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The College Offers Strong and Integrated Curricular and Co-curricular Programs through which it has Re-imagined Education for Women

The College enjoys Stable and Growing Enrollment of over 4,700 Students

The College Responds to the Enrollment Market, which has led to Increased Diversity in the Student Body

The College Analyzes External Changes and Responds to Opportunities through Partnerships and Joint Initiatives

The College Places Central Emphasis on Assessment and has a Well-Designed and Implemented Assessment Plan

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INSTITUTIONAL OVERVIEW

The College of St. Catherine is a vibrant and thriving institution that places primary focus on the undergraduate education of women. Comprehensive, Catholic, and deliberate about carefully grounding every degree program in the spirit and content of the liberal arts, the College offers associate, baccalaureate and graduate degree programs on campuses in St. Paul and Minneapolis and, in a few cases, at approved sites in Minnesota and other states. The College’s close ties with its founders and sponsors, the Sisters of St. Joseph of Carondelet, lend the College’s curriculum, its campus ethos, and educational philosophy a special flavor that stems directly from the Sisters’ mission and their vision in founding the college in 1905.

In 1986, the College of St. Catherine acquired St. Mary’s Junior College, a two-year institution in Minneapolis founded by the Sisters to prepare students for productive careers in the healthcare industry. Although each campus retains its special flavor and spirit, administrative processes and, increasingly, curricular endeavors are closely coordinated.

The College of St. Catherine is the largest Catholic college for women in the United States and one of the nation’s largest colleges for women. It is the third largest private college in Minnesota. In the fall of 2002, the College enrolled 4,704 students in its associate, baccalaureate and graduate degree programs and many more through its array of continuing education programs. Among private colleges in Minnesota, the College is a leader in recruiting and enrolling students of color, transfer students, and non-traditional age students.

Over the last decade, the College of St. Catherine has enjoyed remarkable success in increasing its enrollment, solidifying its financial base, improving its campus facilities and greatly extending its visibility. The College has become stronger through the work of its faculty and administrators, through a highly visible and successful campaign to raise $80 million, and through strengthening its Board of Trustees, volunteer base, marketing coherence as well as its advertising messages. The College has achieved marked improvement in its financial base as well, increased its position and respect among business, educational and
corporate leaders, and achieved record enrollment in each of the past five years.

The College believes the documentation provided in subsequent chapters adequately supports its request for continued accreditation.

OVERVIEW OF THE SELF-STUDY

GOALS OF THE SELF-STUDY

The self-study offered the College of St. Catherine an important opportunity to step back and assess its growth and development over the past ten years, its current strength and demonstrable outcomes in attaining its mission, and its plans to insure a strong and vibrant future. The self-study goals and expectations (see Appendix A and B) shaped the self-study process and challenged the steering committee to reflect the dynamic nature of the College, to reflect the College’s capacity to meet and exceed the HLC Criteria, to demonstrate how the College has addressed concerns from the previous comprehensive site visit and to improve the institution during the self-study. The goals were established early in the self-study and served as guideposts as they were reviewed and evaluated throughout the entire process.

PROCESS FOR INSTITUTIONAL SELF-STUDY

The co-chairs of the self-study led the process, assigning steering committee members to engage the College community in studying the Higher Learning Commission General Institutional Requirements and Criteria for Accreditation. Two steering committee members were responsible for each criterion, involving constituent groups and appropriate committees in their work. They collected information, then organized what they collected to establish patterns of evidence consistent with the Criteria and drafted narrative both describing and evaluating the information.

Once the first draft of the self-study report was developed, committee members responded to subsequent iterations, evaluating and incorporating constituent feedback into each draft. Steering committee members analyzed institutional data and submitted pertinent documents to the electronic document room in preparation for the on-campus visit. The steering committee then divided into a different set of work groups: campus preparations for the visit, document production, electronic document room and communications.

The self-study was conducted with a high degree of integrity as demonstrated in the self-study report and evidenced by the extensive engagement of the College constituents. The co-chairs engaged and communicated often with all primary constituent groups. (A list of Self-Study Constituent Information Sessions (Appendix D) and the HLCwebsite illustrate the nature of information shared and participation stimulated by the self-study process.)
COMPOSITION OF THE SELF-STUDY STEERING COMMITTEE

The President appointed the self-study co-chairs and committee in the fall of 2000, noting in her appointment letter that the importance of the self-study requires a team of exceptional strength and competence. (See Appendix C for self-study calendar).

Brian Bruess, Dean of Students and Susan Cochrane, Dean of Professional Studies co-chaired the self-study process. Mary Margaret Smith, Vice President for Academic Affairs and Dean of Faculty served as the liaison to the President’s Cabinet. Drawing on extensive experience as administrators, team leaders and process experts, these deans led a talented and broadly experienced team of self-study leaders from both campuses:

Betty Biernat, Professor, Liberal Arts & Sciences
Joan Demeules, Program Coordinator, Access and Success
Al Dees, Director of Computing Services
Linda Distad, Associate Dean of Education Programs
Cindy Egenes, Registrar
Pam Johnson, Associate Dean for Enrollment
Sara Kerr, Assistant to the President for Institutional Research and Planning
Cecilia Konchar-Farr, Associate Professor, English
Kathleen Matuska, Associate Professor, Occupational Therapy
Ellen Richter-Norgel, Director, Career Development
Susan Pauly, Director, Minneapolis Learning Center
Deb Sellheim, Assistant Professor, Master of Physical Therapy
Tom Thieman, Professor, Psychology

The President, Vice President Smith and Vice President for Student Affairs, Colleen Hegranes, offered assistance and consultation to the team chairs based on their prior and extensive experience as self study coordinators, document writers, senior administrators and, of course, their knowledge of the College of St. Catherine.

Vicki Zachar, Administrative Assistant, Melinda Goodwin, Administrative Assistant and Chris Stormer, Instructional Designer provided administrative and technical support.
CHAPTER SUMMARIES

CHAPTER 1: INSTITUTIONAL OVERVIEW
This chapter offers an overview of the College of St. Catherine; outlines the purposes, philosophy and methodology of the self-study; presents the College’s response to the 1993 Higher Learning Commission visiting team’s recommendations and concerns; and reports the College’s responses to the General Institutional Requirements.

CHAPTER 2: MISSION AND PURPOSE – RESPONSE TO CRITERION 1
The institution has clear and publicly stated purposes consistent with its mission and appropriate to an institution of higher education.
This chapter contains the College of St. Catherine statements of mission and institutional purposes; discusses the central elements of the mission. This chapter also describes how the institutional purposes link with the mission and are evident in the College’s curriculum, policy articulation and decision-making, and apparent as well to its various publics.

CHAPTER 3: RESOURCES – RESPONSE TO CRITERION 2
The institution has effectively organized the human, financial and physical resources necessary to accomplish its purposes.
This chapter contains descriptions and analysis of the College’s principal human, financial and physical resources. Sections describe the College’s organizational structure; the faculty and administration; curriculum; academic resources; enrollment profile; students affairs programs, physical facilities, and key financial data as well as their interpretation.

CHAPTER 4: ACCOMPLISHING ITS EDUCATIONAL AND OTHER PURPOSES – RESPONSE TO CRITERION 3
The institution is accomplishing its educational and other purposes.
Chapter Four examines the scope and quality of the College’s educational programs and its plan for assessing educational outcomes. This chapter presents data and other evidence to support the claim that the College is accomplishing its educational purposes.

CHAPTER 5: FUTURE – RESPONSE TO CRITERION 4
The institution can continue to accomplish its purposes and strengthen its educational effectiveness.
This chapter supports the conclusion that the College can continue to accomplish its mission in the future by highlighting the process and outcomes of its ongoing strategic planning process, and by reviewing the principal institutional attributes that led to this conclusion.
CHAPTER 6: INTEGRITY RESPONSE TO CRITERION 5
*The institution demonstrates integrity in practices and relationships.*
This chapter presents College policies and practices that demonstrate its institutional integrity around issues such as academic integrity, confidentiality, due process, diversity and communication with its various publics.

CHAPTER 7: REQUEST FOR APPROVAL OF INSTITUTIONAL CHANGE – REMOVAL OF STIPULATION
This chapter presents the rationale that supports the request to have the stipulation removed from its Higher Learning Commission affiliation status requiring the College of St. Catherine to seek prior approval of the Commission before adding any graduate programs to its array of curricular offerings.

CHAPTER 8: SUMMARY COMMENTS AND REQUEST FOR CONTINUED ACCREDITATION
Chapter Eight summarizes the impact of the self-study process on the College and lists the College of St. Catherine’s areas of strength and its overall targets for growth and development. It places the major findings of the self-study in a broader context and concludes with a request for continued Higher Learning Commission accreditation.

ACCREDITATION HISTORY
The College of St. Catherine has been accredited continuously by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools since 1916. St. Mary’s Junior College received initial accreditation by the Commission in 1971 and completed a comprehensive evaluation in 1980. The Commission approved the merger of the College of St. Catherine with St. Mary’s Junior College in 1986.

The most recent comprehensive site visit for the College of St. Catherine was in 1993. It has had two focused visits since the comprehensive visit – in 2000 and 2002. Following the 2000 visit approval was granted for its Master of Arts in Education degree to offer a distance delivery format in the states of North Dakota, South Dakota and Minnesota. During the same 2000 visit the Masters of Art in Education Montessori program was approved, limited to two off-campus sites at any one time anywhere in the United States. The Doctor of Physical Therapy degree was approved following a focused visit in 2002. An Evaluators’ Panel approved the Master of Arts in Education program in 1993. Additional course sites have been approved: in 2000 to offer the BS completion course for nurses on location at Abbott Northwestern Hospital, Minneapolis, MN, and in 2001 to offer the MAED program at the Archdiocese of St. Paul and Minneapolis site in St. Paul, MN.
COLLEGE OF ST. CATHERINE RESPONSE TO THE 1993 NCA ACCREDITATION REPORT

The 1993 Report of a Visit to the College of St Catherine listed seven concerns identified by the North Central Association Site Visit Team. The College has made significant progress in each of the areas of concern, as well as in the areas addressed in the section of the report titled “Advice and Suggestions.” Response to concerns from focused visits since the 1993 Comprehensive visit is provided in Chapter Seven: Request for Approval of Institutional Change: Removal of Stipulation.

CONCERNS:

Faculty and Administration

*The “acquisition” has not yet resulted in a “merger.” This is particularly evident in such things as communication of basic information, policies and changes in programs. In other words, there is a confused identity related to the lack of “holistic systems approach” in the institution.* (NCA Team Report, 1993)

The College of St. Catherine is one college. The college has made significant systematic change, which has resulted in a full merger. The College acquired St. Mary’s Junior College in 1986, and the two campuses operated as separate entities. In the last ten years, the College has made significant changes in academic programs, governance and administrative structures, as well as support services. When the President was elected in 1998, she was charged by the Board of Trustees to create “one college.” The President hired a new Vice President for Academic Affairs and Dean of Faculty with responsibility for both campuses. Together they created a new academic dean structure in which the deans have responsibility for related programs across the two campuses. Academic Affairs also merged administrative structures for the registrar and library. The Vice Presidents for Student Affairs, Development and External Affairs, and Finance and Business integrated administrative structures and functions across the two campuses, including computing services, student accounts and business services.

The Vice President for Academic Affairs and Dean of Faculty, together with the faculty, developed a new faculty governance system. Approved by the Faculty in May 2001, the new system provides for joint governance across the two campuses. The new system is in the early stages of implementation, but the evaluations of it to date have been positive.

College publications, most notably the undergraduate academic catalog and student handbook, have been merged into documents representing both campuses. This has involved not only editing of materials to be consistent, but a thorough review and revision of College policies to provide consistency wherever possible.

*Assessment, although evident for the academic progress of students, needs to be improved, and efforts coordinated among all institutional programs.* (NCA Team Report, 1993)

The College has successfully developed and implemented an assessment program. The assessment efforts have engaged the community in systemic
assessment and evaluation of the educational mission for the explicit purpose of improving teaching and learning. An ad hoc Assessment Committee began work coordinating assessment activity on both campuses in 1994. Since the restructuring of faculty governance in 2001, the College has an Assessment Committee, with membership including elected faculty, and ex-office representation from the Office of Institutional Planning and Research, Academic Affairs, Student Affairs and the student body. The committee monitors institutional assessment activities for regular review of assessment plans of the core curricula, curricular and co-curricular programs. The Assistant to the President for Institutional Planning and Research assists with the collection and dissemination of data concerning assessment and strategic planning.

The elected Faculty Personnel Committee (FPC) coordinates and oversees the process of evaluation of faculty performance for faculty evaluation. The published Faculty Personnel Handbook communicates expectations and procedures for evaluations. Faculty evaluation documents submitted to the FPC include student, peer and chair evaluations together with the faculty’s narrative assessment and goals. FPC reviews each faculty’s document and writes a recommendation. This recommendation is forwarded to the academic deans and Vice President for Academic Affairs. Promotion and tenure recommendations are forwarded to the President for a final decision.

_The reported lack of “modeling” of policies that especially affect students and staff, in light of the mission of the institution to serve women, seemed inconsistent. This is evident in such things as childcare, flextime hours and job sharing. In addition, support offices that provide services to “nontraditional students” are perceived as inadequate in their delivery of services to needy students._

(NCA Team Report, 1993)

Women and their needs, as affirmed by the College of St. Catherine Mission Statement, are central to the College and permeate all decisions and policies. Currently, 76% of the College’s employees are women. Women make up 85% of executives, 88% of the professionals, and 80% of the faculty. Over 27% work part-time and are eligible for medical and dental benefits. The College administers a pre-tax dependent care spending account program, which provides a financial benefit to employees with children. In addition, educational needs of employees are a high priority and the College provides 100% tuition remission for employees taking undergraduate classes and classes in five graduate programs. Weekend College was created 23 years ago to meet the specific needs of working women.

Programs and facilities that address student needs are prominent and accessible on both campuses. Examples of relevant programs and facilities are described throughout this document. These include Access and Success services and dedicated housing for student parents, emergency loan funds and child-care subsidies, a lactation room and a child-friendly lounge for students with an attached play area in the new student center. The Early Childhood Center has options specifically designed to be supportive of student parents, such as scheduling on a full or half day basis, a MWF or TR or M-F option, as well as
the option not to have care during the January break. Nontraditional as well as traditional students benefit from expanded support services and hours, as well as on-line services. On-line services include an electronic Student Kiosk through which students can access records and account information, online library resources, syllabi and an online textbook ordering process through the bookstore website.

*The proliferation of master’s degrees seems to have occurred without full assessment of support needs and documentation.* (NCA Team Report, 1993)

The College has implemented a careful process for approving graduate programs. The process includes a careful consideration of fit with the mission, impact on existing academic programs, and budget implications. The approval process begins with the program faculty of the proposed program, academic deans, and the Educational Policies Committee. It is then brought forward for a faculty hearing, faculty vote, administrative approval and endorsement by a committee of the Board of Trustees.

The College is proud of its new graduate programs. Since 1993, the College has added graduate programs in education (Master of Arts in Education) and has moved from offering a Masters of Physical Therapy to offering a clinical Doctorate of Physical Therapy. These programs strengthen the College, meet documented needs of the community, connect closely to strong programs in the undergraduate curriculum and provide leaders to critical areas of society.

Since 1993, enrollment in graduate programs has grown substantially. Enrollment in all graduate programs in Fall 2002 is 1,135 in a total headcount (graduate and undergraduate) of 4,704. Three hundred forty nine of those 1,135 are new students in the Fall 2002. With this growth, the College has established more coherent and centralized systems for graduate admissions, registration, advising, marketing and overall program management.

**Students**

*The enrollment management efforts seem to have an unclear focus, unclear goals and needs, and a lack of coordinated planning.* (NCA Team Report, 1993)

The College has established a focused and effective enrollment management program evidenced in 2002 by the largest first year class in 14 years, five consecutive years of enrollment records and a total enrollment of over 4,700 students. The enrollment management program includes strategic initiatives in both recruitment and retention of students. The Enrollment Management Matrix committee (EMM), a widely representative body responsible for enrollment planning and coordination, has been in place since 1994. EMM works under the direction of the Vice President for Student Affairs to coordinate enrollment efforts. The EMM has made use of projection and forecasting mechanisms that have been developed since the last visit. These projections and forecasts, which have proven quite precise, have been integrated into the College’s strategic plans and provide a reliable basis for budget development and program planning.
Although the College of St. Catherine stresses inclusiveness, the diversity of the student body was not evident to this team, especially on the St. Catherine campus.

(NCA Team Report, 1993)

The College of St. Catherine ranks fourth among colleges and universities in the State of Minnesota for student diversity, according to the US News and World Report College Survey. In a state that is 12% multicultural, the College of St. Catherine has significantly increased the number of students of color. The undergraduate student population of color grew from 9% in 1993 to 17% in 2002 (not including 72 international students). In 2002, 25.7% of first-time, first year students in the baccalaureate day program and 29.8% of the new students in associate programs are students of color. The College's strategic direction to create paths to higher education for students of high ability who have been historically underserved or for whom economic or social barriers hinder access articulates the institution's commitment to diversity. Bush diversity grants have advanced the College's progress related to faculty and curricular development.

Facilities

Parking, especially at the St. Mary's Campus is a problem, not due just to lack of space but also to the cost of parking for faculty and students.

(NCA Team Report, 1993)

Parking capacity on the Minneapolis campus has increased from 55 spots in 1993 to the current 220 spots, with nearly unlimited parking availability for students and faculty in evening programs. The increase was managed through expansion of spaces in the adjacent Riverside Campus of the Fairview University Medical Center and use of another nearby parking ramp. Handicap and guest parking is also available. As with other institutions in dense urban areas, daytime parking is an ongoing challenge, although cost of parking is lower than most. The College is cooperating with the City of St. Paul, to insure that parking is adequate to meet College needs and neighborhoods expectations. Development of a Transportation Management Plan is underway, with expected completion in March 2003.

ADVICE AND SUGGESTIONS:

Faculty and Administration

Assessment throughout the entire institution could be improved. In planning an assessment program, particular attention should be paid to the evaluation of administrators, faculty and staff.

(NCA Team Report, 1993)

The elected Faculty Personnel Committee (FPC) coordinates and oversees the process for faculty evaluation. The published Faculty Personnel Handbook communicates expectations and procedures for the evaluations. Work during the second year of the new governance structure includes discussion with FPC and faculty regarding definitions of scholarship in preparation for proposing revised scholarship criteria.

The College has made improvement in the area of assessment of administrators and staff. Ongoing supervisor training is provided in the area of individual
performance evaluation. The performance evaluation tool has been modified to focus on job-specific responsibilities.

The President evaluates the members of the Cabinet each year. The Board of Trustees evaluates the President annually.

In order to better reflect the relationship between the two campuses as part of one college, the team suggested that the development of a mutual/shared graduation ceremony could be a way to begin to build new and joint traditions. (NCA Team Report, 1993)

Space constraints prohibit holding shared commencement ceremonies in May. The small December ceremony is a joint celebration. The College has made significant efforts to create academic, community, governance and business opportunities that bring together faculty, staff and students from both campuses in meaningful and productive ways. Some examples include Opening Faculty/Staff Workshop, the President’s Christmas Party, Annual Picnic, the Teaching Learning Network Day and Opening Celebration and Convocation.

Articulation and communication of the curriculum requirements between campuses could be clarified and improved. For example, some students perceive that courses on the St. Mary’s Campus are not always accepted for credit the St. Catherine Campus. (NCA Team Report, 1993)

The College has addressed this issue at various points throughout the past ten years. The Educational Policy Committee approved a new College-wide transfer credit policy in May 2002. In addition, transition guidelines between the College’s associate and baccalaureate degree programs were developed in July 2002. The passage of the new policy and development of guidelines improve and clarify the transfer process, and enable the College to provide clear and accurate information to students seeking to transition from the associate degree program to the baccalaureate level. Associate program faculty have become more deliberate about encouraging students to use a “laddering” approach to their education.

Other examples of the steps the College has taken in the last ten years to improve the process of students transferring from associate to baccalaureate programs include creation of a policy to allow associate level coursework taken on the Minneapolis Campus to meet the residency requirement, and creation of the Transfer Coordinator position to articulate transfer agreements with other institutions as well as to identify and deal with issues around students moving from one degree program to another within the college.

Facilities

The use of computer resources could be improved across administrative offices. This should improve communication, record keeping and coordination of services. (NCA Team Report, 1993)

The College now has state-of-the-art data networks installed on both campuses with a high-speed connection linking them, thus providing a single, integrated network to users. Each faculty member and staff person is provided with a desktop or laptop computer as appropriate for her/his job functions.
Computers are updated on a three-year cycle. Current versions of Microsoft Office software, Lotus Notes e-mail, calendaring and internet browser software are installed on all computers. Software for accessing the core business applications (admissions, registration, the general ledger, development and payroll) and specialty software to support unique requirements are also installed on computers as needed. Space is provided on each computer and on central servers for staff to store files generated by and/or used to perform their jobs.

The College has a visually attractive and user-friendly website. Students have access to their academic and financial records via an online Student Kiosk. **Library resources and access to the library could be improved.** *(NCA Team Report, 1993)*

In 2002, the resources of the College of St. Catherine Library, Audiovisual Services and Archives present a different and improved picture from that of 1992. The library has adequate resources, available in a variety of formats. Through its borrowing and lending arrangements, the library facilitates broad access to faculty and students.

- The Library maintains borrowing and lending responsibilities through MINITEX and Cooperating Libraries in Consortium (CLIC).
- MINITEX ([www.minitex.umn.edu/gen-info/about/mission.asp](http://www.minitex.umn.edu/gen-info/about/mission.asp)) requires that the College meet 95% of its needs in-house, and CLIC ([www.clic.edu/equity.htm](http://www.clic.edu/equity.htm)) requires that member libraries maintain as close as possible lending/borrowing ratio of 1.0 as possible.
- Budgets for the Library are increasing based on a books-to-student ratio; E-journal subscriptions now number 8586, far outnumbering the 1200 print journals available on the two campuses. The library has started an E-book collection.
- The Library has an active Friends of the Library group that has raised funds to support Library endowments and projects, enthusiastically building collections addressing on diversity and women's issues as well as three endowment funds for Library and Information Science, Children's Books and the Women's Collection. The group is now working to raise $100,000 toward the new Learning Commons.

The Library uses the SERVQUAL technique to survey Library users. The future directions for collection development and public services are informed by patron perceptions and actual library demand.

**GENERAL INSTITUTIONAL REQUIREMENTS**

The following addresses each of the General Institutional Requirements set by the Higher Learning Commission of the North Central Association of Colleges and Schools. Each of the GIRs has been addressed in the text of the self-study. Additional information is found in the Appendix and the on-campus resource room.
MISSION

1. **It has a mission statement, formally adopted by the governing board and made public, declaring that it is an institution of higher education.**

   The College of St. Catherine Board of Trustees formally adopted the renewed statement of mission on October 8, 2001. The statement is included in Chapter 2 of this report, which also includes a discussion of how the mission is communicated to constituents. The mission statement is published in the college catalogues, the college website and other publications.

2. **It is a degree-granting institution.**

   The College of St. Catherine grants associate, baccalaureate, and graduate degrees as well as academic certificates. Descriptions of all degree programs are found in the catalog and in the self-study document.

AUTHORIZATION

3. **It has legal authorization to grant its degrees, and it meets all the legal requirements to operate as an institution of higher education wherever it conducts its activities.**

   The College of St. Catherine is registered as a corporation in the State of Minnesota. The College has authority from the State of Michigan and the Commonwealth of Virginia to deliver the Master of Arts in Education degree.

4. **It has legal documents to confirm its status: not-for-profit, for-profit, or public.**

   The College of St. Catherine holds a Certificate from the Internal Revenue Service affirming its status as a not-for-profit corporation. It also has a certificate of Exempt Status from the State of Minnesota, based on its status as a not-for-profit corporation.

GOVERNANCE

5. **It has a governing board that possesses and exercises necessary legal power to establish and review basic policies that govern the institution.**

   The Sisters of St. Joseph of Carondelet founded and sponsor the College of St. Catherine. Their elected leaders are the Members of the College Corporation. The Sisters established a Governing Board of Trustees (Directors) and, according to the College’s Articles of Incorporation and Bylaws, the Board is vested with legal authority to govern the College, i.e., “the Board shall have charge, control and management of the property, affairs and funds of the corporation.” The Members of the Corporation (elected leaders of the Sisters of St. Joseph of Carondelet, St. Paul Province) hold certain reserved powers, as is common practice in colleges and universities in the United States sponsored by Roman Catholic congregations of women religious. These powers, delineated in the Articles of Incorporation and Bylaws, include election of the trustees, approval of the election of the President by the Board of Trustees, approval to mortgage, lease and sell corporate real estate and to contract for major construction. The Board of Trustees meets at least four times per year, with additional meetings of its standing committees and special meetings as called.
6. **Its governing board includes public members and is sufficiently autonomous from the administration and ownership to assure the integrity of the institution.**

The Board of Trustees is sufficiently autonomous from the administration and ownership to assure the integrity of the institution. One third of the members are Sisters of St. Joseph of Carondelet. Ex Officio trustees include the President of the College, the Province Director of the Sisters of St. Joseph of Carondelet or her designee, the Archbishop of St. Paul and Minneapolis, and the President of the Alumnae Association. The remaining members comprise a majority of voting members and are selected from the business, professional, civic and educational community. ([See Board of Trustees Biographies](#))

Trustees other than those ex officio members whose terms are fixed by their terms of office, serve three-year terms, renewable for a maximum of nine years.

7. **It has an executive officer designated by the governing board to provide administrative leadership for the institution.**

The Board of Trustees elected Andrea J. Lee, IHM, President of the College of St. Catherine on April 20, 1998. The Sisters of St. Joseph of Carondelet approved her election on the same day.

8. **Its governing board authorizes the institution’s affiliation with the Commission.**

North Central Association has accredited the College of St. Catherine since 1916. The Board authorizes the President to seek and maintain appropriate institutional and specialized accreditations.

**FACULTY**

9. **It employs a faculty that has earned from accredited institutions the degrees appropriate to the level of instruction offered by the institution.**

Faculty at the College of St. Catherine hold degrees appropriate to the levels of instruction offered by the College. ([See The Constitution and By-laws of the Faculty of the College of St. Catherine](#)) describe qualifications for ranked faculty. ([See Appendix Q, Data Form C.](#))

10. **A sufficient number of the faculty are full-time employees of the institution.**

The College of St. Catherine employs 281 ranked faculty members – 246 ranked full time; 35 ranked part time. The College also employs approximately 216 adjunct faculty members. Adjunct faculty members provide essential service to a number of academic departments and work in close synchrony with full-time faculty members. Department chairs prepare adjunct faculty members for their teaching assignments and many adjunct faculty members have long years of service to the College.

11. **Its faculty has a significant role in developing and evaluating all of the institution’s educational programs.**

The Constitution and Bylaws of the College of St. Catherine faculty articulate the role of the faculty. The faculty as a whole holds responsibility for the
development and assessment of the College's educational programs. The Educational Policies Committee of the faculty approves all courses and new programs. New majors and programs require a vote of the full faculty. Pertinent elected faculty committees include: The Educational Policies Committee, Faculty Personnel Committee, Assessment Committee, Allocation and Compensation Advisory Committee, Academic Resources Committee, Constitution and Election Committee, and Academic Community Development Committee.

Faculty members in each program and department identify learning outcomes and assessment measures, conduct assessment and use assessment results to improve their curriculum.

EDUCATIONAL PROGRAMS

12. **It confers degrees.**

The College of St. Catherine confers degrees at the end of each term and holds commencement ceremonies in December and May of each year.

13. **It has degree programs in operation, with students enrolled in them.**

The degree programs offered at the College of St. Catherine are listed in the college catalogs, available both in print and electronic form. In Fall Term 2002, 4,704 students were enrolled in the College's degree programs.

14. **Its degree programs are compatible with the institution's mission and are based on recognized fields of study at the higher education level.**

The College of St. Catherine is a comprehensive institution that grants associate, baccalaureate and master’s degrees and the clinical doctorate in physical therapy. Its fields of study are consistent with recognized fields of study in higher education institutions. The College's programs are consistent with the mission, and faculty adhere to standards of recognized professional organizations in designing academic programs.

15. **Its degrees are appropriately named, following practices common to institutions of higher education in terms of both length and content of the programs.**

The degrees offered are appropriately named and follow practices common to institutions of higher education. Length and content of programs have been approved by the College Educational Policies committees, are in line with practices of comparable institutions, and, where applicable, by specialized accrediting organizations. The College of St. Catherine awards the following degrees: Associate of Arts, Associate of Science, Associate of Applied Science, Bachelor of Arts, Bachelor of Science, Bachelor of Interpreting, Master of Arts in Education, Master of Arts in Nursing, Master of Arts in Occupational Therapy, Master of Arts in Organizational Leadership, Master of Arts in Theology, Master of Library and Information Science (in collaboration with Dominican University), Master of Social Work (jointly with the University of St. Thomas), Master of Physical Therapy and Doctor of Physical Therapy.
16. **Its undergraduate degree programs include a coherent general education requirement consistent with the institution's mission and designed to ensure breadth of knowledge and to promote intellectual inquiry.**

Consistent with its mission integrating liberal arts and professional education, all candidates for the baccalaureate degree complete required course work in the liberal arts, constituting sixty-two percent of the total required credits for the baccalaureate degree. Coherence is promoted especially through the two required interdisciplinary CORE courses, *The Reflective Woman* and *Global Search for Justice*, one taken at the beginning of a student's career and the other at the end, thus framing and influencing the student's overall educational experience. Required course work in History, Philosophy, English literature, Fine Arts, Foreign Language, Philosophy, Physical Education, Theology, Social Science, Laboratory Science and Mathematical Science or Statistics completes the liberal arts requirements and ensures breadth of knowledge. The core liberal arts competencies promote intellectual inquiry, critical reasoning and creative problem-solving in concert with study in the major, by focusing on and fulfilling one or more of the liberal arts outcomes, including commitment to social justice, understanding scientific inquiry and qualitative methods, critical thinking and problem solving, appreciation of aesthetic experience, theological and philosophical reasoning, understanding the experiences and contributions of women and diverse communities, and the ability to communicate effectively.

The eight programs that offer associate degrees at the College are committed to a broad base of learning reflected in a strong liberal arts and science (LAS) foundation. The Associate of Arts program requires completion of the liberal arts and science core as well as elective credits. Each program in the health professions (AS and AAS) maintains a minimum of 50% of required credits in Liberal Arts and Sciences. Learning outcomes are measured across six core areas including written and oral communication, humanities, science and math, theology, social and behavioral science and philosophy. In addition, two required courses in *Core Integrated Learning* (CIL, Transcultural Communication and Health Care Teams) enable graduates to act on key elements of the College mission including ethical leadership, problem solving, valuing of diversity and social responsibility.

17. **It has admission policies and practices that are consistent with the institution's mission and appropriate to its educational programs.**

The College of St. Catherine admits students to its programs according to general policies approved by the faculty and articulated in the undergraduate and graduate catalogs. The college has separate admissions offices for day baccalaureate students, associate, weekend college and graduate students.

All graduate programs require a baccalaureate degree from an accredited institution, a minimum 3.0 GPA, specialized prerequisite work and proficiency in the English language. Assuming minimum College entrance standards are met, graduate programs each establish appropriate program admission criteria.
18. **It provides its students access to those learning resources and support services requisite for its degree programs.**

Degree-seeking students have access to a variety of learning and support services. These include libraries, information technology services and support, laboratories and studios, academic advisors, tutors, personal and career counseling, writing/reading and math centers, disability resources, testing and ESL assistance. Resources are detailed in *LeGuide*, the catalogues, and in the self-study report.

**FINANCES**

19. **It has an external financial audit by a certified public accountant or a public audit agency at least every two years.**

Financial audits by an external auditing firm are completed annually. Auditing firms generally serve on a five-year contract. At present the auditing firm is KPMG. Copies of audited financial statements for the past ten years are available in the resource room.

20. **Its financial documents demonstrate the appropriate allocation and use of resources to support its educational programs.**

Financial Statements reflect overall institutional decisions about allocation of resources and the institution’s overall financial health. Documentation to support the College’s annual allocation and use of resources to support its educational programs is found through study of the annual operating budget. In 2002-03, according to NACUBO categories, the operating budget reveals the following percent allocations of the budget of approximately $54 million:

- **Instruction** 34.5%
- **Academic Support** 6.6%
- **Student Services** 10.0%
- **Maintenance and Operation of the Plant** 8.2%
- **Institutional Support** 14.7%
- **Student Aid** 12.5%
- **Auxiliaries** 9.2%
- **Debt** 1.0%
- **Compensation Increases** 1.8% (allocated to departments after the budget is approved)
- **Contingency** 1.5%

The strategic plan and the *Leadership in Mind* campaign further commit funds to support the College’s educational programs, according to priorities stipulated in the Campaign Case Statement. Several restricted funds support particular College programs or projects, according to donor designation or management decision.

The Investment Committee of the Board recommends investment policy to the Board of Trustees. This policy is executed by the College administration.
21. **Its financial practices, records, and reports demonstrate fiscal viability.**

Fiscal viability of the College of St. Catherine is evident in its audited financial statements, multiple years of balanced operating budgets, fund-raising success, external validation as evidenced by the upgrading of the College's bond rating from Baa to Baa1 by Moody’s Investment Service and approval of the College’s bond issue by the Minnesota Higher Education Facilities Authority and Irish Allied Bank, the bank issuing the letter of credit.

The College’s financial management practices follow generally accepted guidelines and are monitored regularly by the Finance Committee of the Board of Trustees.

**PUBLIC INFORMATION (Revised February 1998, effective February 27, 1998)**

22. **Its catalog or other official published documents includes its mission statement along with accurate descriptions of:**

   • its educational programs and degree requirements;
   • its academic calendars;
   • its learning resources;
   • its admissions policies and practices;
   • its academic and non-academic policies and procedures directly affecting students;
   • its charges and refund policies; and
   • its academic credentials of its faculty and administrators.

The undergraduate and graduate catalogs and *LeGuide* (student handbook) include the College of St. Catherine mission and vision statements as well as accurate statements of the educational programs and degree requirements, learning resources, admission policies, academic and non-academic policies and procedures, charges and refund policies, and academic credentials of faculty and administrators.

