of student, faculty, and staff who participate in service learning and volunteer experiences.

**Community relations:** Partnerships between the college and local business, industry, non-profits, arts organizations, tribal colleges, and others is important to improving the vibrancy of the college, of Helena, and of the surrounding communities. It is equally important to enhance partnerships so that community resources go further. Performances, panels, and other scholarly lectures offer opportunities for community members to come onto Carroll College’s campus and benefit from the expertise of college faculty, visiting artists, and other professionals. Other events such as cultural celebrations recognize and share traditions and reach out to community members who might not otherwise have contact with the college. Carroll College students extend their learning opportunities and fill important community workload needs by completing internships and other pre-service placements and community-based learning assignments. The quantity and quality of these experiences is an indicator for the objective.

**International:** Carroll College’s global initiatives strive to increase the number of international students studying at the college and also increase the number of faculty with international experience. Indicators include the number of international students on campus; the number of faculty with international experience, connection, or focus; and the number of faculty who engage in international experiences with students.

**Education abroad and international courses:** Carroll College seeks to “internationalize” all aspect of campus life including the Core curriculum, undergraduate curricula, and co-curricular activities. Carroll
offers interdisciplinary degrees such as Gender Studies and Latin American Studies focused on international issues and Core courses that meet Global Diversity requirements. Indicators of achievement include the number of new courses and programs developed that include learning outcomes focused on global competencies as well as the assessment of the learning outcomes of existing Global Diversity courses.

In addition to global-content academic courses offered to students on campus, a variety of education abroad programs and short-term international immersions, provide opportunities for students to engage in studies outside of the country. Along with the formal assessment of all education abroad trips, increasing the number of students who participate in education, leadership, and service abroad experiences is an indicator of achievement of this core theme objective.

Significant planning is currently taking place to increase Carroll College’s role in the local and global communities. Plans include “internationalizing” the curriculum through Core revisions, which may include the addition of foreign language requirements. The college has also entered into relationships with International Studies Abroad to increase the number of study and service abroad experiences for faculty and staff.
CHAPTER TWO: RESOURCES AND CAPACITY

Eligibility Requirements 4-21

(4) OPERATIONAL FOCUS AND INDEPENDENCE

Carroll College was originally incorporated as Mount Saint Charles College by articles filed on the 13th day of June, 1916, under the provisions of the Act of the Legislature Assembly of Montana approved March 14, 1913, as well as under the provisions of Chapter I, Title VI, of the Civil Code of the State of Montana, Sections 4221, 4222 and 4223, and all laws applicable to the religious college or seminary corporations. The corporation, organized under the auspices of the Roman Catholic Diocese of Helena, restates its purposes to include those originally intended, but amplifies them by stating its intention to provide a setting to enable its students to become, both intellectually and morally, what they have in them to be in terms of the Christian commitment to man in its fullest dimension, and for the students to seek to see men made whole, both in competence and conscience. Carroll College has formal authority from the appropriate governmental agency to grant degrees. The Restated Articles of Incorporation of Carroll College are on file with the Montana Secretary of State.

The current governance structure by a Board of Trustees went into effect in 1932. The college is governed by the Bylaws of the Corporation of Carroll College; the Faculty Handbook; the Staff Handbook; and the Constitution of the Associated Students of Carroll College.

(5) NON-DISCRIMINATION

Carroll College is an equal opportunity/affirmative action institution. The college seeks to ensure that all of its policies and procedures are in conformity with, but not limited to, the Civil Rights Act of 1964 as amended, Title IX of the Education Amendments of 1972, Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973 as amended, and all other state and federal non-discrimination statutes.

The college is committed to providing leadership in extended equal opportunities to all individuals. Accordingly, Carroll College makes every effort to provide those rights to all persons, regardless of race, color, or national origin or because of age, physical and mental disability, marital status, gender identity, sexual orientation, creed, religion, or sex distinction. As a church-related institution in conformity with state and federal law, Carroll College reserves the right to take religious faith into consideration where it is deemed appropriate. Decisions affecting the education, employment or access to services and facilities of faculty, staff, and students are based only on performance and legitimate occupational and educational criteria (Staff Handbook, III, 1-2) (Faculty Handbook, Article V, Sec. 1).

This policy applies to all members of the college community, including students, faculty, staff, administrators, vendors, and participants in college-sponsored events. This policy also applies to all applicants for admission and all applicants for employment.

Helpful Links:
Bylaws of the Corporation of Carroll College:
Faculty Handbook: http://www.carroll.edu/employment/handbooks.cc
Staff Handbook: http://www.carroll.edu/employment/handbooks.cc
Constitution of the Associated Students of Carroll:
http://www.carroll.edu/students/activities/government.cc
(6) INSTITUTIONAL INTEGRITY

Carroll College’s Mission Statement (Appendix B) details the Catholic, diocesan, and humanistic values that guide the institution; Carroll College adheres to policies, procedures, and practices consistent with that statement. This is consistently spelled out in the college’s formal governance documents (Faculty and Staff Handbooks). The handbooks are reviewed annually by Human Resources, updated regularly, and the changes made are approved by the Board of Trustees.

Carroll College takes very seriously its responsibility to provide due process for faculty, staff, students, and community members participating in campus programs. The Faculty and Staff Handbooks include language that highlights the resolve of the college in this regard.

(7) GOVERNING BOARD

Carroll College has a 25 member volunteer governing Board of Trustees. Members serve four-year staggered terms. The Carroll College Board of Trustees reviews the college’s strategic plan, 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. All Board members vote and none have contractual, employment, or financial relationships with the institution. The Board of Trustees approves college-wide policies as identified in the Bylaws of the Corporation, and it is responsible for ensuring that the mission and core themes are carried out.

(8) CHIEF EXECUTIVE OFFICER

The Board of Trustees selects the President, who carries out the duties of the office as a full-time occupation. The President works closely with the executive officers of the Board to carry out the college’s mission. The President’s annual performance review by the Board includes a written review statement, a written summary of progress on goals, and suggested goals for the upcoming year.

(9) ADMINISTRATION

The President is directly supported by four Vice Presidents including the Senior VP for Academic Affairs, VP for Community Relations and Interim VP for Advancement, VP for Finance and Administration, and VP for Student Life. The President is also assisted by the remaining Cabinet consisting of the Associate Dean for Academic Affairs, Director of Campus Ministry, Dean for Mission Integration and Effectiveness, Associate VP for Enrollment Management, Director of Campus Computing and Information Technology, Faculty Dean, and Director of Research, Planning, and Assessment. Cabinet members reflect a mix of long institutional history and new perspectives, who function as a team devoted to carrying out the mission and the core themes in a collaborative manner. The group meets weekly and attends regular meetings of the Board of Trustees. The Vice Presidents are supported by various department chairs and program directors responsible for academic programs, financial aid, admissions, human resources, campus computing and information technology, financial services, facilities and grounds, security, library, health and wellness, bookstore, student organizations, and other support units.

(10) FACULTY

Carroll College employs expert faculty who are well-qualified in their areas of instruction. The college is committed to high academic and professional standards and to the continuous improvement of its education programs, services, processes, and outcomes. This commitment is reflected in the faculty rank
and tenure system, as well as its post-tenure review. The rank and tenure system includes evaluation instruments and information that is gathered through self-evaluation, peer-evaluation, student evaluation, and department chair evaluation. Faculty member qualifications are determined and maintained by department chairs and college administration. The college currently employees 91 full-time faculty members and a varied number of adjunct instructors based on enrollment.

The college’s department chairs are responsible for curriculum development and assessment. Curriculum proposals are submitted to the Curriculum Committee and to the Faculty Assembly for further review and final approval.

(11) EDUCATIONAL PROGRAM

Carroll College confers the following degrees and certificates followed by the number of degrees or certificates available in each area: Associate of Arts (3), Certificate (3), Bachelors of Arts (39), and Bachelors of Science (2). Learning outcomes are provided in the Catalog, department webpages, and course syllabi. All programs adhere to and reflect the mission of the institution and core themes. Programs are designed by faculty who possess appropriate training and expertise, and program standards are consistent with professional accreditation expectations and general best practices.

(12) GENERAL EDUCATION AND RELATED INSTRUCTION

All students at Carroll College fulfill Core, an interdisciplinary general education program overseen by a faculty Core Curriculum committee. Currently, students pursuing a Bachelor’s degree must complete 43-44 Core credits. Students pursuing the Associate of Arts degree must complete 28-29 Core credits.

The Core Curriculum is designed to prepare students to understand diversity in the contemporary world; to acquire aesthetic, scientific, quantitative, ethical and religious insight; to develop a full range of communication skills; and to appreciate interrelationships among branches of knowledge. The goals of the Core align with learning goals expressed in the Carroll College Mission Statement by emphasizing theology, philosophy, and diversity as well as the promotion of human dignity, social justice, and service. Core requirements are divided into four categories: Foundations, Areas of Knowledge, and Requirements (Writing Intensive and Diversity). The Foundations category includes four courses designed to be completed in the student’s first three semesters at Carroll College: Alpha Seminar (required in the first semester), Foundations of Theology, College Composition, and Basic Communication. These courses are designed to orient students to Carroll College as a Catholic liberal arts institution, introducing expectations for college-level reading, writing, and speaking. The Areas of Knowledge category is designed to facilitate students’ engagement with learning in a variety of disciplines including fine arts and humanities, mathematics, and natural and social sciences. Consistent with the Carroll College Mission Statement, special emphasis is placed on philosophy and theology as students select courses from these disciplines at the 100-, 200-, and 300-level. The Requirements category consists of two: a Writing requirement in which students take two courses designated as writing-intensive; and a Diversity requirement in which students take two courses designated to focus on national and global diversity, respectively. Focused experiences (e.g. Study Abroad experiences) may be substituted for diversity courses. Writing-intensive (WI) and diversity (GD, ND) courses gain these respective distinctions based on review by the Curriculum Committee and approval of the Faculty Assembly. Such designation is granted on grounds that the course syllabus shows how the course meets specific criteria.

Numerous assessment activities related to the Core Curriculum have been undertaken in recent years, many co-sponsored by the Office of Research, Planning, and Assessment and the Core Curriculum Committee. Activities include development, piloting, and evaluation of assessment tools for Core learning goals. Oversight of the presence of Core learning outcomes in Core courses, as well as the training of Core faculty toward improvement in this area are also included.
All students graduate with a major and many with one or more minors; majors often require a thesis, comprehensive or field exam, or a project as part of the capstone course.

(13) LIBRARY AND INFORMATION RESOURCES

The college maintains library and learning resources consistent with its mission and core themes. The library augments its collections through the use of interlibrary loan and access to electronic resources. The library keeps collections current through purchases of new materials and by the systematic “weeding out” of outdated materials. Acquisitions are made in response to program development, faculty requests, and Library Committee suggestions. The Corette Library is a spacious, inviting, and well-equipped facility that provides comprehensive services, including instruction in information literacy as well as resources and support for technology. Planning for library and information resources is guided by data that includes feedback from affected users and evaluations of database and print collection use. The library website is the main access point to the library’s online catalog, electronic databases, and online full-text periodicals.

(14) PHYSICAL AND TECHNOLOGICAL INFRASTRUCTURE

Carroll College strives to have physical facilities that are accessible, safe, secure, energy efficient, and sufficient in quality and quantity. In general, Carroll College’s buildings have sufficient space and are actively maintained, clean, energy efficient, and well-functioning. Physical facilities are a significant part of the campus conversation around Vision 2018 and core theme planning.

On its 64-acre campus, the college has 16 major buildings totaling 636,616 gross square feet (GSF) and another 16 wood-frame, residential-scale structures totaling 22,380 GSF. Of this wood frame 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 32 buildings, totaling 658,996 GSF that serve college programs. Included in this number is the President’s house, a Facilities office, an ROTC office, a house leased to the Diocese, a commercial building in Helena’s downtown area, and a parcel of undeveloped property on Montana Avenue.

The college continually makes capital improvements to renew, replace, and improve the campus technology environment. Vision 2018 outlines the timeline and expenses for many of these capital improvements. Network infrastructure, central systems and services, storage, and hardware are refreshed as needed from the CCIT operating budget or from a special allocation of funds. All full-time faculty and staff automatically receive updated computers on a four-year replacement cycle. Labs contain a combination of desktop computers and thin-client/virtual desktops and are maintained through a separate hardware replacement plan.

The college supports a regular schedule of capital and infrastructure upgrades for both buildings and technology, guided by facilities maintenance and master plan, as well as a technology plan that serves to evaluate, disseminate information, prioritize decisions, and determine resource allocation to best serve the needs of the campus.

Helpful Links:
Library Website:  http://www.carroll.edu/library/
Vision 2018:  http://www.carroll.edu/about/president/plan/index.cc

(15) ACADEMIC FREEDOM
Carroll College maintains policies that support an atmosphere in which intellectual freedom and independence exist, as outlined by Academic Freedom in its teaching aspect as fundamental for the protection of the rights of the teacher in teaching and of the student’s right to freedom in learning. It carries with it duties correlative with rights. The duties and responsibilities of faculty at Carroll College are set forth in some detail in Articles V, VI and VII of the Faculty Handbook. All members of the faculty, whether tenured or not, are entitled to academic freedom as set forth in the 1940 Statement on Principles of Academic Freedom and Tenure, formulated by the Association of American Colleges and the American Association of University Professors. This section on Academic Freedom and Tenure explains in detail how the 1940 Statement on Principles and their subsequent interpretations are made effective at Carroll College (Faculty Handbook, Article V, Sec. 6.1).

(16) ADMISSIONS

Decisions on admission to Carroll are made after a careful review of an applicant’s academic achievement, scholastic aptitude, and personal characteristics that may predict success at the college. High school or college grades, course content, test scores, class rank, essays, extra-curricular activities, and recommendations all play an important part in the admission process. All applicants are reviewed according to these criteria without discrimination on the basis of race, age, color, creed, national or ethnic origins, marital or financial status, disability, gender, sexual orientation, or any other non-merit factor. Carroll College does not admit students to specific academic majors or programs, except in the cases of the Nursing and Teacher Education programs; in these two majors, specific policies determine which students are admitted as sophomores or as transfer students.

(17) PUBLIC INFORMATION

Carroll College publishes in a catalog and on its website all information regarding its mission, admission policies, grading policies, academic programs, names of administration and faculty, student conduct, student rights and responsibilities, tuition and costs, refund policies and procedures, financial aid, and the academic calendar. The Registrar coordinates the publication of the catalog and oversees its annual revision process. The Vice President for Student Life and the Director of Financial Aid oversee and maintain many of the student publications and Consumer Right to Know pages on the web. Vice presidents, department chairs, and program directors are responsible for the accuracy, currency, and completeness of the information published under their respective areas on the website. The Director of Integrated Marketing is primarily responsible for public information external to the college.

Helpful Links:
Faculty Handbook: http://www.carroll.edu/employment/handbooks.cc
Consumer Information website: http://www.carroll.edu/about/information/

(18) FINANCIAL RESOURCES

Carroll College’s strategic planning, the financial decisions underlying the planning, and the strategic initiatives are rooted in the mission and core themes. Over the last three years, Carroll College has been consistent in achieving operating revenues in excess of expense and in growth in cash from operations. Standard and Poor’s Standard Credit Rating LT for Carroll is AA-/A-1+. The financial evidence shows that the College creates realistic annual budgets and holds budget officers accountable for meeting their respective budget goals. Revenue information and expenditure budgets are compared to historical trend data and any other independent financial or demographic data necessary to create a conservative, but realistic, budget. Institutional planning takes into account important factors such as enrollment and
financial aid projections. The Business Office is in the process of better implementing the use of the XLerant BudgetPak. This tool, particularly useful for multi-year forecasting, should enhance the budgeting and resource management process throughout the college, implementing a new tool to assist with the integrated planning and budgeting process. The work on the campus master plan helps to anticipate future needs for building space and other campus improvements essential to meet growing enrollments as well as other campus improvements essential for an attractive and fully functional campus—all in close conjunction with Vision 2018.

(19) FINANCIAL ACCOUNTABILITY

Carroll College is audited annually by Anderson ZurMuehlen & Co. The annual audit is on a regular, timely cycle that begins in February with the Board’s approval to hire the auditors who provide a May pre-audit consultation, field work in June and August, and the presentation of a final draft of the audit report by September 30th. The Independent Audit Report and Management letters to the Board of Trustees are discussed in detail with the Audit Committee each November.

(20) DISCLOSURE

The College discloses to the Commission all required information. The Senior Vice President for Academic Affairs is the College’s Accreditation Liaison Officer and is responsible for communicating all required information to the Commission.

(21) RELATIONSHIP WITH THE ACCREDITATION COMMISSION

Carroll College recognizes and voluntarily accepts the standards and related policies of the NWCCU as part of its agreement with the accrediting body. In addition, the college understands and agrees that the Commission may disclose information regarding the college’s accreditation status to any agency or members of the public requesting such information.
Standard 2.A: Governance

2.A.1 - The institution demonstrates an effective and widely understood system of governance with clearly defined authority, roles, and responsibilities. Its decision-making structures and processes make provision for the consideration of the views of faculty, staff, administrators, and students on matters in which they have a direct and reasonable interest.

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 plan, 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 College’s 13-member Cabinet manages the college’s strategic plan, budget, and operations. As outlined in the governance chart, the Cabinet includes Carroll College’s President and Senior Vice-President for Academic Affairs, Associate Dean for Academic Affairs, VP for Finance and Administration, VP for Student Life, VP for Community Relations and Interim VP for Institutional Advancement, Associate VP for Enrollment Management, Director of Campus Computing and Information Technology, Dean for Mission Integration and Effectiveness, Director of Campus Ministry, Director of Research, Planning, and Assessment, and Faculty Dean. 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 12 standing committees including Agenda, Core, Curriculum, Program Review and Assessment, Faculty Council, Faculty Development, Faculty Welfare, Library, Policy, Rank and Tenure, NWCCU Accreditation, and Technology. The roles and responsibilities of these positions are well-defined in the Faculty Handbook, Article III and Article IV.

The staff uses a Staff Advisory Committee for governance. Staff members elect the membership of the Committee to advise the college President and members of the Cabinet on issues and priorities pertaining to the staff. The Staff Advisory Committee appoints staff representatives to standing and ad hoc college committees as requested. The Director of Human Resources is an ex-officio member of the Staff Advisory Committee (Staff Handbook, Constitution and Bylaws of the Staff Advisory Committee, p. 4).

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

Carroll College’s system of governance 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.

2.A.2 - In a multi-unit governance system, the division of authority and responsibility between the system and the institution is clearly delineated. System policies, regulations, and procedures concerning the institution are clearly defined and equitably administered.

As an independent college, private, non-profit institution, Carroll College is not a member of a multi-unit governance system.

2.A.3 - The institution monitors its compliance with the Commission’s Standards for Accreditation, including the impact of collective bargaining agreements, legislative actions, and external mandates.

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

Carroll College does not have collective bargaining agreements. As a private college, the Montana State Legislature’s actions have minimal impact on the college. 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 College are more likely to originate from the Bishop of the Diocese of Helena, from 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.

2.A.4 - The institution has a functioning governing board* consisting of at least five voting members, a majority of whom have no contractual, employment, or financial interest in the institution. If the institution is governed by a hierarchical structure of multiple boards, the roles, responsibilities, and authority of each board—as they relate to the institution—are clearly defined, widely communicated, and broadly understood.

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, Audit, Investments, Marketing and Development, and Academic Affairs and Student Life (Carroll College Bylaws, Article II). The complete Board of Trustees set of bylaws is available on the Carroll College website at: http://www.carroll.edu/files/files/about/president/bylaws2012.pdf.
The 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 (Carroll College Bylaws, Article III, Sec. 1, Article IX, Sec. 1, Article X, Sec.1). The Board adheres to the documents that govern its operation in its oversight of the college.

2.A.5 - The board acts only as a committee of the whole; no member or subcommittee of the board acts on behalf of the board except by formal delegation of authority by the governing board as a whole.

The Board of Trustees has the following standing committees (as stipulated by the Bylaws, Article II): Academic Affairs and Student Life, Audit, Executive, Development and Marketing, Governance, and Finance and Investment. Committee reports are made to the Board as a whole at each meeting; resolutions are discussed and voted on by the board as a whole.

2.A.6 - The board establishes, reviews regularly, revises as necessary, and exercises broad oversight of institutional policies, including those regarding its own organization and operation.

The Board of Trustees approves college policies as identified in the Bylaws of the Corporation (Article II, Sec. 2). The Board meets on campus three times each year: in November, 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 Cabinet 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 Cabinet 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 master planning are central to the Board’s agenda. A review of Board minutes and retreat agendas over the past two years confirms that the Trustees have devoted considerable time to strategic planning, institutional effectiveness, enrollment, and master planning. The Board has enhanced its effectiveness by expanding its membership, engaging members who are more geographically and professionally diverse, as well as including members who assist the institution in meeting its educational and financial goals. The Board’s agendas and minutes are available on the Campus Portal and by request through the Office of the President. The College President sends a memo to the campus community after each Board meeting with informational highlights and action items.

2.A.7/2.A.8 - The board selects and evaluates regularly a chief executive officer who is accountable for the operation of the institution. It delegates authority and responsibility to the CEO to implement and administer board-approved policies related to the operation of the institution. The board regularly evaluates its performance to ensure its duties and responsibilities are fulfilled in an effective and efficient manner.

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 (Bylaws, Article 2, Sec. 2). The President’s responsibilities are defined in general terms in the Bylaws of the Corporation (Bylaws, Article VI, Sec. 6). The Board evaluates the President annually and articulates annual as well as long-term goals for his work performance (Bylaws, Article II, Sec. 2). Copies of the President’s annual evaluations are available in the Office of the President.

2.A.8 - The board regularly evaluates its performance to ensure its duties and responsibilities are fulfilled in an effective and efficient manner.

The Board annually reviews its performance as a Board and in terms of individual Board members’ contributions (Bylaws, Article II, Sec. 2). The work of the Board is also assessed at every Board meeting.
through written surveys reviewed by the Board Chair and the Executive Affairs Committee. The Director of Research, Planning, and Assessment assists the Executive Affairs Committee with the evaluation processes.

2.A.9 - The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of responsibility and accountability, who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.

The College’s Cabinet consists of the President of the College, the Senior Vice President for Academic Affairs, the Associate Dean for Academic Affairs, the Vice President for Finance and Administration, the Vice President for Student Life, the Vice President for Community Relations and Interim Vice President for Advancement, the Associate Vice President for Enrollment Management, the Dean for Mission Integration and Effectiveness, the Director of Campus Ministry, the Director of Campus Computing and Information Technology, the Director of Research, Planning, and Assessment, and the Faculty Dean. With the exception of the Faculty Dean, each Cabinet position is full-time. The responsibilities of each of these positions are well defined by the college and supervised by the President. Position descriptions of Cabinet members are clear and annually reviewed. Each member undergoes annual personnel evaluations focused on annual goals. During regular meetings, the Cabinet reviews critical areas of responsibility and accountability, paying particular attention to strategic planning and implementation efforts.

2.A.10 - The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive officer may serve as an ex officio member of the governing board, but may not serve as its chair.

Since Carroll College’s last accreditation evaluation, a new President has been inaugurated. The President of the College, Dr. Thomas Evans, was hired in 2012 following the resignation of Dr. Thomas Trebon (2001-2011), and the subsequent six-month interim appointment of Dr. Paula McNutt, Senior Vice President for Academic Affairs. Dr. Evans has a long history with Catholic higher education. At the time of his selection, Dr. Evans was serving as Associate Vice President for Professional Education and Global Initiatives at St. Edward’s University in Austin, Texas. During his 15-year career at St. Edward’s, Dr. Evans became thoroughly knowledgeable about all aspects of higher education through work in a myriad of departments, including service as Director of Graduate Admission, Director for the Center for Academic Progress, and Dean of Graduate and Adult Services, and through teaching Japanese culture and master’s thesis courses.

Dr. Evans serves ex officio as a member of the Board of Trustees. According to the Bylaws, the President shall have authority and responsibility for the sound administration of the college’s educational, financial, and managerial affairs. The President is also responsible for leading the college, implementing all Board policies, developing appropriate planning initiatives, keeping the Board informed and consulting with them in a timely manner on matters appropriate to policy making, planning, and fiduciary responsibilities, and serving as the key spokesperson of the college (Bylaws, Article VI, Sec. 6). The President has the authority to execute all contracts or other legal instruments on behalf of the college and the Board of Trustees consistent with Board policies and the best interests of the college.

2.A.11 - The institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution’s major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution’s mission and accomplishment of its core theme objectives.

In his first year in office, Dr. Evans appointed Ms. Lori Peterson as Vice President for Finance and Administration, ending her one year interim role as Vice President for Finance and Administration. He
also appointed Ms. Cathy Day, a former Registrar, to the position of Associate Academic Dean. She replaced Dr. Mark Parker who resigned to take a position at the University of Utah. Dr. Evans also expanded the Cabinet to include Ms. Loretta Andrews, the Director of Campus Computing and Information Technology, Dr. Chris Fuller, the new Dean for Mission Integration and Effectiveness, Ms. Cathy Day, the Associate Dean for Academic Affairs, and Fr. Marc Lenneman, the Director of Campus Ministry/College Chaplain. Carroll Cabinet members remaining in their roles include Dr. Paula McNutt, Senior Vice President for Academic Affairs and Dean of the College, Mr. Tom McCarvel, Vice President for Community Relations and Interim Vice President for Advancement, Dr. Jim Hardwick, Vice President for Student Life, Ms. Nina Lococo, Associate Vice President for Enrollment Management, and Dr. Dawn Gallinger, Director of Research, Planning, and Assessment. A search is currently underway for a full time Vice President of Philanthropy. This position will allow the Vice President for Community Relations, Mr. Tom McCarvel, to focus on community relations, master planning, and operations. Members of Cabinet are ultimately accountable for the implementation of the Vision 2018 goals and corresponding core theme objectives. Weekly Cabinet meetings allow for collaborative discussion of the strategic goals and summer planning meetings invite assessment of present initiatives and discussion of future initiatives. Position descriptions for Cabinet positions are on file with Human Resources.

Decisions related to sufficiency of staff are made in the context of the mission and core themes, the strategic plan, current and projected needs, and available and expected resources. The hiring process is carried out in a professional manner. Search committees follow appropriate hiring practices and observe the policies and procedures of the institution. The hiring of staff is managed through the Human Resources Office (Staff Handbook, III, 7).

2.A.12 - Academic policies—including those related to teaching, service, scholarship, research, and artistic creation—are clearly communicated to students and faculty and to administrators and staff with responsibilities related to these areas.

Academic policies related to teaching, service, scholarship, research, and artistic creation at Carroll College are communicated to students, faculty, and other constituencies through the Carroll College Catalog at: https://www.carroll.edu/files/files/academics/catalog/2012-13catalogfinal.pdf, which is updated annually. The standing Policy Committee monitors and updates all academic policies (Faculty Handbook, Article IV, Sec. 3.5). 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 (Faculty Handbook, Article VII). 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 format at: https://www.carroll.edu/files/files/academics/catalog/2012-13catalogfinal.pdf and http://www.carroll.edu/employment/handbooks.cc.

2.A.13 - Policies regarding access to and use of library and information resources—regardless of format, location, and delivery method—are documented, published, and enforced.

The Corette Library maintains policies on access to and use of library and information resources on the library’s web page at: (http://www.carroll.edu/library/about/policies/index.cc). 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 at: http://www.carroll.edu/files/files/students/studentlife/STU_Carroll_Student_Handbook.pdf. All of the above policies are enforced by the library staff.
2.A.14 - The institution develops, publishes widely, and follows an effective and clearly stated transfer-of-credit policy that maintains the integrity of its programs while facilitating efficient mobility of students between institutions in completing their educational programs.

Carroll College’s transfer admissions policies and transfer of credit policy are available in the Carroll College Catalog at: http://www.carroll.edu/files/files/academics/catalog/2012-13catalogfinal.pdf 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.

2.A.15 - Policies and procedures regarding students’ rights and responsibilities—including academic honesty, appeals, grievances, and accommodations for persons with disabilities—are clearly stated, readily available, and administered in a fair and consistent manner.

The Carroll College Student Handbook outlines students’ rights and responsibilities. It includes the student conduct code, academic integrity, appeals, grievances, accommodations, housing policies, parking regulations, students’ right to know, and emergency procedures. The Student Handbook is published annually and distributed each fall in print to all faculty, staff, and students. The Student Handbook can also be accessed on the College’s website at: http://www.carroll.edu/files/files/students/studentlife/STU_Carroll_Student_Handbook.pdf. The Vice President for Student Life is responsible for the administration of the Carroll Code of Student Conduct. 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, faculty, and staff.

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

2.A.16 - The institution adopts and adheres to admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to assure a reasonable probability of student success at a level commensurate with the institution’s expectations. Its policy regarding continuation in and termination from its educational programs—including its appeals process and readmission policy—are clearly defined, widely published, and administered in a fair and timely manner.

Carroll College maintains an Admission Policies and Procedures document that is annually updated. As a National Association for College Admission Counseling (NACAC) member institution, the college’s admission policies and procedures comply with the current Statement of Principles of Good Practice as approved by the 2008 Assembly, Section 504 of the Federal Rehabilitation Act of 1973, and with 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 College does not admit students to specific academic majors or programs, except in the cases of the Nursing and Teacher Education programs; in these two majors, specific policies determine which students are admitted as sophomores or as transfer students (Catalog, p.5). All other placements are course specific, primarily involving English and mathematics courses where guidelines determine
placement (e.g. secondary course work, college entrance examination scores, Advanced Placement scores, International Baccalaureate results, and course work completed at other colleges).

Carroll College maintains a policy regarding continuation in and termination from its educational programs; this policy includes an appeals process. Carroll College 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 (p.23) and on the college’s website. Students placed on academic probation or suspension, found in violation of the Carroll Conduct Code, or otherwise sanctioned, have a right of appeal. The Academic Grievance Policy (Catalog, p. 22) 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 Associate Dean. 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 to an appointed Appellate Board. More information regarding these policies is available in the Student Handbook at: http://www.carroll.edu/files/files/students/studentlife/STU_Carroll_Student_Handbook.pdf.

2.A.17 - The institution maintains and publishes policies that clearly state its relationship to co-curricular activities and the roles and responsibilities of students and the institution for those activities, including student publications and other student media, if offered.

The Carroll College Catalog and Student Handbook publish policies regarding the roles and responsibilities of both the students and the college regarding co-curricular activities. The Catalog (p. 15) publishes Student Life’s mission and its philosophy on the role of recreational services and athletics in the college experience. The Student Handbook (pp. 91-148) includes policies on a variety of activities, including 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.

2.A.18 - The institution maintains and publishes its human resources policies and procedures and regularly reviews them to ensure they are consistent, fair, and equitably applied to its employees and students.

The Carroll College Faculty Handbook and Staff Handbook are both published on the MyCarroll Portal and are accessible to all faculty and staff members through their employee email account. Both handbooks have been made public to the NWCCU reviews and are available on the Human Resources website at: http://www.carroll.edu/employment/handbooks.cc.

Over the past few years, Carroll College has reviewed, updated, and implemented several human resources-related policies. In spring 2012, Carroll College began requiring background investigations for all employees, including temporary summer camp employees. In February of 2013, a new Minor on Campus policy was approved. This policy will be implemented over the next year and requires, among other stipulations, that all employees working directly with minors complete training at least every three years (Staff Handbook, III. 22, Faculty Handbook, Appendix EE). In the fall of 2013, Carroll College will begin yearly, mandatory sensitivity and diversity training for all employees. This training includes EEO and sexual harassment. Additionally, The Senior Vice President for Academic Affairs is almost finished reviewing the entire Faculty Handbook. Dr. McNutt has sent proposed changes to Dr. Evans and appropriate committees for comment prior to bringing them to the Faculty Assembly for approval. Still a matter of discussion is whether the Faculty Handbook will contain certain duplicated policies from the Staff Handbook, or if there will be one policy manual and a supplement to the Faculty Handbook that includes faculty-relevant policies. Policies are reviewed regularly for effectiveness and fairness and
revised accordingly, according to the procedures outlined by the college governance system (Faculty Handbook, Article III).

2.A.19 - Employees are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.

Carroll College apprises employees of the conditions of employment through their position descriptions, Staff and Faculty Handbooks, and new employee training. Personnel policies for employees, including benefits, controlled substances, grievances, disabilities, sexual harassment, evaluation, and post-tenure review, are all defined in the Faculty and Staff Handbooks. When policies are administered, supervisors consult with their respective supervisor, Vice President, and/or the Director of Human Resources for consistent interpretation and administration.

For staff, individualized position descriptions define work responsibilities and conditions of employment (Staff Handbook, Sec. III, 5.0). The performance review process (Staff Handbook, Sec. VI) defines the criteria and procedures for evaluation. Staff promotion and termination criteria are also defined in the Staff Handbook (Sec. III, 9.0 and Sec. III, 18.0 respectively).

The Faculty Handbook defines faculty responsibilities and conditions of employment (see Article VII). Faculty review criteria and procedures for evaluation, retention, promotion, and termination are also defined in Article VII of the Faculty Handbook.

2.A.20 - The institution ensures the security and appropriate confidentiality of human resources records.

Carroll College ensures the confidentiality and security of faculty and staff records by keeping separate files for medical information, employee relations information, and personnel records in separate locked cabinets within locked rooms. HIPPA related procedures are regulated by Human Resources and the Registrar. All faculty rank and tenure records are kept in the Office of the Senior Vice President for Academic Affairs, and all other records are kept in the Office of Human Resources. All Human Resources employees and student employees sign a confidentiality statement. Electronic records access is password protected and limited to personnel with relevant job responsibilities for specific records.

2.A.21 - The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to assure integrity in all representations about its mission, programs, and services.

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 College 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 College’s success in this endeavor belongs to the college’s Integrated Marketing and Communication Department within the college’s Office for Advancement. The staff supervises 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 Director of Integrated Marketing is assisting all academic units with the web updates including the incorporation of consistent messaging across all web pages.

The Carroll College Catalog and Student Handbook (print and online 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.

Carroll also represents itself to the public through numerous state and federal surveys, data submissions, and reporting requirements. Information about enrollments, retention and graduation rates, finances, etc. is provided on a regular and consistent basis. The Office of Research, Planning, and Assessment maintains an online factbook on the Carroll College website at: http://www.carroll.edu/about/oie/factbook.cc.

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.

2.A.22 - The institution advocates, subscribes to, and exemplifies high ethical standards in managing and operating the institution, including its dealings with the public, the Commission, and external organizations, and in the fair and equitable treatment of students, faculty, administrators, staff, and other constituencies. It ensures complaints and grievances are addressed in a fair and timely manner.

Carroll College exemplifies high ethical standards in managing the institution. Applicants for all administrative, faculty and most staff positions submit a response to the Mission Statement as part of the search process. Grievance procedures are in place to protect the rights of all community members; they are posted on the college’s website under Human Resources at: http://www.carroll.edu/employment/ and are also published in the Faculty Handbook (Appendix AA) and Staff Handbook (Sec. III, 21). Carroll College’s policy on academic integrity is one example of its commitment to ethical behavior. A copy of this policy can be found here: http://www.carroll.edu/files/files/academics/AcademicIntegrityPolicy.pdf.

The student grievance process is outlined in the Student Handbook (p. 106) and Catalog (p. 22). 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.

Carroll College is also committed to fair and equitable treatment of students, faculty, and staff. A number of policies and procedures are observed to protect individuals against unfair and inequitable treatment (Staff Handbook, Sec. III, 2.0 and Sec. V, 1.0) and Faculty Handbook (Article V).

2.A.23 - The institution adheres to a clearly defined policy that prohibits conflict of interest on the part of members of the governing board, administration, faculty, and staff. Even when supported by or affiliated with social, political, corporate, or religious organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy. If it requires its constituencies to conform to specific codes of conduct or seeks to instill specific beliefs or world views, it gives clear prior notice of such codes and/or policies in its publications.
Carroll College has a Conflict of Interest Policy for Board members, faculty, and staff. 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 (Bylaws, Article IX, Sec. 1). The faculty policies are found in the Faculty Handbook, Article IX, Section 11 and Staff Handbook Section VI, 1.0.

2.A.24 - The institution maintains clearly defined policies with respect to ownership, copyright, control, compensation, and revenue derived from the creation and production of intellectual property.

The Faculty Handbook includes the policy on intellectual property. The policy is awaiting final faculty approval this fall. The policy states that Carroll College is committed to providing an atmosphere that is conducive to excellence in teaching, scholarship, research and creative activity. Faculty, staff and students are encouraged to engage in the scholarly pursuit of knowledge, artistic productions, and both basic and applied research. Though not a primary Carroll College goal, the results of such pursuits sometimes lead to the development of Intellectual Property that may be copyrighted, patented, or otherwise have commercial value. Carroll College has an interest in protecting this Intellectual Property for several reasons. Through promoting the disclosure, dissemination, and utilization of Intellectual Property, Carroll College and members of the Carroll College community support the public good. In addition, the creation and development of Intellectual Property provide professional benefits to the individuals involved, contribute to the intellectual life of Carroll College, and may provide monetary benefits to the inventors and to Carroll College. With this in mind, Carroll College seeks to provide an environment in which creative efforts and innovations are encouraged and rewarded.

2.A.25 - The institution accurately represents its current accreditation status and avoids speculation on future accreditation actions or status. It uses the terms “Accreditation” and “Candidacy” (and related terms) only when such status is conferred by an accrediting agency recognized by the U.S. Department of Education.