23. **It accurately discloses its standing with accrediting bodies with which it is affiliated.**

The catalogs list the accrediting bodies with which the College is affiliated. The College also discloses its accreditation status in other appropriate publications and upon request of students, prospective students or the public.

24. **It makes available upon request information that accurately describes its financial condition.**

The President and Vice President for Finance make regular reports on the College's financial condition to the Board of Trustees and the internal College community. The College also submits audited statements required by federal, state, foundation and other entities. Key information on its Form 990 is available to the public.
Criterion One: Stated Purposes Consistent with the College of St. Catherine Mission

MISSION
The College of St. Catherine educates women to lead and influence. Founded by the Sisters of St. Joseph of Carondelet in 1905, the College integrates liberal arts and professional education within the Catholic traditions of intellectual inquiry and social teaching. Committed to excellence and opportunity, the College engages students from diverse backgrounds in a learning environment uniquely suited to women. Education at the College of St. Catherine prepares graduates to demonstrate ethical leadership grounded in social responsibility.

A diverse team of 24 faculty members, administrators, trustees, alumnae, and Sisters of St. Joseph gathered in the summer of 2001 to consider and draft a revised Statement of Mission for the College of St. Catherine, one that reflected the College’s core identity. Articulated through a process that led to enthusiastic consensus, the Mission Statement articulates the College’s unique focus on women.

The process leading to the renewed statement of mission reflects the spirit and energy of the St. Catherine’s strategic planning work, designed to be collaborative, faithful to the College’s heritage, and clear about its present reality and future hopes. The process led participants through an interlocking series of reflections about St. Catherine’s essential elements. Individually and collectively, participants sought words that embody “the heart of the matter.”

Although the College of St. Catherine is a complex institution, the central elements of its mission have persisted for nearly a century and were easily named by the team members. The statement of mission remains rooted in three core priorities:

1. The undergraduate education of women;
2. The College’s identity as a Catholic college;
3. The liberal arts as the center point of the St. Catherine educational experience.

Over the century since its founding, the interplay among these three core elements of mission has been expressed in complex nuance that balances and re-balances itself as times, educational needs and the student body profile
change. Nonetheless, the undergraduate education of women within a Catholic college that places the liberal arts at the center of its curriculum remains the primary identifier of the College of St. Catherine. This was clear in the strong and unequivocal consensus reached among the 24 team members who participated in the development of the renewed Mission Statement.

The President introduced the new Mission Statement to the College community in her address opening the 2001-02 academic year, using reflective reading accompanied by music and visual interpretation. Several hundred faculty and staff members discussed the statement and offered comments. Drafters made several small but significant changes based on the feedback and prepared the statement for Board of Trustees’ review. The Board of Trustees approved the Statement of Mission on October 8, 2001.

In August 2002, the President focused on the three core elements of mission in her opening address to the College community:

CORE ELEMENT OF MISSION: UNDERGRADUATE EDUCATION OF WOMEN

St. Catherine’s undergraduate programs – the central educational focus of the College – are and will remain firmly, proudly, and unapologetically “for women only.” Accordingly, the primary mission of the College of St. Catherine is to prepare women to demonstrate excellence in their personal and family lives and in their communities; to pursue professions competently and effectively; to make personal and professional decisions grounded in the values of justice and compassion; and to lead and influence wherever they find themselves.

The mission enables the education of women in an environment that recognizes and celebrates women’s accomplishments, one of the College’s key purposes. The College makes this commitment explicit through various means, including visible institutional leadership by women administrators, trustees, and Sisters of St. Joseph; significant presence on the faculty of women scholars and teachers who model high intellectual and professional achievement; conscious inclusion of scholarly, literary, scientific, and artistic contributions of women within the curriculum; deliberate attention toward creating a learning atmosphere that is collaborative, supportive, and challenging; and an intentional research focus on issues facing women. Thousands of St. Catherine alumnae extend the reach of the College into the various communities in which they live and work.

Aware that for many women, access to higher education is impeded by gender, culture, economic status, race, ethnicity, and prior educational experience, the College of St. Catherine makes deliberate efforts to recruit women who have been historically underserved in higher education, while retaining its long-standing reputation for academic excellence. To the degree that resources permit, student programs and services address the particular needs of the diverse women these dual commitments draw.

Extending Undergraduate Areas of Strength: Graduate Education

Programs at the graduate level, while a vital part of the College of St. Catherine, do not divert the College from its primary focus as an undergraduate college for women. Instead, St. Catherine’s nine graduate programs link to
and build upon undergraduate programs where the College has had historic strength, including teacher education, nursing and social work among others. Strong graduate programs in areas such as education, library science, theology, nursing, organizational leadership, occupational and physical therapy relate directly to the College’s long history of excellence in related areas of strength within the undergraduate curriculum.

Many faculty members teach at both the graduate and undergraduate levels and, by design, there is no artificial line separating graduate from undergraduate faculty. Thus, for example, faculty members who prepare undergraduate students to be teachers may also teach graduate courses to in-service teachers seeking higher degrees. In concert with this practice, the Education faculty is a single unit, as are the Social Work, Occupational Therapy, Nursing, and Theology faculties. Recently, the appointment of long-time faculty members as associate deans for nursing and education – two of the College’s largest programs spanning both undergraduate and graduate levels – has helped to develop seamless coherence between curricula at both levels.

Even at the graduate level, the College’s central educational philosophy concerning women’s education manifests itself within the curricular content, pedagogical approaches and research themes. The thoughtful and limited addition of graduate programs allows the College of St. Catherine to extend its mission by enabling students to attain higher levels of influence and leadership within their professions, and to do so grounded in the same values that undergird the undergraduate curriculum.

**Extending the Impact of Women’s Education: Educating Men**

To extend the recognition of women’s achievements more broadly, the College welcomes men into certificate, continuing education and graduate degree programs. At the time St. Mary’s Junior College was acquired, the associate degree programs also enrolled men. A proposal to make all undergraduate degree programs at the College of St. Catherine open to women only beginning in 2004 is under discussion, further reinforcing the College’s primary mission as the undergraduate education of women.

Enrolling men in graduate and continuing education programs offers these men access to diverse perspectives and content and promotes meaningful understanding of the experiences and contributions of women. Men pursuing education at a women’s college choose to expand their world view by exposing themselves to educational paradigms substantially different from those found at coeducational institutions.

The College’s participation in the Associated Colleges of the Twin Cities (ACTC) consortium provides access for male students who take advantage of the baccalaureate cross-registration privileges afforded to students at all five participating institutions. The College welcomes them to enroll in classes at St. Catherine’s. Efforts are underway to articulate similar agreements for men seeking associate degrees.
By accepting men into graduate and continuing education programs, by participating in the ACTC Consortium and working to establish an avenue of access at the associate level, the College of St. Catherine retains its signature identity as a women’s college and, at the same time, contributes to social evolution that better appreciates women’s experiences and perspectives, as well as women’s contributions to the world body of knowledge and wisdom.

**CORE ELEMENT OF MISSION: CATHOLIC**

St. Catherine’s mission as a Catholic college for women is deeply rooted in the Catholic traditions of intellectual inquiry and social teaching. These traditions provide direction as well as philosophical and spiritual grounding for the curriculum and the College’s efforts to integrate the liberal arts and professional studies.

St. Catherine’s mission to prepare students to think critically and creatively has its source in the Catholic intellectual tradition, which seeks to discover truth through the purposeful integration of faith and reason. Such integration presumes an open atmosphere of critical inquiry, cross-cultural studies, and interdisciplinary teaching. Effectively combining rigorous academic and scientific inquiry with reflection on the values of justice, compassion, and excellence, education at St. Catherine’s – both in and outside of the classroom – prepares graduates to translate their education into productive and committed lives of service.

The principles of Catholic social teaching underscore the College’s efforts to prepare competent women who demonstrate the ability and commitment to effect positive social change in the world, especially by challenging social structures that impede human progress and dignity. A “mind, heart, and soul” philosophy of teaching and learning integrates intellectual inquiry with value-based reflection about personal, social and ethical challenges. This educational emphasis leads the College of St. Catherine to encourage students of every tradition to deepen their faith and connect it to responsible action. In the core curriculum courses, *The Reflective Woman* and *Global Search for Justice*, each student learns to reflect on her own experience and values, as well as those of others; to analyze issues and problems in light of these values; and to act in concert with her convictions.

The College mission reflects the rich influence of the Sisters of St. Joseph of Carondelet, founders and sponsors of both the College of St. Catherine and the former St. Mary’s Junior College. The influence of the Sisters of St. Joseph is reflected in the College’s commitment to social justice as a primary expression of its Catholic identity, and in the educational environment designed to promote women’s development. The Sisters’ strong commitment to the College is evident though their significant presence on the Board of Trustees, their faithful and generous financial support, their service as members of the faculty and staff, and as mentors guiding the College toward an ever-deepening understanding of its role as a Catholic college for women.
Drawing on its Catholic tradition, the College of St. Catherine promotes a common search for wisdom and an integrated and spiritually grounded life through student affairs programs and services, campus ministry programs, faculty teaching, administrative and staff support, and, most importantly, through the relationships developed among College community members in and outside the classroom.

Without being exclusive of other ecclesiastical and spiritual traditions, the College of St. Catherine continually explores ways to reflect and enhance its Catholic identity, paying particular attention to its role as a college for women. Confident and proud of its heritage and its contemporary expression of Catholic identity, the College of St. Catherine offers students and faculty multiple opportunities to engage in discussion, activity and reflection about the College’s evolving influence and responsibility within a context of larger discussions regarding Catholicism and higher education in the United States. As a college for women sponsored by the Sisters of St. Joseph, St. Catherine’s actively embraces a leadership role in challenging the Church and society to include the full range of women’s abilities in pursuit of just social structures and the Church’s mission of human liberation.

From the Catholic tradition that stresses the worth of each person, the dignity of the worker, and communal participation, the College values dialogue, respects diversity, nurtures personal conscience, and seeks to reflect these principles in its employment practices. A vibrant liturgical and spiritual life offers opportunities to pray and reflect to college community members of all faiths. The College celebrates key events of its collegial life including Baccalaureates and Opening Liturgy with Roman Catholic liturgies and offers many interfaith opportunities for prayer and ritual in addition to Catholic worship. Catholic and interfaith worship, along with regular prayer and service opportunities, encourage students, faculty and staff to integrate spirituality into their daily lives, as well as put their beliefs into action.

Strengthening the College’s Catholic identity is the first of the five strategic directions articulated in the current plan and one of the core purposes of the college. Accordingly, strengthening Catholic identity compels attention, energy, and resources across the institution. The College of St. Catherine’s efforts parallel those undertaken by Catholic colleges across the nation, but do so from the unique perspective of a strong and progressive college for women.

**CORE ELEMENT OF MISSION: LIBERAL ARTS**

The liberal arts echo a deeply resonant rhythm throughout the College of St. Catherine. During the strategic planning process, the College claimed certain elements as permeaters, and the liberal arts stand at their center. A permeater is evident and discernible, something that weaves its way so tightly through the fabric of the curriculum that it is unmistakable and pervasive.

Liberal arts education sets a context for students to define their moral imagination and develop complex reasoning skills in order to make ethical choices consistent with well-articulated values. Responsibility for liberal arts education

“My liberal arts education provided me with a base from which to grow for the rest of my life. It cultivated interest in other countries and cultures and it helped me learn to be sensitive to people from different backgrounds.”

Catherine L. Murray, ’81
at the College of St. Catherine belongs in a particular way to the faculty in the arts and sciences, but it is the work of the entire faculty. All are responsible to help students push against boundaries, shape questions carefully, and construct responses based on serious thought and enhanced by multiple perspectives.

The interplay of advancing technology and increased globalization is shrinking the world, rendering the College more mindful of diversity, of the planet’s limitations, and of humanity’s fundamental interdependence. With these realities in mind, the College protects common space where faculty and students engage in conversation and study, listen for and lay out deep value conflicts, and celebrate new facets of truth as they emerge. These common spaces are often intellectual rather than physical in nature, spaces where the College’s enduring values are enriched and deepened. These common spaces may include moments when the College community comes together to talk about key issues, or, in a physical sense, actual places designed to enable and encourage these discussions. The name of the College’s facility now under construction, Coeur de Catherine (the Heart of Catherine), suggests that the physical space and the gathering it will encourage stand both at the physical heart of the campus and at the heart of the educational experience.

Nowhere is the College’s commitment to the liberal arts more evident than in the Core Curriculum, expressed through the College’s “bookend” courses, The Reflective Woman (TRW) and Global Search for Justice (GSJ). Taken by every undergraduate student enrolled in baccalaureate programs, these courses encourage students to examine their lives, ideas and choices in the context of the multiple disciplines of art, theology, literature, history, social science and culture (The Reflective Woman) and then think seriously about their responsibilities to the world as educated women (Global Search for Justice). Both courses are multi-disciplinary; both assume serious study in the liberal arts; and faculty members from a broad array of liberal arts and professional disciplines teach both.

A strong liberal arts curriculum characterizes associate degree programs as well, setting graduates apart from those studying nursing or allied health at other institutions, affording them unique employment characteristics and preparing many for logical transition to four-year programs. Acquisition of St. Mary’s Junior College expanded St. Catherine’s historic strength in health care education to include associate degree programs in these professions.

The College of St. Catherine has wrestled with the formidable challenges implicit in educating large numbers of transfer students, as well as students in programs where external accrediting bodies strangle an already tight curriculum. Nonetheless, the faculty’s commitment to the liberal arts is strong and pervasive. A significant part of the College’s success in addressing these challenges rests in the active commitment to the liberal arts among many faculty members in the professional disciplines. In addition, encouraging research and creative work in the traditional disciplines of the liberal arts and sciences, as well as supporting large numbers of majors and minors in these disciplines, the College continues to assert its commitment to keeping these disciplines strong, even as they work in concert with professional disciplines.
Liberal Arts Applied: Professional Studies at the College of St. Catherine

Outstanding preparation for careers in healthcare, education, business and social services begins with thoughtful and explicit grounding in the liberal arts. The liberal arts core courses wrap around and through students’ professional preparation as social workers, teachers, business professionals and nurses, beginning with The Reflective Woman. This integrative philosophy underscores every professional program, and the deliberate linking of liberal arts and professional preparation is a principal means through which the College of St. Catherine offers excellent and relevant education for women.

Professional preparation in healthcare, education, business, and social services at the College of St. Catherine assumes the need to educate students who can think critically, adapt as their professions evolve and change, solve problems through creative and multidisciplinary thinking, and communicate effectively with a wide range of people. These assumptions imply a curriculum that carefully integrates liberal education and professional studies. This integration is intentional and students often demonstrate their understanding of it through coupling majors and minors like business and theology, music and healthcare, or social work and Spanish. This integration is also evident in student choices of senior seminars, in the framing of community-based research projects, or through research undertaken in the Global Search for Justice course. A striking example of such integration is an annual seminar on ethical decision-making for majors in nursing, social work, occupational and physical therapy. Here students are encouraged to think through complex ethical problems that seem to have easy solutions when examined from a single disciplinary perspective but, to shape an optimum solution, require the creative application of multiple professional skills as well as values and insights from literature, art, theology and philosophy.

An array of professional, continuing education and certificate programs at the pre- and post-degree levels builds on areas of curricular strength at the undergraduate level. Students in these programs have often completed an undergraduate degree at St. Catherine’s or are preparing to do so. These programs also reflect the College’s underlying philosophy of integration as it applies to liberal and professional education.

SUMMARY STATEMENT: THE MISSION OF THE COLLEGE

For nearly one hundred years, St. Catherine’s has offered students a first-rate education so that, grounded in values and equipped with knowledge, professional competence and wisdom, graduates make a significant difference wherever they find themselves. As the College enters its second century anticipating rapid change and new global realities, St. Catherine’s will continue to engage women in rigorous academic preparation, in reflection on enduring values of justice and compassion, and in exploration of their choices in light of their educational preparation and values. A similar philosophy underscores the College’s graduate and continuing education programs, developed to enhance, enrich and extend areas of undergraduate curricular strength.

“Early and often, the College of St. Catherine showed me women role models who delivered significant results with a genuine and caring style. They encouraged individual choice and accountability. At St. Kate’s, we were told, and we believed, that we could do anything.”

ReBecca Koenig Roloff, ’76
Senior Vice President,
American Express
Financial Advisors
The world is complex and multidimensional, its challenges requiring thoughtful and wise response. The mission of the College of St. Catherine reinforces the assumption that liberal education offers the best means, the best tools, and the best hope for active, ethical, and creative engagement in a complex world. Never has liberal education been more important. Never has equipping students to think in interdisciplinary ways been more urgent or more relevant to the professions. As St. Catherine’s enters its second century, the mission stands firmly fixed on its central axis: undergraduate education of women within a learning environment grounded both in the liberal arts and in the vast stores of knowledge and practice evident within the Catholic intellectual tradition and social teachings.

All of what the College stands for – values of justice and compassion imbedded in its Catholic heritage; eagerness to welcome and educate women of diverse age, experience, and religious and cultural backgrounds; determination to bring women’s ways of thinking and approaching problems to bear within multiple arenas; and partnering with others with similar goals – embody what the College of St. Catherine means by re-imagining education for women.

The mission of the College in this new century assumes that women must work and live effectively in a world of many cultures and perspectives. Our mission assumes the College of St. Catherine’s desire to leave an evident and positive institutional mark on the corporate world, on educational systems, on health and human service organizations, and on government and social institutions. As readily as we assume a future characterized by constant and unpredictable change, some things about a St. Catherine’s education will not change: the strong focus on the undergraduate education of women, Catholic identity expressed in contemporary ways appropriate for a women’s college, and liberal arts as the foundation of all its educational programs.

EDUCATIONAL AND INSTITUTIONAL PURPOSES

As evident in the discussion of institutional mission, the College of St. Catherine is a comprehensive and complex institution of higher education. The Institutional Purposes of the College of St. Catherine help to define and make explicit the mission, because the purposes articulate more specifically what the College does to accomplish its mission. The following Institutional Purposes were inspired by the mission renewal process and explicated for the purpose of this self-study report.

PURPOSE 1

Enhance the capability of women to lead and influence by offering baccalaureate degree programs in which a strong liberal arts curriculum serves as the foundation for academic excellence, professional preparedness, and community engagement.

Since 1937 when the College of St. Catherine became the first Catholic institution in the United States to be granted a Phi Beta Kappa charter, the
College has proudly affirmed the rigorous liberal arts curriculum that earned that honor. In a document addressing Liberal Arts Outcomes, revised January, 2001, the faculty stated “Along with the depth of knowledge provided by her major, the liberal arts baccalaureate student at the College of St. Catherine will have opportunities to acquire a broad knowledge in a variety of disciplines and transferable skills to serve as a foundation in a life-long process of learning.” Core themes, such as ethics and leadership, critical analysis, social justice, and integrative learning infuse the curriculum across the degree programs, but most deliberately within the baccalaureate programs.

**PURPOSE 2**

Provide educational opportunities for women – especially those for whom social, educational or economic barriers have impeded access to higher education – to become competent, technical-level health and human service workers by offering associate degree programs in health-care and human services fields, featuring curricula that insure professional competence and solid preparation in the liberal arts, and encourage students to become lifelong learners.

Associate degree programs offered by the College of St. Catherine originated on the Minneapolis campus where, in 1887, St. Mary's Nursing School began to provide relevant and affordable education for young women. Because the Sisters of St. Joseph believed that students from diverse backgrounds deserved both vocational training in health care professions as well as all the intellectual benefits of education in the liberal arts, the school became an associate degree granting college in 1964. Key elements of the St. Mary's Junior College mission, especially the campus' focus on providing high quality education in the allied health professions for students who face barriers to college attendance, are evident in the College of St. Catherine Mission Statement and in the work of the College as a whole.

**PURPOSE 3**

Enable students to lead and influence in their professions by offering graduate programs in content areas where the college has demonstrated undergraduate curricular strength and where the professions require advanced education for its leaders.

Known locally and nationally for high standards and the ability to respond to emerging educational needs, the College of St. Catherine offers graduate programs in education, healthcare, social work, theology, library and information science, and organizational leadership – areas of undergraduate strength. Extending the College’s mission to prepare students to lead and influence, the graduate programs weave themes of ethical leadership development, social justice, critical analysis, and integrative and interactive learning into advanced curricula at the graduate level. In each case, development of the program responded to the evolution of the profession and the subsequent call for more advanced preparation.
PURPOSE 4

Encourage personal and professional development among students by providing certificate and continuing education programs that build on the strengths of the baccalaureate programs and focus on professional certification and continuing education, as well as the development of personal and leadership qualities and skills.

Committed to offering non-degree seeking learners opportunities to enrich their personal and professional lives, the College offers strong Continuing Education programs. Learner-centered in their approach, holistic in methodology, and innovative in content, the continuing education programs are receiving increased recognition. For example, the incubating International Institute for Women Entrepreneurs is already attracting the attention of women business leaders in the region and across the country. As with the graduate programs, initiatives in continuing education are closely linked to undergraduate program strengths and emphases. The Executive Summary: Center for Continuing Education and New Initiatives outlines in greater detail the diverse and ambitious goals of the Continuing Education initiatives at the College of St. Catherine.

PURPOSE 5

Provide students with an awareness and appreciation of the Catholic tradition and its commitments to intellectual inquiry and social justice.

In the midst of sustained discussion about what should characterize a college or university as Catholic, the College of St. Catherine connects its identity as a college for women with the rich Catholic intellectual tradition and with the Church’s social teachings. The College engages in this work of strengthening its Catholic identity through its curriculum and co-curriculum as well as through its academic and religious traditions; through its formal statement on Roman Catholic Identity and through its employment practices, centering them on the core values of the Sisters of St. Joseph of Carondelet, which continue to influence the College. These values of the Sisters include “the education and liberation of women; excellence; education for women’s leadership and social responsibility; and faithfulness to the Catholic tradition of intellectual pursuit, social justice and sacramental and ritual life.” (From Sisters of St. Joseph of Carondelet, Core Values: The College of St. Catherine).

PURPOSE 6

Emphasize the arts, sciences and humanities within the traditional liberal arts as well as in the professional programs in business, health care and human services.

The liberal arts as ends in themselves, as well as the integration of the arts, sciences and humanities within the professions, have long characterized education at the College of St. Catherine. As an example, a cursory survey of senior theses in the Antonian Honors Program might reveal a student thoughtfully integrating an artistic presentation of traditional Irish Dance with historical, literary, and spiritual insights that lace the dance with more robust meaning. Another might analyze a disease from a medical/clinical perspective and then discuss
treatment approaches that range from traditional drug protocols to adjuvant therapies incorporating poetry, theology and art. Examples too numerous to mention reflect efforts to engage students in broader and deeper applications of the arts and humanities within the professions. The results are evident in the clarity of student writing and thinking, in more thoughtful approaches to problem solving, and in creative application of multiple disciplines to complex ethical and situational challenges.

PURPOSE 7

Promote understanding of the experiences and contributions of women through conscious inclusion of women’s scholarly, literary and artistic achievements, particularly in the undergraduate curriculum.

In 1905 the Sisters of St. Joseph of Carondelet named their newly established school for Catherine of Alexandria, a fourth-century Egyptian martyr and philosopher who challenged the intellectual and political leaders of her day, so great was her wisdom. Stemming from the honored place that Catherine holds at the College, the celebration of women’s intellectual talent and accomplishment is probably the College of St. Catherine’s signature characteristic. The deliberate infusion of women’s literary, historical, scientific, philosophical, and theological contributions in the curriculum vastly enriches the College’s unique learning environment. This purpose inspired the creation of the Abigail Quigley McCarthy Center for Women and the four Centers of Excellence. The desire to contribute to a society that appreciates and understands the experiences of women challenges the College to meet the needs of women in innovative ways.

Students from the College of St. Catherine graduate with a better understanding of the roles of women in the world. When comparing responses of first year students to their responses as seniors on the 2000 National Study of Student Engagement (NSSE), students at the College of St. Catherine indicated that their knowledge of “the social, economic and political realities facing women” were increased from “some” to “quite a bit.” When comparing St. Catherine students to students who attend and graduate from other women’s colleges, the survey revealed that graduates leave St. Catherine’s with a stronger understanding of issues affecting women today than their peers.

PURPOSE 8

Enable students to understand and appreciate the experiences and contributions of diverse communities through inclusion of the intellectual and artistic contributions of diverse people within the curriculum and through a pedagogical philosophy that respects and celebrates difference.

This purpose has received serious attention over the past decade, as the College welcomes students from diverse backgrounds, ethnicities and life experiences, and helps them extend the borders of their own experience to understand and appreciate peoples, cultures, and religions different than those of the dominant culture. The College has a long tradition that includes educating immigrants, exchange students from historically Black colleges, Japanese women
from World War II internment camps, and international students. Embracing
diversity as an important goal, the College of St. Catherine has extended its
work on diversity to include enrollment, retention, curriculum, co-curriculum,
hiring, and faculty and staff development.

PURPOSE 9

Provide opportunities for students to develop leadership by observing effective
women leaders, by analyzing the skills and values of these leaders, and by
preparing themselves to assume leadership roles in their professions and
communities.

The College’s 1988 Leadership Statement identifies specific skills that
students develop through participation in curricular and co-curricular activities.
Through study, practice, observation and life experience, students refine the
skills and attitudes essential for responsible leadership. They also observe
women leaders at the College. All of the presidents have been women and, cur-
currently, all the vice presidents are women, as is the Chair of the Board of Trustees
and 80% of the faculty and staff. Thousands of alumnae offer inspiration and
encouragement to students who seek to emulate their professional and personal
leadership. Through observation, study, and practice, St. Catherine students
learn that “leadership requires that they value justice and caring, act from a
strong self-concept, think critically and creatively, communicate effectively, take
risks willingly, exercise power appropriately, articulate a positive sense of
direction, and evoke hope” (the CSC Leadership Statement) in those with whom
they interact.

St. Catherine graduates see themselves as leaders. For the past three years,
67% percent of graduates who responded to the One-Year Out Survey, rated
their leadership ability in the top tier when comparing themselves to persons
their own age. Similar results were evident in alumnae responding to the survey
ten years after graduation.

PURPOSE 10

Offer a distinctive learning environment for students that is relationship-centered.

The College curriculum and co-curriculum incorporate relationship-
centered education and a developmental process based on supportive relationships
that enable learning and a strong self-concept. Faculty place students at the
center of their work, placing primary emphasis on teaching and learning. Expected
outcomes of the curriculum presume emphasis on collaboration, diversity,
spirituality, ethics, values and the ethical use of technology concurrent with
discipline-based competence. Student-centered curriculum and relationship-
based learning are two primary characteristics of the learning environment at
the College of St. Catherine. Emphasis on group work and team projects involve
faculty and students in new kinds of teaching and learning relationships. Whether
enrolled in associate degree programs, day or weekend baccalaureate programs,
or in a graduate program, students learn in an environment significantly influ-
enced by the values of the Sisters of St. Joseph of Carondelet and the values
implicit within the College’s mission and purposes.
The Institutional Purposes articulated in concert with the College of St. Catherine Mission Statement reflect the essential components of the mission, as demonstrated below.

**MISSION STATEMENT / INSTITUTIONAL PURPOSES**

**EDUCATES WOMEN TO LEAD AND INFLUENCE**
Enhance the capability of women to lead and influence by offering baccalaureate degree programs in which a strong liberal arts curriculum serves as the foundation for academic excellence, professional preparedness, and community engagement.

**PREPARES GRADUATES TO DEMONSTRATE ETHICAL LEADERSHIP GROUNDED IN SOCIAL RESPONSIBILITY**
- Provide opportunities for students to develop leadership by observing effective women leaders, by analyzing the skills and values of these leaders, and by preparing themselves to assume leadership roles in their professions and communities.
- Enable students to lead and influence in their professions by offering graduate programs in content areas where the college has demonstrated undergraduate curricular strength and where the professions require advanced education for its leaders.
- Encourage personal and professional development among students by providing certificate and continuing education programs that build on the strengths of the baccalaureate programs and focus on professional certification and continuing education as well as the development of personal and leadership qualities and skills.

**THE COLLEGE INTEGRATES LIBERAL ARTS AND PROFESSIONAL EDUCATION**
Emphasize the arts, sciences and humanities within the traditional liberal arts as well as in the professional programs in business, health care and human services.

**WITHIN THE CATHOLIC TRADITIONS OF INTELLECTUAL INQUIRY AND SOCIAL TEACHING**
Provide students with an awareness and appreciation of the Catholic tradition and its commitments to intellectual inquiry and social justice.

**COMMITTED TO EXCELLENCE AND OPPORTUNITY**
Provide educational opportunities for women — especially those for whom social, educational or economic barriers have impeded access to higher education — to become competent, technical-level health and human service workers by offering associate degree programs in health-care and human services fields, featuring curricula that insure professional competence and solid preparation in the liberal arts, and that encourage students to become lifelong learners.

**THE COLLEGE ENGAGES STUDENTS IN A LEARNING ENVIRONMENT UNIQUELY SUITED TO WOMEN**
- Promote understanding of the experiences and contributions of women through conscious inclusion of women’s scholarly, literary and artistic achievements, particularly in the undergraduate curriculum.
- Enable students to understand and appreciate the experiences and contributions of diverse communities through inclusion of the intellectual and artistic contributions of diverse people within the curriculum and through a pedagogical philosophy that respects and celebrates difference.
- Offer a distinctive learning environment for students that is relationship centered.
CENTERS OF EXCELLENCE: CONVERGENCE OF THE CORE ELEMENTS OF MISSION

As St. Catherine’s principal planning initiative to re-imagine women’s education, the **Centers of Excellence** engage faculty and students in collaborative learning and action research on real issues facing women. The Centers actively encourage community partners to participate in this collaborative work. Projects undertaken by the Centers foster integrated, holistic and interdisciplinary approaches to these issues and help advance the College’s mission to educate women to lead and influence.

The Centers of Excellence support collaborative, interdisciplinary projects focused in one of four areas: Women, Economic Justice and Public Policy; Women and Health; Women, Science and Technology; and Women and Spirituality. The Centers of Excellence are a principal means by which the College integrates its core elements of mission. Designed to transform how students learn, the Centers focus on multi-disciplinary approaches toward defining problems, gathering and assessing information, and crafting a set of viable solutions. Teaching, learning and action-based research in the Centers focuses on key areas affecting the lives of women and of people who depend on them. Through projects that originate in one or more of the Centers and involve partnerships with community groups, students connect their intellectual and academic development with social analysis and action, and often with their spiritual lives as well. An explicit goal of the Centers is that students leave St. Catherine’s with the skills, values, and commitment necessary to lead and influence in a pluralistic world, a world where women are still devalued in many ways. The Centers draw on all the strengths of the College’s enduring mission and provide educational experiences that develop competent, ethical and committed leaders who understand the pervasive issues women face and have the skills and commitment necessary to address them effectively.

INFLUENCE OF STATED PURPOSES ON INSTITUTIONAL DECISION-MAKING

Like any goal worth pursuing, perfect attainment of St. Catherine’s mission remains far enough out of reach to be motivating but close enough to engender sustained and vigorous effort. The mission of the College serves as a consistent reference point for all major institutional decisions, especially the curriculum, enrollment and resource priorities imbedded in the College’s [Strategic Plan](#).

Shortly after the President’s arrival in 1998, she worked with the Board of Trustees to articulate a comprehensive and far-reaching vision that would guide St. Catherine’s efforts over the ensuing decade: to be the world’s pre-eminent Catholic college educating women to lead and influence. Renewal of the Mission Statement followed. The College’s Strategic Plan has its source in the mission and stretches toward the vision, suggesting areas for direction and emphasis. Important College decisions appropriately reference the vision and mission in assessing options and outcomes.
Five Strategic Directions guide institutional decision-making and assist the College in meeting its stated purposes and to be recognized as “the world’s pre-eminent Catholic college educating women to lead and influence.” These directions provide a framework within which the College:

1. Strengthens its identity as a Catholic institution;
2. Strengthens its reputation for academic excellence;
3. Creates paths to higher education for students of high ability who have been historically underserved or for whom economic or social barriers hinder access;
4. Adopts a permanent outwardly focused stance;
5. Re-imagines education for women.

Within the Strategic Plan, more explicit decisions in discrete areas of the College both reinforce and clarify the mission. For every major decision, congruence with the mission weighs heavily. Viewing major decisions from the perspective of the mission leads to better decisions, i.e., ones that are integrated, consistent and meaningful. A few of the primary areas of decision-making influenced by the mission are outlined below:

INFLUENCE OF THE MISSION ON DECISIONS ABOUT CURRICULUM

The faculty holds the primary responsibility for the curriculum, and the administration and faculty together make broad decisions affecting program selection, strengthening and adaptation. In every case, the mission forms the backdrop for institutional and curricular decisions. Nowhere is this clearer than in the annual workshop for all faculty members teaching *The Reflective Woman* and *Global Search for Justice*. Committed to regular and dynamic assessment of the core curriculum design and outcomes, the faculty revise content, fine-tune objectives, and assess outcomes in light of the College mission and its goals around liberal education.

INFLUENCE OF THE MISSION ON DECISIONS ABOUT CO-CURRICULUM

The co-curriculum at the College of St. Catherine is carefully integrated with the curriculum, and collaboration between academic and student affairs administrators and faculty members is an important feature of the College.

The co-curriculum spans an array of services and programs designed to enhance, amplify and extend classroom learning. For example, *The Catherine Connection* provides a conceptual map to help students make choices that enable them to take maximum advantage of a sequenced and integrated college experience. For the first-year baccalaureate student, The Catherine Connection establishes mechanisms to link academic advising and orientation with academic themes in the Core Curriculum. Through academic and career advising, students can incorporate the best of what St. Catherine has to offer in the curriculum and co-curriculum within their individual educational experience. The Catherine Connection program consistently weaves themes of social justice, leadership and community involvement into the student experience. From
The curriculum, especially at the undergraduate level, prominently features the contributions of women within every academic field, clearly intending to expose students to important scholarly work of women.

speakers to services, artistic performances to engagement in the external community, the co-curriculum is a primary means by which the College attains its mission and moves closer to its vision.

All major College decisions concerning recruitment and retention begin and end with the mission, so the College is able to maintain a dynamic array of programs and services that “put flesh and bones” on the College of St. Catherine mission.