Carroll College lists its 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 using the NWCCU Published Statement on Accredited Institutions: 

Carroll College is accredited by the Northwest Commission on Colleges and Universities. Accreditation of an institution of higher education by the Northwest Commission on Colleges and Universities indicates that it meets or exceeds criteria for the assessment of institutional quality evaluated through a peer review process. An accredited college or university is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation. Accreditation by the Northwest Commission on Colleges and Universities is not partial but applies to the institution as a whole. As such, it is not a guarantee of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution. Inquiries regarding an institution’s accredited status by the Northwest Commission on Colleges and Universities should be directed to the administrative staff of the institution. Individuals may also contact:

Northwest Commission on Colleges and Universities
8060 165th Avenue N.E., Suite 100
Redmond, WA 98052
(425) 558-4224
www.nwccu.org

Three academic programs have individual professional accreditation 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 it is approved by the Montana State Board of Nursing. Carroll College’s Teacher Education program is certified by the State of Montana Board of Public Education with reciprocity granted in a large number of states. The Civil Engineering program is accredited by the Engineering Accreditation Commission of ABET, http://www.abet.org. During the 2012-13 academic year, the Civil Engineering program underwent an accreditation review and the Engineering Science program underwent its initial accreditation review. Results from these reviews are anticipated in the summer of 2013. The Business Department has been awarded the status of Candidate for Accreditation by the International Assembly for Collegiate Business Education (IACBE). The Department expects successful IACBE status in the spring of 2014.

2.A.26 - If the institution enters into contractual agreements with external entities for products or services performed on its behalf, the scope of work for those products or services—with clearly defined roles and responsibilities—is stipulated in a written and approved agreement that contains provisions to maintain the integrity of the institution. In such cases, the institution ensures the scope of the agreement is consistent with the mission and goals of the institution, adheres to institutional policies and procedures, and complies with the Commission’s Standards for Accreditation.

According to the Bylaws of the Board of Trustees of Carroll College, “The President has the authority to execute all contracts or other legal instruments on behalf of the college and the board of trustees consistent with board policies and the best interests of the college” (Bylaws, Article VI, Sec. 6, p.6). 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, such as faculty contracts, also require the review and signature of the President.

The Director of Campus Computing and Information Technology is involved if a contract deals with technology services or access to institutional data. The Director works closely with the Vice President for Finance and Administration to ensure that all technology contracts are thoroughly reviewed, as appropriate, to protect the interests of the college and to assure compliance with all legal and policy requirements. All contracts must be accompanied by statements of work that define scope, roles, and responsibilities. When entering into an agreement that requires transferring private, confidential, or personally identifying information in digital format to an external entity, the college requires a memorandum of understanding that includes analysis of the entity’s security, data retention, and privacy practices.

Human Resources enters into a number of contracts with external entities to provide products and services, such as health insurance plans, retirement plans, placements of temporary employees, workers compensation program administration, and flexible spending account administration. Where relevant, Human Resources is assisted in this work by an external company that identifies best practices and helps ensure that the organization is in compliance with state, local, and federal laws, and internal policies.

Carroll College retains legal representation to review contracts and documents when necessary. The college has also put forward through the budget process a risk management position.

2.A.27 - The institution publishes and adheres to policies, approved by its governing board, regarding academic freedom and responsibility that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.
Carroll College adheres to policies regarding academic freedom. Carroll College’s Mission Statement outlines the basic institutional philosophy toward academic freedom, “As an academic community, Carroll College affirms its commitment to the principle of freedom of inquiry in the process of investigating, understanding, critically reflecting upon, and finally judging reality and truth in all fields of human knowledge. As value-oriented, Carroll College is committed to and deeply involved in the further dimension of free deliberation and decision making regarding values and personal commitment” (Appendix B).

Article V, Sec. 6.2 of the Faculty Handbook describes in detail the policy on academic freedom, emphasizing that this is an area where faculty members have “definitive competence,” 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.

A summary of the college’s Harassment and Discrimination Policy is also included in the Faculty Handbook (Article IX, Sec. 7), Student Handbook (p. 132), and Staff Handbook Section III, 1.0); its Non-Discrimination Statement can be found in the Student Handbook (p.137), Staff Handbook (Sec. III, 3.0) and Faculty Handbook (Article IX).

2.A.28 - Within the context of its mission, core themes, and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to examine thought, reason, and perspectives of truth. Moreover, they allow others the freedom to do the same.

Carroll College defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. Carroll College explicitly requires individuals with teaching responsibilities to present theories and knowledge fairly, accurately, and objectively. Carroll College’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 it 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, Sec. 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.

2.A.29 - Individuals with teaching responsibilities present scholarship fairly, accurately, and objectively. Derivative scholarship acknowledges the source of intellectual property, and personal views, beliefs, and opinions are identified as such.

Although there are no explicit policies mandating that faculty present their scholarship fairly, accurately, and objectively, Carroll College’s overall policies and mission encapsulate that expectation in multiple ways. Academic integrity is a central principle of academic excellence. The expectation of integrity is intertwined throughout the published criteria for promotion, rank, and tenure (Faculty Handbook, Article VI, Sec. 6). Specifically, Article VI, Section 5 of the Faculty Handbook (Professional Development) states, “Faculty members, guided by deep convictions of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. A primary responsibility is to the subject matter taught, to seek and to state the truth; to this end the faculty devote their energy to the
development and improvement of scholarly competence. They accept the obligation to exercise critical self-discipline and good judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Subsidiary interests must never hamper or compromise freedom of inquiry. As teachers, faculty members encourage the free pursuit of learning by their students. They hold before the students the best scholarly standards. The faculty demonstrate respect for each student as an individual person and adhere to the faculty member's proper role as intellectual guide and counselor. The faculty make every reasonable effort to foster honest academic conduct and to assure that the evaluation of students reflects their true merit. They respect the confidential nature of the relationship between professor and student. Faculty never exploit students for private advantage, always acknowledge significant assistance from them, and always protect the students' academic freedom.”

Among other factors, the expectation that professional development is to be shared is a key criterion for promotion and tenure. Given the public nature of most scholarship in that it is frequently peer-reviewed, this aspect of transparency establishes and promotes the expectation that one’s scholarship is fair, accurate, and objective.

2.A.30 - The institution has clearly defined policies, approved by its governing board, regarding oversight and management of financial resources—including financial planning, board approval and monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, debt management, and transfers and borrowings between funds.

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

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

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

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

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

Development of the annual budget including tuition, room, and board rates, as well as the financial aid award strategy for the following year involves input from a variety of campus constituencies, comparison to historical data, and data from comparative and competitive institutions. Proposed rates, preliminary enrollment estimates, and financial aid projections are part of the annual budget that is presented to the Board in October. In addition, the college has recently purchased budgeting software that will allow the analysis of multiple budget scenarios given some basic planning assumptions.

Over the last five years, the annual budget priority has been given to increasing compensation. Faculty positions have been funded in accordance with IPEDS data. For non-faculty positions, CUPA survey data has been used to establish market targets. Through the budget process, Carroll College has committed to paying at least 85% of the target markets for both faculty and staff while maintaining a competitive benefits program.

Funding for deferred maintenance and capital projects have been met through annual outlays within the operating budget, donor contributions and or quasi endowed money, through the use of excess net revenues at the conclusion of the fiscal year, and through externally borrowed funds for new facilities.

The Board is also charged with the authorization of any debt financing and approving the securitization of loans. All debt payments are carefully scheduled and included in the operating budget and are communicated to the Finance Committee upon approval of the budget. On a semi-annual basis, the Vice President for Finance and Administration also communicates Carroll College's Bond Covenant Ratios. The following ratios must be met in compliance with our existing debt:

- Fixed Charged Ratio – 1.25:1
- Leverage Ratio – 0.75:1

In addition, our current Master Covenant Agreement requires permission for borrowing in excess of $100,000. Carroll College currently does not have a formalized Debt Management Policy; however, the Carroll College Finance Committee of the Board of Trustees is guided by the Bylaws, Article II, Sec. 4.

The college’s endowment is overseen by the Investment Committee, charged with developing and recommending the Investment Policy to the Board. In addition to the regular Board meetings, the Investment Committee meets regularly with Carroll College’s Vice President for Finance and Administration and the college’s investment consultant to monitor performance, discuss investment opportunities and threats, and consider changes in asset allocations (Bylaws, Article II, Sec. 7).

The Development Committee of the Board oversees fundraising activities; it meets at all regularly scheduled Board meetings to review progress toward annual giving and/or toward specific strategic goals. The Office of Advancement abides by the Donor Bill of Rights and follows the Associate of Professional Researchers for Advancement ethical standards on confidentiality relating to prospect and donor research. In addition to these national policies, the Office of Advancement has its own forms and policies regulating gifts and grants (Bylaws, Article II, Sec. 8).

Standard 2.B: Human Resources

2.B.1 - The institution employs a sufficient number of qualified personnel to maintain its support and operations functions. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions accurately reflect duties, responsibilities, and authority of the position.
Carroll College employs 230 full-time employees, 91 full-time faculty, and 139 full-time staff to serve 1,397 full-time-equivalent students. These employees are distributed as shown in Table 2.B.1. The student-to-faculty and student-to-staff ratios are comparable with peer institutions.

<table>
<thead>
<tr>
<th>Category</th>
<th>Full-Time Employees</th>
<th>Student/Employee Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>91</td>
<td>12:1</td>
</tr>
<tr>
<td>Staff</td>
<td>139</td>
<td>9:1</td>
</tr>
<tr>
<td>Executive/Administrative/Managerial</td>
<td>34</td>
<td></td>
</tr>
<tr>
<td>Staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Professional Staff</td>
<td>55</td>
<td></td>
</tr>
<tr>
<td>Technical and Paraprofessional Staff</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Clerical/Secretarial Staff</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>Skilled Crafts</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Service/Maintenance</td>
<td>21</td>
<td></td>
</tr>
</tbody>
</table>

Table 2.B.1: Distribution of Full-Time Employees (Census Fall 2012)

Carroll College follows recruiting policies and procedures consistent with both the mission and equal employment opportunity requirements. Open positions are publicized on Carroll College’s website at: http://www.carroll.edu/employment/ and off-campus postings and advertisements. Applications are collected both online and via mail. For some Cabinet-level positions, including the 2011 Presidential search, the college contracts with an external search consultant to identify candidates. Certain executive leadership and Campus Ministry positions require a Catholic religious affiliation. Carroll College’s dedication to hiring mission-focused faculty and staff is evidenced through candidates’ verbal or written responses to its Mission Statement during the application and interview process.

Employment practices for staff are defined in Section III, 7.0-9.0 of the Staff Handbook. The Office of Human Resources maintains job descriptions for staff that state criteria, minimum qualifications, duties, and responsibilities for every staff position. In order to ensure these position descriptions accurately reflect the job, they are reviewed by the appropriate supervisor and updated as necessary during the annual employee review process and whenever a position is open. To initiate the hiring process, a position vacancy form must be filled out and signed by the appropriate Department Chair/Director and Vice President, Vice President for Finance and Administration, and by the President to insure the position fits within the strategic plan. New and reorganized positions have additional requirements, including a cover letter to the President explaining the proposed position, two organization charts (current and proposed), a position description, and salary and budget analysis. The staff recruitment process is described in Section III, 9.0 of the Staff Handbook. The Office of Human Resources provides guidelines for searches as well as recruitment expenditures. All required forms are available on the MyCarroll portal.

Article V, Section 4 of the Faculty Handbook outlines processes and procedures for faculty hires. The college’s faculty recruitment and employment system is also centralized through Human Resources. Human Resources provide search chairs and committees with assistance on position approval, advertisements, posting, recruiting sources, developing candidate evaluation criteria, non-discriminatory employment practices, interviews, and final selection procedures. Committees recommend candidates to the Senior Vice President for Academic Affairs and to their respective Department Chair for approval. This system allows departments to select candidates who fit with a department’s teaching needs and current faculty. Human Resources further assists with conducting background checks on all new hires.

Carroll College also offers students work opportunities designed to help offset the cost of education while providing valuable work experience. Work Study and Non-Work Study programs allow students to obtain
job skills that augment their education. The Office of Human Resources assists students in finding work opportunities and provides guidance to departments who supervise students.

2.B.2 - Administrators and staff are evaluated regularly with regard to performance of work duties and responsibilities.

All policies dealing with administrators and staff are published in the Staff Handbook, available to all employees on the MyCarroll portal. In particular, staff and administrator evaluation criteria and procedures are defined in the performance review process in Section VII and termination criteria are outlined in Section III, 18.0. Direct supervisors are responsible for the annual evaluation of their staff, and completed performance appraisals are due to the Office of Human Resources by the end of each fiscal year, June 30, and are on file there. The Office of Human Resources sends each supervisor a list of employees requiring an evaluation as well as the following guides: 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.

Employee recognition takes multiple forms and is governed by the principle that it is most effective when it takes place on a regular basis. Informal recognition is encouraged on a daily basis to acknowledge regular contributions of individuals, departments, and work groups. The Staff Advisory Committee accepts nominations for a monthly You Make a Difference Award. In the past three years, the award has been presented to over 25 staff from the recognition of small gestures of kindness to the implementation of significant database processes. Two faculty exemplary performance awards are given each spring during graduation festivities. The awards honor faculty who have demonstrated outstanding teaching and exemplary scholarship over the past academic year. The Faculty Development Committee makes each of the selections. In addition, all employees are invited to attend the Employee Recognition Dinner which is hosted each May by the President to recognize employees with benchmark anniversary hire dates at 5, 10, 15, 20, and 25+ years.

2.B.3 - The institution provides faculty, staff, administrators, and other employees with appropriate opportunities and support for professional growth and development to enhance their effectiveness in fulfilling their roles, duties, and responsibilities.

Employees are provided a variety of opportunities for continuous professional growth and development. In 2012-13, Carroll College allocated over $73,000 to departments for staff professional development at external conferences and workshops. Staff professional development requests are reviewed and approved by department or division heads. In addition to these funds, eligible staff may also apply for a paid leave for extended professional development or re-training as outlined in the Developmental Leave Policy in Section IV of the Staff Handbook.

In 2012-13, Carroll College allocated over $48,000 for faculty travel to external conferences and workshops. This included leadership development conferences for Department Chairs and the Council for Undergraduate Research Workshop for Humanities. Faculty development fund requests are reviewed and approved by the Faculty Development Committee. Requests for travel continue to exceed the budget, and a plan is in place to incrementally increase the professional development budget over the next five years. To help support scholarly activity, faculty may also apply for a course release or a Jerry Berberet Summer Research and Writing Grant ($1,500). In 2012-13, three faculty were awarded course releases and another three were awarded summer grants. Every seven years, tenured faculty are eligible to apply for a sabbatical. In both 2012-13 (6 sabbaticals) and 2013-14 (3 sabbaticals) all who applied for a sabbatical were approved. The Title III Grant also helped Carroll College build a $300,000 endowment for professional development. Dependent on the financial market, the earnings from this fund are also
available for faculty and staff professional development. The policies governing sabbaticals are in Article VIII of the Faculty Handbook.

Additional internal and external training to increase job effectiveness is available for all employees. As previously mentioned, Human Resources will begin mandatory sensitivity and diversity training for all employees. The Campus Computing and Information Technology staff offers workshops on available technology resources, including the CMS Moodle and the administrative DBMS. A Sandbox is available in the library for faculty and students to experiment with the latest in educational technology. Facilities employees are provided training to meet OSHA requirements and improve job performance and safety. Such training includes hazardous materials, chemical safety, and biological hazard.

2.B.4 - Consistent with its mission, core themes, programs, services, and characteristics, the institution employs appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and assure the integrity and continuity of its academic programs, wherever offered and however delivered.

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 programs. As of fall 2012, Carroll employed 91 full-time tenured/tenure-track/fixed-term faculty and 79 part-time adjunct faculty for a student-to-faculty ratio of 12:1, which compares very favorably with peer institutions. New tenure-track hires are expected to have a terminal degree, and overall 79% of Carroll College’s tenure/tenure-track faculty have terminal degrees. Tenure-track faculty are hired via nationwide searches to fill specific departmental specialty requirements. Candidates are asked to respond in writing to the Mission Statement, and during the interview process they are asked follow-up questions on their role within the college. A full description of the faculty hiring process is found in Article V, Section 4 of the Faculty Handbook.

Annually, the Faculty Assembly, a governance body consisting of all full-time faculty members, elects faculty to the College’s 12 standing committees: Agenda, Core, Curriculum, Program Review and Assessment, Faculty Council, Faculty Development, Faculty Welfare, Library, Policy, Rank and Tenure, NWCCU Accreditation, and Technology. Representation on these standing committees is distributed equally among the three divisions of the faculty. Responsibilities and procedures for each of these committees are outlined in Article IV of the Faculty Handbook. Faculty responsibilities, conditions of employment, and promotion and tenure expectations are defined in Article VII of the Faculty Handbook. The complete online versions of the Faculty Handbook and Staff Handbook are available at: http://www.carroll.edu/employment/handbooks.cc.

2.B.5 - Faculty responsibilities and workloads are commensurate with the institution’s expectations for teaching, service, scholarship, research, and/or artistic creation.

A Carroll College faculty member’s primary focus is on teaching, with service and broadly-defined scholarly activity taking secondary roles. As specified in Article VI of the Faculty Handbook, the standard teaching load is 24 credit hours or its equivalent in the regular academic year. Faculty may be granted course releases for exceptional service, such as Department Chair, Chemical Hygiene Officer, or Accreditation Director, or they may apply for course releases for scholarly activity. In addition to teaching, each tenured/tenure-track faculty member is expected to serve on one of the college standing committees and advise students. Specific duties and responsibilities are stipulated in Article VI of the Faculty Handbook. General criteria for promotion, reappointment, and tenure are similar to those practiced at peer institutions and are defined in Article VII of the Faculty Handbook. Adjunct faculty duties and responsibilities vary depending upon employment status; however, most adjunct faculty are
evaluated primarily on teaching as they generally have no advising or service responsibilities. The Vice President for Academic Affairs and Associate Dean are working on a Handbook for part-time faculty.

With an increasing emphasis on undergraduate research becoming central to the academic initiatives of our strategic plan, faculty workload continues to be a topic of discussion at Carroll College. A workload analysis was initiated by the Associate Dean in May of 2013 for discussion during the 2013-14 academic year.

2.B.6 - All faculty are evaluated in a regular, systematic, substantive, and collegial manner at least once within every five-year period of service. The evaluation process specifies the timeline and criteria by which faculty are evaluated; utilizes multiple indices of effectiveness, each of which is directly related to the faculty member’s roles and responsibilities, including evidence of teaching effectiveness for faculty with teaching responsibilities; contains a provision to address concerns that may emerge between regularly scheduled evaluations; and provides for administrative access to all primary evaluation data. Where areas for improvement are identified, the institution works with the faculty member to develop and implement a plan to address identified areas of concern.