INFLUENCE OF THE MISSION ON DECISIONS ABOUT THE COLLEGE BUDGET

As the primary vehicle for allocation of College resources, the College budget represents a critical set of decisions. The process for determining the annual budget is collaborative, involving faculty, staff and administrators in making decisions about resources. The President and senior officers articulate broad priorities for spending, based on the mission and Strategic Plan, and charge the Budget Committee with allocating available resources in a way that honors those priorities. Thus, spending priorities at the College of St. Catherine are woven closely into the College’s strategic priorities, which are themselves derived directly from the mission.

INFLUENCE OF THE MISSION ON CAMPAIGN PRIORITIES

The case statement developed for Leadership in Mind, the Campaign for the College of St. Catherine is rooted solidly in the College’s Strategic Plan and mission. Every priority of the Campaign is linked directly to the mission of the College and the strategic directions that guide action toward attainment of the vision. The Campaign priorities include academic facilities improvement, support for the four Centers of Excellence, faculty and staff development, support for key undergraduate academic and co-curricular programs, for financial aid and recruitment of students, and for new initiatives funding. Another beneficiary of Campaign funding, Coeur de Catherine, now under construction, physically embodies St. Catherine’s educational philosophy about the education of women, a philosophy deeply grounded in the mission. In discussions with potential donors and supporters, it is possible to trace a clearly discernible link between Campaign priorities and the College mission and Strategic Plan. These links are described in the published case statement for the campaign and define all campaign conversations.

INFLUENCE OF THE MISSION ON FACILITIES DECISION AND DESIGN

A central feature of the Strategic Plan calls for improvement and extension of facilities to support attainment of the mission. At the heart of a master space plan is a facility that physically expresses a mission-driven educational philosophy by linking the intellectual, social, and spiritual centers of the College, i.e., the library, student center and chapel. From the choice of design architects to the name of the facility – Coeur de Catherine – to the placement of offices (for example, close arrangement of the Centers of Excellence space with the Social Justice offices of Campus Ministry, Community Work and Learning, and the Associate Dean for Multicultural Education as well as the Abigail Quigley
McCarthy Center for Women), the College has made decisions in light of the mission, with the hope of enhancing and strengthening it.

CONSTITUENT UNDERSTANDING OF STATED PURPOSES

The College of St. Catherine's vision and mission are stated prominently in College publications including the undergraduate and graduate catalogs, handbooks, informational brochures, publications for the current campaign, and in recruitment materials. Perhaps the most profound change regarding public statements of the College’s values, mission, goals, and directions has been development of a website that emphasizes these elements in the information for external and internal “virtual” visitors.

Alumnae are reminded of the mission of the College through publications including SCAN, the Calendar, @St Catherine (an electronic newsletter), alumnae pages on the website and through reunion activities. The Office of Development and External Relations articulates the mission and strategic directions in publications including the LEADER and the President’s Forum Newsletter, through various solicitation brochures and letters, and through inclusion in grants proposals submitted to foundations and corporations, both locally and nationally.

The President and other members of the administration emphasize the College vision and mission frequently through numerous public presentations, orientation programs, College ceremonies and internal forums.

ANALYSIS CONCERNING STRENGTHS AND CHALLENGES RELATED TO MISSION

The College of St. Catherine is a mission driven and mission focused institution. College administrators and trustees engage in serious and sustained effort to clarify the mission, articulate it clearly and position it as the axial point on which all important decisions pivot. Still, there remains the need for vigilance to insure that the College mission and vision remain dynamic; guide choices that affect the College; and inspire students, faculty, staff, administrators, trustees and alumnae to support the College and carry its mission forward. The list below highlights specific strengths and challenges related to the mission of the College of St. Catherine:

STRENGTHS: MISSION AND PURPOSES OF THE COLLEGE

• The College of St. Catherine is mission driven and mission focused.

• The Statement of Mission and the Institutional Purposes are clear and consistent.

• The Vision articulates a mission-grounded goal and, with the mission, guides action and decision-making.

• The Statement of Mission and Institutional Purposes provide the backdrop and principal reference point for developing the College’s Strategic Plan.
• The mission of the College of St. Catherine is well publicized and understood.

• The Statement of Mission affirms the values that have served as the foundation for the College since its inception.

• Core curriculum requirements for both associate and baccalaureate degrees share common philosophical threads derived from the mission: emphasis on ethics and leadership, holistic view of the person, focus on social justice, and interactive, integrative learning.

• The College’s primary mission as an institution for women is reflected throughout the curriculum and perceived externally and internally as the College’s core identity.

• The College has a clear sense of its identity as a Catholic College for women and has embraced its responsibility to celebrate women’s talents and presence in the Church and to reflect the Catholic intellectual tradition and social teachings within its curriculum, co-curriculum and college life.

CHALLENGES: MISSION AND PURPOSES OF THE COLLEGE

• The College mission accurately reflects its core identity as a Catholic college, but requires careful discussion to embrace growing numbers of students from a diverse array of religious and faith traditions, without abandoning its own religious heritage and identity.

• The College mission accurately reflects its core identity as a college that holds the liberal arts at its center, but growing numbers of majors in professional studies and transfer students challenge the faculty to determine how the College will preserve and deepen its liberal arts core.

• The College mission accurately reflects its core identity as an undergraduate college for women, but requires careful discussion to embrace growing institutional complexity evident in graduate and continuing education programs.

• Male students who enroll in classes or graduate programs at the College must quickly understand the educational environment they have chosen to enter, and that they are not and will not be central to it. Unequivocal focus on the education of women may open the College to criticism that its exclusivity mirrors the type of invisibility women have historically experienced.

• The essential elements of the College’s mission – women, Catholic and liberal arts – are all complex and delineating descriptors of a college that seeks to be inclusive rather than exclusive in its orientation, spirit and practice. Being faithful to mission within this thoughtfully determined institutional stance requires vigilance and continual discussion that must, at times, include respectful and effective management of conflict and disagreement.
CONCLUSION

The centrality and clarity of the College of St. Catherine mission and institutional purposes are a major institutional strength. The Strategic Plan and comprehensive campaign are strong precisely because they are grounded in the mission. Important College decisions employ the statement of mission as the constant reference point. The mission – as it is presently understood and as it is envisioned for the future – should and does claim the attention of College leaders and, indeed, of the entire College community. Vigilant attention to mission and thoughtful discussion of its practical applications will allow the College to move forward as a united community in order to make the greatest possible impact on the students it serves. Through clear articulation of its central elements, the President has charged the College community to continue to shape what the mission of the College of St. Catherine means in explicit and visible terms at this significant point in the College’s history.
Criterion Two:

The Institution has Effectively Organized the Human, Financial and Physical Resources Necessary to Accomplish its Purposes

Over a period of almost one hundred years, the College of St. Catherine has developed processes and systems to draw the utmost potential from human, physical and financial resources. The College’s organizational structure has evolved in the context of its core values, inspired by the Sisters of St. Joseph of Carondelet. These values guide the College to develop systems that facilitate academic excellence, leadership development and the equitable treatment of women, while emphasizing the common good. Throughout the College, open and collegial processes are used to inform all levels of decision-making, to engage systems of governance and to involve various constituencies. These processes ensure that the College serves as a wise and responsible steward of its human, financial and physical resources.

HUMAN RESOURCES AND ORGANIZATIONAL STRUCTURE

BOARD OF TRUSTEES

The Board of Trustees provides leadership, expertise and guidance for the College of St. Catherine. Collectively, the Board directs the administration regarding College policy, delegating functions to committees for detailed scrutiny. Committees then make recommendations to the full Board for final action. Individually, trustees lend particular skills, expertise and advice to the College administration.

The College of St. Catherine is governed by a Board of no more than 40 trustees who serve three-year terms. The trustees, with the exception of those holding ex-officio positions, are elected by the members of the corporation, the College of St. Catherine. The corporation comprises the members of the provincial council of the Sisters of St. Joseph of Carondelet, St. Paul Province.

Board members are nominated based upon their appreciation of and commitment to the College and its mission as well as their experience as leaders in their communities. The provincial leadership of the Sisters of St. Joseph of Carondelet (CSJ) approves Board membership, and one third of the trustees are CSJ’s. Board positions are reserved by charter for the President of the College of St. Catherine, the Province Director of the Sisters of St. Joseph of Carondelet,
the Archbishop of Saint Paul and Minneapolis, and the President of the Alumnae Association.

The current Board of Trustees is composed of individuals with expertise and experience in a wide range of areas including: finance, economic development, healthcare, human services and communications. (The qualifications of board members are described in the Board of Trustees Biographies.)

In 1998, the Board of Trustees carefully reorganized, establishing the following committees:

- The Executive Committee, composed of the Board officers, committee chairs, CSJ Provincial Leadership representative, and College President and Alumnae Board representative
- The Council on Resources, which coordinates the activities of the committees responsible for finance, College audits, the physical plant and technology, investments, and faculty and staff welfare
- Communications, Marketing and Recruitment
- Student Affairs
- Academic Affairs
- Development
- Committee on Trustees.

In addition to board members, each committee includes a college vice president who serves ex-officio as staff for the committee and a faculty representative. Student representatives serve on the Student Affairs Committee. The committees meet regularly and report their activities to the full Board. (See Board Minutes for additional information.)

In 1999, the Board of Trustees adopted plenary sessions to their meeting format upon recommendation of the College President in order to provide the Board with advance, in-depth knowledge about emerging issues. Plenary sessions have focused on many topics, including diversity, tuition and pricing, student concerns, technology, and Ex Corde Ecclesiae. The plenary sessions offer the Board a more intimate understanding of the College, providing both background and pertinent information, thus allowing trustees to make more informed decisions.

ALUMNAE ASSOCIATION

The College of St. Catherine Alumnae Association is a separate 501(c)(3) organization. Interrelationships between the College and the Association are close and mutually beneficial. The President of the College serves as a member of the Alumnae Association Board and the President of the Alumnae Association serves as a member of the College of St. Catherine Board of Trustees.

The Alumnae Association lays the foundation for alumnae, as individuals or in groups, to support the College in a variety of ways. Alumnae provide students with internships, help promote the College to prospective students, make financial
contributions to the College, and help create and maintain a high profile for the College in communities across the country and abroad.

Alumnae illustrate the validity of a College of St. Catherine education by demonstrating ethical leadership grounded in social responsibility. St. Catherine alumnae carry St. Catherine’s values with them as they influence and provide leadership in family, civic, corporate, cultural and church communities around the globe.

The College of St. Catherine Alumnae Association exists to serve the College in the name of alumnae and to provide service to the alumnae. The purpose of the Association is: to support the mission of the College of St. Catherine; to foster a spirit of loyalty and fellowship among alumnae; and to maintain and strengthen the mutually beneficial relationship between the College of St. Catherine and the alumnae. (Alumnae Association Mission Statement)

ADMINISTRATION

An experienced, qualified team of professional administrators manages the College of St. Catherine. The President assumes primary responsibility for the growth, vitality, and management of the College and its resources. She works closely with her Cabinet, which is composed of the Vice President for Academic Affairs and Dean of the Faculty, the Vice President for Student Affairs, the Vice President for Finance and Business Operations, the Vice President for Development and External Relations, and the Special Assistant to the President for Undergraduate Day Admissions. The Cabinet meets regularly to discuss the general oversight of the College, to plan for new initiatives, and to evaluate progress toward College goals and objectives.

The organizational structure at the College has undergone extensive revision to accommodate the evolving needs of a growing student population in an increasingly complex educational climate. Prior to 1998, the organizational structure included both a Vice President for Academic Affairs and Academic Dean on the St. Paul campus and a Vice President for Academic Affairs and Administration on the Minneapolis campus. To better organize the College’s resources and create a more comprehensive relationship among programs and operations on both campuses, the new organizational structure replaces the two positions with one Vice President for Academic Affairs and Dean of Faculty responsible for all degree programs.

The restructuring that placed the faculty under a single vice president in 1998 stimulated the creation of the single faculty governance system described in The Constitution and Bylaws of the Faculty of the College of St. Catherine. To further enhance the comprehensive reorganization of faculty and resources, the new structure includes a Dean of Professional Studies, a Dean of Arts and Sciences, and a Dean of Health Professions, who report to the Vice President of Academic Affairs. The deans oversee complex programs that cross academic levels, delivery formats and campuses. The three-dean system has created a more efficient reporting structure with clearly defined roles and responsibilities, resulting in a more effective use of the College’s resources. (See Academic Affairs Organization Chart).
At the time of the last comprehensive visit the Vice President for Enrollment Management supervised the recently combined divisions of Student Affairs and Admission and Financial Aid and served as Dean of Students for both campuses. Reorganization of responsibilities over the years has resulted in the current structure of a Vice President for Student Affairs, Dean of Students, and three Associate Deans: Associate Dean for Student Life, Associate Dean for Multicultural Education, and an Associate Dean for Enrollment who is responsible for Weekend, Graduate and Associate Admissions as well as Financial Aid. (Undergraduate Day recruitment is directed by the Special Assistant to the President for Undergraduate Day Admission who reports to the President.) The Vice President for Student Affairs continues to be responsible for College-wide enrollment management.

The Vice President for Student Affairs oversees the offices and areas that support co-curricular programs, activities, and services for St. Catherine students (See the Student Affairs Organization Chart) and directs the Enrollment Management Matrix committee that provides leadership for College retention efforts, enrollment projections and reporting. The Vice President for Student Affairs and her staff have recently served as an important influence in the development and design of Coeur de Catherine, the student center and learning commons complex now under construction.

The Vice President for Finance and Business Operations serves as the Chief Financial Officer and Treasurer of the College (See the Finance and Business Organization Chart). She oversees an operating budget of $57 million, an annual capital budget of $1.4 million, and an investment portfolio of approximately $70 million. At this point in the College's history, she is deeply immersed in the coordination of activities associated with the major building projects on campus, including the issuance of bonds to support capital construction projects.

The Vice President for Development and External Relations manages the development and communications functions for the College, as well as The O’Shaughnessy, the College’s major auditorium (See the Development and External Relations Organization Chart). Currently, the Vice President for Development and External Relations is charged with leading the efforts related to Leadership in Mind, the Campaign for the College of St. Catherine, the most ambitious fund raising goal ever undertaken by the College of St. Catherine and the most ambitious ever undertaken by a Catholic college for women.

The vice presidents were selected based upon their expertise in relevant areas and their commitment to the education of women in an environment that values the Catholic tradition. The vitae for the President’s Cabinet illustrate the qualifications and accomplishments of these key personnel.

The Organizational Charts for Academic Affairs, Student Affairs, the Development and External Relations, and Business and Finances illustrate the relationship among these and other key positions.

In 1999, the President formed the College Council. The College Council advises the President and vice presidents about matters of significant scope and
interest. The Council provides guidance regarding the implementation of the College’s Strategic Plan, while it simultaneously discusses the quality of academic and student life. It further allows representatives from a wide range of areas, offices, and programs at the College to learn about critical issues affecting higher education in general and the College of St. Catherine in particular.

The College Council membership is appointed by the President and consists of the vice presidents, deans, associate deans, the Co-Chairs of the Faculty Council, the Director of Human Resources, the Director of Computing Services, the Director of Facilities, the Executive Director of the Alumnae Association, the Director of Communications, a staff representative, a representative of the Sisters of St. Joseph, and representatives of the three student governance boards and an associate degree student. The broad membership commits to accepting a leadership role and to assuming a College-wide perspective when considering policy matters. The invaluable knowledge gained through participation in the College Council allows campus leaders to influence College decision-making and keep College constituencies well informed.

A unique example of the highly open and involved nature of administration at the College of St. Catherine is the annual budgeting process that was implemented in 1999. A Budget Committee, membership appointed by the President and composed of faculty and staff from across College areas, reviews individual departmental and program budgets and determines how to best allocate the College’s available financial resources in a manner that will support the College’s Strategic Directions. Inherent in the College’s budget process is an open and objective annual analysis of the fiscal resources assigned to each area of the College.

**FACULTY**

The College’s faculty are a primary resource and asset to the institution. The faculty at the College are engaged and active as teachers and scholars and in service to the college and the community. They are collaborative in their approach to learning and have been responsible for a number of innovations at the College. They have embraced interdisciplinary, learner-centered approaches to teaching and learning and have been leaders in engaging in the use of technology in the classroom.

The baccalaureate Core Curriculum with its two interdisciplinary bookend courses, *The Reflective Woman* and *Global Search for Justice*, provide examples of the willingness of the faculty to engage in interdisciplinary teaching and learning activities. The Core Curriculum was completely revised in 1994. These courses engage students in their own learning and involve faculty in collaborative approaches to learning. Other examples of interdisciplinary learning involve the new major in Critical Studies in Race and Ethnicity, the program in Women’s Studies, the Core Integrated Learning in the associate programs, and the Master of Arts and Organizational Leadership program, which is entirely interdisciplinary.

Faculty have been leaders in the development of the Centers of Excellence which has led to the establishment of four interdisciplinary centers for women,
science and technology; women and spirituality; women, economic justice and public policy; and women and health. These centers engage participants in six educational commitments which include: interdisciplinary efforts; faculty/student collaboration; active learner centered teaching, learning and research; diversity; community partners; and action research.

The faculty have been instrumental in the development of a number of College-wide initiatives that have had an impact on the College. A significant example is the laptop requirement of all on-campus Education students. Faculty have been quick to embrace technology and have taken advantage of a laptop program that has put a laptop computer in the hands of each full-time faculty member. This has led to increased use of technology in coursework and in the classroom. A growing number of faculty are using online support to enhance the learning experience.

Scholarship is also an important part of faculty activity. Faculty are extremely well published. In any given year, faculty at the College publish several book-length works. Faculty regularly publish articles in scholarly journals and present at conferences. Academic Affairs hosts an annual recognition event celebrating faculty scholarship and publish a program book that lists the scholarly accomplishments of the faculty. A faculty sabbatical program annually awards a dozen or so faculty sabbatical for the development of their scholarship. Release time is also available for faculty research and scholarship through faculty development resources.

Since the last comprehensive visit the faculty has grown from 243 to 281 full- and part-time ranked faculty. There are currently 246 full-time ranked faculty and 35 ranked part-time faculty. In 1993 there were 168 full-time ranked faculty and 75 ranked part-time faculty. Currently 89% of faculty hold the terminal degree in their field. In 2002, there were 227 faculty who are women (81%) and 54 who are men (19%).

In 2002 there were 81 faculty who were tenured and 35 on tenure track, constituting 43% of the faculty. Forty-eight faculty were on three year rolling contracts, making up 17% of the faculty. Forty faculty (14%) were on temporary (one year renewable contracts for up to five years). Forty-six faculty were on non-regular contracts (17%). Non-regular contracts have been issued to associate degree faculty for a period of one year and renewable indefinitely. They require notice of non-renewal by May 15. There are currently 24 (9%) faculty on regular contracts. Regular contracts have also been issued to associate degree faculty and are renewable indefinitely. The notice of non-renewal for these contracts is March 15.

The new faculty constitution and by-laws does not include regular and non-regular contracts. There is a proposal under consideration that provides for annual renewable and two year rolling contracts for associate degree faculty.
FACULTY DEVELOPMENT

A variety of faculty development opportunities are available to faculty. These are detailed on Lotus Notes and are described to new faculty at orientation. (Academic Community Development Opportunities 2002-2003) The baccalaureate and graduate faculty development budgets are administered by one of the academic deans in collaboration with the elected Academic Community Development Committee. There is a separate budget for associate degree programs administered by the associate dean for these programs. The operational budget for faculty development was $79,000 in 1998. In 2002 the budget was $115,000, which includes funding for faculty scholarship and curriculum grants as well as travel to conferences, faculty orientation and mentoring activities. Further, the current capital campaign has led to two significant gifts designated for faculty development totaling $900,000 and an additional gift of $600,000 supports faculty and staff development. These gifts will allow for additional faculty development opportunities, including the completion of terminal degrees, faculty scholarship and curriculum development. Additional restricted funds support faculty and student research in the sciences, and Endowed Professorships in the Humanities, the Sciences and Business. Another fund provides support for coursework development for the Global Search for Justice course.

In addition to travel, research and curriculum grants, the College has an active Teaching Learning Network (TLN) that coordinates other faculty development opportunities, including the annual Teaching-Learning Network Conference. The conference focuses on important issues related to teaching and learning, and features lectures and workshops with outside speakers as well as a commissioned lecture by a faculty member. The Teaching-Learning Network also sponsors faculty-staff reading groups; groups read books in common and discuss implications for teaching and learning. An annual summer writers’ retreat has become a popular activity. The writers’ retreat provides the opportunity for faculty to have structured time and support for scholarly writing. Twenty-two faculty and staff have participated to date. The third retreat is scheduled for July 2003. TLN also sponsors the new faculty orientation and mentoring as well as resource centers on each campus.

In addition to the institution faculty development operating budget activities, Bush foundation awarded a three-year, $300,000 grant that concluded in the summer of 2002. Bush has awarded the College two grants since the last comprehensive visit; the second focused on diversity and democracy. The grant provided the funding for course development involving diversity in the curriculum, attendance at conferences and other development activities.

Further funding for faculty research and scholarship has been made available through the Centers of Excellence. The Centers are networks of learning involving interdisciplinary study, action research and community partnerships. To create the Centers of Excellence by engaging the college community, the steering committee put the majority of available resources in the first years into an internal grant program – $40,000 per year. To date, 17 projects have been
awarded funding. Following are examples of grant-funded Centers initiatives (see Centers of Excellence Initiatives for additional examples):

A3—Girls Learning Information Technology
Through Art, Advertising, and Analysis developed by faculty and students from Mathematics/Computer Science, Psychology, and Business Administration, this project introduces high school girls to information technology. (Center for Women, Science and Technology)

The Hypatia Conference on Social Justice
This conference, offered over two consecutive years, has engaged students from a multi-state region to foster activism for justice among women college students. (Center for Women, Economic Justice and Public Policy)

Sleepwalkers/The Afterlife Project
Through this project, faculty and students in philosophy, English and theology courses worked closely with a professional theater company to explore humanity’s search for meaning as expressed through beliefs about death and the afterlife. (Center for Women and Spirituality)

Disability: An Issue of Occupational, Economic and Social Justice
In this research project, faculty and graduate students in Philosophy and Occupational Therapy are collaborating with community partners from Advocating Change Together, Access Press and Metropolitan Center for Independent Living to explore differences in perception and language regarding disability among individuals in our society. (Center for Women, Economic Justice and Public Policy)

Health and Wellness for Women and Children in Crisis
This multifaceted project involves the collaboration of several departments (Nursing, Occupational Therapy, Social Work, Education, Physical Therapy and Community Work and Learning) with community partner People Serving People to improve the health, wellness and quality of life for women and children who are homeless or in crisis. (Center for Women and Health)

Community-Based Action Research with Pilot City Health Center
Nursing faculty and graduate students are engaging in action research with community members to identify and address barriers to health for women and girls of color, particularly in the North Minneapolis area. (Center for Women and Health)

STAFF
The College of St. Catherine staff perform a wide range of essential functions for the College. Staff provide academic, counseling and advising services as well as administrative and support services. The staff is a diverse body with a wide range of educational backgrounds and employment experience. Full-time staff members have worked for the College for an average of 7.46 years; those working .5-.75 FTE have been employed for an average of 6.26 years;
and those working less than .5 FTE have been with the College for an average of 3.54 years.

In its efforts to create an environment that respects the experiences of women, the College offers a variety of flexible employment opportunities. Many exempt staff positions are less than full time but are .75-.99 FTE, which allows individuals working in those positions access to most benefits provided to full-time employees. These positions often attract parents who want to be available to their children as much as possible, and individuals who are themselves pursuing an education.

Currently, 76% of the College’s employees are women. Women comprise 85% of the executives, 88% of the professionals, and 80% of the faculty. Over 31% of the College’s workforce works part-time and are eligible for medical and dental benefits. The College has a flextime work policy, administers a pre-tax dependent childcare program, offers Montessori and Early Childhood programs on the St. Paul campus for children age three and above. The College provides 100% tuition remission for employees taking undergraduate courses and classes in five of the graduate programs.

Prior to 1998, administrative and support staff maintained separate associations. Each group met regularly to share information and discuss common concerns. In 1998, the two groups voted to merge into one staff association and established a new constitution. Attendance at the joint association meetings was low, and employees in some positions were unable to attend because of the nature of their position. Increasing the effectiveness of the merged Staff Association was a continuing focus for the two groups.

In 2000, Staff Association leaders worked with the President, the Vice President of Finance and Business Operations, and the Director of Human Resources to review the status of the staff structure. Together they developed a structure that would promote participation, build community, encourage communication, promote professional development, follow the strategic direction of the College, facilitate staff input/feedback and enhance work performance. The proposed structure allowed for all staff employees to participate by attending staff meetings held at multiple times three times per year.

In the beginning of 2001, approximately 45 facilitators were trained to facilitate the meetings, now known as Staff Participation Circles. The facilitators act as a leadership team. They act as liaisons between staff and administration and evaluate each set of Staff Participation Circles. Changes in the format have been implemented as a result of the evaluations. A general evaluation of the entire process is scheduled for Spring 2003.

Fifty staff members (25% of the non-exempt staff) belong to three unions: Engineers, Maintenance and Trades Personnel, and Theater Stage Employees. The College has enjoyed a cooperative relationship with the unions working toward mutual goals of a safe work place and fair compensation. Union pay and benefits are similar to non-exempt staff as a whole.
STUDENTS

College of St. Catherine students inspire the continued existence, growth and aspirations of the College. The students bring to the College energy, motivation, life experience, and individual perspective. The student body is diverse in terms of age, race, religion, cultural background and socioeconomic status. This diversity facilitates the intellectual growth and development of students and faculty alike.

The Ten Day Report for 2002 provides the following portrait of the College of St. Catherine student body as a whole:

- 95.5% of the students are women
- the average student age is 29
- 14.1% of the students are African American, Asian American, Native American, Hispanic or multiracial
- 1.7% are international students
- 91.6% are from Minnesota

Among the 3,569 undergraduates:

- 97.6% are women
- the average student age is 28
- 16.8% are African American, Asian American, Native American, Hispanic or multiracial
- 2.0% are international students
- 91.8% are from Minnesota
- 23.3% are parents
- 64.9% are full-time
- 44.7% are transfer students

Among the 1,135 graduate students:

- 89% are women
- the average age is 35
- 5.6% are African American, Asian American, Native American, Hispanic or multiracial
- 0.8% are international students
- 91% are from Minnesota
ENROLLMENT

A minimum level of enrollment is necessary not only to provide revenue from tuition to support the College services but also to bring vibrancy of new students who fuel innovative and new programming. The College of St. Catherine enrolls sufficient numbers of students to meet the institution’s educational and other purposes. Enrollment has grown from 3445 in 1992 to 4704 in 2002, much of the growth resulting from increased enrollment in the graduate and weekend college programs. Enrollment projections are carefully calculated to ensure that the College’s resources are distributed in a manner that will appropriately support academic programming and student support services.

While enrollment has fluctuated in some programs, the College’s mix of program options has kept overall enrollment healthy. Enrollment fluctuation amongst programs demonstrates the College’s flexibility and responsiveness to student needs, employment trends and employer needs. The provision of health care programs at the certificate, baccalaureate and graduate levels exemplifies the College’s ability to create multiple means of access and achievement for the students it serves.
Especially notable in the area of growth is the increased Weekend College enrollment after a strategic pricing adjustment in 1997. The multicultural student enrollment has also grown substantially in the same period from 8% to 17% of the undergraduates. Twenty-six percent of the incoming freshmen in 2002 were multicultural or international students.

The College has long recognized the importance of enrollment management to insure the longevity of academic programs, fiscal stability and an appropriate allocation of resources. In 1992-1993 the Dean of Students was charged with developing a plan for enrollment management. The resulting Enrollment Management Matrix (EMM) was modeled on the material contained in the 1990 book *The Strategic Management of College Enrollments* by Don Hossler. The author suggests that effective enrollment management must incorporate analysis of recruitment data as well as retention data and activities. He asserts that the work of enrollment management must be cross departmental and cross-divisional, involving all functional areas impacting enrollment, not only admission.

The membership of the Enrollment Management Matrix committee includes not only admission and financial aid staff, but also representatives from areas including student life, student accounts, the registrar, computing services, advising, institutional research, communications, development, multicultural programs and career development. Academic deans, the Dean of Students, the Co-chairs of Faculty Council, and faculty representatives are also members. In all, there are approximately 25 active members of EMM. The Vice President for Student Affairs serves as the permanent EMM Chair; she is assisted by the Associate Dean for Enrollment.

The purpose of EMM is to monitor enrollment, analyze data pertaining to enrollment and make policy and program recommendations designed to improve or sustain enrollment goals. EMM does not formally develop, evaluate, or monitor specific recruitment activities, although weekly inquiry-application-acceptance-deposit activity reports are circulated, reviewed and discussed. There is a keen awareness of the strong link between recruitment and retention, and a willingness to examine and challenge admission policies and programs that ultimately impact retention and graduation rates. By monitoring key indicators such as retention rates and admission yields, EMM encourages programs and services that support student success.

Prior to establishing EMM, analysis of enrollment identified serious retention problems, particularly with attrition of baccalaureate day first-time, first year students (FFs) from freshman to sophomore years. Recognizing that a strong, stable day population provides the critical core essential to the overall viability of all programs, the primary, though not exclusive, focus of EMM has been on retention, particularly of baccalaureate day students.

The creation of the Enrollment Management Matrix resulted in an increased awareness of individual and collective roles in recruiting and retaining students. Prior to the creation of the EMM, faculty and staff viewed enrollment as a function of the Admission Offices and the student’s drive to succeed. Today,
Faculty and staff are aware of their roles and influence and are actively involved in the work of recruiting and retaining students.

The work of EMM was incorporated in the faculty’s development of the baccalaureate core curriculum, most particularly CORE 100: *The Reflective Woman*, (TRW) which students take during their first year at the College. A central value promulgated by EMM was (and is) the need for a common experience among students as a foundation for community development. CORE 100: *The Reflective Woman* provides a common experience for baccalaureate students. Freshman advising groups and orientation groups are organized around the class sections. Common readings, required convocations, and group projects all support the commitment to developing community among these students at the college.

A lasting effect of the work of EMM and its connection to the Office of Institutional Research has been the production of the data-rich Ten-Day Report. This document serves as the source for current enrollment data and provides historical perspectives on enrollment.

**STUDENT GOVERNANCE**

Because students are the central College resource, it is essential that they influence the vision of the College and the policies that affect their experiences as students. Student government creates the opportunity for students to be actively engaged in affecting their educational experience while developing leadership skills that will allow them to impact communities in which they live and work after leaving the College.

The primary student government structure for baccalaureate day students is the College Association Governing Board (CAGB). CAGB is composed of elected officers and elected representatives from each class. The Board is funded by student fee revenue that CAGB also allocates for a variety of social and educational purposes. CAGB is intentionally structured to provide leadership experiences for students. The CAGB President serves on the College Council as well as the Student Affairs Committee of the Board of Trustees.

The Weekend College (WEC) Student Advisory Board responds to the concerns and needs of Weekend College students. WEC Board was instrumental in getting administrative offices at the College that serve students to schedule extended hours. The Board is responsible for the allocation of the WEC student activity fee. A WEC Board chair sits on the College Council and on the Student Affairs Committee of the Board of Trustees.

Graduate Student Advisory Board (GSAB) is similar to the WEC Board. Each graduate program is represented on the Board. The Board offers programs and events for graduate students and faculty, allocate the graduate student fee and have been effective advocates for graduate students. They were instrumental in expanding the service of Weekend College office to the Office of Weekend College and Graduate Student Services. GSAB chair sits on the College Council and on the Student Affairs Committee of the Board of Trustees.

The College is in the process of developing a similar body for associate degree programs.
The Constitution and Bylaws of the Faculty of the College of St. Catherine identify student membership on three important committees: the Educational Policies Committee, the Academic Resources Committee and the Assessment Committee. Participation on these committees allows students the opportunity to participate in decision-making that significantly impacts the educational experience at the College of St. Catherine. The College Association Governing Board (CAGB) appoints baccalaureate students to faculty committees.

Students also contribute to the College culture as student employees. The campus offers the opportunity for on-campus employment to all first year students, regardless of financial need. Research has demonstrated that students who are employed on-campus perform better academically and are more likely to graduate than their peers who do not work on-campus. The College employs approximately 625 students in a wide range of positions, and believes their employment experience not only contributes to their development of time management skills, but also allows students to build important relationships with members of the campus community.

**DEGREES OFFERED**

The College awards Bachelor of Arts and/or Bachelor of Science degrees with the following majors.

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In addition to the bachelor’s major degrees described above, the College awards 41 minors at the baccalaureate level.

The College awards an Associate of Arts degree and Associate of Applied Science and Associate of Science degrees in the following majors or programs of study: Health Information Specialist, Nursing, Occupational Therapy Assistant, Physical Therapist Assistant, Radiographer, Respiratory Care, and Sonography.

The College awards Master’s degrees in: Education, Library and Information Science (degree granted by Dominican University); Nursing; Occupational Therapy; Organizational Leadership; Physical Therapy; Social Work (joint program with the University of Saint Thomas); and Theology.

In 2003, the College will begin to offer the clinical doctorate in Physical Therapy. The College also confers certificates in 13 areas.

The College of St. Catherine collaborates with Dominican University, River Forest, IL, to provide a Master’s of Library and Information Science degree program accredited by the American Library Association. Dominican University awards the degree. Students in the St. Catherine’s program meet the Dominican University admission criteria and complete 36 semester hours of course work to meet degree requirements. Twenty-four semester credits are courses taught by St. Catherine faculty. Twelve semester credits must be taken from Dominican University faculty. These 12 credits may be taken on the Dominican University campus or from Dominican University faculty who travel to St. Catherine’s to teach courses. In addition, interactive, real time video technology is used for courses where the Dominican faculty member teaches in a classroom on the Dominican campus to students in a classroom on the St. Catherine campus.

LIBRARIES AND OTHER ACADEMIC RESOURCES

The College of St. Catherine possesses a high caliber of academic resources to support student learning and research by faculty and staff. Many of these resources fall under the domain of the College of St. Catherine Libraries, Audiovisual Services, and Archives. The libraries have specific acquisition guidelines that prevent unnecessary duplication of materials at multiple library sites, and selection criteria evaluates each title being considered in terms of its ability to support and enhance the existing collection.