According to the Faculty Handbook, VII, Section 5.2, all faculty are encouraged to solicit class evaluations from their students. Student evaluations of faculty are required for all full-time faculty being considered for promotion or personnel action and for all non-tenured faculty as part of the pre-tenure review process. Also, faculty members in their first two years at the college are evaluated once each year. Most recently the Senior Vice President for Academic Affairs added to the evaluation list all courses taught by part-time faculty. The student questionnaire used to evaluate teaching effectiveness is approved by the Rank and Tenure committee. In the fall of 2012, an ad-hoc committee presented a new assessment tool to the Rank and Tenure committee, which is under consideration for adoption during the 2013-2014 academic year, with a goal of assessing every course every semester. In spring of 2013, students completed evaluations in approximately 40% of all class offerings.

Part time faculty are primarily evaluated annually through the student evaluation of all courses taught and occasionally through peer review based on classroom observation. Tenure-track faculty are formally reviewed in the third, fifth, and seventh years by their Department Chair and the Rank and Tenure Committee. These summative assessments include review of student course evaluations, peer evaluations based on classroom observations, professional development plans and assessments, progress based on previous feedback, and contributions to discipline and academic program. These evaluations guide both tenure and promotions decisions as well as provide faculty members with feedback about their effectiveness across multiple roles. Concerns that arise during an academic year are immediately addressed at the departmental or dean level. In addition to outlining promotion and tenure requirements, Article VII of the Faculty Handbook also outlines the five criteria for evaluating faculty performance: teaching effectiveness, academic advising, professional service to the college community, professional development, and community service.

According to Article VII, Section 1.4 of the Faculty Handbook, at least once every five years tenured faculty must complete a formative assessment addressing the same criteria as for tenure-track faculty. Honoring and respecting academic freedom and tenure, these portfolios are reviewed by Department Chairs, who submit a summary report to the Faculty Development Committee where they are combined into a State of the Faculty Report every fifth year. The Senior Vice President for Academic Affairs and the Faculty Council are currently reviewing this policy. The annual Faculty Accomplishments Brochure (available on the web at http://www.carroll.edu/academics/faculty/achievements.cc) summarizes annual accomplishments for all faculty.
Standard 2.C: Education Resources

2.C.1 - The institution provides programs, wherever offered and however delivered, with appropriate content and rigor that are consistent with its mission; culminate in achievement of clearly identified student learning outcomes; and lead to collegiate-level degrees or certificates with designators consistent with program content in recognized fields of study.

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

The dual focus of career preparation and enlightenment through liberal education, central to Carroll College’s mission, directs the entire educational endeavor at the college. Carroll College currently offers over 40 majors, 9 pre-professional programs, and 14 additional minors and course offerings. A listing of academic programs is available in the Catalog and on the web at: http://www.carroll.edu/academics/majors/index.cc. 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. Academic programs must be approved by the Curriculum Committee, the Faculty Assembly, and the Board of Trustees.

Carroll College also requires all students to participate in a broad spectrum of academic disciplines. All students seeking degrees are required to fulfill the general education requirements—the Core Curriculum—which is designed to equip students with knowledge, skills, and dispositions that will serve them in their careers as well as in their lives as citizens and life-long learners. The Core Curriculum has been under revision since the 2012-2013 academic year. A Core Revision Task Force comprised of faculty members elected by their peers presented initial revision recommendations to the Carroll College Faculty Assembly in the spring of 2013. The revision process should be finalized by spring of 2014.

Carroll College is fully accredited by and in good standing with the NWCCU. In addition, degree offerings in Education, Engineering, and Nursing are accredited by their professional accrediting agencies. The Business Department is currently a candidate for accreditation. All departments undergo regular program review. For those departments that have specialized accreditation noted above, the internal program review is aligned with the external review process.

Learning outcomes for academic programs are listed in the Catalog on the department webpages. Course learning outcomes are made available in written form, normally on syllabi. Over the last several years, the college has made great strides in its outcomes assessment. The Title III grant provided funds for faculty workshops, travel, and training related to assessment. The college purchased the TracData Assessment Management System three years ago and today it hosts all academic, non-academic, and strategic planning assessment documentation. The Program Review and Assessment Committee reviews and provides feedback on department assessment plans.

Approaches to outcomes assessment vary among departments, but most programs use some combination of comprehensive exams, capstone projects and papers, major field exams, and portfolios to assess program-level learning outcomes. The Senior Survey and Alumni Surveys are indirect verifications that Carroll College students meet program-level learning outcomes.
2.C.2 - The institution identifies and publishes expected course, program, and degree learning outcomes. Expected student learning outcomes for courses, wherever offered and however delivered, are provided in written form to enrolled students.

Carroll College continues to make 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, strategic goals, and core theme objectives. This alignment at the institutional level is documented in TracDat. The more specific mission, goals, and student learning outcomes for each major program are stated in the Carroll Catalog and assessed through various means documented in the regular Program Review process. It continues to be an expectation that program-level learning outcomes will appear on the web pages of every Carroll College department.

At the course level, student learning outcomes and assessment measures are articulated on all syllabi. Each semester, faculty are asked to submit their syllabi for review by their department chair and the Senior Vice President for Academic Affairs.

2.C.3 - Credit and degrees, wherever offered and however delivered, are based on documented student achievement and awarded in a manner consistent with institutional policies that reflect generally accepted learning outcomes, norms, or equivalencies in higher education.

Academic credits and degrees are awarded in a manner consistent with institutional policies that reflect accepted norms and equivalencies. Requirements for each major and minor are fully articulated in the Carroll Catalog along with course descriptions, including prerequisites. Each major develops a four-year plan that shows students how all requirements for the major are sequenced along with Core requirements. These are distributed to all students in the advising process and are available through WebAdvisor. Students are also encouraged to work with their Academic Advisors to tailor their four-year academic plan, so that they become more aware of requirements, the need for proper sequencing and scheduling of courses, and so that they consider other learning opportunities, such as service learning, education abroad, and internships.

Ultimately, it is the Carroll College faculty that awards the academic credentials to its students. Their work is guided by an established and consistent set of policies and procedures that are clearly published and made available to current as well as prospective students and to the general public via the web. The majority of this information can be found in the Catalog (pp. 22-25). The Catalog and Student Handbook include policies for attendance, academic sessions, deadlines, and evaluation expectations.

The Credit Hour Policy has recently been slightly revised to meet the new Standard published by NWCCU. The new policy in the 2013-2014 Catalog reads: “The scholastic year is normally divided into 2 semesters of 15 instructional weeks plus one week of final exams with 150 minutes scheduled for each course. A class hour is 50 minutes of lecture, seminar, or recitation, or 110 minutes of laboratory work. Both the number of meetings per week and the corresponding credits in semester hours are indicated in the class schedule. The unit of academic credit is the semester hour. Ordinarily, a semester hour represents the work of 50 minutes of class meeting once weekly and requires approximately 2 hours of preparation. Thus, a class which meets 100 minutes weekly carries 2 hours of credit; 150 minutes weekly, 3 credits; etc. One laboratory period (two to three hours) is equivalent to one class meeting. The minimum passing grade required before a student can receive credit is “D.”
2.C.4 - Degree programs, wherever offered and however delivered, demonstrate a coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning. Admission and graduation requirements are clearly defined and widely published.

Undergraduate programs at Carroll College adhere to the Carroll College Mission Statement in that they provide students with skills to make scientific, aesthetic and religious insights, the ability to see interrelationships between branches of knowledge, and knowledge to pursue a vocation that they find personally and socially rewarding. All new academic programs must be approved by the Curriculum Committee, Faculty Assembly, and Board of Trustees and all academic programs are subject to systematic program review. Carroll College currently offers Baccalaureate degrees in 40 fields of study. Three of these programs – Nursing, Civil Engineering and Engineering Science – offer Bachelor of Sciences (B.S.) degrees, while the balance offer Bachelor of Arts (B.A.) degrees. Carroll College currently offers minors in 14 fields.

Requirements for admission and graduation are clearly outlined in the Carroll College Catalog (p. 5 and p. 29) and follow current norms in higher education. In order to graduate, Carroll College students must accumulate at least 122 credits with the following GPA stipulations: GPA must be 2.0 in all courses cumulative; in required courses in the major(s) (cumulative); in required courses in the minor(s) (cumulative); and in CORE courses (cumulative). In addition, at least 30 credit hours, and at least one-half of credit hours required for the major(s) and minor(s), must be earned at Carroll College. Carroll College exerts final judgment in accepting transfer credit based on guidelines published in the Carroll Catalog. Courses are only accepted from regionally accredited institutions, with courses earning grades of a “C” or better. A student may transfer to Carroll College a maximum of 60 lower-level credits. Transfer credits may meet requirements for the major, minor or area of concentration with the stipulations given above. The Registrar’s Office and the Admissions Office, in consultation with faculty through academic department chairs, review course descriptions and apply transfer credits to a common course numbering system (Catalog, pp. 6-7). Accepted transfer credits are immediately posted on the transcript and all decisions are communicated to the student. Carroll College has transfer credit agreements with most Montana State Higher Education (MSHE) institutions and is currently finalizing three separate articulation agreements with MSHE institutions.

The specific breadth, depth, and sequencing of courses are typically the product of the work of the faculty in the department. When appropriate, the faculty’s work is guided by professional accreditation standards and best practices in the discipline. Some departments, such as Business and Engineering, utilize advisory boards to help inform their curricular updates. Curricular revision and review start with the analysis of data gathered through course and program-level assessments.

All degree programs are evaluated regularly through the Academic Program Review Process. The Program Review and Assessment Committee (PRAC) was initiated in 2011 and consists of elected faculty members and appointed staff members representing the five areas of the Administration. Additionally, programs with external accreditation standards such as nursing and engineering undergo rigorous program review according to their professional accreditation schedule. Additionally, courses are evaluated by students who are asked to complete the Student Opinion of Teaching tool. Aggregate data compiled from the Student Opinion of Teaching tools is provided to each faculty member and also to the corresponding Department Chair. This data is also utilized by the Rank and Tenure Committee as a way of evaluating courses and programs.

New courses and programs must be approved by the Curriculum Committee, which examines the course relevance and compliance with expected higher education standards for programs and student learning outcomes. Changes to the Core Curriculum are reviewed and approved by the faculty-led Core
Faculty exercise a major role in the design, approval, and implementation of the curriculum through their participation in course development, Academic Program Review, Curriculum Committee review, and Faculty Assembly debate and voting. As outlined in the Faculty Handbook, changes to the existing curriculum and proposals for new academic programs must gain approval through a faculty-led Curriculum Committee, Faculty Assembly, and the Carroll College Board of Trustees. Changes to academic policies and procedures are heard and approved by the Policy Committee and further approved by the Faculty Assembly. In the last two years, faculty have voted to eliminate a handful of programs including a minor in Health and Physical Education and a majors in Computer Science for Secondary Education and Public Administration. In an institution where resources are scarce, the College governance groups and administration must carefully consider the ramifications of new programs and courses, including how such additions impact numbers in Core courses, technology and library resources, or increase reliance on adjuncts or overloads for full-time faculty.

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, staff, and students complete the search committee.

Faculty has the primary responsibility for the assessment of student learning outcomes at the course and program level. In addition, faculty members play a significant role in assessment efforts on campus by participating in outcomes assessment workshops, Title III activities, and assessment-related conferences. With oversight from department chairs, faculty members create assessment frameworks and gather data for all programs; these assessment processes and findings are documented in Academic Program Reviews as well as professional accreditation reports.

Beginning in the fall of 2012, the Office of Research, Planning, and Assessment and the Alumni Office began collaborating with academic departments to collect data on graduates’ perceptions of their achievement of learning outcomes. Data is collected on graduating seniors and alumni at one, five, and ten years post-graduation. Individual departments, such as history, biology, nursing, engineering, and chemistry, collect senior and alumni data reflecting additional criteria.

2.C.6 - Faculty with teaching responsibilities, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

Currently, Carroll College librarians offer instruction on the use of the library and information resources in the context of LAS 389. This class is available to all students and required of honors scholars who are not Natural Science majors (who have a different required course). Librarians are also available to all faculty for discipline-specific instruction. Currently, ENWR 102 adjuncts, upper level English, Nursing, Biology, and Political Science faculty are the primary users of this service. The library also offers workshops for faculty to apprise them of relevant resources and instruct them in their use.
Library staff members serve on the standing Technology Committee and Library Committee. At these committee meetings, library staff shares research practices and other information literacy skills about which they have special knowledge. The library staff learns from the faculty and staff committee members where they can best support the learning process, whether through teaching about the ethical use of information and plagiarism, reference tools, or support for theses and special projects.

2.C.7 - Credit for prior experiential learning, if granted, is: a) guided by approved policies and procedures; b) awarded only at the undergraduate level to enrolled students; c) limited to a maximum of 25% of the credits needed for a degree; d) awarded only for documented student achievement equivalent to expected learning achievement for courses within the institution’s regular curricular offerings; and e) granted only upon the recommendation of appropriately qualified teaching faculty. Credit granted for prior experiential learning is so identified on students’ transcripts and may not duplicate other credit awarded to the student in fulfillment of degree requirements. The institution makes no assurances regarding the number of credits to be awarded prior to the completion of the institution’s review process.

Credit for experience in the armed forces of the United States may be granted to veterans in accordance with the recommendation of the American Council on Education’s (ACE) guidelines for baccalaureate institutions, giving no consideration to vocational level coursework. Veterans wishing such credit must submit official documents or college transcripts covering the work completed. The transfer of military credits follows under the Transfer Student Guidelines of the Catalog: http://www.carroll.edu/files/files/academics/catalog/2012-13catalogfinal.pdf. No guarantee is made before the review process regarding the number of credits to be awarded. The military credit is the only credit Carroll College currently grants for prior experiential learning.

2.C.8 - The final judgment in accepting transfer credit is the responsibility of the receiving institution. Transfer credit is accepted according to procedures which provide adequate safeguards to ensure high academic quality, relevance to the students’ programs, and integrity of the receiving institution’s degrees. In accepting transfer credit, the receiving institution ensures that the credit accepted is appropriate for its programs and comparable in nature, content, academic quality, and level to credit it offers. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements between the institutions.

Carroll College has final judgment in accepting transfer credit. Transfer credits are accepted within the guidelines published in the online Carroll College Catalog at: https://www.carroll.edu/files/files/academics/catalog/2012-13catalogfinal.pdf. Courses are only accepted from regionally accredited institutions and the grades earned must be “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. Additional transfer student information is available on the web at: https://explore.carroll.edu/admission/transfer. Carroll College continues to explore articulation agreements with Montana Public Higher Education institutions based on a common course numbering system. Currently, Carroll College has transfer credit agreements with most Montana State Higher Education institutions. Copies of the agreements are available in the Registrar’s Office and the Office of Admissions.

2.C.9 - The General Education component of undergraduate programs (if offered) demonstrates an integrated course of study that helps students develop the breadth and depth of intellect to become more effective learners and to prepare them for a productive life of work, citizenship, and personal fulfillment.
Baccalaureate degree programs and transfer associate degree programs include a recognizable core of general education that represents an integration of basic knowledge and methodology of the humanities and fine arts, mathematical and natural sciences, and social sciences. Applied undergraduate degree and certificate programs of thirty (30) semester credits or forty-five (45) quarter credits in length contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes.

All Carroll College students, regardless of BA or BS degree, fulfill Core, an interdisciplinary general education program overseen by a faculty Core Curriculum Committee. Currently, students pursuing a Bachelor’s degree must complete 43-44 Core credits. Students in the Honors Scholars Program (HSP) fulfill 15 Core credits through HSP. Students pursuing the Associate of Arts degree must complete 28-29 Core credits.

The Core Curriculum is designed to prepare students (current Core outcomes) for the following: to understand diversity in the contemporary world; to acquire aesthetic, scientific, quantitative, ethical and religious insight; to develop a full range of communication skills; and to appreciate interrelationships among branches of knowledge. The goals of the Core align with learning goals expressed in the Carroll College Mission Statement by emphasizing theology, philosophy, and diversity and by promoting values of human dignity, social justice, and service. Core requirements are given in four categories: Foundations, Areas of Knowledge, and Requirements (Writing Intensive and Diversity). The Foundations category includes four courses designed to be completed in the student’s first three semesters at Carroll College: Alpha Seminar (required in the first semester), Foundations of Theology, College Composition, and Basic Communication. These courses are designed to orient students to Carroll College as a Catholic liberal arts institution and to introduce expectations for college-level reading, writing, and speaking. The Areas of Knowledge category is designed to facilitate students’ engagement with learning in a variety of disciplines including fine arts and humanities, mathematics, and natural and social sciences. Consistent with the Carroll College Mission Statement, special emphasis is placed on philosophy and theology as students select courses from these disciplines at the 100-, 200-, and 300-level. The Requirements category consists of two requirements: a Writing requirement in which students take two courses designated as writing-intensive; and a Diversity requirement in which students take two courses designated as focusing on national and global diversity, respectively. Focused experiences (e.g. Study Abroad experiences) may be substituted for diversity courses. Writing-intensive (WI) and diversity (GD, ND) courses gain these respective distinctions based on review by the Core Curriculum Committee and approval of the Faculty Assembly. Such designation is granted based on the course syllabus showing how the course meets specific criteria.

The Core Curriculum was implemented in the 2003-2004 academic year and is currently under campus-wide review. In spring 2013, a Core Revision Task Force introduced three preliminary proposals to faculty and staff, inviting review and comments. In the fall of 2013, campus-wide discussion will continue toward the end of a final proposal submitted to the faculty assembly in spring 2014. A revised Core, if such is approved, will then be implemented over the next two years, depending on the nature and scope of the approved modifications.

2.C.10 - The institution demonstrates that the General Education components of its baccalaureate degree programs (if offered) and transfer associate degree programs (if offered) have identifiable and assessable learning outcomes that are stated in relation to the institution’s mission and learning outcomes for those programs.

The Core includes the following assessable learning outcomes: to understand diversity in the contemporary world; to acquire aesthetic, scientific, quantitative, ethical and religious insight; to develop
a full range of communication skills; and to appreciate interrelationships among branches of knowledge. The goals of the Core align with learning goals expressed in the Carroll College Mission Statement, emphasizing theology, philosophy, and diversity while promoting values of human dignity, social justice, and service.

Syllabi from courses that contribute to the Core explicitly state these learning outcomes. Some related departments with multiple sections of a course taught by different instructors share common Core outcomes. 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 outcomes. For instance, the English faculty collect and assess samples of writing from all sections of College Composition (one of four Core “foundations courses”) to analyze how well the papers demonstrate the student learning outcomes articulated for that course. In addition to providing data for discussion about student achievement in Composition, English faculty also use the results as a point of comparison with student work from upper-division WI courses.

Additionally, a group of faculty working on Core assessment developed rubrics to use to assess the writing and communications learning outcomes. As part of the common rubric assessment process, student writing samples were collected from all disciplines and will be evaluated by faculty using the common rubrics. This will help inform how well the college is doing embedding writing and communication competencies across the curriculum, as well as how integrated students see their course materials.