The information needs of students, faculty, staff, alumnae, and Sisters of St. Joseph are met through the services provided by the College of St. Catherine Libraries’ three campus locations and its web site. Library collections include more than 260,000 books and 1,400 journal subscriptions. In addition, library patrons may access the collections of the libraries of seven other institutions through the College’s membership in the Cooperating Libraries in Consortium (CLIC). Through CLIC, library users have access to more than one million
volumes and 5,000 periodical subscriptions. The College of St. Catherine also
belongs to MINITEX, which provides patrons with access to the collections of
academic libraries throughout Minnesota, North Dakota, and South Dakota.
The College also is part of the Online Computer Library Center (OCLC) and
participates in its interlibrary loan program, Online Union Catalog (OLUC),
and Cooperative Online Resource Catalog (CORC). In January 2000, the College
of St. Catherine became one of only 150 institutions participating in CORC,
cataloging online websites for other member libraries. Reference librarians are
available to help patrons access the wealth of information available on the
Internet. Each of the College of St. Catherine facilities is equipped with patron
and staff computers to access the local network, the Internet and electronic
resources via the library proxy service.

The College of St. Catherine Library merged with what was then the St. Mary’s
Junior College Library in 1986. Today, the College of St. Catherine Libraries serve
4,704 students and share a common faculty and staff. Construction, which will
renovate and expand the library on the St. Paul campus, is currently underway.

The College of St. Catherine Library website, http://www.stkat.edu/library,
is a visible presence that provides access to services, collections, and library staff
via the Internet. Those off campus, including distance learning students, can
now access resources and services via the library website (reference, reserves,
interlibrary loan, etc.). It is particularly helpful for users on both campuses who
are now able to access electronic resources via the library proxy server. All
e-resources, including the more than 8,000 full text journals, are accessible
via the website and library proxy server.

Videotapes, audio recordings, slides and filmstrips are available to library
patrons through Audiovisual Services. Audiovisual Services is also responsible
for providing and maintaining equipment for over 90 classrooms, and for
collecting media software to support the curriculum. Audiovisual Services
videotape a wide range of events and activities on both campuses, and assist
students, faculty and staff with video production and editing. Audiovisual
Services provides support for videoconferencing, including library information
systems courses offered in conjunction with Dominican University in Chicago.

The College of St. Catherine Libraries, Audiovisual Services, and Archives
publishes a newsletter entitled LAVA, (which stand for libraries/audio/visual/archives)
to keep its patrons informed about acquisitions and activities. The Library staff
also offers regular training in use of online resources for faculty and staff.

LABORATORIES

Laboratory facilities are used by faculty and students in a wide array of
programs. Each health profession associate degree program has a distinct prac-
tice laboratory furnished with equipment unique to the relevant field. Each
laboratory meets the accreditation standards regarding size and equipment.
Several programs have received major equipment donations from area hospitals
during the past several years.

The Minneapolis campus facilities underwent a $2.5 million renovation
project that was completed in 1994. At that time, and again more recently,
laboratory space has been reorganized and improved to accommodate changes in the associate degree programs offered by the College, changes in student enrollment, and new science coursework requirements. Examples of enhanced laboratory facilities on the Minneapolis campus include an upgraded nursing lab, new microbiology labs, a new kitchen in the Occupational Therapy Assistant lab, and an upgraded radiography lab.

The St. Paul campus houses a wide range of learning laboratories, including those that support nursing, occupational therapy, art, psychology, business administration, theater, education, physics, and information management. In an August 2002 survey, eight of 13 programs with operational laboratories reported resources conditions that were “good” or “excellent;” two reported “average” conditions and resources. A new exercise science laboratory will open when the new student center and learning commons, Coeur de Catherine is completed in 2003.

Beyond basic maintenance, renovation and repair in Whitby and Mendel Halls in the past three to four years have taken several forms. In Mendel Hall, the entire Psychology area classrooms, labs and offices were re-designed and re-built (1999-2000); air conditioning systems were completed, this process involving approximately half of the building (2000-2001); hallway carpeting was removed on several floors and the original terrazzo tile restored; upgrades in technology were effected, including associated new furnishings, electronic SmartBoards, seminar tables with power and network links, etc. In addition, Mendel Hall became one of two spaces on campus to house a mobile wireless computer network system. In Whitby, the focus has been on technology upgrades. Select classrooms, approximately four, were targeted for new wiring, network connections, electronic SmartBoards, video and audio equipment, data projection, and new furnishings. Carpeting was replaced on all floors; major foundation work was undertaken in 2000 and 2001 to alleviate moisture and mold problems.

The college currently has a three year plan for additional renovation and repair of both buildings, including hallways, classrooms and faculty offices, devoting $4.7 million to those efforts.

INFORMATION TECHNOLOGY

Since the last comprehensive visit, the College of St. Catherine has directed considerable resources to the establishment and maintenance of technological access and availability, and to online services. This investment has made a great impact on the College learning environment. Utilization of technology and information management systems has become an integral part of students’ educational experience while also changing the way faculty and staff deliver services to students.

Special emphasis has been and will continue to be placed upon creating approaches to technology that facilitate interdisciplinary learning and are compatible with women’s learning styles. Enormous progress has been made in providing access to technology for students, faculty, and staff, and to providing the support necessary to make the technology useful. There are currently seven
general computer labs with 103 workstations and 14 departmental computer labs with 117 workstations.

Every residence hall has a computer lab on each floor, and residence halls on the St. Paul campus have a network port in each room. Students who live on campus and bring a computer with them may purchase a network card and have it configured to give them high-speed network and Internet access from their rooms. Four hundred and seventy-five (475) laptop computers are available through a leasing program for which all students are eligible. Education students are required to lease laptops to facilitate their creation of an electronic portfolio, to use in the classroom and to use during field experiences; business administration students are required to lease laptops for some classes as well.

Every full-time faculty member is provided with a desktop or laptop computer. A Technology Resource Center on each campus provides faculty and staff with access to auxiliary equipment and software including scanners and compact disk burners as well as audio, video and photograph editing capabilities.

Computer-based technology including electronic "whiteboards", video data projectors, televisions and VCRs are permanently installed in classrooms on each campus. The College licenses Blackboard, a course management system that is used by faculty primarily to supplement face-to-face classes with online course materials, discussions and testing. The College also owns portable storage carts equipped with wireless network transceivers (also known as computers on wheels or COWs) that support the deployment of laptop computers, connecting them to the College’s computer network from a variety of locations.

The McGlynn Computer and Technology Center staff provide instructional, support and repair services. Three members of the staff including the Assistant Director for Instructional Technology, an Instructional Designer and an Academic Computing Consultant, are assigned full-time to providing technology research, installation, trial, training and consultation services. They have provided critical assistance to faculty in converting selected course content to a distance learning format and have influenced the development of electronic portfolios.

During 2002, an Information Technology Strategic Plan that provides a continuously evolving framework for implementation of technology that supports achievement of the College’s strategic objectives through 2005 was developed and presented to the Board of Trustees. The plan encompasses both the academic and business environments.

Through the implementation of the initiatives outlined in the Information Technology Strategic Plan, the College intends to continue to build upon the state-of-the-art capabilities that have been achieved through substantial investment of financial and human resources over the past five years. The initiatives include implementation of processes or projects for the identification, evaluation, trial and implementation of new technologies to enhance teaching and learning; annual comparison of costs to operate numerous computer laboratories and the laptop computer leasing program versus requiring each student to have or providing each student with a personal mobile computing device; development of plans for upgrading data and telecommunications infrastructures in
conjunction with the renovation of classroom buildings; increasing the number of classrooms equipped with electronic whiteboards and/or data projectors; increasing the bandwidth of the connection to the College’s Internet service provider; implementing a more automated process for registering and recording grades for distance learner enrollees; upgrading software modules that support administrative operations; and implementing a document imaging system to expedite or enhance processes for admitting and advising transfer and graduate students, awarding financial aid, and paying invoices.

STUDENT AFFAIRS AND OTHER SERVICES AND PROGRAMS THAT ENHANCE THE EDUCATIONAL EXPERIENCE

The College of St. Catherine provides a complete portfolio of programs and services that afford all students the opportunity to succeed. This array of student learning focused offerings creates an atmosphere in which students are supported in all areas of their curricular and co-curricular experience. Some of the co-curricular programs and services are housed in Academic Affairs but the majority are organized within the Student Affairs division of the College. All co-curricular programs are linked through a common philosophy of the institution’s mission and thus are core to the College’s educational purposes.

The Student Affairs division of the College includes Access and Success (program for student parents), Athletics, Aimee and Patrick Butler Center for Fitness and Recreation, Campus Ministry, Career Development, Community Work and Learning (service learning), Counseling and Student Development (personal and career counseling on the Minneapolis campus), Counseling (St. Paul), Early Childhood Center, Financial Aid, Health and Wellness, Multicultural and International Programs and Services, O’Neill Center for Academic Development, Residence Life, Student Activities, Admission (Weekend College, Graduate and Associate programs) and the Office of Student Affairs (central office for the division). As part of the Student Affairs strategic plan the divisional mission statement has been revised to reflect the collective focus of the division:

Student Affairs enriches students’ lives and education. Working collaboratively with college and community partners to advance the mission of the College of St. Catherine, Student Affairs acts as a catalyst for learning opportunities through which students realize their academic, personal and career goals. Within a diverse and inclusive community and informed by principles of Catholic Social Teaching, Student Affairs fosters the holistic development of students as lifelong learners and ethical leaders in a global society.

(Approved on June 12, 2002)

Academic Affairs provides leadership for several key co-curricular programs and services including: Academic Advising, Global Studies, and the Minneapolis Learning Center for students in the Associate programs. Academic and Student Affairs work collaboratively to ensure the College provides an integrated learning environment.

“Co-curricular activity can provide students with a meaningful learning experience... These experiences help students to develop critical thinking, leadership and collaborative skills...”

Greg Di Novis, Assistant Professor Business Administration
ACADEMIC SUPPORT SERVICES AND PROGRAMS

Academic Advising
Professional advising staff and faculty advisors are available to students enrolled in all programs. Each student is assigned an academic advisor. Advisors help students clarify educational objectives, plan suitable courses of study, use available resources, explore opportunities for learning and address academic problems that may arise.

The Catherine Connection is simply a conceptual map designed to guide students through an integrated college experience. Linking academic advising, career development, and student involvement opportunities throughout the four years, students are helped to see the connection between curricular and co-curricular experiences.

Writing, Reading, Math Support and Services for Students with Disabilities
Learning centers on both campuses provide students with the opportunity to strengthen and enhance their academic skills. The O’Neill Center for Academic Development on the St. Paul campus addresses the diverse academic needs and interests of students enrolled in baccalaureate and graduate programs. The professional and student staff offer services, accommodations and technology designed to promote academic achievement through the Writing/Reading Center, the Math Center and the Resources for Disabilities Center. The services provided by the Minneapolis campus Learning Center include tutorial assistance in content area courses; professional and peer assistance with writing, reading, and study skills; accommodations for students with disabilities; and special services for students for whom English is a second language.

Career Development
Career Development offers students comprehensive career planning information through a variety of programs and services. Professional career counselors work with students to clarify their career interests, values, academic interests, work environment preferences and skills through a variety of self-assessment activities.

The St. Paul campus Career Development office provides a wide range of programming designed to support student career choices. Career development opportunities are clearly articulated in the Catherine Connection, a guide to curricular and co-curricular opportunities at the College. Resources for developing career portfolios electronically or in hard copy are also provided through Career Development throughout the stages of the Catherine Connection.

The Career Development web site is used by students and alumnae. Career counseling is available to students on the Minneapolis campus through the Counseling and Student Development office.

Community Work and Learning
The Office of Community Work and Learning was established in 1999 to provide coordination and support in developing service learning experiences for students, faculty and staff. The Office of Community Work and Learning creates mutually beneficial partnerships between the College of St. Catherine and
diverse community-based organizations in order to connect academic coursework with community-based experiences. More detailed description and analysis of the Office of Community Work and Learning can be found in Chapter 4.

**Services for Students who Speak English as a Second Language**

In response to the growing number of students attending the College who speak English as a second language, the College has developed both English as a second language (ESL) coursework and support services.

There are currently five credit bearing ESL courses offered at the baccalaureate level that count toward graduation. Testing and placement procedures have been developed, and application files of all ESL baccalaureate students are reviewed and assessed individually by the baccalaureate program ESL Coordinator to determine the need for testing and placement in ESL courses.

A developmental writing and reading course for associate degree ESL students is offered. A variety of support services and accommodations are available for associate degree students who speak English as a second language including extended time for tests and a designated note-taker for those who qualify. Paraprofessional assistance in writing and speaking is available through the Learning Center. The ESL Specialist on the Minneapolis campus works closely with faculty and staff to ensure that students’ often complex needs are addressed completely and holistically.

**STUDENT INVOLVEMENT AND LEADERSHIP OPPORTUNITIES**

**Athletics and Recreational Activities**

The College’s athletic program seeks to develop women of integrity and character with a focus on integrating athletics and academic success. Since 1994 the college has significantly enhanced the athletic program by adding five full-time coaches, three new varsity sports (basketball, soccer and hockey) and significantly increased program budget for trips, uniforms and practice facilities.

Currently there are more than 100 baccalaureate scholar athletes competing on ten intercollegiate teams. Each student spends an average of 15-25 hours per week practicing or competing during her season(s). The team captains are involved in team management and are members of the Student-Athlete Advisory Council (SAAC). SAAC meets once a month to plan joint team events and projects. Student involvement in the athletic program complements academic achievement; last year the ten-team grade point average was 3.1. In addition to the athletic program, the College offers students regular recreational activities including yoga, aerobics, water aerobics, tennis, ice-skating and rock climbing. Team activities have also been offered including basketball, racquetball, football, volleyball and soccer.

**Campus Ministry**

Campus Ministry provides hospitality, prayer, and reflection opportunities as well as pastoral care for students, faculty and staff of all faiths and spiritualities. The Catholic Eucharist and the Sacrament of Reconciliation are celebrated regularly. Outreach and immersion trips, and legislative actions on moral and social justice issues are organized through Campus Ministries. In all programs

“A student participant in the Campus Ministry Social Justice Outreach Trip to Jonestown, Mississippi wrote: “Seeing segregation, racism and poverty makes me sick and I still feel there is a long way to go. I wish we could have covered some answers to why this is still happening and is anything being done? I feel our work made a difference and hope will continue to affect the community members, but I feel there is a lot left to do.”

Jennifer Lipinski, ’04, Biology
and worship opportunities, campus ministry promotes the leadership of women, and the spiritual development and full, active participation of all in the formation of the College faith community. There are Campus Ministry offices on both campuses.

**Multicultural and International Programs and Services**

Multicultural and International Programs and Services (MIPS) serves as the major information source for policies and procedures that affect multicultural and international students. It encourages the integration of multicultural and international perspectives in curricular and co-curricular activities, and provides cross-cultural and diversity training and programming. MIPS provides programming, advocacy, and other support services designed to enhance the college experience for multicultural, international, immigrant, and refugee students. MIPS also seeks to increase the awareness of the larger College community regarding issues in which culture, race, religion, language and/or national origin play a role. In 1998 MIPS expanded services to the Minneapolis campus. A multicultural lounge was established and a .25 FTE staff person was hired; this position has now grown to full-time and multicultural programs and services on the St. Paul and Minneapolis campuses are now integrated.

**Student Activities**

Student Activities Office exists to create avenues for students to form meaningful connections to the College. The department encourages students to maximize their college experience by engaging in leadership opportunities, by becoming involved in activities that challenge them to integrate their curricular and co-curricular experiences, and by becoming contributing members of the campus community. This mission is accomplished through:

- Coordinating the college’s new student orientation programs (first-year, transfer, Weekend College, graduate student and two-year programs);
- Advising the college’s recognized student representative bodies (the College Association Governing Board, the Weekend College Advisory Board and the Graduate Student Advisory Board);
- Advising the St. Kate’s Activities Team (SKAT), the college’s campus-wide student program board;
- Providing support to the college’s 35 chartered clubs and organizations and their faculty/staff advisers; and
- Supporting other student groups such as the LEAD Team peer-educator group and the Re-Entry Adult Program Board.

**Residence Life**

The Office of Residence Life is responsible for housing over 700 students on the college’s two campuses. Approximately 75 students live on two floors of the Old Main building on the Minneapolis Campus, while on the St. Paul campus approximately 650 students live in five residence halls and two apartment complexes.
Residence Life is committed to providing learning environments where students can form connections with their peers, staff and faculty. Using the framework of the Catherine Connection and a model based on the core values of the Sisters of St. Joseph, the Residence Life staff assesses the needs of resident students and offers programs fostering personal growth and academic development. Through the Residence Hall Association, students are encouraged to identify and hone their leadership skills and to play an active role in the development of the residence hall communities.

**Access and Success**

Access and Success, created in 1993 as a comprehensive program of support for single parent students enrolled on the Minneapolis campus and expanded to the St. Paul campus in 1999, was developed in response to the growing number of single parents attending the College, many of whom experienced difficulty beginning or completing their education due to unique barriers. The program began by addressing students’ needs for safe affordable housing by offering access to housing subsidies and collaborating with CommonBond Communities to develop and build an eight unit apartment complex for low-income single parents near the Minneapolis campus. Through Access and Success, the College looked beyond traditional institutional roles to focus on the psychosocial and financial, as well as academic factors affecting performance of student parents.

Services offered by the program have expanded to include childcare subsidies, an emergency loan and grant program, a lactation room, a mentoring program, a quarterly newsletter, a laptop loan program, a car repair program, and support groups. The program also sponsors a speaker’s bureau, Mother to Mother, which enlists current and former single parent students to make presentations regarding parenting to pregnant teens at area schools. Mother to Mother speakers share their experiences as single parents attending college, and encourage their audience to also explore continued education.

The program provides a level of support and assistance to student parents that is unprecedented at private institutions of higher education; the College’s commitment to the program reflects its firm belief that higher education should be available to persons of all economic levels.

**Early Childhood Center**

The Early Childhood Center assists in living out the College’s commitment to supporting women by providing quality care and education for the young children of St. Catherine students, faculty and staff. The Center also provides a fieldwork site for education students, a student teaching site for preschool education students, and an observation site for psychology, occupational therapy and family consumer science students. The Center is licensed to provide service to 55 children between the ages of 33 months and 5 years.

**PERSONAL COUNSELING AND HEALTH SERVICES**

The Counseling Center is a confidential service for students that is staffed by licensed psychologists. A consulting psychiatrist is also regularly
available to offer assessments and medication follow-up. Center services include short-term counseling, consultation, psychiatric evaluations and referral to community resources. Students come to the Center with a wide range of concerns such as low self-esteem, depression, anxiety, managing transitions, improving skills in stress management, and understanding relationships with family and friends. A library of self-help books and tapes is available in the center for browsing or loan. The Counseling Center website provides information about the services offered and also suggests links to other websites for further education about mental health. Counseling services are provided to students on the Minneapolis campus through the Counseling and Student Development office. All services on both campuses are provided to students without charge.

The Health and Wellness Center provides students with guidance in developing and maintaining healthy lifestyle habits, as well as providing general health care for illnesses or injuries. Health services are provided by nurse practitioners and physicians. During the 2000-2001 academic year the College created a partnership with the University of Minnesota Division of Adolescent Health that includes fellows and faculty from the program serving as staff in the Center. The new partnership significantly enhanced the Centers portfolio of services. Students with medical needs beyond the scope of the Center are referred to appropriate community resources. In addition, the Center provides frequent campus-wide wellness programs and presentations provide students with the opportunity to broaden their awareness of and involvement in their own health. The Health and Wellness Center website provides valuable information to students.

FINANCIAL AID

The Financial Aid Office strives to make a College of St. Catherine education affordable for all students. In addition to providing direct service and administering state and federal financial aid programs, the Financial Aid Office facilitates student learning about financial terms and practices, and expects that graduates are ready for financially independent and responsible futures. Financial aid procedures stress student responsibility for meeting deadlines, obtaining documentation and securing outside funding.

The College of St. Catherine successfully enrolls and graduates students from all income strata. On the average, students at the College demonstrate greater financial need than students at other Minnesota private colleges as well as the state universities. Successes with moderate and low-income populations, as well as very low student loan default rates, are testaments to the effectiveness of the financial aid program.

In 2001-02, the financial aid office served over 3800 students who received $41.8 million in financial assistance. Over 80% of all students received aid from institutional, federal, state and agency sources. The college provided over $8 million in grants and scholarships; the Minnesota State Grant program was the largest external sources of student grants. Students and their parents also used over $23 million in student loans.
PHYSICAL RESOURCES

The College of St. Catherine maintains a physical plant that supports effective teaching and learning. In September 2000, the architectural firm of Ellerbe and Becket provided the College with a comprehensive Master Space Plan. With the goal of undertaking major campus construction projects in mind, Ellerbe Becket described the existing condition and current use of all buildings on campus.

The Master Space Plan for the College of St. Catherine defines a vision and framework for the physical development of both the St. Paul and the Minneapolis campuses. The plan responds to the College's Strategic Plan priorities, programmatic needs, necessary physical improvement and upgrade requirements; it also takes into account the numerous external factors influencing College actions.

Features of the Master Space Plan include the creation of a student center attached to an expanded learning commons. The complex will be called Coeur de Catherine to honor the College's namesake. The new learning commons will reinvigorate the College of St. Catherine Libraries by serving as the structure in which collaboration, dialogue, and inquiry within the learning community can take place. The student center will strengthen the important role that the student center plays for the residential population, while also providing a campus focal point and community center for each of the diverse student populations groups attending the College. Weekend College students, commuter students, and graduate students have long needed adequate space in which to study, relax, and congregate.

Consistent and conscientious efforts are made to provide students with a safe and healthy environment. Uniformed security staff are on duty around the clock on both campuses. The dispatch center is in constant radio contact with the security officers. An escort service is available to students, faculty and staff. The College produces Annual Safety and Security Reports, which report statistics that are very low by national standards.

The Safety and Security Department provides oversight of safety and security issues including hazardous waste. In allocating capital resources, projects that impact safety and security have the highest priority.

In addition to improvements to laboratories and classrooms mentioned above, each year the College develops a capital budget and reviews the Deferred Maintenance Plan accordingly (See the 2002-2003 capital budget). The deferred maintenance plan (See the Six-year Deferred Maintenance Plan) addresses 20 categories such as Americans with Disabilities Act compliance, roofing, elevator upgrades and lighting.

Funding of capital items, including deferred maintenance, is addressed in the College's Budget and Planning Forecast as an element of the strategic plan as first approved by the Board of Trustees in 1999 and as reviewed and ratified by the Board of Trustees in 2002.
FINANCIAL RESOURCES

For almost one hundred years, the College of St. Catherine has served as a model steward of financial resources. In times of economic stress, it has expended revenue and gifts frugally. It has assured the integrity of investment by developing a policy that provides specific guidelines so that money contributed to or earned by the College will be invested in ways that are consistent with the College’s mission and philosophy.

The College demonstrates a pattern of financial expenditures that show the commitment to provide both the environmental and the human resources necessary for effective teaching and learning. The College has demonstrated a balanced budget and a steady growth of its endowment for more than ten years.

The 2002-2003 Operating Budget is approximately $58 million. The portion of revenues devoted to instruction and academic support has grown since the new academic administration structure was established in 1998. That growth is illustrated by the graphic summary of College expenditures that follows.

Note: Changes were made in the Federal Accounting Standards Bureau procedures in 1996, which changed the way in which assets and financial aid expenditures were categorized.
During the same ten-year period, the College has also experienced a substantial increase in its total assets. College assets are illustrated in the following graph.

Leadership in Mind, the Campaign for the College of St. Catherine will further increase those assets over the next several years.

Moody’s Investment Services recently upgraded the College to a Baa1 rating with a stable outlook. The College issued fixed-rate and variable-rate bonds through the Minnesota Higher Education Facilities Authority. (See bond offering statements.) The Baa1 rating was based upon the College’s solid market niche as the largest Catholic college for women in the United States; clear mission and diverse programs leading to growing enrollment and improved selectivity; resources that provide a cushion relative to debt and operation; and positive operating budgets that reflect conservative budgeting processes.

COMPENSATION

Compensation has been a long-standing area of concern for both faculty and staff. In the early nineties, a commitment was made to bring the salaries of the Minneapolis campus faculty to the median of the American Association of University Professors (AAUP) North Central region for two-year colleges with rank. This plan was substantially achieved by 1995. In 1994, the Board of Trustees embarked on a plan to bring the salaries of St. Paul faculty to the median of the
Associated Colleges of the Twin Cities salaries over a five-year period. Unfortunately, external pressures to restrain tuition increases, as well as unanticipated salary increases for faculty at two colleges in the reference group made it difficult to achieve that goal. The resulting tension strained collegial relations and the College budget process.

In 1996, a small work group identified ways in which the operating budget could be decreased, so that funds would be available for improved compensation and other College priorities. Faculty members were offered an early retirement option and staff was offered a generous “buy-out” plan. Eleven faculty and 56 staff left at the end of the 1996-97 academic year, which resulted in savings, but also strained the remaining faculty and staff when their workload increased.

Compensation remained an outstanding issue as the current President took office. She, together with the Board of Trustees, is committed to resolving the issue. Since 1998, increasing salaries has been a high priority within the College budgeting process. The Board of Trustees charged the College administration with developing a plan for increasing salaries and wages for faculty and staff. An initial analysis of comparative salaries was completed in the spring of 2000, and a plan was developed.

The Compensation Plan, implemented in April 2000, is based upon the following governing principles:

- A systematic and clear plan for the future
- Reasonable balance with other college priorities
- Equity within the college community
- Reward long-term service
- Board commitment to funding

The Compensation Plan addresses legitimate concerns regarding salaries. It is based on data that substantiates that a significant number of employees in each group (faculty, exempt staff, and non-exempt staff) were behind their peers at comparable institutions. Within some sub-groups, there was a broad span of percentage deviation from an acceptable norm. In these cases, market realities and length of service were two variables that could be taken into account. The plan does not, however, take market realities affecting the hiring and retention of employees into account. The overall design is as follows:

1. Rank groups of positions for administrative and hourly categories analogous to professor, associate, assistant and instructor faculty ranks
2. Establish a position-specific database for each full-time employee group
3. Determine external norm for comparison at low, mid and high ranges
4. Adjust current salaries by position for years of service in excess of norm
5. Determine gap in dollars and percent of current salary from norm adjusted for item four above
6. Assign priorities based on percent of deviation from adjusted norm
7. Develop forecast based on percentage increase determined by priority groups within employee category

8. Develop a salary management plan based on the priority groupings within and across categories, refining a salary management plan based on changes in staffing, market demands and College needs

Movement toward achieving the goals set forth by the Compensation Plan will decrease the gap between the College of St. Catherine salaries and wages and those at comparable institutions in the case of faculty and administrative staff, and those in the local market for non-exempt personnel. The comparison group of schools is like the College of St. Catherine in several respects: enrollment, size of annual budget, number of full-time faculty, institutional scope, urban location and tuition costs.

It is anticipated that the implementation of this plan will require that approximately $4,700,000 be added to the wage and salary base over and above

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**Compensation Goal**

*Faculty, Exempt and Non-Exempt Employees*

- Prior to June 2000
- As of June 2000
- As of June 2001
inflationary increases between 2000 and 2005. This includes a calculation of the increased fringe benefit costs associated with higher salary and wage base. Since the implementation in April of 2000, at least $1,000,000 has been added annually to the base budget for compensation. Substantial progress has been made as illustrated by the graph on the preceding page.

The President and the Board of Trustees are committed to reaching the plan's goals and anticipate additional wage and salary adjustments being made in June 2003 and June 2004.

The structure and contribution to the retirement plan remains an issue. Non-exempt staff are covered by a defined benefit plan. Some would prefer a defined contribution plan with a contribution by the College. Faculty are covered by a defined contribution plan. They are concerned that they are required to contribute 5% of their salary to their retirement plan to receive the College’s 8% contribution while Associated Colleges of the Twin Cities (ACTC) colleagues receive a 10% contribution with no employee contribution requirement. At this point in time, the Board of Trustees and the President are committed to improving basic compensation levels before improving benefits.

RESOURCES MANAGEMENT

The College of St. Catherine manages its financial resources in a manner that maximizes the institution’s capability to meet its purposes. The Office of the Vice President for Finance and Business Operations carefully manages the College’s fiscal resources. In 1999-2000 the Investment Committee of the Board of Trustees worked with the Vice President to conduct an analysis of the College’s investment practices in order to determine whether the practices supported the institution’s strategic goals and directions. As a result, the institution’s investment managers were changed, and the College revised its asset allocation. The College engages the Concord Advisory Group Ltd. to oversee the investments and evaluate the performance of the managers against the designated benchmarks. The Concord Advisory group provides a quarterly report to the Investment Committee of the Board and the Vice President of Finance and Business Operations. A copy of the most recent Concord Advisory Group, Ltd. Portfolio Review is available. In addition, the Vice Presidents for Finance and Business Operations in conjunction with the Vice President for Development and External Relations implemented several critical procedural changes.

• A lockbox system was put in place so that gifts made by check or credit card could be immediately deposited to maximize earnings.

• A system for the direct deposit of gifts of marketable securities into the college’s custodial account resulted in significantly reduced transaction charges and the immediate investment of donations.

With the assistance of independent consultants the college examined development practices with the goal of strengthening accountable, wise stewardship of contributions made to the College. As a result, several key positions were added to this area of the College. A Director of Corporate and Foundation Relations was
hired, as well as a Stewardship Coordinator. The College now receives, acknowledges, receipts and tracks gifts more efficiently and effectively. The Director of Advancement Services works with other staff members and volunteers to identify potential contributors to the College. The entire Development Department has become a results driven organization that is focused on increasing both the participation rate and the dollar amount of contributions. The college exceeded the $1,000,000 mark in unrestricted annual giving for the first time in FY ’02 and has already achieved an historic level in a capital campaign as compared to other Catholic colleges for women in the United States.

In anticipation of conducting a comprehensive campaign, a Philanthropic Market Study Report and Recommendations market study was conducted for the College by Campbell and Company. The investigators concluded that the College “can raise significantly increased support through a two-phased campaign.” Following the recommendations made by Campbell & Company, the College launched the public phase of its $80 million comprehensive campaign, Leadership in Mind, the Campaign for the College of St. Catherine, in November 2001 with $44,000,000 already secured, including a single unrestricted $20 million gift from the Sisters of St. Joseph of Carondelet.

As of early November 2002, nearly $60 million (75% of goal) has been raised. A significant amount of the contributions to date (nearly 53.5%) have been made to support the campaign priorities in general and are not restricted to any specific project or initiative.

The following are indicators of increased financial strength:

- Balanced budgets
- Participative and disciplined budget process
- Significant increase in fundraising
- Increased investment in plant and facilities, including, management of deferred maintenance
- Significant progress toward compensation goals
- Well managed and manageable debt
- Increased revenues from tuition (25% growth)
- External validation by rating agency, financial institutions, and corporate leaders

ANALYSIS

College resources reflect what is necessary to support its educational programs, and are appropriate for a comprehensive college of its size. Resources are organized in a manner that best serves the College and its constituencies, and the organizational structures and decision-making processes are appropriate to an institution of higher education.

The College uses systems of governance that provide dependable information to the institution’s constituencies and involve them in decision-making

With the launch of the Leadership in Mind Campaign, the College of St. Catherine undertook the largest fund-raising effort ever attempted by a Catholic college for women.
processes. Throughout the College, open and collegial processes are used to inform all levels of decision-making, thus ensuring that the College’s resources are expended wisely.

Faculty and staff are clearly the most vibrant and essential area of College resources. They are accomplished and exceptionally committed to student learning. They engage in a variety of scholarship and service oriented activities while maintaining a focus on teaching.

The Enrollment Management Matrix committee (EMM) has been critical in identifying College enrollment trends and attrition risk factors. Although EMM’s priority will continue to be baccalaureate day enrollment with a particular emphasis on retention, attention is being given to retention issues affecting associate degree and baccalaureate weekend programs.

With a strong institutional commitment to its purpose and goals, EMM is able to provide the structure for ongoing analysis and appropriate program and policy response and recommendations. Because of its cross-divisional nature, EMM is in a position to engage the community in discussions and decisions related to admission policies and programs and services that will support student retention.

Great excitement is focused upon the current and future new construction and renovation of College facilities. Despite the planned construction and renovation, aging physical resources will remain a problem. Momentum will be required to sustain deferred maintenance on both College campuses.

Extensive self-evaluation informed the processes that led to the creation of the College’s Strategic Plan. The initiatives and directions identified in the Strategic Plan will allow the College to build on its existing foundation of resources. Leadership in Mind, the Campaign for the College of St. Catherine and the diversification of College investment promises a bright economic future for the College.
Criterion Three: 
The Institution is Accomplishing its Educational and Other Purposes

The associate, baccalaureate, and graduate degrees awarded by the College reflect the completion of clearly defined and academically rigorous programs. The College develops and enhances these programs in response to student academic and intellectual needs, changes in disciplinary professional expectations, and trends in pedagogical research.

Through academic and co-curricular programming, students have opportunities to examine and clarify their values in the context of Catholic Social Teaching. This tradition emphasizes the interdependence between self and society, and values education used to improve the human condition over that used exclusively for personal gain. This tradition also grounds the College’s goal to prepare students to demonstrate ethical leadership grounded in social responsibility. It requires offering students opportunities to become engaged in the community beyond the classroom. The newly established Centers of Excellence continue the College’s pattern of engaging faculty, students, staff and community partners in joint educational experiences addressing key issues in women’s lives.

The College also brings faculty and students together across disciplines. The defining characteristic of educational programming at the College of St. Catherine is the integration of interdisciplinary perspectives. These perspectives are found across the curriculum in programs and in specific courses, whether they are explicitly interdisciplinary in nature or not. This unique curriculum design supports the educational purposes of the institution by facilitating diverse perspectives, emphasizing the liberal arts even in professional program coursework, and creating a learning environment that is relationship centered. The College’s ratio of one faculty member for every sixteen students affirms this relationship-centered environment and permits extensive student/faculty interaction throughout the curriculum.

The baccalaureate Core Curriculum courses, CORE 100W: The Reflective Woman and CORE 399W: Global Search for Justice, and the Core Integrated Learning experiences at the associate degree level demonstrate the College’s commitment to multidisciplinary education that encourages critical thinking. The Centers of Excellence facilitate interdisciplinary learning, research and scholarship in the broadly defined areas of Women, Economic Justice and Public
Policy; Women and Health; Women, Science and Technology; and Women and Spirituality.

The College also encourages interdisciplinary learning through collaboration to create the learning environment described in the mission and institutional purposes. Faculty regularly attend workshops on collaborative pedagogy as a primary means of accomplishing this goal, including annual core curriculum teaching workshops and January workshops sponsored by the College and its Teaching Learning Network with sessions on collaborative educational techniques. Project Colleague Phase II, funded through the Bush Foundation, supported formation of Faculty Study Groups (FSGs) that facilitated collaborative research and learning and stipulated that collaborative teaching techniques should be shared with other faculty. Early participants in these FSGs produced “The CLUE Book” (Collaborative Learning for Undergraduate Education), which detailed the need for collaboration, and served as a guide for FSG leaders that followed.

As a result of these efforts, collaborative methods are found throughout the curriculum. The Core Curriculum courses at the Baccalaureate and Associate Degree level were specifically designed to incorporate collaboration through discussion and group work. These and other collaborative pedagogies engage faculty and students as partners in learning. Evidence of the effectiveness of these methods is seen in the results of the National Study of Student Engagement 2000 where both first-year and senior CSC baccalaureate students rate their engagement in “active/collaborative learning” higher than students in the national sample.

The move toward interdisciplinary and collaborative pedagogies reflects a responsiveness to student needs that has been as consistent a characteristic of the College of St. Catherine as its foundation in social justice. This responsiveness and flexibility also reflects the influence of St. Mary’s Junior College, whose faculty and curriculum became a part of the College of St. Catherine with the merger of the two institutions in 1986. A defining characteristic of the former St. Mary’s Junior College, and St. Mary’s Nursing School before it, was the ability to adapt quickly to influences as divergent as historical wartime shortages of nurses and, more recently, a rapid increase in the number of single mothers pursuing higher education. The College has found, through experience and analysis, that an interdisciplinary and collaborative learning environment best suits the modes of learning and understanding that women practice most comfortably. Designing programs and practicing pedagogies consistent with student needs has become the hallmark of the College.

In order to assure the quality and integrity of educational programming at the College of St. Catherine the faculty maintain responsibility for the curriculum and the granting of academic credit. All new majors, programs, certificates, and courses are brought to the appropriate level subcommittee (i.e., associate, baccalaureate or graduate) of the Educational Policies Committee (EPC). The faculty-members elected to serve on these committees review all proposals and recommend approval, revision or rejection. Following subcommittee approval,
proposals for new majors or programs advance to the full EPC where they are reviewed again from a college-wide perspective. Proposals approved at this level are then brought to the full faculty, first for faculty hearings, and ultimately for faculty vote. In order to assure that the College’s programming continues to meet the needs and expectations of the constituencies it serves, assessment and associated planning have become integral priorities for the College.

ASSESSMENT OF THE STUDENT LEARNING EXPERIENCE

The College of St. Catherine has built on a strong commitment to active assessment of its educational programs. While there has long been a plethora of collected data indexing the attitudes, behaviors and skills of students, with recent prompting from its accrediting agencies, the College is becoming much more intentional in its use of data to improve educational and co-curricular programs. Assessment strategies and mechanisms used by the College focus on both direct and indirect indicators of learning, and embrace a range of data collection methods.

Since 1992, work on assessment has focused primarily on creating a comprehensive, systematic program that ensures both the careful evaluation of learning outcomes and the constructive use of this evaluation to improve and enhance students’ educational experiences. The College’s first Institutional Assessment Team (IAT) was formed in 1994; it struggled to define and clarify the differences between assessment and evaluation, to educate the College community about assessment, and to enlist involvement in assessment work. By 1996, nearly all departments and programs had submitted first drafts of formal assessment plans that included implementation processes and curriculum revision strategies.

Formal assessment efforts at the College of St. Catherine, for most of its history, have been a grassroots enterprise driven more by faculty involvement than administrative directive. Following the inevitable early stage of resistance, where “Why?” was the most often asked question, the College community has moved to embrace assessment as a valuable tool, now more often asking “How?” Hands-on workshops have introduced faculty and staff members to a variety of assessment methods and data management strategies. (A detailed chronology of assessment efforts of the past decade is included in the College’s Assessment Plan.)

In 2001, the revised faculty governance system transferred assessment oversight from the ad hoc IAT to an elected committee. The purpose of the elected Assessment Committee, described more extensively later in this chapter, is both to employ assessment for the continuous evaluation and improvement of the institution, and to institutionalize it through the creation of a system where the work is continuous, despite revolving Assessment Committee membership. During the 2001-02 academic year, the Assessment Committee finalized a comprehensive revision of the 1994 Assessment Plan for the entire institution.
In defining the student experience at the College, it has become evident that outcomes are most meaningful when student learning is defined broadly and includes facets outside of traditional measures such as licensing exams or admission rates to graduate schools. The goal of the College’s assessment activities is to capture the totality of the student’s collegiate experience. Students learn in a variety of contexts, through leadership opportunities, work-study experiences, co-curricular activities and peer interactions, as well as through classroom, laboratory and clinical experiences. Both direct and indirect measures of the student experience are assessed as evidence that the College is accomplishing its educational purposes. Analysis of this evidence will include evaluation of the College’s progress in relationship to the Higher Learning Commission’s Levels of Implementation.

The College of St. Catherine is committed to a value-added approach to assessment, with a multi-method approach grounded in liberal arts and major field outcomes assessment, student self-reports of participation, engagement and satisfaction, and alumnae and employer feedback. The College is sensitive to retention and completion rates, directing considerable energy toward improving students’ educational experiences and facilitating their educational success.

ASSESSMENT AT THE ASSOCIATE DEGREE LEVEL

Educational innovation has been the hallmark of the associate degree programs since their inception in 1964, at what was then St. Mary’s Junior College. Assessment processes have been the basis for the creation and termination of programs, and for changes in curriculum, though the processes were not always standardized and documented. Since 1992, the emphasis has been on formalizing and institutionalizing assessment processes, as well as extending assessment to a broader range of student experience.

Liberal arts outcomes

All students pursuing an associate degree currently take a minimum of 26 credits of a core curriculum in the liberal arts. The Liberal Arts and Sciences (LAS) Program, which offers liberal arts courses for associate degree students, drafted a plan to assess its core courses in 1995. The plan detailed overarching goals for the liberal arts curriculum as well as potential assessment tools. Follow-up was not complete, however, and the data collection was inconsistent. Work on a formal assessment plan was curtailed as the emphasis in the associate degree programs shifted to curriculum review and revision.

In 1999, LAS retooled its original assessment plan and in the 2000-2001 academic year it identified four student outcomes as the focus for assessment: effective communication, an appreciation of diversity, the development of critical thinking skills, and technological adeptness. Data collection began that same year.
Core Integrated Learning

As part of the associate degree curricular revision implemented in 1998, two interdisciplinary courses are now required of all students. The Core Integrated Learning (CIL) courses were designed to combine professional program and liberal arts content, and have been offered in a one-week format during specially designated CIL weeks. As these courses were developed, extensive planning ensured that assessment was built into the implementation of the courses. A CIL Advisory Team was established to guide the assessment processes.

The CIL Advisory Team uses assessment data to revise the format and content of CIL courses as needed. As a result, substantially different CIL courses were piloted in the 2000-01 academic year. They were evaluated using new evaluation instruments, including pre- and post-tests. When results showed only moderate satisfaction, the CIL course content and format were again revised, this time with special emphasis on expanding community work options. In addition to course changes, the interdisciplinary category of education was relabeled “CORE Integrated Learning” (formerly, “Campus Integrated Learning”) to reflect similar terminology used for interdisciplinary courses at the baccalaureate level.

Program assessment

The College currently offers eight associate degree programs. Seven involve preparation for allied health care careers, and the eighth is the Associate of Arts degree program, which prepares students for baccalaureate degree programs. The Minneapolis Assessment Team, organized in 1994, asked in 1995 that all associate degree programs submit initial assessment plans and maintain assessment notebooks. In 1996 and 1997, the integrating theme of relationship-centered education was adopted for all future curricular revisions. Relationship-centered education is defined as a developmental process resulting in effective, caring human relationships within a learning-centered milieu. Elements chosen for emphasis in curricular renewal were collaboration, diversity, critical thinking, technology, and discipline-based competency, as well as spirituality, ethics and values. A program checklist was developed for use to ensure that curriculum redesign incorporated the identified elements, and a Program Directors Subgroup on Curriculum Development and Assessment Planning was established to guide assessment efforts.

Associate degree programs are now required, with baccalaureate and graduate programs, to include information on assessment progress in annual reports to assist the College in monitoring program assessment efforts. The table that follows illustrates the primary assessment strategies used by associate degree programs.

“...it’s not uncommon for students from different backgrounds and with different learning styles to work together. As an educator, I marvel at the scope of their very unique experiences…”

Kari Smalkowski, Instructor, Liberal Arts and Sciences
ASSOCIATE DEGREE PROGRAM USE OF CURRICULAR ASSESSMENT STRATEGIES

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\(^1\)Includes courses in art, biology, English, interdisciplinary studies, mathematics, philosophy, psychology, social science and theology

**Additional Assessment Techniques:**

\(^2\)Instructors’ self & peer evaluations

\(^3\)Clinical supervisor evaluations

\(^4\)Clinical instructor evaluations
Creation of new programs

Since 1992, two new associate degree programs have been established and two were revised in format. The Radiography and Sonography Programs were acquired from Abbott-Northwestern Hospitals in 1993 as a result of discussion initiated by the College. In consultation with the Minnesota Higher Education Coordinating Board, the College developed and distributed a needs assessment. Evaluation of the needs assessment indicated that the programs were within the purview of the associate degree allied health care focus and that the College of St. Catherine had the potential to supply needed workers in these fields. Since their establishment, both programs have retained accreditation in their respective fields.

Two other programs have shifted their format in response to changing demands in their fields. The associate degree program in Health Care Interpreting changed in 1998 to an applied Bachelor of Interpreting program. This change was in response to legislative changes in Minnesota that required national certification for interpreters. A similar shift occurred in Fall 2001, when the Chemical Dependency Treatment certificate and associate degree program reconfigured and expanded its curriculum to become a baccalaureate degree major housed within the School of Social Work. Again, the change was in response to changes in the field. A baccalaureate degree will be necessary for licensure as an alcohol and drug counselor in Minnesota beginning in 2003.

Profiles of selected programs

The assessment progress of two of the associate degree programs provides a clear illustration of the state of assessment within associate degree programs as a whole.

The Physical Therapist Assistant (PTA) program is an associate degree program preparing allied health care professionals in physical therapy. In 1995, the PTA program filed an initial program plan with the Minneapolis Assessment Team. Specific student outcomes were defined for all of the program competencies and involved the cognitive, affective and psychomotor domains. Both summative and formative assessments were planned to evaluate student progress on these outcomes with results channeled into review and revision of curriculum, teaching strategies, and competencies. The PTA program also expanded its assessment activities to include measurement of generic abilities (such as writing and communication) as part of a trend in the field to provide skills beyond the technical skills needed for clinical practice.

The Associate Degree Nursing Program prepares graduates to pass the licensing examination for registered nurses. Nursing programs in Minnesota must demonstrate adherence to state standards for continuing program approval by the Minnesota Board of Nursing (MBN) and to national standards for ongoing accreditation by the National League for Nursing Accrediting Commission (NLNAC). For ongoing approval, a nursing program must have a plan to evaluate safe performance of students for each of more than 80 abilities identified in the Minnesota Board of Nursing Rules (2000). In 1995, the
“If you really believe you are developing a person and not just a ‘professional,’ it changes your whole perspective on what you’re doing. The Reflective Woman course makes students look deeply at themselves, at their means for determining and achieving their goals.”

Dale McGowan, Associate Professor Music

Minnesota Board of Nursing (MBN) approved the CSC program’s plan for evaluation of the identified abilities. In addition, national standards require a written evaluation plan that includes assessment of (a) the relationship of the program to the college mission, (b) student policies, (c) faculty policies, (d) curriculum, (e) resources, and (f) program outcomes (survey of graduates, National Council Licensing Examination [NCLEX] results, program satisfaction, etc.). The College’s written evaluation plan was outlined in its report for the NLNAC site visit for the associate degree Nursing Program in Spring 1996. The plan included evaluative questions for each area, a schedule for evaluation, a description of the information that would be collected, and an indication of how the data would be used. NLNAC approved the evaluation plan and a new curriculum in 1998.

In 2001, all of the College’s associate, baccalaureate, and graduate nursing programs were organized into one Department of Nursing, headed by an Associate Dean for Nursing Programs. Accreditation visits will be made by NLNAC in 2004 and MBN in 2005.

ASSESSMENT AT THE BACCALAUREATE LEVEL

Numerous assessment activities have been developed and implemented by the College since the last comprehensive visit. Current assessment efforts reflect the major curriculum changes that occurred with the adoption of a revised liberal arts core in 1995.

CORE revision and assessment of CORE courses

In 1995, following several years of spirited dialogue and planning by the baccalaureate faculty, the College of St. Catherine initiated a major revision to its baccalaureate core curriculum. The centerpieces of the revised core are two common courses, the first designed for first-year students (CORE100: The Reflective Woman) and the second for students at the junior or senior level (CORE399: Global Search for Justice). Faculty members from every department teach the interdisciplinary core courses and are trained to use a collaborative rather than an expert model in their teaching. To monitor the integrity and commonality of course experiences across such a vast array of instructors, well articulated assessment procedures and intensive training have been used. The courses have evolved in response to student and faculty feedback.

For example, students’ comments on course evaluations and faculty feedback via focus groups have led to revisions of the common The Reflective Woman (TRW) reader, now in its fifth edition. Ongoing anonymous reviews of graded TRW student portfolios by faculty who are not teaching the course have led to recommendations regarding assignment instructions, lesson sequencing, and the preparation of TRW teachers for providing written feedback to students’ first drafts of required papers. Similar assessment methods have been applied to the thematic Global Search for Justice (GSJ) courses (Women’s Health Issues, Latin America, Environmental Justice, The
Immigrant Experience, Voices of Dissent, Dismantling Racism, and Women and Work) using content analysis of students’ required reflective essays, student and faculty interviews, and interviews with community partners associated with community work components of the courses. Both core course assessment plans also involve review of course syllabi.

Assessment of liberal arts outcomes

In January 2001, the baccalaureate faculty approved a revised Liberal Arts Outcomes Statement for baccalaureate degrees that identified twelve outcomes for the liberal arts core curriculum. Accordingly, the College’s Assessment Plan includes a timetable for initiating each one. Targeted for immediate implementation (2000-01) were the written communication and information technology proficiencies, which were integrated across the curriculum as part of the revised core curriculum.

Baccalaureate degree candidates satisfy the writing requirement by successfully completing four writing-intensive courses (TRW, GSJ, and two others, including one in the student's major). The CORE Committee is in the process of developing a standardized scoring rubric to measure effective written communication in the CORE courses. Once a coding and tracking system is in place, evaluation of student skills before and after enrollment in the CORE courses will be possible. The rubric will also be available for faculty teaching other writing-intensive courses.

In 1996-97, every baccalaureate degree program was required to develop and implement an information technology proficiency plan that outlined how these skills were integrated into coursework for their majors. The Educational Technology Advisory Committee (then known as the Academic Computing Committee) reviewed and approved each department’s curriculum plan for teaching a standardized set of information and technology skills. Since then, computer applications in courses have increased and the college in general has become more technologically sophisticated. However, departments were not asked to gather exit data, based on portfolio or senior project reviews, on actual mastery of computer, information management and retrieval skills. In 2001, a scoring rubric generated by the Educational Technology Advisory Committee (ETAC) was piloted. Anonymous scores were submitted to an online database by eight departments for 71 students who graduated in May 2001. Results indicated the highest level of mastery was with system use (e.g., file management) and the lowest level was in data management (e.g., statistical analysis, constructing tables and charts). The Assessment Committee is considering mandating that all graduation candidates be assessed using this or a revised rubric. Resulting data will provide department and College-wide benchmarks for information technology proficiency and will identify areas requiring curricular attention.

In 2002, a pilot project was proposed to assess critical thinking through content analysis of writing assignments in TRW, GSJ, and other writing-intensive courses, using a scoring rubric developed by the CORE Committee.
Methods of assessing an understanding of the experiences and contributions of diverse communities were also proposed by the faculty group that developed the new major and minor in Critical Studies in Race and Ethnicity.

In the future, assessment procedures will be developed that target other liberal arts outcomes, including scientific, philosophical, and theological reasoning; understanding individuals in society; an appreciation of the Catholic tradition and commitment to social justice; an appreciation of aesthetics; understanding the contributions of women; strategies for maintaining a sound body; and the ability to engage in creative, integrative processes. Once each outcome’s assessment strategy has been initiated, it will continue to be conducted on a regular cycle, with oversight by the Assessment Committee.

A number of departments already use exit portfolio or senior project reviews to monitor writing, information technology, critical thinking, scientific reasoning, and other general education outcomes of special interest within a given major. The reviews are conducted as parts of individual department assessment efforts.

**Departmental assessment plans**

In 1996 the Institutional Assessment Team charged all baccalaureate degree programs with developing assessment plans that addressed each program’s mission or purpose, specified objective student learning outcomes, identified multiple assessment methods and measures, and noted how results would be communicated and used for improvement. In order to monitor and centralize records, the Assessment Committee called for each baccalaureate department or program to submit to the Office of Academic Affairs an Assessment Notebook consisting of four chapters: (1) the current draft of their department assessment plan, (2) a plan to assure that majors were satisfying the writing proficiency requirement through a designated writing-intensive course in the department or an approved set of writing assignments distributed across the major curriculum, (3) the department’s information and technology proficiency plan, and (4) a collection of implementation notes. This final chapter was described as a log or running commentary of the department’s efforts to carry out the assessment and proficiency plans. It includes empirical data on attitudes and performance, interpretation of those data, and descriptions of modifications and decisions based on those data. The notebooks were created in 1998; additions to the implementation chapter are submitted with annual department reports.

The instruments and methods currently being used to assess student learning in baccalaureate programs include: certification/licensure examinations; written, oral and/or clinical tests; written portfolios; gallery exhibits; concerts and performances; oral and/or poster presentations; capstone projects; student, alumnae and employer surveys and interviews; and focus and advisory groups. Results from these methods have supported changes in classroom pedagogy, course curricula, and advising procedures.
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% Using Assessment Technique

43 50 68 29 89 29 25 18 39 57 71 79 54 18 57

**Additional Assessment Techniques:**

1. Peer reviews
2. Business community advisory boards (IS, sales)
3. Practicum supervisor evaluations
4. Formal admissions review
5. Style show (fashion merchandising)
6. Admissions portfolio
7. Fieldwork instructor evaluations
8. Senior Symposium of Student presentations
9. FR/SR comparisons on research methods test
10.Fieldwork instructor evaluations
Creation of new majors

Feedback from current and former students, market research, disciplinary changes, and licensure requirements contributed to many additions and changes to the baccalaureate majors offered by the College of St. Catherine since 1992. A variety of business administration majors were added including Information Systems, Management Information Systems, and Sales, as well as new concentrations in Small Business/Entrepreneurship and Financial Services. Baccalaureate degree programs in Chemical Dependency Counseling (upgraded from a two-year certificate program as noted above), Communication: Electronic Media Studies, Critical Studies in Race and Ethnicity, Financial Economics, Occupational Science (a substitution for the baccalaureate Occupational Therapy major, now offered only at the M.A. level), Philosophy: Applied Philosophy, and Women’s Studies were created. Pre-Physical Therapy sequences in a 3+3 program (three years undergraduate and three years in the Master in Physical Therapy program) that lead to baccalaureate degrees in Applied Science in Biology, Exercise Science or Psychology after the fourth year and a Masters of Physical Therapy degree after the sixth year were developed. The Health Care Interpreting certificate program was also restructured to meet the requirements of a baccalaureate degree.

Profiles of selected majors

Many baccalaureate programs have embraced assessment as a critical tool to guide curriculum reform, program development, and faculty enrichment. Three departments’ efforts are profiled here as representative of others in the College.

When it comes to effective use of assessment strategies, one of the most progressive departments is biology. The department routinely employs both mid-term and end-of-term course evaluations as a means of making pedagogical adjustments, responding to student feedback, and informing textbook choices and course organization. Feedback from Senior Seminar students led to a reduction in class size as a means of facilitating more extensive and timely feedback on written and oral assignments. In response to a recent alumnae survey that revealed a perceived need for more career development information while they were undergraduates, the department instituted a seminar series featuring guest presentations by biology graduates. Alumnae were queried about how their biology degrees had prepared and failed to prepare them for various aspects of their professional work. Another assessment effort had General Biology (BIOL 121-122) students taking pre- and post-course science skills tests to determine their understanding of scientific methodology through their participation in semester-long research projects. Students were found to have developed good skills in experimental design and hypothesis formation, but needed further clarification on experimental assumptions. A curriculum change then addressed this need. In addition, biology students complete self-evaluations of their group work, providing faculty with important feedback on group dynamics. Biology faculty also collect reflection papers written by students in biology seminars and use them to monitor improvement in writing and critical thinking skills. The department
also assesses student performance in PowerPoint presentations, statistical analyses, and print documents to determine the extent to which information and technology proficiencies are being satisfied and to identify areas requiring better instruction. Use of the recently developed Information/Technology rubric, applied to the work of graduating seniors, indicated a high level of mastery in software applications, graphics design, and access to scientific literature, but a need for improvement in quantitative skills and data analysis.

Similarly, the Psychology Department employs multiple assessment methods. For example, Senior Seminar students complete an exit survey regarding their attitudes about the psychology curriculum and advising; the survey invites suggestions for improvement, and includes a self-evaluation of intellectual and skill gains. The questions match those used in past department alumnae surveys to form a basis of comparison. Changes enacted based on alumnae feedback (improved career advising, course additions) have been implemented and positively received. Psychology faculty have also improved advising techniques by using alumnae survey results supplied by the Office of Institutional Planning and Research (that makes these data available to each department regarding their majors one, five, and ten years after graduation). Psychology alumnae consistently rate themselves higher than their cohorts on self-understanding and “helping others in difficulty” as an essential goal. Additionally, a psychology faculty member conducted an archival study of written assignment grades before and after instituting a mandatory re-drafting process, which confirmed the efficacy of this curriculum change. In Fall 2000, the department began applying to senior seminar portfolios a scoring rubric assessing mastery of American Psychological Association style, writing mechanics, organization, content, and empirical and conceptual reasoning in two papers from the beginning and the end of each student’s curriculum. Gains were most dramatic in conceptual reasoning. Finally, the department is piloting a critical thinking test in General Psychology and in upper-division laboratory courses to identify areas needing further instruction.

Historically, the occupational therapy undergraduate major has had the advantage of an accreditation process that requires assessment through multiple strategies. This assessment included results from a national certification exam that monitored the performance of occupational therapy graduates. Since the occupational therapy program is offered only at the graduate level for students entering after Fall 2000, the mandated assessment will continue for the occupational therapy graduate program. The department began offering an Occupational Science (OS) undergraduate major in Fall 2001. Although this major will not have accreditation requirements or a certification exam, the department plans to use similar assessment strategies to those used in the occupational therapy major. These strategies include extensive use of course, internship, and overall curriculum evaluations, as well as focus groups that include external stakeholders as well as current and past students. Faculty in occupational therapy are skilled at using assessment methods to monitor the
performance of a cohort of students and determine the effectiveness of their curriculum. Undergraduates in the OS program, like those in OT, will be required to develop an extensive portfolio, subject to exit review, as has been the department’s practice.

ASSESSMENT AT THE GRADUATE LEVEL

Building on the strengths of its undergraduate academic offerings, the College advanced into graduate education in the 1980s and 1990s. The College offered its first Master’s degree program (theology) in 1983, accepting both male and female students. Since that time, the College has added seven co-educational graduate programs in addition to the Master of Arts in Theology, including the Master of Arts in Organizational Leadership, Master of Arts in Nursing, Master of Social Work, Master of Arts in Occupational Therapy, Master of Library and Information Science (degree granted by Dominican University), Master of Physical Therapy, and, since the College’s last accreditation visit, Master of Arts in Education. In 2002, College faculty approved the Master of Arts in Holistic Health Studies, which is seeking approval from the Higher Learning Commission in 2003.

Faculty who teach in the graduate programs are typically appointed through their primary undergraduate department and generally teach at both the undergraduate and graduate level (An exception to this is the faculty of the physical therapy program, as the entry-level degree in physical therapy is a post-baccalaureate degree). Because the College does not have a separate graduate faculty, a policy was instituted in 1998 that required all faculty to have a terminal degree in their field, ordinarily the doctorate. This assures that faculty hired in the college are well qualified to teach in both the graduate and undergraduate programs.

The following graduate programs are accredited by external accreditation agencies (nursing, physical therapy, occupational therapy, social work, and library and information science). External reviews associated with accreditation include evaluations of how well the program is assessing and meeting student learning outcomes.

Program assessment plans

In 1998, the graduate programs responded to the charge to submit Assessment Notebooks to the Office of Academic Affairs. Included were logs of each program’s efforts to implement assessment methods, as well as supporting empirical data.

The following table illustrates assessment strategies used by the graduate programs.
## GRADUATE DEGREE PROGRAM USE OF CURRICULAR ASSESSMENT STRATEGIES

<table>
<thead>
<tr>
<th>ASSESSMENT TECHNIQUE</th>
<th>Course Portfolio</th>
<th>Major Portfolio</th>
<th>Thesis / Research</th>
<th>Poster Session</th>
<th>Oral Presentation</th>
<th>Standardized Exams</th>
<th>Licensure Certification Exam</th>
<th>Course Embedded Test Scored With Rubric</th>
<th>Classroom Assessment Techniques (CATs)</th>
<th>Self-Assessments</th>
<th>Satisfaction Ratings</th>
<th>Alumnae Surveys</th>
<th>Employer Surveys</th>
<th>Exit Interviews / Surveys</th>
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<tr>
<td><strong>Graduate Program</strong></td>
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<tr>
<td>% using Assessment Technique</td>
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<td>38</td>
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<td>13</td>
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<td>88</td>
<td>75</td>
<td>75</td>
<td>63</td>
<td>50</td>
</tr>
</tbody>
</table>

**Additional Assessment Techniques:**

¹Fieldwork instructor evaluations
²Student cohort focus groups
³Comparison of students’ and fieldwork instructors’ outcomes assessments
IP = In Progress
Every graduate program at the College has implemented assessment processes to meet their unique needs, including external accreditation and collaborative programming. The two programs highlighted exemplify these efforts.

Theology
The Department of Theology includes both undergraduate and graduate components. Within the graduate component of the department, students may earn a master’s degree or a graduate certificate in Spiritual Direction or Pastoral Ministry. Both the M.A. and the certificate program use multiple assessment measures. These measures include exit interviews, portfolios, student satisfaction surveys, course evaluations and written assessments of practicum experiences. A five-year plan and annual faculty assessment of programs are shared assessment tools across all programs in the department. Analysis of assessment findings has resulted in new course offerings and schedule adjustments to accommodate student needs.

Occupational Therapy
The Department of Occupational Science and Occupational Therapy offers an associate degree occupational therapy assistant program, an undergraduate major in occupational science, and a Master of Arts in occupational therapy. The Master of Arts in Occupational Therapy (MAOT) program is available to both entry-level and post-professional students. Entry-level OT students take 72 credit hours in courses that prepare them for entrance into the profession and introduce them to advanced practice and leadership roles. The entry-level program is also available as a dual degree program for undergraduate students resulting in a baccalaureate degree in occupational science and a Master of Arts degree in occupational therapy. Post-professional students take 36 credit hours in graduate core courses and electives to prepare them for advanced practice and leadership positions. The occupational therapy entry-level curriculum has an accreditation process that requires assessment using multiple strategies. Assessment strategies routinely used by the MAOT program include course, curriculum and fieldwork surveys; student self-assessment and student learning portfolios; attrition rates; surveys of students, graduates, alumnae/i and employers; student feedback sessions; focus groups with graduating students and external stakeholders; thesis projects; monitoring of alumni professional involvement and awards; certification examination results; and professional accreditation feedback. Assessment data have resulted in changes in course and curriculum structure, teaching and learning strategies, support services, and admission procedures.

Masters of Library and Information Science (MLIS)
The MLIS is a collaboration between the College of St. Catherine and Dominican University. Students completing the program receive their master’s degree from Dominican University. Because of the collaborative nature of the program, assessment activities provide information for both institutions. The goals and objectives of the program are assessed in an on-going manner utilizing
mechanisms including student learning portfolios; classroom assessment techniques; student self-assessments; surveys of graduates and employers; feedback on students and the program from internship and practicum supervisors; and student feedback during advising sessions and during conversations with the Dean of Dominican University’s Graduate School of Library and Information Science. Information from these assessment activities is utilized in curriculum revision, defining practicum and field experiences, planning and implementing new program directions, design of continuing professional education programs, and to inform decisions and recommendations for faculty development.

**Master of Social Work (MSW)**
The MSW program is a collaboration between the College of St. Catherine and the University of St. Thomas. Assessment activities provide information for both institutions. The MSW program assessment plan is grounded in the program goals and objectives and linked to the mission of the college/university. Assessment involves community members, fieldwork instructors, faculty, students, alumnae/i and the Advisory Committee. Assessment methods include faculty evaluation of individual student performance; student evaluation of teaching and courses; fieldwork supervisor and student self-evaluations of field practicums; alumnae/i surveys of satisfaction with the program; clinical research papers; educational outcomes assessment questionnaires administered at entry, exit and two year post graduation; and monitoring of licensure exam scores of graduates. School of Social Work faculty use these data to perform on-going systematic program evaluation and revision.

**Education**
The Department of Education also includes both undergraduate and graduate components. The department's assessment plan is consistent across both components. The education department utilizes a “multiple strategies” approach to assessment. These strategies include gathering assessment data through reflective microteaching with feedback from self-assessment, peers and faculty; fieldwork observations; student self-assessment and learning portfolios; course evaluations; action research projects; advisory committee feedback; graduate surveys; participation logs; checklists; rubrics; and written exams. The Education Department has used assessment data to focus departmental decisions, modify fieldwork experiences and expectations, make course revisions, increase the length of some student teaching experiences, and develop a template for department syllabi.

**Master of Physical Therapy (MPT)**
The MPT Program assesses the program and performance of graduates through multiple methods. The assessment plan includes formal attempts to solicit feedback regarding the MPT program and performance of program graduates from a broad range of individuals, including clinical instructors, supervisors, students, graduates, and other interested parties. Methods of assessment include: course assessment methods (exams, assignments, etc.); feedback from the Clinical
Performance Instrument utilized by clinical instructors to evaluate student performance in the clinical education component of the curriculum; research project papers; community advisory committee input/feedback; end-of-the-term feedback sessions with current students; exit interviews with graduating students; surveys of graduates, alumnae/i, employers, and patients/clients of graduates; monitoring of licensure exam results; and monitoring of professional activities and awards of program graduates. Feedback from the professional accreditation process is also utilized. Information from these assessment activities is utilized in curriculum revision, planning clinical education experiences, devising and implementing new program directions, revising admissions criterion, and to inform decisions and recommendations for faculty development. The curriculum redesign and planning of an entry-level clinical doctoral degree recently undertaken by the physical therapy faculty has been heavily influenced by its program assessment data.

Organizational Leadership
The Master of Arts in Organizational Leadership (MAOL) program utilizes a number of assessment tools and activities. These activities include student and alumnae/i surveys; student self-assessment and learning portfolios; course evaluations; research projects; course enrollment data analysis; qualitative written comments from students; and faculty summary reports of each course’s content, major assignments and activities, use of technology, contributions to specific learning outcomes, and prediction of needs for the future. The MAOL faculty have used these data as the basis for course revision and improving sequencing of courses, eliminating programmatic prerequisites, adding a course to the leadership core, and developing new concentrations and certificate programs within the major. Most recently, the MAOL faculty completed a major two-year assessment/review that resulted in revisions of their mission, outcomes, and curriculum. Options for concentrations and certificates were added based on this process.

Nursing
The Department of Nursing includes both undergraduate and graduate components. Within the graduate component of the department, students earn a master’s degree. Means of assessment utilized by the graduate nursing program include course assignments (history and physical write-ups, role-synthesis paper, research proposal, thesis, examinations, patient management plans); clinical performance; graduation rates; certification examination results; and surveys of graduates to discern patterns of employment and program satisfaction. Feedback from the professional accreditation process is also utilized. Data from assessment have been used to make changes in course and curriculum structure, teaching and learning strategies, and admission procedures. As noted above, the three degree levels of nursing at the College have recently been integrated in a single department and will be going through the NLN accreditation process together in 2004. This process will result in integrated and collaborative assessment processes across the programs.
Needs assessment and expansion of graduate programs

Feedback from current students, alumnae/i, and employers, changes in professional entry-level degree expectations, and market research contributed to growth and changes in the graduate programs since 1992. Among the changes is the integration of associate, baccalaureate, and master’s degree programs into a Department of Occupational Science. Graduate educational options in the Department of Occupational Science now include two routes of entry. The first is a 2/3 undergraduate program/graduate program resulting in a baccalaureate degree in Occupational Science at the end of the fourth year and a master’s degree at the end of the fifth year, with an option for students who enter as juniors to move forward to the MA degree by fulfilling program requirements. The second route allows students who enter with a baccalaureate degree in another area to complete a three-year graduate program for a master’s degree in Occupational Therapy.

Other recent growth includes the addition of concentrations in the master’s degree and graduate certificate options in Ethics and Leadership, Health Care Leadership, Information Services and Technology, and Strategic Management in the Master of Arts in Organizational Leadership program. The Education Department has also added graduate certificate programs in Elementary Education with a Preprimary Specialty or a Middle Level Specialty, Middle Level Specialty, Secondary for K-12 Licensure or 5-12 Licensure, and Dakota Language Pedagogy. These certificate programs allow teachers to add a new area of licensure to an existing Minnesota Teaching License.