The conversations regarding Core assessment are significant to the revision of the current Core Curriculum. The effort to revise the Core will move Carroll College toward an outcomes-based set of general requirements that will include a recognizable core of general education representing an integration of basic knowledge and methodology for humanities and fine arts, mathematical and natural sciences, and social sciences. The assessment plan that will accompany the revised Core will ensure appropriate skill levels in each of the disciplines. The chairs of the Core Curriculum Committee and Core Revision Task Force will oversee the future Core, coordinating the work of faculty around it.

Currently, transfer students must meet institutional Core requirements.

2.C.11 - The related instruction components of applied degree and certificate programs (if offered) have identifiable and assessable learning outcomes that align with and support program goals or intended outcomes. Related instruction components may be embedded within program curricula or taught in blocks of specialized instruction, but each approach must have clearly identified content and be taught or monitored by teaching faculty who are appropriately qualified in those areas.

During the past several years, Carroll College developed guidelines for Certificate Programs. The following are four such programs: Geographical Information Systems (GIS), Career Enhancement, Web Communications, and Project Management. These programs were approved by the Faculty Assembly. Each of these programs requires fewer than 18 credits; accordingly, they do not require a general education component. These programs are subject to academic review according to Carroll College’s academic review policy. However, these programs are designed for adult learners including returning and part-time students. The instructors and faculty who teach in these programs are expected to meet the same assessment requirements as all other academic majors and minors.

2.C.12 – 2.C.15
Carroll College does not currently offer any graduate programs.

2.C.16 - Credit and non-credit continuing education programs and other special programs are compatible with the institution’s mission and goals.

Special programs and courses provide high quality learning opportunities that address the Not for School but for Life elements of the Mission Statement and “Local” initiatives of Vision 2018.

2.C.17 - The institution maintains direct and sole responsibility for the academic quality of all aspects of its continuing education and special learning programs and courses. Continuing education and/or special learning activities, programs, or courses offered for academic credit are approved by the appropriate institutional body, monitored through established procedures with clearly defined roles and responsibilities, and assessed with regard to student achievement. Faculty representing the disciplines and fields of work are appropriately involved in the planning and evaluation of the institution’s continuing education and special learning activities.

Carroll 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.

Individual departments design all course and programs, with ultimate approval from the Curriculum Committee and Faculty Assembly. The primary planning method varies from department to department but typically includes experts in the field and program faculty. Carroll College faculty oversee the special programs and ensure the integrity of the courses. Special learning programs are also subject to systematic program review.

2.C.18 - The granting of credit or Continuing Education Units (CEUs) for continuing education courses and special learning activities is: a) guided by generally accepted norms; b) based on institutional mission and policy; c) consistent across the institution, wherever offered and however delivered; d) appropriate to the objectives of the course; and e) determined by student achievement of identified learning outcomes.

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

2.C.19 - The institution maintains records which describe the number of courses and nature of learning provided through non-credit instruction.

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

Standard 2.D: Student Support Resources
2.D.1 - Consistent with the nature of its educational programs and methods of delivery, the institution creates effective learning environments with appropriate programs and services to support student learning needs.

As a residential, Catholic, diocesan college with undergraduate liberal arts, pre-professional and professional programs, Carroll College strives to create effective learning environments both in and out of the classroom. Each of these elements—residential; Catholic and diocesan; undergraduate liberal arts, pre-professional and professional programs—are supported by the college through student support services.

Carroll College maintains four campus residences—Our Lady of Guadalupe Hall, St. Charles Hall, Borromeo Hall, and Trinity Hall—to support a student residential model. In addition, the college has two campus apartments under construction and scheduled to open in May of 2014. The college requires students to live in campus housing for their first two years of enrollment and encourages students to live in campus housing for their entire college career. Over 6 in 10 (61%) of full-time enrolled students are campus residents. Campus housing is staffed with professional staff, Community Advisors as resident assistants, and, in three of the four residences, Kirchen Ministers who serve as peer ministers. Custodial staff members are also assigned in each of the campus residences to maintain a positive environment.

Carroll College contracts with Sodexo to offer food services for residential students in the St. Thomas Aquinas Commons (STAC) in the Campus Center. In addition to providing resident dining and catering, Sodexo also supports the operations of Jazzman’s Café and Bakery coffee shop and the SubConnection sandwich shop in the Campus Center, a food and beverage cart in Simperman Hall—the largest academic building—and concessions in both the PE Center and Nelson Stadium. All students who are living in campus housing are required to be on a meal plan with Sodexo. Sodexo also offers Commuter Plans for off-campus students. The STAC was refurbished during this past academic year with investments in kitchen equipment, serving line, seating, carpeting, window blinds and energy-efficient windows. The transformation was well-received by students.

Carroll College maintains a Campus Ministry department, a Theology department and a Hunthausen Center for Peace and Justice with an endowed professorship to support the Catholic identity of the college and its connections to the Diocese of Helena, which founded the college. Each campus residence has a dedicated chapel for prayer and worship. In addition to daily Mass in the chapels, the college offers a Sunday Night Mass in the Campus Center and a Wednesday Night Mass in St. Charles Chapel to support the faith needs of its students. The Kirchen Ministers, who live and support student spiritual needs in the residence halls, offer weekly Bible study groups. Each year, Campus Ministry offers a men’s and a women’s retreats, a ski retreat, a Search retreat (each semester), a freshmen class retreat, a sophomore class retreat, Headlights service immersion trips, and, in alternate years, a pilgrimage to Rome and Assisi in Italy, and a Headlights service trip to Santa Tomas in Guatemala to support the Diocese of Helena’s school and clinic mission. The college’s Core Curriculum requires Carroll College students to enroll in two Theology classes to fulfill graduation requirements. The Catholic identity of the college is discussed by faculty in the freshmen seminar course, Alpha Seminar, and is incorporated in service-learning experiences and issue discussions across the curriculum. Both the Theology department and the Hunthausen Center for Peace and Justice sponsor speakers on issues of Catholic identity. The Hunthausen Center also sponsors Service Saturdays to help students, faculty, and staff realize the social justice component of Catholic identity.

The Bishop of the Diocese of Helena, who serves as Chancellor of the College and serves on the College’s Board of Trustees, offers an annual coffeehouse conversation for Carroll College students to discuss questions about Catholic faith and spiritual needs. The Bishop is also the main celebrant of the Sacraments of Initiation Mass each spring that celebrates Carroll College students who elect to be
baptized, receive communion, or be confirmed in the Catholic Church. Carroll College, in the tradition of European Catholic colleges, celebrates an annual Mass of the Holy Spirit with the Bishop of the Diocese of Helena at the Cathedral of St. Helena in the beginning of each academic year. The college also celebrates an annual Baccalaureate Mass with the Bishop of the Diocese of Helena at the Cathedral of St. Helena to conclude each academic year. Carroll College students support the Diocese of Helena’s annual Catholic Youth Conference and apply to be summer counselors at the Diocese’s Legendary Lodge youth camp. The Diocese has also benefited from Carroll College graduates who seek to be involved as youth ministers in churches, or who seek enrollment at seminaries to discern a calling to be a priest, or who seek affiliation with a religious order to become religious sisters or brothers.

The undergraduate liberal arts, pre-professional and professional educational programs of Carroll College are supported by the Academic Resource Center, the Office of Academic Support and Advising, Career Services and Testing, the Registrar’s Office, and Counseling Services. Two of these offices—Academic Resource Center and Academic Support and Advising—were located in adjacent offices on 1st East Borromeo Hall during this past academic year along with Career Services and Testing, International Programs, and the Hunthausen Center for Peace and Justice. The idea of creating a “one-stop shop” on 1st East Borromeo Hall has been well-received by students. The college hired a new Director for Student Success and Disability Services this past year to supervise the tutoring, testing, and disability services offered in the Academic Resource Center. The college also hired a Director of Academic Support and Advising three years ago to provide leadership to academic advising functions. The Director of Academic Support and Advising received budget support to hire a new Academic Advisor position this past year and to increase the peer advisors in the office to three positions. The decision to expand academic advising staffing has helped Carroll College better support faculty advisors as well as first-year academic advisors who teach in the freshmen seminar program, Alpha Seminar. The Registrar’s Office has been an effective advocate for student learning among students and faculty. The Department created a Veterans Services Coordinator position this past year to help students with veterans’ benefits transition to college and comply with needs for federal documentation of benefits received.

Two Student Life departments—Career Services and Testing as well as Counseling Services—offer support for students pursuing the liberal arts, pre-professional and professional education programs. Career Services and Testing offer a variety of experiential programs, presentations, and coaching for students to explore careers, consider graduate education, or commit to a year of service upon graduation. Counseling Services helps students develop coping skills, test-taking skills, stress management, and relaxation techniques to address the academic rigor. Students who utilize both of these departments credit the staff for their decision to stay at Carroll College and persist to graduation.

In terms of current assessment practices, Student Life participates in various division-wide and some department-specific assessment activities. Each April, the Student Life Division administers the Student Life Annual Survey. They regularly receive over 400 responses. The survey assesses student participation and satisfaction with programs and services, and most recently addresses the intended learning outcomes of these programs and services. The departments of Student Life are also recipients of student data collected through the Student Satisfaction Inventory and the National Survey of Student Engagement. Each of these surveys is administered through the Office of Research, Planning, and Assessment on a three-year rotating cycle. Monthly, the Vice President for Student Life sends out an electronic newsletter updating the campus of specific happenings within the division. Three times a year, directors are asked to submit highlights and challenges for the Board reports to help ensure that departments remain focused on their primary mission and the Vision 2018 initiatives. At the end of each year, each Director submits an annual report detailing accomplishments and challenges and supporting statistical information. These reports are shared with the President.

Detailed information regarding the Division of Student Life’s assessment efforts is available on the web at: http://www.carroll.edu/students/studentlife/assessment/index.cc.
2.D.2 - The institution makes adequate provision for the safety and security of its students and their property at all locations where it offers programs and services. Crime statistics, campus security policies, and other disclosures required under federal and state regulations are made available in accordance with those regulations.

Carroll College contracts with Securitas, the largest security company vendor in the world, to provide security services for the college. Patrol officers are on overlapping shifts from 7pm-3am and from 11pm-7am, seven days per week, to patrol campus residences, academic and administrative buildings, parking lots and campus grounds. A parking patrol officer is scheduled from 7am-3pm to patrol campus roads, parking lots, fire lanes, and handicapped parking. In addition, Carroll College is provided security and emergency services through 911 from the City of Helena Police Department, 24 hours per day, seven days per week. The Securitas contract is supervised by the Director of Community Living and incident reports are distributed electronically to the Vice President for Student Life, the Vice President for Finance and Administration, and Community Living professional staff to respond to incidents and to adjudicate conduct violations.

To enhance the safety and security of its students and their property, Carroll College has been implementing an electronic card-key access system, exploring the addition of security cameras in campus parking lots and buildings, and strengthening the college’s risk management policies and practices. Over the past three years, the college has implemented a phased-in installation of a card-key access system on the interior and exterior doors in campus residences. Additional areas involved with the installation of card-key access have been the Corette Library, computer labs, science labs and the office of Campus Computing and Information Technology. The next phase will involve the implementation of card-key access to academic buildings, administrative buildings, the Campus Center and the PE Center.

The Audit Committee of the College’s Board of Trustees supervises the development of risk management policies and practices. The college has a Risk Management Committee that meets regularly throughout the year to address policy and practice issues. Examples of issues addressed during the past year include a campus-wide computer security audit, developing policies and training concerning teaching and working with minors on campus; and researching an online platform for the administration and tracking of employee training on safety, security, and risk management issues.

Crime statistics are compiled by the Director of Community Living and submitted annually to the Department of Education as well as published in the student handbook which is available in both print and online: http://www.carroll.edu/students/studentlife/security/log.cc. Campus security policies are updated annually by the Vice President for Student Life and Director of Community Living and published in the Student Handbook (p. 94). Emergency response information is sent out to students and employees each year as a reminder of security procedures (pp. 198-199). The student handbook is distributed annually to all employees by campus mail, to student residents in their campus housing, and to off-campus students through published distribution times in the Campus Center as well as in mailings to the address on file with the Registrar’s Office. Carroll College utilizes a web-based emergency notification system, Immediate Response Information System (IRIS), to alert students and employees of security concerns and campus emergencies.

2.D.3 - Consistent with its mission, core themes, and characteristics, the institution recruits and admits students with the potential to benefit from its educational offerings. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advising about relevant academic requirements, including graduation and transfer policies.
In the recruitment and admission of students, Carroll College has developed a web presence, recruitment materials, and campus visit programs that reflect the college’s mission, core themes, and characteristics. The college secured the services of Lime Twig, a higher education marketing company, to engineer the latest update of its web pages, recruitment materials, and messaging to prospective students and their families. The Lime Twig team conducted campus interviews and reviewed the college’s Mission Statement, core themes and characteristics with internal and external audiences. In addition, the market research helped to articulate and to clarify the distinctiveness of Carroll College in the higher education marketplace. The products developed articulate Carroll College as a small, residential college located in the beautiful setting of the state of Montana, which includes a caring community of faculty, staff and students; one that embraces academic rigor, learning outside of the classroom, and an active faith life enriched by Catholic values of service to others and social justice; a college with the opportunity for a wide variety of outdoor activities.

Carroll College features a team recruitment approach with representatives from Admissions, Financial Aid, faculty members, current students, and, when possible, parent and alumni representatives who use campus visits and outreach programs to target markets such as Seattle, Spokane and the Tri-Cities in the state of Washington; Portland, Oregon; Boise, Idaho; and Missoula, Butte, Kalispell, Bozeman and Billings in the state of Montana. Campus visit programs will also include representatives from Academic Advising, Student Life, Campus Ministry and International Programs. The college’s core themes and four enduring commitments of embodying faith; excellence in teaching, learning, and scholarship; vibrant campus community; and engaged locally and globally are underscored and exemplified along with the its strategic visionary statements of faithful, local, digital and global in presentations to prospective students and parents.

To ensure that it is recruiting students who are likely to succeed at Carroll College, the college conducts a comprehensive review of applicants when rendering its admission decisions. Admissions decisions are based on multiple factors and predictors of academic success, including curriculum, grades, test scores, a writing sample, and a letter of reference from the high school guidance counselor. In all cases, the underlying principle of comprehensive review at Carroll College is the assessment or preparedness, potential, and purpose. Admissions decisions follow an annually updated Admissions and Procedures statement that can be found in the Carroll College academic catalog, admission form, and online information regarding admissions.

To orient students to understand the requirements related to their programs of study, Carroll College has published four-year degree completion plans online for each academic major. The four-year plans address relevant academic requirements as well as recommend additional courses for students to enhance the program requirements. First-year academic advisors who teach Alpha Seminar review the four-year plans for academic majors with incoming freshmen in individual academic advising appointments. This past year, Carroll College introduced e-advising, which allows students and faculty to track online the student’s academic record in relation to Core, or general education, requirements and major requirements. A student is able to review progress towards degree completion as well as view final grades for courses. The Catalog is available online to review all academic policies, including graduation and transfer policies.

Carroll College provides new students a four-day orientation program each fall and a half-day orientation program each spring. The orientation program showcases college resources in academic advising, academic resource center, financial aid, information technology, library services, freshmen seminar, counseling, career services, Campus Ministry, dining services, student housing, and student activities.

Carroll College tracks its undergraduate students’ retention and graduation rates, using these data points to review its programs in an ongoing effort to create an excellent learning environment. The information is available in the Carroll College online Factbook.
These strong rates speak to the college’s effectiveness in graduating students in a timely fashion, especially compared to peer-institutions.

A number of student support services are available to students who are looking for information and advising about relevant academic requirements, including graduation and transfer policies. These include but are not limited to a Director for Student Success and Disability Services, a Director of Academic Support and Advising, the Registrar’s Office, the Financial Aid Office, the Office of Enrollment Services, and a Veterans Services Coordinator. Faculty advisors serve as the primary program resource to guide students in a wide range of academic decisions, including program requirements, internship opportunities, graduate school, and employment searches, to name a few. Each program’s specific degree requirements are available on the web and in the Catalog. In addition, through MyCarroll, enrolled students have access to an electronic WebAdvisor, a degree audit system for up-to-the-minute information about their degree progress.

2.D.4 - In the event of program elimination or significant change in requirements, the institution makes appropriate arrangements to ensure that students enrolled in the program have an opportunity to complete their program in a timely manner with a minimum of disruption.

In the event of program elimination or significant change in requirements, the Registrar’s Office will work with each student to ensure appropriate arrangements to offer needed courses, approve substitute courses, or identify online courses to fulfill degree requirements. The Director of Academic Support and Advising and the Registrar work collaboratively with students and Department Chairs to uphold the integrity of the academic program and to provide students with direction to degree completion. Academic programs are not eliminated without the approval of the Curriculum Committee, Faculty Assembly, and the Carroll College Board of Trustees. Academic departments work closely with the Registrar’s Office to address student needs when there is a significant change in program requirements.

2.D.5 - The institution publishes in a catalog, or provides in a manner reasonably available to students and other stakeholders, current and accurate information that includes:

a) Institutional mission and core themes;
b) Entrance requirements and procedures;
c) Grading policy;
d) Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings;
e) Names, titles, degrees held, and conferring institutions for administrators and full-time faculty;
f) Rules, regulations for conduct, rights, and responsibilities;
g) Tuition, fees, and other program costs;
h) Refund policies and procedures for students who withdraw from enrollment;
i) Opportunities and requirements for financial aid; and
j) Academic calendar.

To assist students in successfully completing their academic programs, Carroll College publishes its Catalog online with information about academic programs, courses, grading, degree requirements, financial aid, and academic policies. In the 2012-2013 Catalog, the following information can be obtained: a) institutional mission on p. 7; core themes online under About Carroll, Institutional Effectiveness, Accreditation, Year Three report (http://www.carroll.edu/about/oie/accred.cc); b) entrance requirements and procedures, p. 11; c) grading policy on p. 29; d) information on academic program on
pp. 35-90; course information, including required course sequences and the frequency of course offerings, on pp. 91-138; e) names, title, degrees held, and conferring institutions for full-time faculty, and names and titles of administrators, are on pp. 143-150; degrees held and conferring institutions for administrators will be included in the 2013-2014 Catalog and 2013-2014 Student Handbook; f) academic policies on pp. 22-36; academic integrity on pp. 18-20 or http://www.carroll.edu/files/files/academics/AcademicIntegrityPolicy.pdf; student academic responsibilities on p. 22; photo, video and audio recording of students on p. 27; disabilities statement on p. 27; and Family Education Rights and Privacy Act on pp. 31-32; g) tuition, fees and other program costs on pp. 139-142; refund policies and procedures for students who withdraw from enrollment on p. 13; i) opportunities and requirements for financial aid pp. 10-11; j) academic calendar is posted online on Academic and Student Life web pages as well as in a weekly planner in the Student Handbook.

2.D.6 - Publications describing educational programs include accurate information on:

a) National and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered;

b) Descriptions of unique requirements for employment and advancement in the occupation or profession.

The 2012-2013 Catalog contains national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered: Education pp. 47-51; Engineering pp. 51-54; and Nursing pp. 71-73. Program specific information is also available on the department’s web pages. For example, the Nursing Program’s website lists the NCLEX-RN pass rates: http://www.carroll.edu/academics/majors/nursing/.

The description of unique requirements for employment and advancement in the occupation or a profession can be found online on the Career Services and Testing web page at: http://www.carroll.edu/students/career/.

2.D.7 - The institution adopts and adheres to policies and procedures regarding the secure retention of student records, including provision for reliable and retrievable backup of those records, regardless of their form. The institution publishes and follows established policies for confidentiality and release of student records.

Carroll College ensures that student records are secure and available to students when needed. With the Ellucian/Colleague ERP, most student records are now electronic and backed up nightly. The college uses both manual and electronic sources to retrieve student records. 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 the Family Education Rights and Privacy Act Regulations, including the Buckley Amendment (See p. 31 in the Catalog and p. 193-196 in the Student Handbook). The Registrar’s Office controls, maintains, and manages student records. The Registrar’s Office trains faculty and staff on FERPA, access to student records, directory information, restricting release of directory information, procedures for filing a complaint, and the impact of FERPA on faculty and staff.

Most areas of Carroll College have established partial policies for record retention, including secure storage and reliable retrieval of student records.

- Counseling and Health Services records are maintained for seven years. Student immunization records are entered into the statewide immunization database so students can access their records online for employment or graduate school needs after graduating from Carroll College. Students are also able to receive a copy of their immunization records during the last week of their last semester of enrollment. At the end of each academic year, Health Center staff are available in the
administration building during cap and gown distribution to provide immunization records to graduating seniors. Non-graduating students who may not be returning to the college at the end of the fall or spring semester can receive a copy of their immunization records from the Health Center. HIPPA does not apply to Counseling and Health Services as these offices do not use third party billing for services rendered.

- Career Services and Testing moved to an electronic records retention system in 2008, which is housed in the cloud, so the office does not keep any records created since 2008. Prior to 2008, Career Services and Testing had a stated policy of keeping paper credential files for a period of ten years from the date of most recent activity. Each year, staff destroys the files that have expired according to the ten year agreement. Student progress records are kept in Career Services and Testing for seven years; the typical minimum requirement for counselors/therapists in most states. With the new CSO Career Services Solutions software program recently acquired, all files will become electronic. Additionally, Career Services and Testing keeps an electronic copy of senior students’ resumes and personal statements for graduate school for one semester after the student graduates. The office keeps scores for GRE, GMAT, etc. exams for five years, which is generally the length of time they are valid. CLEP results for kept for five years also. Currently, student internship records are kept in Career Center student files and follow the general Career Services and Testing protocols. Internship contracts are kept in Career Services and Testing and with the Vice President for Finance and Administration. There is currently no policy on destruction of contract files.

- According to the Department of Housing policies, student conduct files are destroyed three years after graduation or last enrollment. The files are deposited in a shredding bin in a locked room across the hall from the office and picked up by the shredding service contracted by the college.

A 2012 technology security audit prompted Carroll College to begin work on a campus-wide records inventory process to include a records retention policy and schedule. Carroll College is considering purchasing document imaging software to create a more powerful and easier to access record management system.

2.D.8 - The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.

Carroll 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 in recruitment materials and online at: http://www.carroll.edu/finaid/index.cc. Information regarding all of the types of financial aid that are available is on the college’s website, in the Catalog (pp. 9-13) and in the Student Handbook (p. 126). Policies are reviewed annually in accordance with federal regulations and are updated as necessary. An independent audit firm performs an annual audit, which is reviewed by the Carroll College 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 non-need-based method. Non-need-based merit aid is disbursed based on a combination of high school grade point average and test scores. Need-based institutional aid is disbursed based on the results of the Free Application for Federal Student Aid (FAPSA); Carroll College does 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 FAFSA aid results. Copies of the institutional and federal aid packaging policies are located in the Financial Aid Office and are updated yearly.

Carroll College contracts with Noel Levitz Higher Education Consulting to craft strategies that help the college leverage the right-sized enrollment with the appropriate discount rate. The financial efforts seem to be effective as retention rates have steadily improved over the past five years.

2.D.9 - Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and the institution’s loan default rate.

All students who received financial aid are informed of their loan repayment obligations. Also, Carroll College regularly monitors student loan programs and the college’s loan default rate—particularly the delinquent borrowers. Carroll College has one of the lowest default rates in the State of Montana (1.9%). All federal student loan borrowers complete both entrance counseling prior to their first disbursement and exit counseling prior to leaving school. The Carroll College Financial Aid Office is the only one in the state of Montana to also require debt management counseling for students borrowing alternative loans. The office strives for 100% in-person exit counseling.

2.D.10 - The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program requirements, and graduation requirements and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities are defined, published, and made available to students.

Carroll’s academic advising program is designed to foster student development and success through collaborative efforts across campus involving freshmen seminar (Alpha) instructors, department advisors, peer advisors, and professional staff. The Office of Academic Support and Advising (ASA)—staffed by the Director and an Academic Advisor—serve as resources for first-year academic advisors, department advisors, and students regarding the curriculum, program requirements, and degree completion. The ASA office assists students in developing meaningful educational plans that are compatible with their career and life goals, and supporting students by offering informed advice and referral to other departments and resources on campus.

The design of Carroll’s advising program centers around the freshmen seminar course (Alpha Seminar), a 3-credit foundational Core Curriculum class required of all first-year students. First-year academic advisors are freshmen seminar instructors with an advising load averaging 18 students per instructor. The class meets 30-45 times each semester (TTH or MWF), and professors also meet with advisees two to four times each semester for specific advising appointments. Advising first-year students through Alpha Seminar allows students and faculty to establish personal relationships which positively impacts the students’ adjustment to college and retention.

A wide range of programs and resources is provided to promote academic success for first-year students, including first-year student registration, course placement in college writing, biology, chemistry, and math, developing personalized 4-year plans using E-Advising, monitoring early warning systems for students experiencing academic difficulty in the first semester and year, creating academic recovery plans for first-year students placed on academic probation after the first semester, offering 1-credit courses in career exploration (LAS 185) and college success (LAS 105), and establishing an advising relationship between students and Alpha Seminar professors.
Students are assigned academic advisors in their majors or departments at the end of their first year of college or in parallel to first-year advisors if required for accreditation (e.g. Engineering). The transition from Alpha advisor to department advisor is facilitated by the Academic Support and Advising Office and occurs in March each year.

A successful advising program requires that advisors and students have access to necessary information, training, and support in order to develop meaningful educational plans that are compatible with students’ career and life goals. Ways in which the ASA office supports advisors and students throughout the advising process include:

- Collaborating with both the Registrar’s Office and Admissions to register all new students. Entering students complete an electronic Advising Questionnaire (AQ) before an advisor schedules semester courses. The advisor evaluating the students’ information considers information from the AQ, the students’ academic preparation, degree requirements, test scores, etc. ensuring that students are enrolled in coursework that is appropriate for their skills and abilities, and meets the requirements of their intended major;
- Overseeing advising duties of Alpha Seminar Program and developing programs that enhance freshmen students’ first year experience, including advising training and resources for freshmen advisors;
- Evaluating the current advising program and initiating improvements as needed, including updating support materials and the Faculty Advisor Manual; developing and leading training programs and workshops for faculty advisors, staff, and students, as specific needs are determined, including developing and implementing academic outreach programs and activities for first and second year students;
- Implementing “safety net” programs for students, which may include an Early Warning System, a mid-semester academic recovery program, on-going contact with faculty and support services on campus; creating and monitoring academic recovery plans for high-risk students or students on academic probation; and referral to college or community support services.
- Evaluating placement recommendations for courses with faculty from Natural Science, Mathematics, and Languages and Literature.

The use of technology to access advising tools and information has greatly improved in the past year. All Student Evaluation Records (SERs) and academic 4-year plans are now available to Carroll faculty and staff. The updated academic advising manual is also available at this location on the website. In spring 2013, two advising tools accessed through MyCarroll, Degree Audit and E-Advising became available to advisors and students. Degree Audit allows advisors and students to view and evaluate progress toward degree completion. E-Advising allows advisors and students to plan courses several semesters in the future, creating 4-year plans which are stored in MyCarroll and can be revised and updated by both parties. Advising information is also available on the Academic Advising webpage.

The ASA office is developing a peer advisor program similar to the student ambassador program found in Admissions. Peer advisors are highly capable and appropriately trained upper-level students from various academic departments who assist with advising and registration of entering and current students. Peer advisors explain 4-year plans for each major offered at Carroll, assist with on-line registration of current students, answer general advising questions, and train students to use Degree Audit and E-Advising. Peer advisors do not replace academic advisors but rather offer general information and support to students that would complement the efforts of faculty advisors. The ASA office currently has four students serving as Peer Advisors.

To better service students and the entire campus community, several student services programs including Academic Support and Advising relocated to Borromeo Hall in the summer of 2012. The offices now
located in the east wing of Borromeo Hall include Career Services, Academic Recourse Centers (tutoring, disability services), International Programs, Education Aboard, the Veteran’s Study Room, and Academic Support and Advising.

2.D.11 - Co-curricular activities are consistent with the institution’s mission, core themes, programs, and services and are governed appropriately.

Co-curricular activities support Carroll College’s mission, core themes, programs, and services. The college’s mission as a residential, Catholic, diocesan college with liberal arts, pre-professional and professional programs comes alive with students living in community with others, through practicing and living Catholic and faith-filled values, from operating in conjunction with the Diocese of Helena and the global church on service to others and social justice, and by integrating learning in and out of the classroom. The core themes of Embodying Faith, Excellence in Teaching, Learning, and Scholarship, Vibrant Campus Community, and Engaged Locally and Globally account for the college’s offerings of co-curricular activities. Co-curricular activities are supported by academic departments (e.g. Engineers Without Borders, Choir, Jazz Band, Talking Saints, Education Abroad, Colors Literary Magazine, The Prospector Student Newspaper) and Student Life Departments (e.g. Carroll Adventures and Mountaineering Program—CAMP), through Student Activities and Leadership, and student-initiated programs (e.g. Carroll Outreach Team). Student clubs and organizations are administered by the organization’s constitution, which is approved by the Associated Students of Carroll College, and recommended to the Vice President for Student Life for institutional recognition. Student behaviors are guided by the Carroll Code of Student Conduct and the Carroll College Student Handbook (p. 94). Conduct matters involving student clubs and organizations are delegated to the Director of Student Activities and Leadership in consultation with the Executive Officers of the Associated Students of Carroll College.

2.D.12 - If the institution operates auxiliary services (such as student housing, food service, and bookstore), they support the institution’s mission, contribute to the intellectual climate of the campus community, and enhance the quality of the learning environment. Students, faculty, staff, and administrators have opportunities for input regarding these services.

Carroll College operates auxiliary services in student housing, conferences and events, and bookstore and contracts with a vendor for dining services. Student housing is offered through Community Living in Student Life. Campus residences are staffed with Assistant Directors of Community Living as professional staff and Community Advisors as resident assistants through Community Living; Kirchen Ministers as peer ministers through Campus Ministry; and custodial staff through Facilities. Conference and Events is supervised by the Vice President for Community Relations and works collaboratively with the dining services vendor, Sodexo; the student housing program in Community Living; and the custodial staff in Facilities. The operations of the college bookstore, Saints Shoppe, is supervised by the Vice President for Finance and Administration and works collaboratively with faculty and program directors to order books, materials, and supplies. The college’s dining services are provided by a vendor, Sodexo, which offers residential dining, retail operations, catering, and concessions. The general manager assigned to the Sodexo account works with the Vice President for Finance and Administration on meal plan prices and annual contracts and with the Vice President for Student Life on student satisfaction, program assessment, and integration with campus life. Feedback on auxiliary services is provided through annual student surveys, usage and profit numbers, customer satisfaction surveys, and advisory boards. All auxiliary services provide operating hours in support of the college’s academic calendar, class schedule, and intellectual climate of the campus community.

2.D.13 - Intercollegiate athletic and other co-curricular programs (if offered) and related financial operations are consistent with the institution’s mission and conducted with appropriate institutional
oversight. Admission requirements and procedures, academic standards, degree requirements, and financial aid awards for students participating in co-curricular programs are consistent with those for other students.

The mission of the Athletic Department at Carroll College is to provide competitive programs consistent with the college’s philosophy for academic integrity, athletic competition, and social responsibility. Carroll College supports an athletic environment in which the entire college is engaged in supporting student-athletes’ success. Intercollegiate athletics and related financial operations are consistent with the college’s mission and conducted with appropriate institutional oversight. All sports are operated in accordance with the Frontier Conference and NAIA rules and regulations as a member institution of both bodies.

The Director of Athletics oversees the intercollegiate athletics program and reports to the Vice President for Student Life. The Athletic Department’s financial operations are consistent with all college policies and procedures. As with all other departments on campus, athletic financial operations are conducted through Carroll College’s Business and Development Offices. Financial operations are audited both internally and externally, as well as being subject to the annual submission of data to the Department of Education for the Equity in Athletics Disclosures Act. The financial activities of the Saints Athletic Association are monitored by the college’s Business Office. The annual budget for the athletics program is subject to the same budgeting procedures as all other departments within the college. The budget is created with the collaboration of the Vice President for Student Life, Director of Athletics, coaches, and staff. The Budget Committee reviews requests for new funds. Ongoing review and monitoring of annual athletic budgets throughout the fiscal year is the direct responsibility of the Director of Athletics.

The Associate Vice President for Enrollment Management is formally responsible for the admission of students, including student-athletes. Carroll College does not have any special admission programs or criteria for athletes, although coaches may contact prospective student-athletes and encourage their application. All student-athletes are held to the same academic standards as the general student body; however, the NAIA has its own set of eligibility standards for student-athletes. Carroll College’s Compliance Officer is responsible for certifying the eligibility for all student-athletes through the NAIA Eligibility Center. Student-athletes are held to NAIA continuing eligibility, progress toward degree, and credit hour requirements to maintain athletics participation eligibility. At Carroll College, the Registrar has ultimate responsibility for certifying the eligibility of all student-athletes.

The Office of Financial Aid has written policies and procedures for awarding athletic scholarships. Athletic scholarships are considered “special talent” scholarships and designated, by the Athletic Department, for students participating in varsity sports. Financial aid for student-athletes is supervised by the Director of Financial Aid who works with individual coaches to ensure that merit aid awards meet budget expectations.

2.D.14 - The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in the distance education course or program is the same person whose achievements are evaluated and credentialed. The institution ensures the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.

In the past two years, Carroll College has offered only two predominantly online (Moodle-based) summer courses to its degree-seeking students. As the college decides whether or not it wants to consider offering more online courses and programs, it will take seriously and research best practices for identity verification for distance education. Currently, the students enrolled in the Moodle-based online course are
enrolled, verified, and evaluated as all other Carroll College courses that use Moodle to supplement classroom content and learning.

Standard 2.E: Library and Information Resources

2.E.1 - Consistent with its mission and core themes, the institution holds or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution’s mission, core themes, programs, and services, wherever offered and however delivered.

The Corette Library is conveniently located on the Carroll campus. The building houses the library, classrooms, staff, and services for informational and instructional technologies. The library staff is comprised of a Director, three librarians, three technical staff, and 15 (equivalent to 4.4 FTE) work study students. The library is open 93.5 hours a week. Currently, the library holds 85,560 volumes of printed books, DVDs, and videos. The library subscribes to approximately 75 print periodicals and over 50 proprietary electronic databases that allow access to over 50,000 periodicals, most in aggregate databases. The building has wireless access, multi-function printers, copiers, and scanners, nine study rooms, and four classrooms. Approximately 37 computers are available to students, including five iPads available for check-out. Campus Technology Magazine recently featured the Corette Library. The link is available here:


Since members of the faculty are the individuals primarily responsible for carrying out the institution’s mission, the role of faculty is at the heart of shaping the Corette Library’s collections and services. To build and maintain the library’s collections at an appropriate level, the librarians rely on faculty who share their curricular needs and budget availability. Funding requests for library resources are routed through the Senior Vice President for Academic Affairs and the Budget Committee. The Corette Library Collection Management Policy and all other library policies are available at:

http://www.carroll.edu/library/about/policies/index.cc. The site outlines what materials the library collects, the formats collected, and reasons why material will be discarded from the collection.

The Corette Library belongs to consortia in order to purchase discounted information and cooperates with libraries throughout Montana to purchase information collectively, facilitating the free exchange of information through interlibrary loan (ILL). Forms and policies regarding ILL are available at:

http://www.carroll.edu/library/about/policies/loan.cc. The Corette Library has borrowing agreements with libraries throughout Montana, notably the OMNI academic consortium. Carroll College community members may search a shared catalog of resources and borrow materials from any OMNI library.

2.E.2 - Planning for library and information resources is guided by data that include feedback from affected users and appropriate library and information resources faculty, staff, and administrators.

To support Carroll College’s academic programs, faculty members are encouraged to request material for library purchase. In order to facilitate this, the Corette Library subscribes to CHOICE and makes it available to all faculty. All Carroll College 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, survey feedback, and consult with faculty when deciding what materials to purchase. The standing Library Committee is another source of feedback to inform the library’s planning process. As with all other administrative departments on campus, the Corette Library participates in Carroll College’s Program Review process.
2.E.3 - Consistent with its mission and core themes, the institution provides appropriate instruction and support for students, faculty, staff, administrators, and others (as appropriate) to enhance their efficiency and effectiveness in obtaining, evaluating, and using library and information resources that support its programs and services, wherever offered and however delivered.

Honors students are required to enroll in a research methods class taught by librarians. Instruction is available in any class. Carroll College librarians teach students to use sources specific to their major and 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.

2.E.4 - The institution regularly and systematically evaluates the quality, adequacy, utilization, and security of library and information resources and services, including those provided through cooperative arrangements, wherever offered and however delivered.

Library planning takes place both within the library and with other academic departments and the administration. The Director of the Library is involved in many aspects of institutional planning.

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

The existing book detection gate no longer works and is too old to repair; hence books can be removed from the library at will. A new detection system is part of the three year renovation budget. Campus security visits the library nightly before the library closes to check for any problems, and escorts 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 (Student Handbook, p. 116). 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 College information. The Corette 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 Corette, OMNI, Helena public, and various other libraries. Library staff, including student workers, are trained not to divulge any information about users or their borrowed material, and not to allow any non-staff in the library work area. All staff and students are also apprised of other library policies and college emergency policies and procedures. Databases that were procured through statewide contracts are accessed through and administered by the Montana State Library (MSL); a part of the administration responsibilities include security. The library has participated in these contracts since 1997 and has never had any security breaches since then. Statistics gathered from use of these databases do not identify users. Interlibrary loan requests are tracked by numbers, not names.

The Corette 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 recently installed a thermo-imaging counter. Approximately 60,000 visits are made to the library each semester.
The Corette Library participates in Carroll College’s Program Review and Assessment process whereby the staff regularly reviews program level goals and specific methods for their assessment based on the library’s Mission Statement.