The recent growth in graduate studies at the College of St. Catherine also includes the development of a Master of Arts degree in Holistic Health Studies. This program proposal grew out of the increased interest of prospective students, including inquiries from College alumnae/i of the certificate program in Holistic Health Studies. Marketplace demands for professionals in this field as well as increased public interest in holistic health care also contributed to the establishment of this graduate program.

Perhaps the outstanding marker of growth in the College’s graduate programs, however, is the Doctor of Physical Therapy degree, which the Minnesota Higher Education Services Board and the North Central Higher Learning Commission approved in 2002. The transition from the Master of Physical Therapy program to the doctoral program was based on several factors. These factors included a comprehensive assessment and revision of the physical therapy curriculum based on expectations of change and the demands of practice, the greater scope, rigor, depth, breadth, and length of study required to produce graduates who could meet the demands of increasingly autonomous clinical practices, the improved positioning of the program to recruit the most qualified applicants in a highly competitive marketplace, and the perception that the transition was in the best interest of tomorrow’s practitioners and health care consumers. In addition, there was a need to award a degree commensurate with the increased academic load for students in physical therapy educational programs.
CONTINUING EDUCATION AND CERTIFICATE PROGRAMS AT THE NON-DEGREE LEVEL

College programming through Continuing Education and New Initiatives (generally non-credit bearing) and academic certificates (non-degree, credit bearing) offered in undergraduate and graduate programs have both drawn on a variety of assessment tools to evaluate their effectiveness and guide curriculum revisions.

Continuing Education and New Initiatives offers non-credit programming for all ages, from the children in Camp Kate to Senior Citizens Go to College. Programs include half-day seminars, full-day conferences, weeklong camps, six-part workshops, and semester-long classes. Assessment occurs through three primary methods, including formal end-of-program evaluations, casual conversation with the program participants, and advisory/focus groups that review evaluation data and suggest necessary revisions.

Academic credit-bearing certificate programs use various assessment processes to assess the effectiveness of their curricula. Some certificate programs, such as phlebotomy, coding specialist, chemical dependency family counselor and holistic health, are designed to develop professional competence, preparing for discipline-specific employment upon completion. These programs typically use graduate follow-up surveys (one-year out) and employer surveys as required by both the College and the professional organizations that accredit them. Graduates are also required to sit for professional certification/licensure examinations. Examination data, including passing rates and scores, deviations from the mean, and test item assessment, provide useful information to guide curriculum revision. Students and clinical supervisors also participate in college-wide course evaluations and program specific evaluations designed to assess student satisfaction and clinical competence.

The curricula of other certificate programs, such as accounting, business, and pastoral ministry, are composed of selected courses that also comprise a portion of the full baccalaureate degree requirements. These certificate programs are assessed through the same processes as the baccalaureate programs. Participants complete course evaluations, and in some cases assessment data is also provided by student satisfaction surveys, practicum evaluations, competency examination and portfolio reviews. In the accounting program, participants may be qualified to sit for the Certified Public Accountant (CPA) and Certified Managerial Accountant (CMA) examinations, with the outcomes informing ongoing curriculum revision.

STUDENT AFFAIRS, ACADEMIC SUPPORT, INVOLVEMENT AND LEADERSHIP OPPORTUNITIES AND ENROLLMENT SERVICES

The Office of Student Affairs is actively engaged in coordinating the development, integration and enhancement of programs and services through assessment. Student Affairs Framework for Assessment has been used for group planning sessions for the division and to inform the work of departments, which have all been charged with developing and implementing departmental assessment plans.
Some departments have more sophisticated plans than others, but all departments are actively engaged in meaningful evaluation of programs and services.

The primary foci of assessment in Student Affairs are student engagement and student satisfaction. The Student Affairs Framework for Assessment incorporates multiple methods of assessment (surveys, program evaluations, student reflections, focus groups) and emphasizes linking assessment to decision-making for the explicit purpose of improving programs and services.

Student Affairs departments are encouraged to use institutional data sources in assessment to reduce redundancy and, more importantly, to enhance understanding of the complexities of students’ lives. This effort has helped the division be keenly aware of the particular needs of students and has improved the institution’s response to changing student needs.

Departments are also encouraged to use existing data sources. Institutional data sources most valuable to assessment in Student Affairs have been the Bush Grant Climate Survey, CORE Survey (alcohol and drug use), the ACE-CIRP (attitudes and experiences of incoming students), the College Student Survey (student satisfaction), the College Student Inventory, the National Study of Student Engagement (NSSE), the Enrollment Management Matrix 10-Day Report, and alumnae surveys.

In addition to collecting institutional data and encouraging departmental assessment efforts, the division has used the “Principles of Good Practice for Student Affairs,” a benchmark tool jointly published by the American College Personnel Association and National Association of Student Personnel Administrators, to evaluate performance of the division as a whole.

“Principles of Good Practice in Student Affairs” defines seven critical principles of best practice and offers an assessment tool to evaluate how well the principles are integrated on a variety of levels including individual, departmental, and divisional. The Division of Student Affairs has used the document to inform its work since it was published in 1997, but in 2000-01 they used the inventory for the first time to evaluate how well the division has incorporated the principles into its work. Each director, the associate deans, the Dean of Students, and the Vice President for Student Affairs completed the inventory. The mean scores for each of the seven principles are presented in the following table.

<table>
<thead>
<tr>
<th>Good Practice in Student Affairs...</th>
<th>mean score 1-5 scale</th>
<th>Mean Scores for Principles of Good Practice Inventory</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. engages students in active learning</td>
<td>3.8</td>
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</tr>
<tr>
<td>2. engages students in development of values/ethical standards</td>
<td>4.1</td>
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<tr>
<td>3. communicates high learning expectations</td>
<td>3.9</td>
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<tr>
<td>4. demonstrates systemic inquiry (assessment, etc.)</td>
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<tr>
<td>5. applies resources consistent with mission and goals of institution</td>
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<tr>
<td>6. seeks and encourages partnerships</td>
<td>4.0</td>
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<tr>
<td>7. supports inclusion within community</td>
<td>3.9</td>
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<tr>
<td><strong>Total mean score</strong></td>
<td><strong>3.8</strong></td>
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Note: 1 = Never, 2 = Rarely, 3 = Occasionally, 4 = Often, 5 = Very Often
The Principles of Good Practice document is intended as a guide for “create[ing] opportunities for program development, offer[ing] ideas for improvement, or support[ing] current activities” and not as a tool for “summative evaluation or self-justification.” In that context this document has helped guide the divisional planning processes. The mean scores of 3.8 or higher for items 1, 2, 3, 6 and 7 suggests areas of strength. The Division of Student Affairs has a reputation for the values articulated through these items.

At the same time, staff reported a desire and commitment to more significant progress with items 4 and 5. While the division has made considerable progress with assessment, there is work to be done using a more systemic approach across the division and integrating departmental assessment plans on a more consistent basis.

Overall, the Student Affairs Division is actively engaged in “Good Practice.” This is best demonstrated in a closer review of assessment efforts for a few of the wide range of programs and services provided by the division.

ACADEMIC SUPPORT SERVICES

The College maintains active learning centers on both campuses. The O’Neill Center for Academic Development on the St. Paul campus houses a Writing/Reading Center, a Math Center, and the Resources for Disabilities Center for students. The O’Neill Center provides a wide range of services tailored to students’ diverse learning needs. The Center offers drop-in tutorial assistance, supplemental instruction support, study skills advice, disabilities accommodation counseling and placement, and alternative and make-up testing. Working from a student-centered, learning-based, and process-oriented philosophy, each program at the Center works with students at their reported points of need. This philosophy yields positive results for students, including increased confidence, growth in skills, development of potential and improvement in performance.

The Center conducts regular surveys to assess student satisfaction. Invariably, the responses indicate the highest level of satisfaction. Dissatisfaction is reserved for the Center’s hours; students have historically requested that the Center be open for longer periods of time, including more evening hours. Students who use the Center’s services find many gateways to success, and both retention and graduation rates are positively impacted.

The Learning Center on the Minneapolis campus partners with faculty and staff to enhance the academic development of students through services which promote appreciation and respect for diverse learning styles, physical abilities, and cultures. Professional staff, paraprofessionals, and peer tutors provide individual and small group tutorial services in writing, study skills, course content and English as a Second Language to associate and graduate degree students enrolled in classes on that campus. The Learning Center facilitates classroom accommodations for students with disabilities and provides test-taking and note-taking services for students with disabilities and students who speak English as a second language.
Last year, the Minneapolis campus Learning Center expanded its data collection efforts to measure not only the frequency of student use of the Center’s services, but also outcomes of service use. Data on performance in specific courses and successful progress toward graduation is generated and used to assess the effectiveness and relevance of services provided.

**PERSONAL COUNSELING, CAREER COUNSELING AND HEALTH SERVICES**

The Counseling Center on the St. Paul campus provides individual and small group counseling services to students. To assure that counseling services are appropriate to student need, the Counseling Center monitors the frequency and patterns of student use and solicits qualitative input from students. Each semester, students who are seen in the Counseling Center complete a satisfaction questionnaire. The staff reviews composites, and the Director reviews all data for each staff member. The results direct changes in program or procedure. The overall appraisal of services offered in the Counseling Center has ranged between 4.6 and 5.0 on a five-point scale, and return rates have traditionally been 20-30%.

The Office of Counseling and Student Development on the Minneapolis campus offers personal counseling for individual students and career counseling for individuals and groups. The office also sponsors programs on topics ranging from depression, anxiety, and eating disorders, to career fairs and seminars on résumé development. The Director of Counseling and Student Development participates in the yearly training of Resident Advisors.

Each semester the Personal and Career Counseling Center surveys its students. Group programming and seminar participants are also asked to fill out evaluations. Student feedback on the Counseling Center surveys consistently indicates counseling services have positively influenced retention.

The Career Development Office assess student satisfaction and progress toward departmental goals. Student satisfaction with career services is evaluated continually. In the most recent report, on a scale of 1-5 (5 being “very helpful”) day students rated the career assessment services as 3.37; Weekend College (WEC) students rated the services as 4.06. In providing information about career options, the overall mean for day students was 3.31 and for WEC students, 3.61, and in how the department delivered services that assist with job search and graduate school planning, the overall mean was 3.72 (3.66 for day students and 4.04 for WEC students).

Health services at the College of St. Catherine are provided by the Health and Wellness Center, which has undergone significant change since 1992. Health Center programs and services have been redesigned and improved as a result of a variety of assessment strategies including collecting data on prescription use and types of care offered, accessibility of insurance, regular patient surveys, chart reviews, CIRP data, as well as direct student feedback regarding student satisfaction.

The most notable changes since 1993 include increased staffing, the partnership with the University of Minnesota Division of Adolescent Health, new health
education programs and a hard-waiver student health insurance program, all largely in place because of the assessment data supporting the need for each new initiative.

**IN VolvEMENT AND LEADERSHIP OPPORTUNITIES FOR STUDENTS**

The Student Affairs departments of Residence Life, Student Activities, Athletics, Access and Success, and Early Childhood Center are all departments that contribute to the vibrant environment at the College by offering students meaningful co-curricular opportunities for involvement and leadership.

Residence Life assesses resident student satisfaction with the physical environment, social environment, staff performance, programmatic offerings, and departmental policies and services by way of various mechanisms. In addition to information regularly collected through the ACE-CIRP study, the College Student Survey (CSS), and instruments such as the Bush Grant Climate Survey, Residence Life employs a Residence Life Satisfaction Survey in the fall, among one of several surveys developed by Educational Benchmarking, Inc. (EBI). Additional information is gathered through Resident Advisers and Residence Life training program evaluations, resident student focus groups and regular analysis of occupancy figures and statistics. This information is instrumental in the development of budgets and capital requests, the creation of educational and social programs, the evaluation and revision of departmental policies, procedures, and services, the revision of staffing patterns and responsibilities, and the structuring of student work opportunities. Such information will prove essential as the college proceeds with its plans to design and build a new residential village on the St. Paul campus.

The Student Activities Office gathers information to revise and develop programs, to inform policy decisions, and to guide budget priorities. All new students as well as student orientation leaders are asked to complete evaluations of their orientation program experience. Feedback about student experience is regularly solicited from the three representative student bodies. Assessment of needs and evaluation of program satisfaction, both formal and informal, is regularly performed by the student program board (SKAT). Additionally, information is gathered through evaluation of the LEAD Team members’ experience, and through feedback gathered at the semester Club Leaders’ Meeting. As the new student center and its programs were being designed, the office relied heavily on student, faculty and staff focus groups to assess the needs and desires of the college community. Once the student center facility is completed and the new programs begun, staff will implement benchmarking tools available through EBI.

The Athletic program is evaluated by using direct student feedback from each team and the Student Athlete Advisory Council, as well as individual students. Staff and coaches also track extensive benchmark data such as conference All-Sport Standings, All-Conference performance data and Total Record data to evaluate the overall improvement of the program.

The All Sport Standings is a point total determined by the final conference standings of all teams for each school in the conference. In 1996-1997, the
College had a total of 18 points. This total has seen steady improvement since that time and reached an all-time high total of 40.5 points in 2001-2002. For the three years from 1996-1999, the College had a total of 14 all conference performances. This has improved dramatically as the total for the two-year period from 2000-2002 has risen to 24. Also, the total record for games (or dual meets) against conference opponents was 4-71 in 1998-1999 and improved dramatically to 27-55-1 for the 2001-02 academic year.

Student athletes have the opportunity to evaluate their teams and the athletic program through formal and informal channels. In general, satisfaction levels with the program are high. The retention rate of the 2000 cohort of students was 97%; 33 out of 34 students returned to the college.

Student satisfaction is assessed for the Access and Success program through feedback at the time of service delivery and with a yearly survey mailed to all student parents. Surveys are also distributed to students participating in the Mother to Mother and the By Your Side programs, and to those receiving child-care subsidies. The surveys have consistently shown high student satisfaction with the programs and services provided. The Access and Success Program has positively impacted the retention of students who have children. Services provided to students play a role in the promotion and advocacy of college policy and procedure, as well as provide informal conflict resolution services to students, which may decrease the need for litigation and formal policy enforcement.

**ENROLLMENT SERVICES**

The Admissions Offices on the Minneapolis and St. Paul campuses both invite prospective students to the College and decide who can matriculate. Admission decisions are based on a holistic view of the student’s potential, giving the most weight to students’ most recent academic work. If the College cannot offer the student admission to the undergraduate programs, admission counselors try to present options and suggestions for improving credentials.

The primary assessment of the effectiveness of the admission process is enrollment and retention results in each program. Marketing efforts are evaluated by routinely measuring responses. Admission events are frequently evaluated and feedback regarding interactions with the admission counselors is invited. Prospective students consistently report high levels of satisfaction with information sessions and College admissions counselors. Unusually high yield rates from accept to deposit/enrollment lead us to believe all four admission programs are effective.

The Coordinator of Transfer Programs is responsible for developing articulation agreements with Minnesota community colleges; developing collegial relationships with community college counselors and faculty that may lead to collaborative efforts; developing infrastructure to support transfer processes such as evaluation, admission, registration, orientation, advising, and financial aid packaging; and supporting existing recruitment efforts. Students’ perspectives and ideas regarding transfer processes such as registration and transfer from the Associate of Arts program are being sought for assessment purposes in the form of small focus groups.
The transfer programs’ goal is to positively impact the experiences of students as they transfer to the College. There is great potential for transfer programs to directly affect both the number of students recruited and the ways students are served by the College of St. Catherine. Transfer programs strive to provide clear and accurate information to prospective student populations, to provide the highest quality of customer service during the transfer process, and to help transfer students assimilate to the College community.

The College’s financial aid programs are structured in response to assessment activities. For example, the CIRP data indicates that College of St. Catherine students are unusually anxious about funding their education. Therefore, virtually all merit scholarship programs are guaranteed for four years. The College also awards those scholarships upon admission so that students have some assurances about funding even before embarking on the more intimidating financial application process.

Stabilizing funding for continuing students has positively impacted retention. The College guarantees an on-campus job to all first year students. Since retention data shows that students who live on campus are more likely to stay and graduate, the College provides preferential financial aid packaging for resident students. Research information about alumnae/i giving behavior has encouraged the use of endowed scholarship funds to recognize academic achievement.

Periodic assessment of the entering freshman class through the Admitted Student Questionnaire indicates that financial aid and the perception of value for price are major yield factors. Market research about prospective adult students demonstrated that financial questions were a major barrier to enrollment, therefore the College incorporated financing workshops into its recruitment plans.

Other assessment activity includes annual profiles and yield analysis of the entering class and careful tracking of student debt load. Data collected through the financial aid application process is part of the College’s integrated database and often used in other research activity. In addition, an outside audit of federal aid programs is conducted annually; this audit has had no significant finding for many years. The Minnesota Higher Education Services Office also regularly audits the College’s operations.

The College of St. Catherine successfully enrolls and graduates students from all income strata. On the average, students at the College are far needier than students at other Minnesota private colleges as well as the state universities. Successes with moderate and low-income populations, as well as very low student loan default rates, are testament to the effectiveness of the financial aid program.

EVIDENCE OF MEETING LEARNING OBJECTIVES

DIRECT MEASURES OF STUDENT LEARNING

As shown in tables earlier in this chapter, the use of multiple assessment methods across the College is the norm. In implementing their area assessment plans, departments and programs have constructed networks of reviews to gauge student achievement at the level of entire cohorts, for purposes of
self-monitoring and curriculum revision. Methods of assessing intended outcomes include both qualitative and quantitative measures that provide formative data throughout students’ progression in programs, as well as summative data, reflecting the cumulative experience. Data are triangulated through these multiple assessment methods. Described here are some of the direct measures of student learning in use.

**Proficiency examinations**

Of the eight associate degree programs, seven (Health Information Specialist, Nursing, Occupational Therapy Assistant, Physical Therapist Assistant, Radiographer, Respiratory Care, and Sonography) maintain accreditation by appropriate professional accrediting associations. The Associate of Arts program has no external accrediting body. Accrediting associations for the health care programs are listed in the *Undergraduate Academic Catalog 2001-03*. External reviews for accreditation generally examine assessment processes within programs, including assessment of student outcomes.

Most of the allied health care associate degree programs track student passage rates on professional licensure/certification examinations. In most fields, licensure/certification is required for practice in the area; in the Physical Therapist Assistant and Sonography programs, and in the Advanced Practitioner level for Respiratory Care program, examinations are voluntary. Program passage rates consistent with or above national pass rates are one indication of success in the professional preparation of students in allied health professions. Listed below are average passage rates for programs at the College of St. Catherine. Corresponding national passage rates are either from the same time period or reflect recent examination results.

**Health Information Specialist**

1992-2001 rate is 86%, compared to national passage rate between 70 and 75%

**Nursing**

1993-2001 rate is 89%, compared to national passage rate of 89%

**Occupational Therapy Assistant**

1992-2001 rate is 94%, compared to national passage rate of 92%

**Physical Therapy Assistant**

1993-2001 rate is 83%, compared to national passage rate of 68.8%

**Radiographer** *(1995 is first data available)*

1995-2001 rate is 84% compared to national passage rate of 88%

**Respiratory Care**

1992-2001 entry-level exam rate is 98%, compared to accreditation threshold of 80%

1992-2001 advanced credential rate is 75%, compared to accreditation threshold of 65-75%
Sonography *(1996 is first set of reliable data)*

1996-2001 ultrasound physics exam rate is 71% compared to national passage rate of 60%

The data cited above for the National Council Licensing Examination (NCLEX) performance of associate and baccalaureate nursing students at the College of St. Catherine warrants further discussion. At the associate level, passage rates have declined over the reporting period, from a high of 98% in 1993 to a low of 70% in 2001. In 1998, a pass rate of 88% was comparable to that at other associate degree programs, but the rate has declined over the past three years. Program faculty, administration, and a representative from the Board of Nursing have analyzed factors contributing to the decline in feedback. Among these factors are (a) curriculum change, (b) faculty turnover, and (c) change in student body (more immigrant students and first generation college students). Several strategies have been implemented in response to these changes. Among these strategies are offering the Mosby Assess Test to provide students with an assessment of their readiness to take the NCLEX examination, workshops on evaluation and test writing, evaluation of test items, and insertion of additional critical thinking assignments in courses.

Additional direct evidence of student learning is provided when associate degree students publish or receive professional awards. Examples from the past decade are found in the Respiratory Care Program where four students have won national awards and six have won state awards within the profession, the Physical Therapist Assistant Program where one student won the national Mary McMillan Award and six had poster presentations presented at state meetings, and the Occupational Therapy Assistant Program where one student published in the national student journal.

All of the College’s baccalaureate professional programs (dietetics, education, health care, occupational therapy, and social work) use feedback from licensure, certification and registration examinations for curriculum assessment, permitting comparisons to both external and internal standards. Clinical site internship and practicum supervisors offer additional sources of external review. Comparative passage rates for these programs follow.

**Dietetics**

1990-2001: first-time passage rate 86%, compares to national passage rate of 86%;

First re-test passage rate 100%, compared to national first re-test passage rate of 48%

**Education**

Beginning in 2002, a passing score on the Praxis II exam will be required for teacher licensure in Minnesota. CSC Education Department has begun to track student’s scores (passing score will be required to student teach). Students are not admitted to education major without passing Praxis I
Nursing
1993-2001 annual passage rates ranged from 75 to 100%, compared to national passage rates of 87 to 92%.

Occupational Therapy
1999-2001 passage rate of 93% (BA/BS in OT and MAOT combined)

Social Work
1992-2000 BSW first time passage rate 96%, compared to national passage rate of 84%

Baccalaureate passage rates on the Nursing NCLEX exam were consistent with Minnesota and national averages from 1997 to 2000; however, in 2001 the rate dropped from 87% to 77%, reminiscent of a drop in 1995 and 1996 associated with a curriculum and student body change (as the College of St. Catherine terminated its nursing consortium agreement with two other Minnesota private colleges). The department’s response to the current decline mirrors its earlier successful efforts to raise passage rates. These strategies include offering faculty workshops on evaluation and test writing, developing and using a test blue print, redesigning courses to increase individual attention and closer monitoring of students, using licensure exam feedback to identify areas for curriculum revision, and increasing the use of critical thinking teaching and learning strategies in courses. Additionally, through grant-funded projects such as Project RN, the nursing department is committed to assisting its culturally diverse student body for careers in this critical field.

The College does not require all baccalaureate degree candidates to take a common standardized exit examination. However, since 1993, the College has maintained a record of all students who have completed the Graduate Record Exam (GRE) General Test. Scores have been recorded for 434 students, approximately 10% of all students who graduated from the College during this period. The mean scores and percentile ranks are Verbal 479.1 (49.4), Quantitative 517.7 (39.7), and Analytical 552.9 (51.3). Although the sample may not be representative of all graduates, the means are consistent with other indicators of students’ performance, i.e., average among the selective group of GRE test takers in the verbal and analytical areas, and slightly below average in quantitative skills. This pattern is consistent with the greater emphasis in the liberal arts core on communication and critical thinking skills, and less emphasis on mathematical reasoning.

A number of the graduate programs track the first-time passage rate on professional licensure or certification examinations as one measure of student learning. First-time passage rates for students graduating from graduate programs have typically averaged in the mid- to high-90th percentile, demonstrating the strength of the programs. Examples of passage rates follow.
The responsibility to address the needs of our changing student population comes from the extremely rapid increase in ethnic diversity in Minnesota over the past twenty-five years. The Twin Cities are now home to some 65,000 Somalis (the largest community in the United States) and about 45,000 Hmong (more in an urban area than anywhere in the world except China). In addition, 14 percent of non-citizen new arrivals to the Twin Cities come as refugees, a higher percentage than anywhere else in the United States. Project RN speaks directly to issues of adjustment to a new environment and the acquisition of meaningful education and work.

Pam Hamre, Assistant Professor, Nursing

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**Master of Social Work (MSW)**
- 1992-97: 98%, compared to a national passage rate of 90%
- 1998: 90%, compared to national passage rate of 87%
- 1999: 98%, compared to national passage rate of 78%
- 2000: 96%, compared to national passage rate of 82%

**MA in Education**
- 2000 (first year that passage rates had to be reported for Praxis I): 97%

**Master of Physical Therapy (MPT)**
- 1994-2001: 94%

**MA in Occupational Therapy**
- 1999-2001: 93% (BA/BS in OT and MAOT combined)

**MA in Nursing**
Does not receive formal reports on graduate students, however, the passage rate is very near 100% for adult and pediatric and approximately 90% for neonatal and geriatric nursing.

All graduate programs that are accredited by external agencies (nursing, education, physical therapy, occupational therapy, social work, and library and information science) were awarded the maximum number of years in the accreditation cycle following their most recent accreditation reviews.

**Performance evaluations**
Current assessment strategies are characterized by variety and programmatic fit. For example, many baccalaureate departments require students to maintain an ongoing portfolio of work in their major field courses, with the collection reviewed periodically or as part of a senior seminar. In the fine arts, assessments are tailored to fit unique programs: painting, sculpture and multimedia art gallery shows, theater stage performances or direction, and music recitals. Fashion design students stage an annual style show. Senior Philosophy majors orally present position papers at a Senior Symposium open to the campus community. The biology, chemistry and psychology departments host research symposia or poster sessions to highlight independent student projects and student-faculty collaborative work. All baccalaureate students participate in a widely-publicized and well-attended poster fair of their CORE399 Global Search for Justice projects.

As a condition for completion of the baccalaureate Antonian Scholars Honors Program, students complete independent Senior Honors Projects and make public presentations on campus. Students have presented their honors-related research at National Collegiate Honors Council and National Conference on Undergraduate Research meetings across the United States.
Portfolios are widely used in graduate programs. The education, theology, occupational therapy, and organizational leadership programs all have portfolio requirements in place. Library and information science (MLIS) has developed a similar requirement, and physical therapy has one in the proposal stage. In addition, all graduate programs conduct research projects within courses or as a culminating experience for their program (only MLIS does not require a final research project of all students). Most graduate students present their research project findings in a public forum.

Recognition of honors

The College has a long tradition of publicly recognizing student achievement. At the spring Awards Ceremony, baccalaureate students are recognized for induction into 25 national honor societies, including Phi Beta Kappa, with College of St. Catherine chapters. At this well-attended event, national awards such as Fulbright and Truman Fellowship are announced, as are a variety of departmental (some funded by external organizations) and all-College awards. In May 2001, 276 students were acknowledged for induction into 22 honor societies. In addition, those qualifying for 53 other awards or scholarships were announced, among them a Fulbright grant. A separate Spring ceremony, sponsored by the Abigail Quigley McCarthy Center for Women, is held to announce the recipients of the Abigail Awards in recognition of quality work advancing research and scholarship on women.

INDIRECT MEASURES OF STUDENT LEARNING

Student and alumnæ surveys

The associate degree and undergraduate certificate programs at the College of St. Catherine initiate an annual survey of all graduates. The surveys are typically sent to graduates one year after graduation. While questions are periodically updated, graduates are typically surveyed about employment status, job satisfaction, satisfaction with their professional education, overall educational components, and pursuit of additional education. Response rates over the past ten years have varied from 39% to 63%, indicating a satisfactory return rate. Overall, satisfaction with most educational areas and with employment has been the norm. Job satisfaction for graduates employed full-time has risen from 71% satisfied for 1992 graduates to 90% or more for the past three surveys; satisfaction with the overall education provided has ranged from 83% to 92%. Other than a drop to 75% in 1994, the percent of graduates who would recommend a College of St. Catherine associate degree program to another student shows a range of 81% to 92%.

The following table illustrates specific results for the past ten years.
Results from the surveys of graduates are distributed to all programs to aid in educational planning. Curriculum changes are stimulated by the survey’s results. For example, the associate degree nursing program received feedback from graduates that they felt the program could be strengthened in the area of patient assessment. In response to the feedback, the program moved all patient assessment material into one course, and strengthened assessment content and practice methodology.

In addition to the survey of all graduates, some individual programs have begun longer-term follow-up graduate surveys. The nursing, occupational therapy assistant, respiratory care, phlebotomy, sonography, and physical therapist assistant programs have initiated three or five-year graduate follow-up surveys. Besides inquiring about mission-related issues of broad institutional concern (e.g., social justice and leadership involvement), each survey is tailored to the individual program’s needs, with most including questions about employment, additional education obtained and satisfaction with technical preparation.

For over 25 years, the College has administered the American Council on Education (ACE) Cooperative Institutional Research Program (CIRP) Freshman Survey to entering first-year baccalaureate program day students. The College has an equally long record of surveying baccalaureate alumnae at various times following graduation. These data are made available to academic departments for purposes of curriculum planning and revision. As expected, the attitudes of students change while in college. Change may reflect the effects of educational experiences, life experiences, and maturation. Even though students’ educational experiences are not the sole contributors to change, they are designed to play an important role in effecting positive growth. The College strives to impact students in ways consistent with its mission.

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<td>% Satisfied with Job (FT)</td>
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<td>% Satisfied with Job (PT)</td>
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<td>% Satisfied with Education</td>
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<td>% Have Continued Education</td>
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<td>% Would Recommend CSC</td>
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With this objective in mind, the Office of Institutional Planning and Research and the Alumnae Association have been collaborating for several years in repeating questions from the ACE-CIRP instrument on the College’s One Year Out and Five Year Out alumnae surveys, and matching responses to those questions on a person-by-person basis. Follow-up responses of 120 respondents (41 one-year alumnae and 79 five-year alumnae) were matched to their freshman responses on ten self-report items to provide longitudinal measures of change. The samples represent 30% and 63% of their respective freshmen cohorts who persisted to graduation. Four items were self-ratings of traits compared to the average person their age. Respondents could rate themselves in the “highest 10%”, “above average”, “average”, “below average”, or “lowest 10%.” Six other items measured personal goals on a scale of “essential”, “very important”, “somewhat important, or “not important.”

The following illustrates that one-year alumnae reported increased self-ratings on eight of the ten scales, with the largest gains in the areas of social and intellectual self concept, the importance of developing a meaningful philosophy of life and the goal of influencing social values. On the other hand, alumnae were less committed to the goals of being successful in their own business and becoming financially well off.

Percent of baccalaureate respondents as freshmen on the ACE-CIRP and as one-year alumnae on institutional alumnae surveys (N=41 from graduating classes of 1997-99) who rated themselves as above average or in top 10% on four characteristics (#), and who rated six goals (+) as “essential” or “very important”.

**1 Year After Graduation**

- **Success in Own Business**
- **Influence Politics**
- **Be Well Off Financially**
- **Social Self Concept**
- **Leadership**
- **Develop Philosophy of Life**
- **Influence Social Values**
- **Intellectual Self Concept**
- **Drive to Achieve**
- **Help Others in Difficulty**

- As First-time First Year Students
- 1 Year after Graduation
The five-year alumnae show a similar pattern of change. For this cohort, greatest gains were in developing a meaningful philosophy of life, enhanced social and intellectual self concept, and the importance of influencing social values and helping others. The only area showing a dramatic drop was that of placing a high priority on financial well-being.

The increases on most of these scales stand in sharp contrast to the decrease in the importance of amassing wealth. The latter pattern may simply reflect alumnae’s increasing understanding of the realities of the marketplace. However, taken together, the changes may also indicate a true shift in priorities, wherein College of St. Catherine graduates come to place service to others, commitment to social values, and personal satisfaction and understanding above monetary rewards, demonstrating values consistent with the College’s mission.

Percent of baccalaureate respondents as freshmen on the ACE-CIRP and as one-year alumnae on institutional alumnae surveys (N=79 from graduating classes of 1993-95) who rated themselves as above average or in top 10% on four characteristics (#), and who rated six goals (+) as “essential” or “very important”.
Behavioral self-report measures

In 1999-2000, 128 second-semester freshmen and 93 seniors (recruited from seniors with two or more semesters at the College), collectively representing a 55% participation rate, completed the National Study of Student Engagement. The project, supported by the Pew Charitable Trusts, the Carnegie Foundation for the Advancement of Teaching and the Pew Forum on Undergraduate Learning, provided a unique opportunity to compare College of St. Catherine cross-sectional data to a national sample of 63,000 students from 276 four-year colleges and universities.

Students were queried in five areas that together estimate institutional effectiveness: level of academic challenge, active and collaborative learning, student interactions with faculty members, enriching educational experiences, and supportive campus environment. Students shared their perceptions of the college’s academic rigor, emphasis on active participation, accessibility of faculty, opportunities to learn beyond the classroom, and campus milieu.

Results are reported on 100-point scales, with larger values representing higher levels of student engagement. Two sets of comparisons are particularly instructive. The first matches College of St. Catherine students’ responses to those of the national sample. The second compares College freshmen with College seniors. The figure that follows illustrates how College of St. Catherine students compare with their peers throughout the nation, and students’ self-reported attitudinal change.

Comparison benchmark scores for CSC first-time first-year (FF’s) and senior students compared to those for a national sample on the National Survey of Student Engagement 2000.
Overall, College of St. Catherine freshmen provided more positive responses than their peers who were included in the national sample on four of the five scales. Seniors at the College exceeded the larger group in all areas. More importantly, there is strong evidence that seniors viewed their educational experiences and opportunities at this college more favorably than did freshmen. Large positive differences between freshmen and seniors are evident in four areas, with a nearly identical response level in the fifth (enriching educational experiences, an area in which the national sample of seniors gave their institutions much lower ratings that the national sample of freshmen). The magnitude of increases noted at the College of St. Catherine is larger than those seen in the national sample.

Although satisfaction may be interpreted in a number of ways, it is encouraging to note that College of St. Catherine students view their learning environment very favorably. At the same time, there are areas that clearly need improvement. The College continues to actively seek ways to increase student engagement. Needs are being addressed via curricular revisions and physical plant enhancements. The College is committed to assessing students’ perceptions in years to come using the same instrument.

A random sample of 229 College of St. Catherine baccalaureate day students completed the 2001 College Student Survey (CSS), a national student opinion instrument. There are several items on the nationally administered survey that address self-evaluations of learning that reflect the College’s liberal arts outcomes. The College added six more items related to outcomes to the generic survey. Of particular interest is the high percentage of students who reported that their current abilities and skills are “much stronger” (the highest category on a 5-point scale) compared to when they first started college. To measure change over educational experience, two College sub-samples were identified: 125 students with three or fewer years of college and 95 with four or more years of college. The two sub-samples represented groups having varying degrees of experience with the College’s curriculum. The University of California, Los Angeles, that created and scores this instrument, supplied comparative data for all women respondents at private four-year colleges.