**Standard 2.F: Financial Resources**

2.F.1 - *The institution demonstrates financial stability with sufficient cash flow and reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and anticipate long-term obligations, including payment of future liabilities.*

Carroll College enjoys sufficient cash flow and reserves to meet operational demands during the fiscal year. As of the completion of the academic year 2012-2013, when taking all revenues and expenses into account, estimates indicated a positive budget to actual variance of approximately $1.4-$1.8M. For the past couple of years, the budgeted contingency of $400,000 remained intact. Operating revenue and expense categories are within the expected budget to actual variances and, as typically seen, unrestricted gifts of $414,000 did not meet the total budget expectations for unrestricted gifts of $824,000. The cash and cash equivalent estimated balance at fiscal year-end is approximately $2.8M (awaiting audited financials in September 2013), which is comparable to the 2011-2012 fiscal year-end balance. The market value of the Endowment and Annuity and Life Income funds totals $35.2M. The increase from 2011-2012 includes gains of $3.8M in appreciation and earnings, endowed gifts of $1.3M, and other restricted investments of $3M and withdrawals/fees ($319,000). A more comprehensive report and the fiscal year 2012-13 interim financials is available on the Basic Institutional Data Form p. 4. Carroll College has a long-standing relationship with US Bank, and it has access to a $4 million credit line if and when additional cash is needed to fund operations. In the past several years, Carroll College has not drawn on the line of credit.

Contingencies play a critical role in financial planning and budgeting. The annual budget includes a budgeted $400,000 general contingency that is accessible only with the approval of the President. Carroll College established a general operating contingency reserve for 2011-2012 equal to 2% of the annual operating budget. In the event of an enrollment shortfall, it represents net revenue from approximately 50 students. Carroll College plans to maintain the contingency over the course of the financial plan to at least 2% of the annual operating budget. Carroll College plans to establish a quasi-endowment for deferred maintenance amounting to approximately $1.5 million through a transfer at June 30, 2013.

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

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

A copy of the Audited Financials is available by request through the Business Office.

2.F.2 - *Resource planning and development include realistic budgeting, enrollment management, and responsible projections of grants, donations, and other non-tuition revenue sources.*
Carroll College’s resource planning and development include a financial plan and budgeting process, which are linked to the strategic plan. 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, and campus leadership uses the summer planning retreat to prioritize strategic goals with budget implications. The Budget Committee meets weekly during the fall semester to review enrollment, housing, dining, compensation, programmatic, debt, depreciation, utilities, contractual and other infrastructure projections, as well as to provide the opportunity for proposals/requests for funding initiatives from areas within the college. Revenue projections are realistic, based on five-year averages adjusted for trends or new programs/activities. The Budget Committee establishes the annual budget for the following year by setting tuition and fees and allocating available revenue to fund projected needs and selected priorities from the proposed requests. The Budget Committee makes a balanced budget recommendation to the President. The Vice President for Finance and Administration presents the final budget to the Board of Trustees. Three faculty from the Faculty Welfare Committee, three staff appointed by the Staff Advisory Committee, the Cabinet, the ASCC Student Treasurer, and the President comprise the Budget Committee.

The budget process is coordinated, managed, and monitored by personnel in the Business Office. There is a close working relationship between the Business Office and those who are directly responsible for individual area budgets, which greatly assist overall performance and adherence to college budgets. Perceived lack of communication, the time involved in the budget development process, and too few available dollars to allocate have been the most significant challenges to the budget in recent years. Net revenue peaks and valleys, escalating operating costs, and (more recently) the economic downturn have left few funds available beyond meeting projected needs. The Budget Committee has felt less than empowered to make a difference through annual budgeting. Additionally, members of the campus have expressed frustration that requests for new funds submitted through the respective Vice President are not always clearly communicated to the Budget Committee.

The management of the financial aid budget is a key factor in achieving year-to-year net revenue growth. Before the annual budget process commences, the Director of Financial Aid carefully reviews the Enrollment & Revenue Management System (ERMS) data provided by Noel Levitz Higher Education Consulting. The ERMS data informs the financial aid targets. During the budget process, the financial aid target for incoming first year students and returning students is closely monitored and adjusted, based upon enrollment goals and net revenue strategies. Historical results indicate that this process has functioned moderately well.

Consistent with the college’s budget approach toward enrollment and financial aid, the annual budgeting process for grants, donations, and other non-tuition revenue sources involves gathering projections from those most responsible for these revenue sources, comparing this information to historical trend data, and proposing a realistic revenue estimate for the proposed budget year.

Compensation is one of the priorities identified in the planning process. Seven out of the last ten years, Carroll College has been able to fund salary increases, and in seven of those years the it was able to provide additional salary increases to make progress toward what is now considered “market,” as defined by comparator institutions’ salaries. For the 2013-2014 academic year, the Budget Committee set aside $1M for compensation increases. All employees were brought to 89% of current market and all employees received at least a 3.658% salary increase.

In order to improve communication with the faculty and staff as a whole, two years ago the Budget Committee began posting Budget Committee minutes in a shared electronic folder. The President also sends out e-mail updates to faculty and staff after the Board meetings. The college is currently in the
process of more fully implementing the use of the XLerant BudgetPak. This tool, particularly useful for multi-year forecasting, should enhance the budgeting and resource management process throughout the college.

2.F.3 - The institution clearly defines and follows its policies, guidelines, and processes for financial planning and budget development that include appropriate opportunities for participation by its constituencies.

Carroll College’s policies, guidelines, and processes for financial planning and budget planning have not changed significantly in many years. The policies, guidelines, and processes are well understood by Vice Presidents, department chairs, and Program Directors. The Budget Office prepares an annual timeline of all key dates and data submissions required of VPs, Directors, and chairs annually.

On the expense side of the budget, the resource allocation and prioritization process is first determined by each Vice President and then prioritized in accordance with the strategic plan upon available funds. The Budget Committee assists with the prioritization and development of the budget that goes to the President. The college has mixed results in using the Budget Committee, which includes representation of all constituent groups, to spread messaging across campus in regards to budget development. In an effort to improve understanding of the budget and make all members of the community appropriately responsible for the budget, the Vice President for Finance and Administration and the President are making a concerted effort to be more transparent with the community on financial trends and priorities through more e-newsletters and community forums.

Continued refinement of operating and other budget metrics should improve the financial planning and budget process. The Vice President for Finance and Administration recently worked with the staff at the National Association of College and University Business Officers (NACUBO) to develop metrics to assist in academic and strategic budget decision-making.

2.F.4 - The institution ensures timely and accurate financial information through its use of an appropriate accounting system that follows generally accepted accounting principles and through its reliance on an effective system of internal controls.

Carroll College’s accounting system, policies, internal controls, staffing, and procedures ensure timely and accurate financial information. The campus software system, Ellucian/Colleague, was funded by a $2 million Title III grant and implemented in 2008. It brings to faculty, staff, and students online, 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.

As stated in the response above, the college is also in the process of more fully implementing the use of the XLerant BudgetPak. This tool, particularly useful for multi-year forecasting, should enhance the budgeting and resource management process throughout the college.

The Audit Committee of the Board of Trustees takes an active role in the oversight of the college’s accounting system, the application of generally accepted accounting principles, and the monitoring of an effective system of internal control. The schedule of findings and questioned costs for the year ended June 30, 2012, shows no material weaknesses, no significant deficiencies, and no noncompliance findings to financial statements or federal awards. The schedule of findings for fiscal year end 2013 will be available September of 2013.

2.F.5 - Capital budgets reflect the institution’s mission and core theme objectives and relate to its plans for physical facilities and acquisition of equipment. Long-range capital plans support the institution’s
mission and goals and reflect projections of the total cost of ownership, equipment, furnishing, and operation of new or renovated facilities. Debt for capital outlay purposes is periodically reviewed, carefully controlled, and justified, so as not to create an unreasonable drain on resources available for educational purposes.

Funding for institutional priorities of a capital nature have been met through borrowed funds for new facilities, annual outlays within the operating budget, gifts, and donations, and through the use of excess net revenues at the conclusion of the fiscal year. Over the past couple of years, emphasis has been on maintaining and improving existing facilities.

Carroll College has completed significant building and improvement projects with funding from operations, debt, and/or contributions. A sampling of these improvements includes:

- New roofs on academic, residential, and administrative buildings
- Classroom technology and furniture upgrades
- Safety and security card swipe locks
- Guadalupe Hall re-paved parking lot
- Bathroom remodels in the residence halls
- Paint, carpet, and blinds in classroom, office, and residence spaces
- Windows, furniture, and flooring in the dining hall
- Landscaping and irrigation system improvements
- New computer lab
- New chemistry lab
- New campus entrance and directional signage

In an effort to respond to the call for sustainability and to reduce our deferred maintenance list, the college has taken steps to improve its physical infrastructure and be kinder to its environment. In the past 14 years, Carroll College has entered two separate Performance Contracts with Johnson Controls, which provided 4.1 million for much needed items. Many of these deferred maintenance items have direct paybacks on water, power, and gas and are paid for by the savings. The guaranteed energy savings have allowed the college to replace old inefficient boilers, improve lighting with new low wattage bulbs, replace all toilets and urinals with water saving models, and install a computerized energy management system for better control of heat and cooling, to name a few. By implementing all of the energy projects the college has decreased the its carbon footprint and is looking for additional ways to be proactive in saving energy and help protect the local ecology.

In the future, Carroll College anticipates that it will need to make significant investments in capital assets in response to growth in enrollment and emphasis on improved quality of the academic and co-curricular experience. To help with planning, the college reinitiated its relationship with DLM Campus Planners to update the Master Plan in regards to strategic goals and direction from the Board of Trustees. As the campus updates its master plan, Carroll College will be better able to anticipate future needs for building space, and other campus improvements essential for an attractive and fully functional campus. This work will be interlaced with Vision 2018, a revised Core Curriculum, and the core themes. It will support the college’s ability to strengthen those aspects of its campus that will allow it to successfully compete for new students and to better serve students once they enroll.

2.F.6 - The institution defines the financial relationship between its general operations and its auxiliary enterprises, including any use of general operations funds to support auxiliary enterprises or the use of funds from auxiliary services to support general operations.
Carroll College’s auxiliary operations, which include Housing, Dining, and the Bookstore, are offered in direct support of the mission and contribute net revenue to the operations. Dining is contractual while Housing and the Bookstore are Carroll College operations. All auxiliary operations contribute net financial resources in support of the college’s mission.

2.F.7 - For each year of operation, the institution undergoes an external financial audit, in a reasonable timeframe, by professionally qualified personnel in accordance with generally accepted auditing standards. Results from the audit, including findings and management letter recommendations, are considered in a timely, appropriate, and comprehensive manner by the administration and the governing board.

Carroll 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 cycle that 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 the presentation of the audit report by September 30. The Independent Audit Report and Management letters to the Board of Trustees are discussed in detail with the Audit Committee each November.

2.F.8 - All institutional fundraising activities are conducted in a professional and ethical manner and comply with governmental requirements. If the institution has a relationship with a fundraising organization that bears its name and whose major purpose is to raise funds to support its mission, the institution has a written agreement that clearly defines its relationship with that organization.

All institutional fundraising activities comply with government and the Council for Advancement and Support of Education (CASE) fundraising requirements, and they are conducted in a professional and ethical manner under the direction of the Interim Vice President for Advancement. Carroll College is registered in the State of Montana. It adheres to IRS regulations with regard to fundraising and gift reporting activities. It raises all funds through its own employees. The Office of Institutional Advancement manages fundraising for Carroll College along with marketing, communication, and alumni relations. The staff consists of 13 FTE staff: 4 professional, 2 Annual Fund; 2 administrative, and 1 clerical involved in fundraising and advancement services; 3 in marketing and communication; and 1 in alumni relations. Based on a survey conducted by the Council for Advancement and Support of Education and a study by the Council of Independent Colleges, institutions of similar size have a mean of 8.7 FTE administrative/professional staff, a mean of 3 FTE clerical, and a mean of 1.5 FTE Alumni Affairs Administrative Staff. As Carroll College looks toward the future and its fundraising goals, it anticipates significant hiring needs in the Office of Advancement in order to best execute a comprehensive plan.

Total funds raised by the Advancement office have grown consistently over the past three years. Under the advisement of Tom Wilson, a consultant from Campbell & Company, Carroll College is preparing to conduct a feasibility study in anticipation of launching a comprehensive campaign in 2014. The study will consist of face-to-face interviews and a mail-in survey. If the feasibility study finds sufficient levels of commitment, involvement, and interest from constituent groups, previous donors, and potential donors, the Office of Advancement plans to proceed with a comprehensive campaign. Although it is too early to know the full scope of the campaign, comprehensive initiatives may focus on growing student scholarships; supporting academic leadership; enhancing Catholic and spiritual vitality; strengthening academic programs; and building a new center for student recreation, health, and wellness.
Standard 2.G: Physical and Technological Infrastructure

2.G.1 - Consistent with its mission, core themes, and characteristics, the institution creates and maintains physical facilities that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support the institution’s mission, programs, and services.

Carroll College strives to have physical facilities that are accessible, safe, secure, energy efficient, and sufficient in quality and quantity. In general, Carroll College’s buildings have sufficient space and are actively maintained, clean, energy efficient, and well-functioning. Physical facilities are a significant part of the campus conversation around Vision 2018 and core theme planning.

On its 64-acre campus, Carroll College has 16 major buildings totaling 636,616 gross square feet (GSF) and another 16 wood-frame, residential-scale structures totaling 22,380 GSF. Of this wood frame group, four buildings, comprising 6,035 GSF, are used for college program functions, with the rest rented to students and community members. Together, Carroll College owns 32 buildings, totaling 658,996 GSF that serve College programs. Included in this number is the President’s House, a Facilities office, an ROTC office, a house leased to the Diocese, a commercial building in Helena’s downtown area, and a parcel of undeveloped property on 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 and were found to contain 1,079 spaces totaling 436,585 net assignable square feet (NASF). The campus master plan will be updated again in fall 2013, and the college anticipates that these numbers might be slightly different after the completion of the space inventory.

- Thirty-four percent of the inventory is residential, shaping the student housing environment with a capacity of 853 beds. This number is 57% of Carroll’s full-time, 1,500 student enrollment. The amount of residential space per student is lower than the average peer group. Dormitory-style housing is provided in three older residential buildings – Guadalupe Hall for first-year students, St. Charles Hall for sophomores, and Borromeo Hall for mixed classes. Trinity Hall, a newer suite-style resident hall is used primarily for Junior and Senior housing with capacity for 208 students. In response to higher enrollment numbers and direction from the Master Planning document, the college is currently constructing two housing apartments on the east side of campus. Phase 1 of the new apartments will include 48 units per building for a total of 96 beds. Phase 2 and 3 will be added in the future, when enrollment increase requires it. This housing will be primarily for retention of upper-classman wanting to live on campus.

- Nearly 10% of the inventory is assigned as classroom space in line with national norms. Based upon the Campus Master Plan study of 2009, Carroll College has sufficient general-purpose classrooms for its current enrollment; while most rooms are simply furnished, all standard classrooms have ceiling-mounted projectors and instructor control podiums. Efforts are being taken to update classrooms, seating, and room arrangements for a more collaborative style of teaching and learning. The college is also considering the repurposing of space in residence halls for additional classrooms and offices. Five classrooms have been updated as of May of 2013 with new seating and flooring.

- Nearly 7% of the space is allocated to laboratories and studios. The amount of space per student is well below that of the peer group. While Carroll College has well-equipped lab 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; it is adequate, but hardly inspiring.
• Eleven percent of the inventory is assigned to offices. When calculated on a per student basis, this part of the inventory is also lower than the average peer group. The average faculty office is 156 NASF per space while the average allocation per assigned seat in these offices is 136 NASF. These measures are within a typical range of faculty office standards (120-160 NASF). Many of these offices are attractive, with adequate furnishings, computers, and office equipment. Steps have been taken to improve faculty offices in St. Charles Hall, which enables academic departments to be centrally located, fostering interaction, and better service to our students. Staff offices are generally in good condition and well equipped. Some office changes have helped in unifying and adding services to form a Student Success Center in Borromeo Hall. Improved confidentiality and reduction of dysfunctional operations has been a focal point during this recent remodeling.

• Nearly 8% of the inventory is allocated to the Corette Library and other study spaces, an amount near the peer group level. Generous donors have made it possible for many new improvements to the Corette Library, Simperman Hall, and the Fortin Science Center. Creation of new innovative classrooms, labs and study areas for student independent study as well as changing the library space better prepare students for success. Even with steps already taken, the college understands the need for more upgraded, aesthetically pleasing and functional classrooms, embracing a collaborative, interactive learning style. The changes to the Fortin Science Center enable students to participate in joint research and study with faculty.

• Only 10.5% of the inventory is distributed to athletic functions, significantly below the peer group. To maintain its high level of achievement in intercollegiate athletics and especially to address deficiencies in facilities available to non-varsity, intramural, and recreational athletes, the college must renovate and expand the Physical Education Center. Carroll College’s revised strategic plan includes the vision of a new Recreation Center on campus which addresses the whole student body. A building, suggested in the Master Plan, is in the planning stages and will provide a facility for non-varsity wellness.

• Nearly 14.5% of Carroll College’s space is devoted to general and campus use, typically supporting campus life functions. This is lower than peer norms, a fact confirmed by those responsible for student life and student activities. Space in the Campus Center Building is at a premium as this building serves so many functions beyond student life – conferences, administrative meetings, outside speakers, and a range of other college events. The space is of good quality, but there simply is not enough to meet current and future needs for these important student life and leadership programs.

Carroll College does a good job of maintaining and updating its space under tight capital budgets. The facilities are, with few exceptions, adequate for current programs. However, many functional areas require more space and several older buildings would benefit from a comprehensive renovation and upgrade to better meet current and future needs and to extend the productive life of the facilities. The college has made many improvements and planning for additional improvements that will enhance life on campus by creating a 20-year capital project plan. Recent energy-related, facility improvement measures have allowed replacement of 40- to 50-year old boilers, pumps and infrastructure equipment. Carroll College has made key decisions and approved funding to improve safety on campus by installing card access locks on all of the residence rooms and planning for a campus wide one card system. Some buildings have seen improvements in smoke detection systems, and a sprinkler system will be installed in St Charles Hall. Better management of capital funding has allowed scheduled replacement of carpet, windows, roofing, parking lots, sidewalks, and landscaping.

2.G.2 - The institution adopts, publishes, reviews regularly, and adheres to policies and procedures regarding the safe use, storage, and disposal of hazardous or toxic materials.
Carroll 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 recently updated Chemical Hygiene Plan is located in the President's Office. The college assigns a Chemical Hygiene Officer each year to oversee these policies, procedures, and compliance. Other policies are developed on a case-by-case basis. The college has created a Risk Management Committee to oversee current policies and help formulate new procedures.

In conjunction with the Facilities Department, regular inspections of buildings are conducted to insure compliance with appropriate safety requirements. In 2011, Carroll College participated in a city-wide emergency management training exercise.

2.G.3 - The institution develops, implements, and reviews regularly a master plan for its physical development that is consistent with its mission, core themes, and long-range educational and financial plans.

The institution develops and regularly reviews a master plan for campus physical development that is consistent with its mission and long-range educational and financial plans. The college’s first effort to update the Campus Master Plan was in 2007, and this was accomplished with strategic planning discussions, organizing 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. In 2013, the college reinitiated its relationship with DLM to update the Master Plan in regards to strategic goals and direction from the Board of Trustees.

As Carroll College’s strategic goals are implemented, it will become larger, both physically and in student enrollment. In order to accommodate the anticipated enrollment growth identified in the strategic plan, on-campus housing needs to increase capacity from 870 to 1,180 in order to maintain the its goal of housing 65-70 percent of its enrolled students on campus. This requires 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 creating the opportunity to free some existing residential space for other key college uses. New academic space is required to accommodate a growing student body and faculty, and allow facility upgrades and expansion for departments currently housed in the college’s oldest buildings: St. Charles, Borromeo, and O’Connell Halls. This space will be provided through a combination of renovations and new construction. The new Hunthausen Activity Center space is needed to support Student Life goals and provide areas where students can occupy and manage in conjunction with Student Life staff. The current pattern of all-college use of the Campus Center has crowded out some student events. New recreation and wellness space is needed to accommodate the significant interest in recreational sports, exercise, fitness, and health. The P.E. Center lacks the amount and kinds of space required to serve all members of the Carroll College community.

Planning has also begun in the design for a chapel to accommodate the increasingly large gatherings at Mass and to provide related space for Campus Ministry programs. Signage and new landscaping was recently completed at the Getchell Street entrance making it more attractive and welcoming for guests to campus. Additionally, the college has recently improved directional signage on the inside of campus to better direct visitors to different areas of campus. Decisions have been made for future elimination of real estate houses in poor condition, creating a new area for future building sites near campus.
2.G.4 - Equipment is sufficient in quantity and quality and managed appropriately to support institutional functions and fulfillment of the institution’s mission, accomplishment of core theme objectives, and achievement of goals or intended outcomes of its programs and services.

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 20 years of capital improvement projects. Through a regular review process, academic programs and administrative units identify equipment needs. In addition, an Equipment Budget is now funded on a yearly basis to be used specifically for the academic areas. All campus units also participate in a three-year budget process, which includes identifying equipment and technology needs.

2.G.5 - Consistent with its mission, core themes, and characteristics, the institution has appropriate and adequate technology systems and infrastructure to support its management and operational functions, academic programs, and support services, wherever offered and however delivered.

The Campus Computing and Information Technology (CCIT) Department manages the college’s computer, technology, and telecommunication systems. The CCIT department consists of 12 full-time staff members, including the Director. Student workers are also an integral part of the staff.

Technology is included in Vision 2018 as the “Digital” category, specifically targeting enhanced classroom technology, online learning, and operational efficiency. The Director of Technology serves on the Cabinet.

Technology is ubiquitous on campus. The campus 1Gbps fiber optic network provides students and staff with access across campus including offices, classrooms, and residence halls. The network is reliable, with downtime rarely occurring other than scheduled maintenance times that are primarily during low-use hours and on an infrequent basis. In addition, an 802.11n wireless network, supporting concurrent dual-band (5GHz/2.4GHz) at up to 300 Mbps of user throughput, provides wireless access to the campus network in all buildings on campus. A 200 Mbs bandwidth Internet connection is provided to the campus and is currently adequate for current uses, including video. Employees and students have access to network file storage, printing, e-mail, and Internet services. Students living in residence halls may connect their personal devices to the network through either wired or wireless connections.

Eight 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 general student use computers located in Career Services and Testing, the Academic Resource Center, the Associated Students of Carroll College space, and the Corette Library. Several academic departments, including the Departments of Music, Computer Science, Nursing, and Engineering, provide computers and other technology for specific coursework within their department.

Carroll College has all regularly scheduled classrooms equipped, at a minimum, with a mounted video projector, computer, and DVD player. Selected classrooms also contain additional technology such as interactive projection systems, document cameras, wireless projection, and multiple projection stations for collaborative work. Moodle is used by the majority of faculty to enhance classroom instruction with an online learning management environment.

Carroll College has a robust website to communicate public-facing information about its mission, programs, athletics, and community events to students, parents, donors, and community members. In addition, a portal called MyCarroll, integrated with the college administrative computing system, Ellucian
Colleague, is used by faculty, students, and staff for internal communication as well as providing access to online registration, payment, advising, and budgeting.

2.G.6 - *The institution provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to its programs, services, and institutional operations.*

CCIT staff offer formal classroom training on new technologies to faculty and staff several times per year and individual instruction anytime as requested. Carroll College’s LMS, Moodle, is supported through yearly classroom training and faculty-led mentoring, as well as the yearly opportunity to attend a Carroll College-hosted Moodle Moot conference each summer. IT personnel are available to provide individualized assistance to both faculty and students in the Simperman Hall computer labs as well as the Center for Innovation in Technology, which is housed in the library. The CCIT Help Desk in O’Connell Hall is staffed during business hours to provide assistance to students, faculty, and staff. The website [http://www.carroll.edu/offices/ccit/](http://www.carroll.edu/offices/ccit/) provides up-to-date information on using technology on campus and FAQ’s about relevant technology issues.

2.G.7 - *Technological infrastructure planning provides opportunities for input from its technology support staff and constituencies who rely on technology for institutional operations, programs, and services.*

A formal technology request process exists to allow all campus staff to identify and communicate their technology needs to CCIT. All full-time faculty and staff automatically receive updated computers on a four-year replacement cycle. Labs contain a combination of desktop computers and thin-client/virtual desktops and are maintained through a separate hardware replacement plan. The CCIT Director works on a yearly basis in conjunction with department heads and directors to plan for and acquire resources and to support the various educational programs.

The Technology Committee, consisting of three faculty, three staff, and three student representatives meets throughout the school year to discuss technology issues on campus. The Director of CCIT, the Library Director, the Vice President for Academic Affairs, and the Vice President for 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 Director of CCIT for immediate resolution or to be put on the Technology Committee agenda.

2.G.8 - *The institution develops, implements, and reviews regularly a technology update and replacement plan to ensure its technological infrastructure is adequate to support its operations, programs, and services.*

Carroll College continually makes capital improvements to renew, replace, and improve the campus technology environment. *Vision 2018* outlines the timeline and expenses for many of these capital improvements. Network infrastructure, central systems and services, storage, and hardware are refreshed as needed from the CCIT operating budget or a special allocation of funds. All full-time faculty and staff automatically receive updated computers on a four-year replacement cycle. Labs contain a combination of desktop computers and thin-client/virtual desktops and are maintained through a separate hardware replacement plan. CCIT policies and procedures are documented on the CCIT web site, [www.carroll.edu/offices/ccit/policies.cc](http://www.carroll.edu/offices/ccit/policies.cc). The use of Carroll College’s information systems' resources is governed by the school’s Acceptable Use Policy (AUP), which can be found at: [http://www.carroll.edu/offices/ccit/policies.cc](http://www.carroll.edu/offices/ccit/policies.cc). The AUP is also documented in the college’s Student, Faculty, and Staff Handbooks.
Conclusion

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

- Carroll College must address tuition dependency and fluctuation in enrollment through new financial aid and enrollment growth strategies.
- Carroll College must complete the Core Curriculum revision process to include a systematic process of direct assessment guided by identified learning outcomes.
- Carroll College must commit funding to more adequately support faculty and staff by restructuring workloads and increasing funding for professional development and training.
- Carroll College must continue to address the backlog of deferred maintenance.
- As noted in the Master Plan, many functional areas require more space and several older buildings would benefit from a comprehensive renovation and upgrade to better meet current and future needs and to extend the productive life of the facilities.

The past two years of growth and transformation described in this self-evaluation have laid the foundation for a promising future. The review of mission, core themes, and resources and capacity also clarified the institution’s understanding of the challenges it faces as it continues to work toward more satisfying integration of planning, resource allocation, institutional assessment, and improvement into a systematic, continuous process of institutional effectiveness. Given its dependency on tuition, it is imperative that Carroll College think strategically about policies, procedures, staffing, and financial priorities in order to continue to offer the excellent programs and services faculty, staff, students, and the community have come to expect.
Appendix A

1. While recognizing that Carroll College has made considerable progress with respect to strategic and core theme planning, the evaluation committee recommends that the College complete the process and integrate all of the institution’s plans (Standard 3.A.1, 3.B.1, and 3.B.3).

In response to this recommendation, the institution developed Vision 2018 taking into consideration the September 2011 Peer-Evaluation recommendation to integrate strategic and NWCCU core theme planning. The crafting of Vision 2018 sought wide involvement of Carroll College community members. Over 300 faculty, staff, students, Board and community members participated in the planning process that resulted in eight broad and strategic goals, 37 strategies, 78 tasks, and 86 outcomes or thresholds that will help Carroll College ascertain whether or not it has met the strategic goals. The broadly written goals of Vision 2018 represent all areas of campus planning including academic, student life, campaign, marketing, enrollment, financial, master, facilities, technology, community relations, and even faith initiatives. Given the comprehensiveness of Vision 2018, the document is an embodiment of all division and levels of planning on campus. The strategies of Vision 2018 and the NWCCU core theme objectives are closely related (a visual of the linkages is available on p.14). The outcomes used to assess the strategic plan (The College Plan, Performance, and Accountability Report) are also akin to the NWCCU indicators of achievement. By doing this, direct, measurable relationships are more apparent between planning and NWCCU accreditation efforts. As part of a more intentional effort to link planning and budgeting, a Financial Plan was developed that ties anticipated operating budget needs to each of the strategic tasks. Vision 2018 and related materials are available on the web at: http://www.carroll.edu/about/president/plan/index.cc. The College Plan, Performance, and Accountability Report as well as the Financial Plan are both available to Carroll College faculty and staff through the My Carroll portal. External audiences may request permission to view.

Program level and broader division-level (Vice President-level) planning is also linked and informed by the strategic goals and strategies as well as the NWCCU core theme objectives. Program and division-level outcomes are linked to the strategic goals and NWCCU indicators of achievement through the TracDat Assessment Management System. Strategic goals also inform the President and Cabinet’s annual appraisals.

Strategic goals, strategies, tasks, outcomes, timelines, and NWCCU core theme objectives and indicators of achievement are reviewed annually. This past summer, they were reviewed by over 40 faculty and staff at a Planning Retreat held on campus on August 8—9 of 2013. The results of the review will be shared at the college’s first Community Forum in the fall and will be distributed beyond campus as part of the college’s Annual Report. The Board of Trustees also expects regular updates of strategic goals at each of the Board meetings.

Even as Vision 2018 and the Core Theme objectives were in development, the constant review of the documents led to revisions. Carroll College sees these documents as living, breathing examples that help the institution to assess the achievements of current as well as future initiatives. It anticipates that the documents will serve as a guide, though they will be subject to change as the college annually reviews and implements changes according to its assessments.

2. Acknowledging the work done to date, the committee recommends that the College further develop a robust, systematic, and ongoing outcomes-based assessment program that
provides information for continuous quality improvement and achievement of strategic goals (Standard 4.A.1, 4.A.3, and 4.B.1).

Carroll College is addressing and responding to Recommendation Two by implementing and sustaining a comprehensive system for the assessment of outcomes at all levels of the institution. Processes are in place to assess the core theme objectives via the indicators of achievement, strategic goals and outcomes via the same indicators of achievement, and program and course-level student learning outcomes that have intentional linkages to both core theme objectives and strategic goals.

The institutional commitment to this goal has been demonstrated in a number of concrete ways: support of assessment-related education and faculty development through funding of conference attendance; implementation of the Program Review process; department assessment training sessions; movement toward an outcomes-based Core Curriculum; increased efforts to assess the Core and student learning generally; and implementation of the TracDat Assessment Management System that links assessment at the course and program levels to strategic goals and indicators of achievement.

The Vision 2018 document has eight broad goals and 86 specific outcomes tied to the goals. Each outcome has a number of action items that as completed will lead to the full accomplishment of the outcome. Each outcome has a target goal/measure for each of the next five years, a timeline, and an anticipated budget. The Core Theme objectives are intentionally the same as the Vision 2018 outcomes thus ensuring that the meaningful indicators of achievement are directly linked to the strategic outcomes and subsequently the Core Theme objectives. The Core Theme Objectives and the Strategic Goals/Outcomes are evaluated on an annual basis. The 2012-2013 strategic outcomes were reviewed on August 8 and 9, 2013 by over 40 faculty, staff, and administrators. The review served to reassess some strategic outcomes, and, since they are one and the same, served also to reassess the core theme objectives. Carroll College’s quality improvement cycle requires that it does the same review of both strategic and core theme outcomes each summer.

Within the regular academic year cycle, all academic and administrative units are reviewed every five years as part of the program review process. All programs have an approved assessment plan that carries with it the expectation that units annually update the plan. Within the TracDat system, programs are required to tie their specific department outcomes to the broader strategic goals. Thus, the institution has created a robust, systematic, and ongoing outcomes-based assessment program that provides information for continuous quality improvement and program-specific evidence of the achievement of strategic goals.

The comprehensive assessment plan is coordinated by the Director of Research, Planning, and Assessment. The Guidelines to Program Review assigns specific roles and responsibilities for all parties involved in assessment of learning outcomes. For assessment of academic program learning outcomes, this includes program faculty, program directors/department chairs, the Associate Dean, and ultimately, the Vice President for Academic Affairs. Assessment of co-curricular and administrative programs is the responsibility of program directors and ultimately the supervising Vice President.

While an individual faculty or staff member may be the primary author of the TracDat assessment plan, it is the collective responsibility of the department faculty and staff to create and execute the plan. Department Chairs and Program Directors are responsible for ensuring that:

- Program learning outcomes express expected results students will achieve in completing the program or activity.
- The plan must include a timeline and threshold/benchmark for each outcome.
- If possible, the plan must include direct evidence of student achievement for each outcome.
- All program outcomes must be assessed at least once during each program review cycle.
• Assessed outcomes must clearly state the findings and implications to program change.
• All program-level outcomes must be tied to strategic goal(s) and indicators of achievement in the TracDat system.
• Programs with professional accreditation standards must coordinate their specific requirements in a manner consistent with PRAC Guidelines.
• Interim assessment improvement plans are typically assigned by PRAC should any of the above not meet the standards for assessment as outlined in the Program Review Guidelines.

The Program Review and Assessment Committee comprised of elected faculty and appointed staff is responsible for ensuring appropriate assessment training and support, maintaining documentation, and assigning improvement plans. The Cabinet is responsible for ensuring the comprehensive success of all assessment practices and reporting the state of assessment to other stakeholders, including the NWCCU. Program-specific highlights and the assessment of strategic goals are shared annually with the Carroll College community through the Annual Report which is emailed and/or mailed to alumni and friends of the college.

The performance evaluations for positions that play a role in assessment address the quality of assessment practices in the appropriate area of responsibility. Programs are encouraged and supported in their pursuit of assessment, however, should they not make reasonable progress, funding may be restricted.

4. **As Carroll College continues the development of a continuous improvement process that includes planning, measurement, and implementation of strategic change, the committee recommends that the College be intentional as to the adequacy and allocation of resources to support achievement of the core themes objectives and fulfillment of mission (Standard 5.B.1 and 5.B.2).**

For at least the past decade, Carroll College completed five-year budget forecasts annually. The forecast work is built on enrollment, financial aid, and housing projections and is inclusive of academic, technology, facilities, and other strategic goals. This integration of planning and budgeting served the college well as the institution experienced positive year-end financial positions for most of the last decade. When the NWCCU announced expectations to tie together new core theme objectives and indicators of achievement with budget processes, again the institution attempted to intentionally integrate all processes. Only since May 2013, has the institutional had a Board of Trustee’s approved strategic plan to really tie to core theme objectives and indicators of achievement. Given the direct, observable linkages between strategic goals and core theme objectives, it should make the process by which it allocates resources to support core theme objectives much more transparent.

To facilitate this intentionality, Xlerant BudgetPak was selected and the implementation portion of the project is in full swing. Some of the features offered include: the capability of creating multi-year budgets, enhanced reporting capabilities, workflow (visibility, accountability, version control and electronic sign-off) and “What If” scenario/situational budgeting.

There are three means by which Carroll College will more intentionally integrate planning and resource allocation:

1) With the completion of Vision 2018 and its inclusiveness of core theme objectives and indicators of achievement, the Budget Committee has a clear roadmap for funding goals and strategies that are both strategic and support the achievement of core theme objectives and fulfillment of mission.

2) The TracDat Assessment Management System is designed to link strategic goals and indicators of achievement to program-level outcomes which are tied to budget requests. The linkages will be
reviewed as part of Program Review. This will also allow for the assessment of the success of activities that have either used or indicated a need for institutional funds.

3) The annual summer planning meetings are the most comprehensive implementation and subsequent evaluation of a continuous improvement process that includes planning, measurement, and implementation of strategic change. These meetings challenge the community to think and act strategically as they serve as a comprehensive oversight group to all strategic goals that are each competing for limited resources. Again, because Vision 2018 links core theme objectives and indicators of achievement to the strategic goals, mission fulfillment drives the conversation.

The recent hire of the Dean for Mission Integration and Effectiveness is also a direct result of improved and intentional allocation of resources to support achievement of core theme objectives and ultimately the mission. The Dean will coordinate Catholic and other faith initiatives on campus. Since submission of the first iteration of the NWCCU Year One Report the college has had numerous “Catholic Identity/Spiritual Vitality” initiatives but neither the personnel oversight nor budget to support the initiatives and core theme objectives. The recent hire and corresponding increased budget directly support these activities. The position participates in planning and evaluation at the Cabinet-level.
Appendix B

The Carroll College Mission Statement

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

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

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

As a college founded by and related to the Diocese of Helena, Carroll has a special obligation to provide for the spiritual needs of the college community. At the same time, the resources of the College's Theology Department and campus ministry organization are available for the special religious needs of the diocesan community as a whole. Moreover, Carroll College rededicates its spiritual, academic, and social resources to the service of the citizens of Montana, its home, and to the worldwide human family through continuing efforts to guarantee to individuals, to groups, and especially to minorities the right to life, to personal and social dignity, and to equality of opportunity in all aspects of human activity. In the ecumenical tradition of the Second Vatican Council, Carroll College is committed to a policy of open participation by members of all religious faiths and all persons of good will in the total academic and spiritual experience of the college community.

While standing fast by the teaching of the Catholic Church, and avoiding a false conciliatory approach foreign to the true spirit of ecumenism, Carroll College welcomes in love and respect the full participation of other Christians and non-Christians in an ecumenical dialogue and in a truly humble and charitable joint venture in the common search for the Ultimate Truth and the Ultimate Good which is the final goal of all education.

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