The results in the following table illustrate the gains in percent of College of St. Catherine and all female respondents who reported their current skills and abilities were much stronger than when they began college. These results are keyed to the College of St. Catherine baccalaureate liberal arts outcomes (in parentheses).
The results show the gains in percent of CSC and all female respondents who reported their current skills and abilities were much stronger than when they began college. These results are keyed to the St. Catherine baccalaureate liberal arts (general education) outcomes.
The actual skills and abilities referenced in the previous chart are:

- Ability to make decisions about moral issues (1)
- Analytical and problem-solving skills (2a)
- Mathematical skills (2a)
- Ability to think critically (2b)
- Understanding problems facing your community (2c)
- Understanding social problems facing our nation (2c)
- Ability to exercise aesthetic judgment (2d)
- Theological/philosophical reasoning abilities (2e)
- Understanding experiences/contributions of women (3)
- Knowledge of people from different races/cultures (4)
- Ability to get along with people of different races/cultures (4)
- Writing skills (5)
- Public speaking ability (5)
- Computer skills (6)
- Knowledge/strategies for maintaining sound body (7)
- Ability to engage in creative/integrative processes (8)
- General Knowledge (Global)

Two trends deserve mention. First, substantial positive gains are noted in nearly every category. The lone exception is mathematical skills, where female students in general appear to be cautious touting their mastery of this area. Second, in every case where direct comparisons are possible (except math skills), the percent of the most experienced students reporting “much stronger” skills and the gains reported by separate cohorts of College of St. Catherine students matched or exceeded, in most cases by wide margins, comparable levels and gains reported by all female students at the private liberal arts colleges participating in the CSS. Most dramatic is the final entry in above table regarding greatly strengthened general knowledge skills. Not only did over 61% of the longest-term College of St. Catherine students agree that they had experienced great gains in general knowledge since starting college, but the percent and the magnitude of change were both considerably greater than for the overall national sample. Of course, gains in each of the listed general education outcomes must be corroborated by direct evidence. Nonetheless, this indirect evidence of self-reported mastery and progress in these liberal arts core areas is highly encouraging.

**Employer surveys**

Employer surveys have been used for associate degree and certificate program graduating classes. If permission is granted by an individual student, a survey is sent to his or her employer that contains questions about satisfaction with
various skills of the graduate. Questions are updated periodically, but have typically addressed areas such as entry-level technical skills, professional/ethical skills, general education skills (such as communication skills), critical thinking, problem solving, and overall satisfaction with the employee’s performance. Employers are also asked whether they would be willing to consider hiring another College of St. Catherine graduate. Results of surveys focusing on graduates from 1992 to the present generally indicate satisfaction with a wide range of skills demonstrated by associate degree program graduates.

Feedback from the employer surveys is used by associate degree programs to generate needed changes. The Occupational Therapy Assistant (OTA) Program, while receiving generally positive responses in 1997, was given feedback that improved writing and computer technology skills would be beneficial. In response to the feedback from the employer survey, OTA faculty increased written assignments and required word processing for papers to improve student capabilities in these areas. In 1998, the OTA faculty altered curriculum to include more integrative practical learning experiences in response to suggestions for improvement in critical thinking and problem solving. Given the volatile nature of health care employment opportunities and an historic reputation for high quality health care graduates, programs take the employer survey results very seriously.

In the College inventory of assessment practices, only five baccalaureate degree programs (18%) report systematically surveying employers, compared to five of eight (63%) graduate programs. However, 46% of baccalaureate and 86% of graduate programs reported periodically conducting alumnae/i surveys independent of College-wide efforts. The combination of direct and indirect measures of employment outcomes provides most programs with useful and informative feedback on the types and level of placements gained by graduates. Program-specific surveys routinely solicit advice for curriculum changes to meet workplace demands.

**Employment and graduate school admissions rates**

The Office of Planning and Research coordinates one-, five- and ten-year out surveys of baccalaureate program alumnae. On the first destination (one-year) survey of students who graduated in 1998 and 1999, with a 46% response rate, 70% of former day students reported being employed full-time (median salary of $30,000), 17% employed part-time and 13% in graduate school. Overall, 73% noted planning for further education. Of those employed, 67% reported getting a position within two months of graduation, and 86% within six months, with 68% identifying their job as directly related to their college major. Finally, 66% reported that St. Catherine’s prepared them “very well” for their current position. Of this cohort, 93% were “very” or “somewhat” satisfied with the quality of education they received. Comparable responses were found for former Weekend College students.

The Five-Year Out Survey of 1994/1995 graduates, with a 47% response rate, found 76% employer full-time (median salary $37,000), 15% part-time and
14% in graduate school, with 6% having earned graduate degrees and 37% planning further education. The Ten-Year Out Survey of 1989/1990 graduates, based on a 41% response rate, found 63% working full-time (median salary $43,000), 17% part-time and 6% in graduate school, with 25% having earned a graduate degree and 19% planning further education. Although the percent of respondents indicating that their current job relates directly to their undergraduate major dropped to 60% (compared to 70% at 5 years out), 89% indicated that they were “very satisfied” or “satisfied” with the challenge of their current position. Both the five- and ten-year cohorts continued to report high levels of satisfaction with their St. Catherine educational experience.

Individual baccalaureate programs maintain records of their graduates who apply to, enter and complete graduate programs, however there is no common college-wide clearinghouse for these data. The Alumnae Association Office enters all graduate degree information on the College’s database for common use. Graduates often contact the Alumnae Association with degree completion information for publication in the alumnae/i newsletter. Likewise, faculty contact the Alumnae Association with updates garnered from departmental alumnae/i surveys.

Graduate programs also maintain contact with former students, tracking their career paths and increasing the professional referral network for graduates and current students. Currently, there is not a systematic effort through either the Alumnae Association or the Office of Institutional Research to survey all graduate program alumnae/i regarding their further educational attainment.

**Sophomore interviews**

Retention research at St. Catherine identified the second year as a critical period in students’ academic careers. If students were undecided about their academic and career plans, or if they were unable to gain admission to a limited-enrollment professional major (e.g., nursing) and had not developed a thoughtful “plan B” prior to the end of their sophomore year, they were at high risk to drop out. In Fall 1996, the Sophomore Interview (SI) program was designed as a proactive strategy to assess student satisfaction prior to this point. It was also designed as a forum to share important information regarding career development, to insure that students were making progress on their academic and career goals and to introduce them to the College’s career planning programs and services.

An invitation from the President of the College led to scheduling a one-hour meeting that in different years was conducted as a one-to-one interview or a small group interview with five-ten students. Referrals were made to relevant offices and programs. Moreover, valuable student insights were shared with academic departments and College offices.

Although only 15 to 31 percent of the sophomores in any given year have accepted the invitation and participated, they uniformly expressed appreciation for the information gained, the opportunity to learn about support systems at the College and to voice their concerns and ask specific questions. For the past three years, the retention rate of SI participants is 86%, compared to 67% of their cohorts. Program changes emanating from this program have included
enhanced freshman advisor training to insure a more effective transition from
the freshman to sophomore year, and enhancements of the academic advising
component in the SI program. It is hoped that the SI program will increase the
visibility of the Career Development Office and encourage students to use it
as a valuable resource for internship planning, career guidance and resume
preparation early in their academic career.

MEASURES OF TEACHER EFFECTIVENESS

The College of St. Catherine, and the former St. Mary’s Junior College, have
always identified the quality, commitment, and number of faculty as the greatest
single influence on the caliber of education each institution provided alone in
the past and provides as a single institution today. The Sisters of St. Joseph of
Carondelet, founders and sponsors of both schools, took their call to teaching as
a divinely inspired vocation. As educators, they set high standards for themselves,
and have expected the lay people who have followed in their footsteps to aspire
to the same high standards.

Course and faculty evaluations

Undoubtedly, the longest standing tradition of systematic curriculum
assessment at the College involves the administration and interpretation of
end-of-term course evaluations. The faculties of both campuses independently
developed uniform procedures for soliciting students’ attitudes regarding the
content of courses and performance of their instructors. Faculty evaluations are
used in formal periodic reviews of faculty employed under all types of contract
(tenured, probationary, rolling, non-tenured temporary and non-ranked), and
in support of requests for change of contract status, tenure and promotion.

Many faculty members routinely use faculty evaluations as a primary means
of evaluating curriculum revisions and students’ perceptions of teaching
approaches. Indeed, students at the College expect to be afforded opportunities
to provide feedback about their academic experiences, and course evaluations
play a major role in this process.

The faculty evaluation process, administered by the Faculty Personnel
Committee (FPC), requires the regular administration of faculty evaluations.
However, many other criteria are used to assess a faculty member’s performance.
Peer reviewers examine evidence in three domains: quality of teaching,
 scholarship, and service. Teaching performance can be assessed, in part, by
reviewing student feedback. Other evidence includes course syllabi, exams,
assignments, and handouts. The FPC’s Faculty Evaluations Manual provides
detailed guidelines for peer reviewers. Scholarship and service to the program
or department, College, profession and community are assessed through the
review of curriculum vita, narrative self-assessment and artifacts such as
scholarly writing, original research, artistic projects, presentations, honors and
awards, and membership and leadership in professional and community organi-
izations. It is noteworthy that the criteria most heavily weigh evidence of teaching
excellence. The FPC considers research in instructional methodology and
innovative curriculum development to be important scholarly activity.
Staff members as teachers

The college recognizes that much learning takes place outside the classroom at an institution of higher education. For that reason, professional librarians at the College of St. Catherine are awarded faculty contracts, since they offer students critical academic lessons, even though they do not teach credit-bearing courses. Likewise, staff members in student affairs areas as diverse as Student Records, Financial Aid, the Health Center and Career Counseling, see their roles as largely educational. Since 1997 Student Affairs staff, in a number of areas, have taught *The Reflective Woman* course as well as courses in specific departments. In addition, they often serve in the formal role of mentors to students and student workers. More generally, they view their relationship with student as that of educator rather than merely the conveyor of information. In this way, staff members make significant contributions to the institution’s effectiveness as a learning environment.

Teaching and advising awards

For several decades, baccalaureate and graduate faculty and students have been invited to nominate faculty members for two annual Teaching and Advising Awards. An Awards Committee, chaired by an Academic Affairs Dean, includes the Director of Academic Advising, the previous year’s two awardees, and a student government representative. This group makes recommendations to the College President, based on their review of letters of nomination, curriculum vitae, course syllabi and materials submitted by the nominees, interviews with nominees’ advisees, and direct observations of the nominees’ teaching performance. Among the criteria are setting high academic standards for students and helping them attain academic excellence, maintaining flexible instructional policies that adapt to student needs, interests and problems, stimulating students’ desire to learn through innovative classroom activities and giving generously of their time and knowledge in academic advising. The recommendation and selection process is a rigorous one and the honor is highly prized.

In the period from 1992-93 through 2000-01, 70 baccalaureate and graduate faculty members from 27 different departments (out of a total of 31) have been nominated, and the awardees represent 12 departments. This distributed pattern of acknowledgement of superior performance in teaching and advising provides strong evidence that excellence in these areas is not limited to just a small handful of programs, but is spread across the curriculum.

The associate programs administer one faculty/staff award: the Anne Joachim Moore Lectureship that is given annually to one associate degree program faculty or staff member. It is suggested that nominees should possess special knowledge and expertise that is recognized by the campus community, have a unique background and experience of interest to the campus, or have well-developed communication skills and have demonstrated leadership at the
college and in the wider community. The Anne Joachim Moore Lectureship honors the diverse contributions of faculty and staff with an honorarium. It also continues the tradition of shared learning through a lecture given by the current recipient to the College community. Additional faculty/staff teaching or advising awards have been historically eschewed as contrary to the desired collaborative, cooperative climate of the campus.

Honoring faculty scholarship
Faculties' achievements are recognized at a Spring semester celebration that honors scholarship (academic degrees and professional credentials completed, books and articles published, grants funded, scholarly presentations to external and internal audiences, major artistic accomplishments, honors and awards received, service to professional organizations, and community service). The annual celebration was initiated on both campuses in the late 1980s, and for the past several years is a combined event held in St. Paul and Minneapolis on alternate years. Although the printed programs are incomplete records of faculty scholarship, since some faculty members eschew this form of public recognition (and inclusion is by self-nomination), the collection nonetheless is impressive. For example, the April, 2001 booklet lists 33 pages of achievements, citing 10 books, two doctoral dissertations, 13 grants funded by external agencies (including National Institutes of Health, National Science Foundation, Department of Health and Human Services, 3M, and the Bush Foundation), 52 peer-reviewed book chapters or articles, and 93 presentations at regional, national and international professional conferences. A separate celebration is held each spring to honor the faculty recipients of the Denny Prize for writing.

Faculty and staff service
A major expectation for faculty at the College of St. Catherine is participation in the governance process. Service to the college constitutes one of the necessary categories of activity that is evaluated during promotion and tenure reviews. Although the newly revised governance structure consolidated committee responsibilities and reduced the number of elected positions, it did not change the faculty’s method of decision making as a faculty of the whole. This collaborative and participatory model is too strongly embraced to allow substitution by a faculty senate model. Faculty members take seriously their service on elected committees.

Faculty and staff also provide service to their professional organizations and local communities. Details are reported in faculty members’ curriculum vitae. The annual recognition event, noted above, honors faculty for their activities in promoting their disciplines, sharing their professional expertise and volunteering in their neighborhoods. They effectively model involvement for their students.
INSTITUTIONAL COMMITMENT TO PROFESSIONAL DEVELOPMENT

Professional Development

Prior to 1999, an ad hoc faculty committee and the Dean’s Office on each campus were responsible for faculty development. Today, the baccalaureate and graduate faculty development budgets are administered by one of the Academic Deans in collaboration with the elected Academic Community Development Committee. The Academic Community Development Committee determines distribution of the faculty development budget, establishes criteria for grants, sponsors regular programming for development of faculty and staff, supports members of the academic community in their efforts to engage in scholarship and service, and advocates for development needs of faculty and academic staff. There is a separate faculty development budget for associate degree faculty that is managed by the associate dean for those programs.

In fiscal year 1998, the operational budget for faculty development was $79,000. For fiscal year 2002, it was $115,000 (an increase of over 45%).

Leadership in Mind, The Campaign for the College of St. Catherine has already received two large leadership gifts totaling $900,000 which will support faculty scholarship, curriculum development and the completion of terminal degrees.

Grant-funded activities

During the last twelve years, faculty and staff development at the College of St. Catherine has been substantially strengthened through the infusion of grant resources from the Bush Foundation. In 1990 the College received a $300,000, three year grant from the Bush Foundation for Project Colleague; that was followed by an additional three year, $300,000 grant in 1994 for Project Colleague II.

The two Project Colleague grants sought to better integrate the Minneapolis and St. Paul campus communities. The goal of the activities funded by the grant was to enhance understanding and mutual respect between the two communities, thereby creating a truly collegial environment that would serve as a model for students. The grant facilitated the establishment of an intercampus faculty and staff development committee to connect campus practice to democratic purpose. The process emphasized the development of leadership skills that would allow educators to better manage interactions inside and outside of the classroom; both faculty and staff were deliberately identified as educators for purposes of Project Colleague activities.

Leadership for grant funded activities came from an ad hoc group known as the Teaching/Learning Network (TLN). The TLN established faculty and staff orientation and mentoring programs, obtained physical space and learning materials for Learning Resources Centers on both campuses, planned and implemented bimonthly teaching and learning forums aimed at renewing curriculum/teaching methodology, offered two-day intercampus workshops twice a year, and provided mini-grants for the development of curriculum, pedagogy and public work activities. The TLN also founded an intercampus
newsletter titled *Colleagues*, which is published eight times a year. More than 225 members of the College of St. Catherine community have written articles, book reviews, and/or editorials for over 60 issues of the newsletter.

Numerous learning forums funded through the grants resulted in the development of over 20 new collaborative projects or courses at the College. Prime examples include the development of the Core Curriculum for baccalaureate students and Core Integrated Learning experiences for students in associate degree programs.

Through Project Colleague, a Learning Organization Model was implemented in the leadership group for health professions, which includes program directors and department chairs for associate, baccalaureate and graduate degree programs. Use of the Learning Organization Model resulted in strengthened leadership knowledge and skill and ongoing productivity assessment on the part of group members. Educational outcomes for health care programs were revised and accepted by the associate degree faculty: diversity, collaboration, critical thinking, spirituality, ethics, collaboration/personal efficacy and discipline-based competence. A Code of Conduct was established in four professional programs to delineate standards of interpersonal interaction on campus and in community learning settings.

In 1998, the Teaching/Learning Network received a $20,000 planning grant from the Bush Foundation to develop another major initiative that would focus on assisting College of St. Catherine educators to teach more competently and learn from the increasingly diverse student body. Resources were devoted to the process of identifying key issues related to diversity, and designing an initiative that would address those issues. Through multiple assessment activities, several issues were identified:

- Although faculty successfully included multicultural voices in the new Core Curriculum and Core Integrated Learning experiences, the curriculum and co-curriculum as a whole still predominately reflected the majority experience and the traditional canon.
- Despite agreement that learning is not solely an intellectual process, faculty needed practical examples of how to use public work in community settings as a teaching/learning strategy. The racial and ethnic composition of faculty and staff did not reflect either the diversity of the student body or the changing demographics of the metropolitan area.
- Institutional culture and practices did not sufficiently recognize the productive contributions of people with diverse experiences.

After identifying key issues and assessing their validity, the College submitted a grant proposal, Building a Commonwealth of Knowledge: Diversity and Democracy in Higher Education, to the Bush Foundation. The College received a three-year grant for $300,000 in 1999.

Upon the grant award, a Steering Committee was created. Members were deliberately chosen to include a wide representation of faculty and staff from
both campuses. The Steering Committee included representatives from Academic Affairs, Student Affairs, Human Resources, Multicultural and International Student Programs, Admissions, the Teaching/Learning Network, the Abigail McCarthy Women’s Center, and the Centers of Excellence, as well as several faculty with special expertise. The outcomes targeted for the initiative were developed in response to the problems identified in the planning grant. The initiative sought to:

- Transform the curriculum and co-curriculum through infusion of diversity content and its connection to building skills for democratic action.
- Increase the number of partnerships with communities of color in which students can work and learn.
- Develop assessment strategies, resource materials and programming to improve cultural competence of faculty and staff.

Learning Forums were offered on a weekly basis for the first two years of the grant cycle. The forums focused on multicultural themes and featured a variety of internal experts as well as many from outside of the College. Attendance during the second year of the grant exceeded 1,400.

Building a Commonwealth of Knowledge: Diversity and Democracy in Higher Education made a lasting impact on the College of St. Catherine. A new baccalaureate program, Critical Studies in Race and Ethnicity, was created. A Doula Certification Program was developed in collaboration with the Minneapolis Somali community. Numerous topics courses have been developed and implemented since 1999: Black Feminism; The Impact of Genetic Technologies on Women and Minorities, Indigenous Political Movements in Comparative Perspective; Multi-Professional Community Work and Learning; Ebonics, Language and Discrimination; Literature of the American Immigrant Experience; Folk Art; Transcultural Communication; and Immigrants and Refugees. In addition, many courses have been redesigned to include more diverse content.

Grant funds also supported the completion of a book, Healing by Heart: Case Studies of Hmong Patients and Western Providers, which will be used in the health professions curriculum. All health care programs at the associate degree level have an outcome statement that addresses diversity and include questions relative to diversity in the employer and graduate follow-up studies. In addition, a new question on the Faculty Evaluation Form for courses offered at the baccalaureate level asks students to assess whether the faculty member “promotes a learning environment respectful of race, ethnicity, religion, sexual orientation, other.”

A Guide for Hiring and Retaining Faculty of Color was collaboratively developed by members of the Steering Committee and other faculty for use in faculty recruitment. At least 11 new regular and adjunct faculty of color were employed at the College during 2001. In addition, Human Resources now requires all staff supervisors to participate in diversity training.
Supported by a NIH EARDA grant, in 2002-03 a new position of Research Administrator was developed at the College. While the College has always demonstrated a commitment to support grant funding (i.e., resources, comp time, etc.), the Research Administrator position is part of the College’s efforts to be more intentional about support for grant funded activities. The Research Administrator will work in collaboration with the grants program officer in the Development Office to implement a comprehensive plan with grant policies, providing a cohesive support system for grant related activities.

**Institutionalizing assessment strategies and procedures**

The College is making a deliberate effort to inform and educate faculty about assessment methods. Since 1994, the College has sponsored a number of workshops on topics such as assessment plans, using portfolios as assessment tools, and stages of assessment implementation. A number of these workshops have been led by members of the Assessment Committee, but others have involved outside experts such as Cecilia Lopez from the Higher Learning Commission and faculty members from Alverno College.

In addition, sample assessment plans as well as mentoring from programs further along in their assessment work, have been made available to programs designing initial plans. Individual feedback on program assessment plans has been provided by various iterations of the Assessment Committee. Faculty have also been provided with information from the Association of American Colleges and Universities on assessment and program review.

Faculty assessment activities are recognized as scholarly work by the Faculty Personnel Committee and College administration. Examples of such work include scholarship on assessment, assessment activities related to the Teaching Learning Network, CORE courses, or interdisciplinary activities, and presentations to peers and external audiences related to assessment experiences or activities.

The Bush Foundation grants stimulated considerable progress in assessment. Within the revised faculty governance structure, oversight of assessment work is shifted to an elected Assessment Committee. Assessment is viewed as an institutional priority. Work in the Committee’s first year includes updating and substantially revising the College **Assessment Plan**, proposing a draft of processes for periodic review of department and program assessment plans, reviewing processes for evaluation of technology skills at the College, and surveying all departments/programs about use of assessment tools. The establishment of the Assessment Committee reflects the college’s increasing commitment to assessment and should be a powerful mechanism in coordinating and extending assessment efforts throughout the institution.

**CONTRIBUTIONS TO THE OUTSIDE COMMUNITY**

Each year, numerous activities and presentations in the performing and graphic arts are available both to the campus and surrounding communities. The College of St. Catherine provides and directly sponsors major and “studio” series in the areas of theatre, art and art exhibition, music and creative writing, and so forth.

Regarding Bush grant activities “…teamwork has built coalitions and forged friendships across academic disciplines and divisional lines, deepening and enriching the collaborative projects we are implementing and yielding outcomes beyond our most optimistic dreams.”

June Noronha, Associate Dean for Multicultural Education.
in a variety of venues, both professionally and student based. Many of these events are free to the public; some include a modest admission charge.

On average, a typical academic year would include five major art exhibits in the Catherine G. Murphy Gallery, including the Senior Student Show; four major choral concerts involving both the College Choir and the Choral Society, the latter composed of both college and community personnel; four major theatre productions, as well as student directed one-act plays; and several readings by local writers. Additional presentations include faculty recitals, semi-monthly student recitals, the hosting of the high school play festival, and informal exhibits of student art work in the art building hallway exhibit spaces. The O’Shaughnessy serves as a major Twin Cities performance venue. CSC sponsors the performance season as well as such series as The Women of Substance, totaling perhaps 10 to 12 events per year.

The College also offers numerous learning opportunities designed to meet community needs. Examples include the annual “Women in Leadership” series which provides lectures, discussion, and role models of women leaders for women in the community and “Re:defining Women, the View From Midlife” conference. This conference presents new resources, information and learning opportunities designed for women over 40.

Preparing students to demonstrate ethical leadership grounded in social responsibility means offering students the opportunity to become engaged in the community beyond the classroom. The College of St. Catherine has offered students this opportunity in various ways throughout its history. In 1937, the St. Paul campus was the scene of a strong peace movement, and later offered Japanese women an opportunity to attend the College while simultaneously avoiding internment. In 1978, the Social Justice Ministry became active, sponsoring an observance of World Hunger Day, a Social Action Fair, and the collection of food, clothing, and money for several local social service agencies. In that same year, College of St. Catherine students also began cooperating with students from St. Thomas University to form Volunteers in Action (VIA), a group committed to outreach for the economically impoverished in our community. Today, there are 35 student clubs at the College, 11 of which are entirely service-oriented, including one service Sorority, Lambda Sigma Tau.

In 1992, the Associate of Arts Program began to offer a two credit hour service learning course. Students enrolled in the course volunteered in the community and interpreted their experiences through classroom discussion. The existence of the service learning course generated a faculty work group in 1996-97. The work group explored the possibility of expanding service learning throughout the College. With support from grant funding received in conjunction with a college-wide diversity initiative, workshops were offered by the National Youth Leadership Council to educate faculty about service learning course options and methods. The group proposed making service learning a requirement for students, and although the faculty work group’s proposal was not accepted at that time, the seed for service learning had been planted.
The service learning course was subsequently dropped from the curriculum in 1998 as a result of curriculum changes in the Associate of Arts Program, but the exploration of community work and learning continued with assistance of continued support from the Bush Foundation for the Building a Commonwealth of Knowledge: Diversity and Democracy in Higher Education initiative. Throughout 1998 and 1999, a faculty work group organized workshops and panels to address community partnerships and service learning across the curriculum.

There is clear evidence of a tradition of community involvement throughout the history of the College. The College’s key Strategic Directions, on which the current Strategic Plan is based, challenge the academic community to “re-imagine women’s education” by developing a “permanent outwardly focused stance”. The Strategic Directions have nurtured the seed for service learning and inspired the creation of the Office of Community Work and Learning in June of 2000.

The Office of Community Work and Learning creates mutually beneficial partnerships between the College of St. Catherine and diverse community-based organizations in order to promote understanding and respect through participation in joint ventures. The partnerships provide students with unique ways of experiencing knowledge through active and reflective engagement in social justice projects and programming. In turn, community-based organizations gain access to College resources including student workers and expert faculty. The collaborative work coordinated through the Office of Community Work and Learning offers an unparalleled opportunity to revitalize the educational process for students, faculty and staff. Students who find themselves especially committed to working in the community can develop their leadership skills by serving as community liaisons, social justice team leaders, and community scholars.

Providing students with the opportunity to develop ethical leadership skills grounded in social responsibility takes place in both co-curricular and curricular venues. The capstone course required for the College’s baccalaureate degree programs is titled Global Search for Justice. Through the course, students examine the political, economic, and social conditions experienced by impoverished and disenfranchised people throughout the world, and are challenged to identify potential pathways to equity and justice.

The associate degree interdisciplinary requirement, currently titled Core Integrated Learning (CIL), has recently been revised to incorporate a service learning component. The purpose of the course is to develop students’ self-awareness and ability to function in an interdisciplinary health care team, while simultaneously developing cultural competence and a commitment to social justice issues. A pilot of this revised course will be conducted in 2003 and will later be required of all associate degree program students. Students in the pilot will serve as mentors at an area inner-city high school to help students there meet their science graduation requirement.

Multi-Professional Community Work and Learning: A Transformational Approach to Serving Families with Diverse Needs is taught by an
interdisciplinary group of faculty and is offered for both undergraduate and graduate students. This course incorporates service-learning experiences at People Serving People (PSP), an area shelter for homeless women and children. The course provides an intellectual and experiential context through which students may examine social, economic and racial inequalities, as well as providing them with the opportunity to develop the cross cultural and interdisciplinary skills they need to function as effective professionals.

During the annual Spring Break, students may elect to participate in Justice Outreach trips organized by Campus Ministry. The week-long intensive experiences provide students with an opportunity to learn about different models of leadership and service. Students explore how their own prejudices and sense of privilege may impact the way they interpret social justice issues and construct “helping models” of behavior and intervention.

A student participant to Jonestown, Mississippi wrote: “Seeing segregation, racism and poverty makes me sick and I still feel there is a long way to go. I wish we could have covered some answers to why this is still happening and is anything being done? I feel our work made a difference and hope will continue to affect the community members, but I feel there is a lot left to do.”

America Reads employs approximately 100 College of St. Catherine students who work at local elementary schools to help children in kindergarten through third grade improve their reading skills. At Homecroft Elementary School, one of the America Reads tutoring sites, the reading scores have improved dramatically since College of St. Catherine students began working there. In the past, children at the school had been testing below the district average in reading.

After three years of working with College of St. Catherine students, Homecroft Elementary School students are now testing 6% above the district average. A College of St. Catherine tutor wrote: “I realized how much I can help others by becoming involved in the community. In order to see improvement within the community and within children, everyone needs to help in ways that they can. It was very interesting to be around children from various cultures – they taught me a lot”.

Among the many departmental and service clubs and sororities that do volunteer service are Lambda Sigma Tau, the Mother to Mother program through Access and Success, Best Buddies, Business Club (food drive or mitten and hat drive each year), Campus Girl Scouts, Closet Activists, campus chapter of Minnesota Public Interest Research Group (MPIRG), Residence Hall Association (RHA), Student Nurses Association, UST/CSC Social Work Club, Women Actively Voicing for the Environment (WAVE), Volunteers in Action (VIA) and Women Oriented Women (WOW).

Much of the curricular and co-curricular engagement in volunteerism and service learning has been based on work with community partners. Following is a list and brief description of some of these partners.
Roosevelt High School, a Medical Magnet School, where students work with CSC faculty to explore health care careers. CSC students also teach a science course at Roosevelt and reflect on their experiences of acting in a teacher role and working with students from diverse backgrounds, 50% of whom are recent immigrants and speak English as a second language. Roosevelt is also the community partner we will be working with to expand the CIL course for the Minneapolis campus.

Catholic Charities, whose staff has come to CSC to do formal presentations on Catholic social teaching, dismantling racism, and public policy, as well as coordinating visits to under-served urban neighborhoods.

Hope Community, whose staff has taught courses at CSC on issues of power and community both on and off-campus. CSC faculty member Ann Redmond, CSJ, teaches a Women of Color Literature course that involves bringing her students to Hope Community to share a dinner and later attend an art performance with community members. Global Search for Justice classes have also been involved here.

Jane Addams School for Democracy, where students and faculty from CSC participate in three teacher/learner circles (Hmong, Spanish, and Children’s). Half the time in the circles is spent in a cultural exchange and the other half is spent assisting the community with citizenship exam preparation, English language, and arts and crafts. Faculty and students from CSC have also worked with community members from Jane Addams to organize a health and wellness festival for the past two years on the west side of St. Paul. Global Search for Justice classes have also been involved here.

The College of St. Catherine is increasing its commitment to offer students innovative learning opportunities. The Office of Community Work and Learning has received permanent College funding, as well as a premier location in the design plans for the new student center and learning commons. The existence of the office will enable successful practices and principles of service learning and campus/community collaboration to be permanently incorporated into the academic life of the institution.

APPLYING THE HIGHER LEARNING COMMISSION LEVELS OF IMPLEMENTATION

In February 2002, a sample of College leaders was asked to rate the College’s progress toward creating and implementing a cohesive and comprehensive assessment program, using a worksheet keyed to the Levels of Implementation – Patterns of Characteristics spreadsheet from the NCA/HLC Addendum to the Handbook of Accreditation, Second Edition (Updated: March 1, 2001). The worksheet was designed by Rick Foral and proposed for use as a self-evaluation instrument by Cecilia Lopez at the March 2001 NCA/HLC Annual Conference. Academic
Affairs deans; academic program directors and department chairs at the associate, baccalaureate, and graduate levels; Assessment Committee members; and Student Affairs directors rated the College on eight areas, using a nine-point scale (three steps within each of three levels). Each respondent was given a copy of the NCA/HCI descriptions of Levels One (Beginning Implementation of Assessment Programs), Two (Making Progress in Implementing Assessment Programs), and Three (Maturing Stages of Continuous Improvement). Degrees of progress within each level were defined as (1) planning, (2) emerging, and (3) maturing. Examples of evidence were also solicited as the rationale for each rating.

This approach offered a common ground for comparing impressions of where the College is in its efforts to institutionalize assessment. Survey results by areas and categories of respondents are summarized in the table below.

### Mean Ratings on Levels of Implementation Survey

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<td>4.9</td>
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Overall, the College community reports itself operating in Level Two, making progress toward a mature use of assessment practices and information. Differences in ratings across constituencies are small to moderate. Graduate program directors are somewhat more optimistic regarding the College’s assessment efforts than are the academic deans and student affairs directors. Other survey findings can best be summarized by responses to specific items.
INSTITUTIONAL CULTURE: COLLECTIVE/SHARED VALUES

An institutional culture that values assessment programs is emerging. All academic and student affairs areas have developed assessment plans, and many are sincerely engaged in using assessment data to guide curriculum and program development and revision. However, some units of the College lag behind in collecting meaningful (representative, diagnostic, interpretable) data and using findings as a primary means of improving student learning. The professional programs have provided leadership in developing an assessment-oriented institutional culture.

INSTITUTIONAL CULTURE: MISSION

Even before the adoption of its revised institutional Mission Statement, most department and program assessment plans included mission statements that specifically addressed student learning within their respective areas. In October 2001, the Board of Trustees approved the current Mission Statement that commits the College to excellence and opportunity, engaging students in a learning environment uniquely suited to women. The College’s external audiences are clearly informed of the College’s purpose of preparing students to lead and influence.

SHARED RESPONSIBILITY: FACULTY

Faculty have been involved in developing departmental assessment plans grounded in measurable student learning outcomes. However, much work remains to assure the use of cross-validating multiple measures and comparisons to standards outside the College. Interdepartmental mentoring needs to increase, capitalizing on the insights and skills of those programs that have already embraced the importance and utility of assessment. Although the level of faculty commitment has increased noticeably in the past few years, there still is room for improvement.

SHARED RESPONSIBILITY: ADMINISTRATION AND BOARD

The administration has supported assessment through its encouragement of assessment efforts in academic and student affairs programs, and its sponsorship of numerous assessment workshops for faculty and staff. Resources have also been allocated for participation in many annual or cyclical assessment activities, primarily those orchestrated through the Office of Institutional Research. In keeping with its institutional model of distributed governance, responsibility for the ongoing operation of assessment programs is decentralized and resides primarily with faculty committees (the Assessment Committee and the Educational Policies Committee), department chairs and program directors. The Board of Trustees is periodically updated regarding the results of College-wide assessment programs, and has voiced its support for methods of documenting student learning and satisfaction.

SHARED RESPONSIBILITY: STUDENTS

Students are appraised of their role in program assessment in the Undergraduate Academic Catalog 2001-03 (p.39) formally apprises students of
their role in program assessment. Students are frequently asked to participate in surveys and discussion groups, they are invited to participate in end-of-semester faculty evaluations, and they are required to prepare course and major field portfolios that serve dual functions in the evaluation of individual student achievement and the assessment of programmatic outcomes. Many faculty members employ classroom assessment techniques (CATs) to assess their own instruction. Exit surveys, interviews, and focus groups with graduating seniors are commonplace. In addition, student government representatives serve on committees charged with assessment oversight. Because these activities are integrated as normal educational practices, students may not be aware of the important role they play in assessment. It is likely that respondents to the Levels of Implementation survey underestimated student involvement as well.

INSTITUTIONAL SUPPORT: RESOURCES

The recent reconfiguration of the position of Director of Institutional Planning and Research, with increased responsibilities for and focus on assessment programming, is a positive sign of resource allocation. The Assessment Committee, in its first year of operation as an elected body, has not been awarded oversight of an assessment budget. Nor has there been a history of separate assessment program budgeting in the Office of Academic Affairs. Survey respondents noted the gap between administrative verbal support for assessment and the allocation of financial resources. Many ongoing assessment efforts are built into department budgets or paid for by students (e.g., license examination fees). A consolidation of assessment management and budgeting into fewer offices may help increase its visibility, efficiency and cost-effectiveness.

INSTITUTIONAL SUPPORT: STRUCTURES

Respondents were unclear whether the necessary structures to implement an integrated assessment program are in place. The Assessment Committee has just completed a revision of the institutional Assessment Plan. The divisional structure of separate deans for liberal arts and sciences, health care, and professional programs is still in its infancy. These key positions will shape the future of assessment efforts at the College. Timetables and strategies for assessing general education outcomes are still being developed. Oversight of departmental implementation plans must be assigned. Communication channels regarding assessment programs must be refined.

EFFICACY OF ASSESSMENT

Assessment efforts at the College of St. Catherine have evolved into sustainable processes in some areas more than in others. The College has not yet achieved a “culture of evidence”, but has clearly made progress toward that goal. The number of departments and programs experiencing success in their assessment efforts is increasing. There is uniform agreement that the vast accumulation of institutional data demands careful analysis, and that it must be used to inform and guide all educational ventures.
ANALYSIS

As noted at the beginning of this chapter, the College is blessed with a wealth of information regarding student learning. In keeping with the current focus on accountability in higher education, College of St. Catherine faculty and staff are working smarter to use the information in hand, identify and collect information to fill knowledge gaps, disseminate relevant information to all involved parties, and use accumulated data to create, revise, and monitor programs to increase student learning. Perhaps the greatest strength of the assessment process at the College is the high level of faculty and Student Affairs ownership and involvement. Assessment efforts have grown out of programs created at the program level rather than having been developed and imposed by administrators. This level of local control has assured that faculty have remained invested in the tasks of tracking student learning in their respective disciplines, and more recently in general education.

A related strength is the willingness of faculty to share their knowledge of assessment practices with colleagues within and across programs. In this student-centered institution, learning what, how and why students learn is viewed as central to the College’s mission. Assessment conversations are taken seriously and are highly valued.

New committee and administrative structures are in place to guide and sustain assessment activities. New programs such as those developed in the Centers of Excellence are designed with assessment methods in mind. Clearly, some of the respondents to the survey described above believe that the College has already achieved a culture of evidence. If this is not already the case, the College is positioned to reach this mature level in the foreseeable future.

The College needs to continue to improve in its use of existing data. This is achieved largely at the planning stage of data collection. It is possible to “wear out one’s welcome” with any audience (matriculating students, alumnae/i, community partners, etc) by over-assessing them. Thus, careful coordination of assessment programming is of utmost importance. Further assessment challenges involve specifying student outcomes and implementing organized data collection for those outcomes.

A related challenge involves communication, especially as it relates to students. Faculty and staff will succeed in engaging students in assessment activities to the extent that they effectively make their case for student participation. And students will feel invested in assessment work if they are kept informed and believe that there is a return on their investment of time and energy. This is where student ownership will pay dividends. Inviting students to participate in the development of assessment programs, as well as keeping them abreast of results, will improve participation rates.

Communication improvement is also needed in the mechanisms for feedback to academic programs about assessment. Currently, programs are asked to perform assessments or contribute data for various purposes, but don’t always receive results back from the source of the request. Another particularly
significant piece of communication needing clarification for programs is the more explicit delineation of program or department versus institutional responsibilities for assessment. Confusion about where responsibility rests for data collection in some areas has impeded assessment progress in the past and needs to be addressed. The new Assessment Committee is addressing both of these issues.

Some components of the College community are the targets of many assessment programs, whereas others are less involved. As an example, alumnae/i of graduate programs currently do not receive any common post-graduation surveys. Tracking graduates (career paths, satisfaction with or suggestions for their graduate program) falls to the individual program directors. Coordination of efforts here might prove to be cost-effective in the long run.

Licensure examination passage rates for associate and baccalaureate nursing programs have fluctuated in the past several years. Measures have been taken to improve student performance, and scores improved in 2002. The nursing programs are continuing to develop curriculum and support services that will result in a stabilization of passage rates.

Designating specific monetary and staff resources for assessment, and communicating the procedures for accessing these resources, should be a high administrative priority. A mechanism for reviewing applications for assessment resources should be developed and a College-wide timetable for assessment activities should be maintained. The former will assure that resources are distributed equitably across academic and student affairs programs; the latter will assist in coordinating data collection, as noted above.
Chapter 5

Criterion Four: Accomplishing the Mission in the Future

What leads the College to conclude it can continue to accomplish its purposes and strengthen its educational effectiveness? Through careful analysis of present realities and future plans documented throughout this report, the self-study process revealed a “baker’s dozen plus one” array of reasons demonstrating the College’s capacity to shape a vital future, and thereby continue to accomplish its mission:

1. The College of St. Catherine is mission driven and mission focused.
2. The College employs a well-designed, participative and dynamic planning process and has a plan that is truly strategic.
3. The College has competent and committed trustees, administrators, faculty, staff and alumnae/i.
4. The College offers strong and integrated curricular and co-curricular programs through which it has re-imagined education for women.
5. The College enjoys a stable and growing enrollment of over 4,700 students.
6. The College responds to the enrollment market, which has led to increased diversity in the student body.
7. The College analyzes external changes and responds to opportunities through partnerships and joint initiatives.
8. The College places central emphasis on assessment and has a well-designed and implemented assessment plan.
9. The College has effective systems and structures that enable the careful collection, analysis and use of information.
10. The College has successfully integrated the administrative and programmatic functions of its two campuses.
11. The College has improved its fund-raising and communications functions and successfully launched an $80 million campaign, with 75% of its goal already pledged or received.
12. The College has a stable financial outlook.
13. The College has significantly enhanced and increased its external visibility.
14. The College is mission driven and mission focused!
1. THE COLLEGE OF ST. CATHERINE IS MISSION DRIVEN AND MISSION FOCUSED.

The vision and mission of the College of St. Catherine drive daily activity as well as longer range institutional planning. Convinced that everything begins and ends with the mission, College leaders seize opportunities to rivet the attention and energy of faculty, staff, trustees and students on core elements of the mission and then explore their relationship to activities, challenges and new initiatives. That the mission forms the foundation as well as the goal of all major College endeavors is the strongest, most compelling reason the College of St. Catherine can move into the future with confidence and high expectation of success.

Beyond static recitation of words and dry text relegated to the “pull out when needed for a grant proposal, orientation session, or accreditation report” shelf, the College’s mission injects purpose into all St. Catherine’s important activities. The mission statement is clear, concise and compelling. It has evolved over time but remains consistent with the vision of the founders. The mission stands at the center of every planning effort and it yields a logical set of purposes that illuminate the mission by describing how it is lived at the College. The mission inspires a set of strategic directions that forge a critical link between the College’s mission and the world outside its walls. These strategic directions imply a set of action priorities that direct implementation planning and allocation of resources. In addition, every new initiative is examined under the mission’s revealing light and then assessed for consistency and congruence.

Focus on mission at the College of St. Catherine is deliberate, sustained and central to the College’s work. Focus leads to strength and strength implies endurance. That the content of the mission is itself compelling further extends the College’s ability to thrive in the future.

2. THE COLLEGE EMPLOYS A WELL-DESIGNED, PARTICIPATIVE AND DYNAMIC PLANNING PROCESS AND HAS A PLAN THAT IS TRULY STRATEGIC.

THE STRATEGIC PLAN

St. Catherine’s strategic plan positions the College for a strong future. Developed through a process that engaged the College’s principal constituencies, the strategic plan has enhanced St. Catherine’s long tradition of academic excellence, increased enrollment significantly, expanded and diversified financial resources, enhanced existing facilities, and built new ones. Strategic plan implementation has also improved compensation, allowing the College to attract and retain a critical mass of faculty and staff who embrace the College’s mission and possess the skills, knowledge and commitment to carry it out.

CONTEXT FOR PLANNING

Following their visit in 1993, North Central Commission team members recognized the College’s many strengths and made several recommendations for institutional development. The substance of the North Central report has significantly influenced current institutional planning.
The planning process at St. Catherine’s has long been institutionalized, pre-dating the 1993 accreditation visit and continuing thereafter. Interlocking planning efforts reinforce the College’s ability to focus institutional energy and resources and galvanize commitment to its mission.

Completion of a plan in the mid 1990s yielded notable positive results and the College grew predictably stronger. Since 1993, St. Catherine’s has successfully enhanced its academic programs, increased enrollment, realigned institutional structures, and improved both its physical facilities and fiscal management.

With the arrival of a new president in 1998, a new planning process ensued and broad-based participation led most faculty and staff to embrace strategic planning as the path toward a preferred future. Engaging many, the planning process built on the College’s strengths, addressed weaknesses directly, and made two adjectives – flexible and responsive – watchwords for new initiatives. A consistent focus on mission insured that St. Catherine’s would remain faithful to its central purposes and enduring values.

Following its articulation of the vision: to be the world’s pre-eminent Catholic College educating women to lead and influence, the Board of Trustees adopted five strategic directions that underscore all planning initiatives:

1. Strengthen the College’s Catholic identity;
2. Strengthen the College’s reputation for academic excellence;
3. Create paths to higher education and laddering opportunities for women of high ability;
4. Adopt a permanent outwardly focused stance;
5. Reimagine education for women.

The strategic directions inspired discussions within and across departments, yielding an institutional plan that enjoys broad institutional support. The plan laid out the most desirable and promising avenues toward accomplishing the College’s mission. College leaders also developed a financial forecast based on the planning assumptions and priorities, as well as a summary document for review by the Board of Trustees.

The plan responded to eight key strategic questions:

1. What will be the primary identifiers of the College of St. Catherine?
2. What educational programs will the College offer?
3. What students does the College want to serve; what students can best be served?
4. What are the College’s recruitment and retention realities and goals?
5. How will students finance their education?
6. What student and academic services and programs must the College provide?
7. What facilities, equipment and resources are necessary to provide appropriate programs and services to students?
8. How can the College acquire the resources necessary to implement its plan?

The Board of Trustees formally adopted the College of St. Catherine Strategic Plan in April 2000, having offered important input and deliberation during its development. Trustees evaluated the plan’s key components by responding to the following questions:

• Is this a desirable direction?

• Does it reflect the best response we can make to the opportunities and challenges we face? (Curricular and co-curricular program planning)

• Is it feasible to implement this plan? (Financial and administrative planning)

• What are the implications of adopting this plan in terms of mission, resources, College image and visibility, and other important considerations? (Enrollment, marketing and external visibility planning)

The Board-adopted priorities formed the strategic base from which specific program plans and proposals emerged.

MIDTERM PLAN REVIEW

In preparation for its January 2002 planning retreat, College leaders rigorously assessed progression toward the Strategic Plan goals. The President and the Cabinet identified new market factors, as well as demographic and philanthropic influences, and then developed appropriate strategies to address them. Following consultation with staff, faculty and Board committees, each senior administrator presented an assessment of her/his area that was discussed, evaluated and refined by the Cabinet. After making necessary midterm corrections and adaptations, the resulting Midpoint Review document articulated a revised set of priorities for the College and for each division. More than a linear or compiled inventory of needs and accomplishments, the Midpoint Review illustrated priorities in both concise written and graphic form and tied them to a revised financial forecast. Following Board acceptance of the Midpoint Review in February 2002, Cabinet members presented its substance to the College community through a series of meetings on both campuses.

ONGOING PLANNING AT THE COLLEGE OF ST. CATHERINE

Organizational responsibility for strategic planning rests with the President who encourages administrators and faculty to analyze present realities, envision a desired future and develop a plan to attain it. The President leads the planning process and, with the Cabinet and Assistant to the President for Planning and Institutional Research, creates the plan and assesses its outcomes. The President also initiates a process to monitor plan effectiveness and adjust and adapt the plan as appropriate. The Board of Trustees approves the plan and oversees regular plan review.

The College’s planning process is inclusive of every College community member who chooses to participate. Vice Presidents and their staffs develop
plans for their own areas, submit them to the scrutiny of their colleagues, and further refine them after discussion. The Vice President for Academic Affairs and Dean of Faculty plans for curriculum renewal, assessment and program initiation, while the Vice President for Student Affairs plans the co-curriculum of programs and services for all students and oversees enrollment management. The Vice President for Development and External Relations oversees planning for the College’s external relationships, including fund-raising, communications and marketing; and the Vice President for Finance and Business Operations develops plans for administrative, financial and business affairs.

**MONITORING THE PLAN**

The College regularly monitors external variables to gauge their potential impact on its plan. Trustees with extensive government and business experience assist administrators to assess the external environment, including its economic and demographic realities, and potential impact on the College.

Annual review of the financial forecast permits adjustments to assumptions in light of new data. Administrative liaisons discuss plans with appropriate Board committees that assist in monitoring the plan. Linking evaluation and monitoring procedures with the budget process helps the College make appropriate shifts in resource allocation. Because regular review is part of St. Catherine’s planning process, the College can easily incorporate goals suggested by self-study outcomes and recommendations.

Planning cannot control the future. It does, however, decidedly impact what future is possible. At St. Catherine’s, College leaders meet frequently to review progress, integrate plans across functional areas, agree upon major strategic priorities and assess their financial implications. The Cabinet develops the critical links between resource needs, revenue opportunities, and planning priorities, while campus meetings focus on the content of proposed priorities and on critical questions about their desirability.

The dynamic nature of the planning process and the plan itself help insure a vital future for the College because the process centers on three concepts, which result in a decisive and flexible plan that enjoys broad institutional support:

- Participation (involve everyone who is affected);
- Focus (know what the College is about);
- Flexibility (structure the College for rapid response to opportunity and challenges).

**3. THE COLLEGE HAS COMPETENT AND COMMITTED TRUSTEES, ADMINISTRATORS, FACULTY, STAFF AND ALUMNAE/I**

The College’s most valuable resources are the people that lead, teach and offer its wide array of programs and services. Well-qualified trustees and administrators lead the College of St. Catherine; the faculty includes committed teachers and scholars with a diverse range of experience; and competent staff members eagerly support student learning. A significant number of administrators, faculty and staff members and alumnae/i hold leadership positions in their professional...
organizations; publish or present regularly at professional conferences; and mentor young professionals and scholars in their various disciplines.

The College has a plan to enhance its human resources by attracting and retaining more faculty who hold terminal degrees and high caliber staff who are committed to the College mission. Assuming compensation plays a significant role in retaining excellent faculty and staff, the College has embraced it as a very high priority. A plan to raise salaries to the median level at comparable institutions has yielded significant results. Anticipating goal attainment by 2005, the **Compensation Plan** has also yielded a plan to improve benefits to comparable levels.

Optimistic and energetic momentum and a spirit and practice of collaboration characterize the College’s leaders as well as the faculty and staff. At St. Catherine’s, leaders engage with people at every level of the institution and robust dialogue on critical issues is pervasive. Care for the “human side of the enterprise” is evident in the College’s serious attention to morale as well as to the personal and professional needs of faculty and staff. Visitors and colleagues often remark about the College’s cohesive community spirit, a characteristic that leads to increased institutional loyalty and engagement. An unusual and well-respected integration of academic and student affairs programs positions St. Catherine’s to address increasingly complex student needs, both in and outside of the classroom.

As the student body, faculty, and staff grow increasingly diverse in culture, age and economic background, they bring a new range of knowledge and experience to the educational environment. Increasingly heterogeneous perspectives enhance the curriculum in many significant ways. Co-curricular programs and activities also respond appropriately to changing College demographics, boding well for the College as it enters its second century and a world of parallel pluralism.

### 4. THE COLLEGE OFFERS STRONG AND INTEGRATED CURRICULAR AND CO-CURRICULAR PROGRAMS THROUGH WHICH IT HAS RE-IMAGINED EDUCATION FOR WOMEN.

Excellent educational programs reflect both the vision of the founding women and the present reality at the College of St. Catherine. Employers seek the College’s liberal arts majors, nurses and teachers, as well as graduates in business, social work and other fields who bring to their professions ethical decision-making capability and outstanding written and oral communication skills. Critical reasoning and the ability to synthesize complex information are the outcomes of a curriculum that deliberately helps students build and strengthen these important skills.

Recognizing that for many women, economic, social, and other barriers hinder access to higher education, the College of St. Catherine deliberately “ladders” degree programs to allow students to move easily from an associate to baccalaureate degree or to higher study at the master’s level.

The curriculum, especially at the undergraduate level, prominently features the contributions of women within every academic field, clearly intending to
expose students to important scholarly work of women. In addition to curriculum content, the College places strong emphasis on providing a learning environment that is relational and supportive, an environment that leads students to explore the outer edges of their own potential, take responsibility for their own learning, expand their options, and forge the critical link between their educational privilege and the social responsibility to which this privilege calls them. The College of St. Catherine has expressed this educational philosophy within its Leadership Statement, itself a mirror of the mission.

Through the College’s varied and excellent academic programs, the curriculum meets critical social needs, engages students and faculty in meaningful learning, and prepares graduates to enter the world ready to lead and influence. Because the curriculum is dynamic, evolving and focused on leadership development, it meets a critical and enduring need and thus will enable the College to continue pursuing its mission in the future.

Strong co-curricular programs complement academic programs and support and enhance student learning. Reflection is an essential component of co-curricular experiences such as service learning, internships, social justice outreach trips and volunteer opportunities. These experiences challenge students to connect classroom learning to the broader community and to their responsibilities within the community.

Student Affairs staff collaborate with faculty in the design and implementation of these important learning experiences. Training and development programs for student leaders, ranging from peer tutors to resident advisors to student government members, focus squarely on leadership development. Recognized nationally as a model for effective integration of curricular and co-curricular programming and for meaningful collaboration among academic and student affairs professionals, this hallmark of the College strengthens visibility and positions St. Catherine’s for the future.

Student Affairs programs are designed with student learning as the priority. Helping students realize their academic, personal and career goals is the primary focus, whether students are on an athletic field, in the counseling or health and wellness center, seeking assistance in the career development or O’Neill Centers, or participating in a campus ministry or performing arts program.

At the center of the curriculum, four dynamic Centers of Excellence focus student and faculty work on critical issues facing women: health; economic justice and public policy; science and technology; and spirituality. Intentionally interdisciplinary, focused on real problems in the wider world, reflecting the College’s educational philosophy, and closely tied to student co-curricular learning, the Centers provide a visible and dynamic example of education for women “re-imagined.”

The Centers of Excellence build on the strengths of St. Catherine faculty members and the college as a whole. At the same time, they challenge thinking and practice in teaching, scholarship, and community interactions. The Centers Steering Committee was appointed in the summer of 2000, and the four Centers
“I am excited to hear about the Center of Excellence for Women, Science and Technology and would love to be involved! Today, more than ever, women that can think both critically and creatively are necessary for growth in the scientific and technological communities. I find that the few women in my field tend to be able to see the larger picture, rather than become caught up in the details and abstract challenges. These characteristics are critical in order to make ethical decisions. I was thrilled to hear about the Center for Science and Technology being developed at the college where young women can be encouraged to enter these traditionally male-dominated fields.”

Minda Suchan, ’95
Senior Physics Engineer, Raytheon Corporation

will be fully operational by 2005. To re-imagine women’s education, the Centers engage at three levels:

• transforming the experiences of the individual learner;
• transforming the college, as community and institution;
• transforming the society (including local and global components).

To stimulate participation across the campus, the Centers have initiated activities, sponsored an internal grant program, and developed long-range plans. Each Center’s Action Plan is a working document designed to frame the Center’s development and to be revised in dialogue with the college community. (See Centers of Excellence 2002 Opening Workshop Presentation and Centers of Excellence Action Plans).

5. THE COLLEGE ENJOYS STABLE AND GROWING ENROLLMENT OF OVER 4,700 STUDENTS.

Since 1992, enrollment at the College has grown by 25%, demonstrating increases in every enrollment subset (undergraduate day, weekend, associate and graduate) over the last five years. Three principal elements led to this growth:

1. New and strengthened academic programs that address market demand and adhere to the mission;
2. Deliberate and effective marketing strategies that include targeted advertising, compelling promotional materials and substantially increased College visibility;
3. An institutional commitment to retention that includes data collection and analysis, improved services, and strong co-curricular programs.

The Strategic Plan established a student enrollment goal of 4,800 by 2005, and the College is on track to achieve it. The planning process established this as the overall enrollment target, although discussions continue around desirable enrollment goals for specific programs and enrollment subsets. Broad institutional commitment to increasing retention insures that the multiple variables affecting student persistence are analyzed and incorporated within enrollment forecasting and retention efforts.

The Enrollment Management Matrix committee (EMM) monitors enrollment trends, reviews and interprets data and research about students and their needs, and recommends appropriate policy and program initiatives, believing that the most effective enrollment strategy is a sound retention effort begun at the point of admission. EMM places special emphasis on at-risk students, monitors trends affecting student persistence, and recommends program and service enhancements designed to improve retention and graduation rates.

Although the College enrolls students with increasingly complex needs and faces competitive challenges, as well as recurring public debate about the viability of single gender colleges, effective planning and college-wide attention to recruitment and retention imperatives ensure that the College will meet or exceed its thoughtfully determined enrollment goals.
6. THE COLLEGE Responds TO THE EnROLLMENT MARKET, WHICH HAS Led TO INCREASED DIVERSITY IN THE STUDENT BODY.

The College of St. Catherine enrolls students who represent an increasing diversity of age, race, ethnicity, religion, social and educational background and life experience. Although the College’s definition and view of diversity is expansive, the predominant focus of current College effort is on racial and ethnic diversity.

Over the last decade, no one could examine population statistics in the Twin Cities region and fail to note dramatic changes, particularly in St. Paul and Minneapolis. Within a state that still reports only 12% non-Caucasian population overall, most high schools in the Cities enroll students speaking dozens of languages, ranging from Somali and Amharic to Vietnamese and Spanish. Many elementary schools enroll a majority of students of color. Based on its strong commitment to providing access for students of high ability who face barriers to higher education and its equally strong commitment to the principles of Catholic Social Teaching, and because the College believes that the educational experience of all students is enriched and deepened by the presence of a diverse range of students, faculty and staff, the College of St. Catherine has both actively recruited students of color and worked to provide an appropriate range of services for them.

Within Minnesota, the College of St. Catherine is a leader among private colleges and ranks fourth among all Minnesota institutions in enrolling students of color (data source: U.S. News and World Report). The College’s work to increase the diversity of the student body has been particularly successful in the undergraduate day and associate degree programs. The incoming 2002 classes are, respectively, 21% and 25% multicultural. Only one other Minnesota private college has reported a higher diversity ratio.

Providing access for students who can benefit from a St. Catherine education and offering services that meet their diverse needs – including evening and weekend scheduling, counseling, and academic and financial support – position the College well to continue serving an increasingly diverse population in the future and to move in concert with expected demographic changes in the Twin Cities, in Minnesota and surrounding states.

Although the racial and ethnic diversity of faculty and staff is not as diverse as that of the student body, the College has made progress as evidenced in several hires of faculty and through its strong commitment to increase multicultural competence. This institutional commitment is evidenced in the successful implementation of a $300,000 Bush grant, which provided for climate assessment and program development now institutionalized across the College, and its successful attainment of an additional $450,000 to broaden and enhance the work of the last three years.
7. THE COLLEGE ANALYZES EXTERNAL CHANGES AND RESPONDS TO OPPORTUNITIES THROUGH PARTNERSHIPS AND JOINT INITIATIVES.

One of the College’s five strategic directions is to establish and maintain a “permanent outwardly focused stance.” This direction has encouraged development of partnerships with major corporations like 3M, American Express, Northwest Airlines and Pfizer in the development of the pioneering and successful business concentration in professional sales; with three charter schools, including the nation’s first Charter School and a fledgling university in the altiplano of Bolivia; with Duke University and Fairview Health System in the development of cutting edge multi-disciplinary programs to improve quality of life for terminally ill persons; and with several community-based health care and social service initiatives. The College administrator responsible for developing corporate partnerships also holds a faculty appointment in Business Administration. As a former marketing and sales executive in a major corporation, she is well-positioned to increase the College’s visibility and interaction with major corporations, as well as with human service and government agencies.

Heightening College visibility in the community is an important prelude to preparing the College to respond effectively to a rapidly changing range of opportunities and to linking the College’s substantial educational capacity with agencies, businesses and organizations that can benefit from them. Strengthening these important links strengthens the College for the future.

8. THE COLLEGE PLACES CENTRAL EMPHASIS ON ASSESSMENT AND HAS A WELL-DESIGNED AND IMPLEMENTED ASSESSMENT PLAN.

Taking its impetus from the 1993 North Central recommendation, the College has implemented significant steps to improve its assessment functions. Beginning with a carefully developed plan, a faculty committee clearly articulates expected outcomes for the curriculum and co-curriculum and, employing a variety of data collection and analysis methods, measures specific progress against planned outcomes.

Planning, resource allocation, assessment, and decision-making are interrelated elements that enable the College to excel in an environment where competition, market demands, economic forces and changing student expectations complicate the future. Constituency needs are identified; decision-making processes prioritize needs; planning efforts identify, procure, and allocate resources; and assessment processes provide opportunities to evaluate outcomes. The assessment process is increasingly pervasive in the College and helps ensure its future viability.
9. THE COLLEGE HAS EFFECTIVE SYSTEMS AND STRUCTURES THAT ENABLE THE CAREFUL COLLECTION, ANALYSIS AND USE OF INFORMATION.

Central to effective management of the College's financial, physical and human resources is the continual evaluation of stated goals and the plans to reach those goals. Various organizational structures, systems and processes enable College leaders to make decisions based on accurate and timely information. These structures include: the Office of Institutional Research and Planning; the Enrollment Management Matrix (EMM); the College budget process; the technology infrastructure; and an array of standing committees and task forces that plan for specific strategic areas.

The Institutional Research Office serves as a central gathering place for institutional data collection, reporting and – increasingly – analysis, all of which form a backdrop for effective institutional planning.

The Enrollment Management Matrix brings together a broad spectrum of faculty and staff who view issues related to retention and recruitment from multiple perspectives, leading to more effective and strategic decisions.

Grounded in the Strategic Plan, the budget process is collaborative and disciplined, allowing faculty and administrators to participate in critical decisions around allocation of the College’s resources. The process insures that priorities drive resource allocation, and that the balance between revenues and expenditures is carefully monitored.

Every college must grapple with rapid change and escalating costs of technology. Increasingly understood as a commodity at the College of St. Catherine, technology enjoys a position of prominence in institutional planning and the benefit of significant philanthropic and budget dollars. Compared to many colleges of similar size, St. Catherine’s enjoys a robust technology infrastructure. Adopted in 2002, the Information Technology Strategic Plan provides a flexible framework for technology advancement in both the academic and administrative environments.

The President and major administrators make judicious use of specially configured task force groups and committees to undertake important College work, especially work that falls outside the purview of any single existing organizational structure. Groups such as the Tuition Pricing, Mission Development and Future of Two-Year Program Task Forces have engaged professionals from many sectors of the College in discussions on critical issues, and their work has yielded positive results. Such flexible configurations allow College leaders to engage the best minds around important issues, an essential and necessary institutional capability for the future.

10. THE COLLEGE HAS SUCCESSFULLY INTEGRATED THE ADMINISTRATIVE AND PROGRAMMATIC FUNCTIONS OF ITS TWO CAMPUSSES.

Responding to a clear recommendation of the 1993 North Central visit, the Board of Trustees directed the new President to complete integration of the two
campuses, begun earlier with the legal acquisition of St. Mary’s Junior College in 1986. This effort required new academic and faculty governance structures, development of a single institutional budget, alignment of diverse administrative functions and most importantly, serious effort to address residual issues related to different campus cultures.

The current President appointed the College’s first senior academic officer responsible for all undergraduate and graduate programs. A team of three deans – liberal arts and sciences, professional studies and health professions – oversees academic programs on both campuses. Their teamwork focuses on macro planning and each portfolio includes specific areas of responsibility on both campuses. In addition, a new faculty governance structure replaced two separate structures and unified the faculty for the first time. These structural and governance changes have moved St. Catherine’s forward decisively in its work to become “one college.”

Beginning with the 1999-2000 budget, the College has made substantial progress toward a fully integrated institutional budget that replaces separate campus budgets. Similarly, the College has integrated many administrative functions, including important ones in the Registrar’s office and institutional computing, as well as published the first institution-wide academic catalogues and faculty, employee and student handbooks.

As a result of these efforts and through deliberate attempts to build community spirit across the two campuses, a new St. Catherine culture is emerging – one that retains respect for the unique character and flavor of each campus as it looks confidently toward a united and strong future.

11. THE COLLEGE HAS IMPROVED ITS FUND-RAISING AND COMMUNICATIONS FUNCTIONS AND SUCCESSFULLY LAUNCHED AN $80 MILLION CAMPAIGN WITH 75% OF ITS GOAL ALREADY PLEDGED OR RECEIVED.

With the launch of the *Leadership in Mind, the Campaign for the College of St. Catherine*, the College of St. Catherine undertook the largest fund-raising effort ever attempted by a Catholic college for women. The Campaign’s bold and ambitious goal of $80 million will fund programs and initiatives derived directly from the strategic plan, initiatives that will strengthen the College considerably for the future. Campaign initiatives include support for scholarship endowment funds; key academic and co-curricular programs as well as the Centers of Excellence; a fund for promising new initiatives; and an ambitious building and renovation program focused on two principal academic buildings and Coeur de Catherine, a stunning complex linking a state of the art library, student center and the College chapel.

The campaign goal is aggressive but College leaders expect its successful attainment by the Centennial celebration in 2005. Indeed the Campaign has already yielded nearly $60 million in pledges and gifts with a remarkable 53.5% of that total given as unrestricted or designated for implementation of the College’s planning priorities. That the College’s success to date has occurred in
a less than optimal economic climate serves as an encouraging milestone and motivator to complete the Campaign successfully.

Expansion of the College’s donor base, strategic partnerships with corporations, strengthened relationships with the College’s alumnae/i, and more sophisticated development, marketing and communications functions indicate the probability of success in the current campaign and position the College for even more significant fund-raising success in the future.

While the campaign financial goal has itself been a powerful motivator and achievements to date notable, the close integration of campaign priorities with the College’s well-articulated strategic plan offers even stronger evidence that the College of St. Catherine is positioned to claim the future it desires.

12. THE COLLEGE HAS A STABLE FINANCIAL OUTLOOK.

Over the last ten years, St. Catherine’s financial position has stabilized and strengthened, and the College has made financial plans that integrate closely with its strategic plan. Balanced budgets, regular monitoring of revenues and expenditures, and detailed financial planning all strengthen the College for the future and enable it to withstand economic fluctuations.

In the summer of 2002, the College successfully issued $52 million in tax-free revenue bonds. The bonds funded construction and renovation of the Coeur de Catherine; construction of new space for Family Consumer and Nutritional Sciences; a new health and wellness facility; substantial renovation in two main classroom buildings; and significant infrastructure upgrades. Preparation for bond issuance required the College to present its case before the bank issuing the letter of credit, and before the Minnesota Higher Education Facilities Authority and Moody’s Rating Service. All commented on the College’s stable financial outlook, sound management, enrollment growth, market niche and strategic planning efforts.

The College’s financial forecast is updated annually. The College of St. Catherine has confidence in its forecasts as planning tools, since prior forecasts have proved extremely accurate.

The conservative outlook for the next five years is for continued operational surpluses. Strategic hires of faculty and staff, planned facilities improvements, and technology enhancements will further strengthen the College. Success to date both in the Leadership in Mind, the Campaign for the College of St. Catherine and in meeting enrollment targets, as well as a significantly improved balance sheet, support the conclusion that the College is likely to continue fulfilling its mission in the future.

At the same time, it is important to note that any one or combination of factors could threaten the College’s positive financial outcomes. Cuts in federal and/or state funding for student financial aid would undermine the ability of many undergraduate students to attend St. Catherine’s. Increased competition for undergraduate students could thwart attainment of enrollment goals. The Campaign could stall due to the economic downturn. However, it is clear that
over the past ten years, the College has substantially enhanced its financial strength and implemented a strategic plan designed to make sure it can continue to do so in the future.

13. THE COLLEGE HAS SIGNIFICANTLY ENHANCED AND INCREASED ITS EXTERNAL VISIBILITY.

In recent years, the College has taken decisive steps to unify and strengthen its visual identity, promote its central messages consistently through various communications media, establish stronger name recognition, and raise public awareness and perceptions about the College of St. Catherine. As a priority within the strategic plan, increasing the College’s external visibility is an essential precursor to enhancing both fund-raising and enrollment.

Enhanced marketing and advertising budgets, a new logo and graphic identity, improved relationships with local media professionals, and strategic investments in staff and publications have helped the College gain more positive media coverage, reinforce its key messages and increase enrollment.

The process to develop and implement a consistent graphic identity resulted both in coherence among publications and a more efficient use of resources. Increased advertising, a new generation of admissions publications and deliberate efforts to place faculty and staff as media respondents and speakers in the community have all yielded positive results. The Campaign has yielded valuable opportunities to highlight the College in many venues and to deliver a consistent message of the College’s vision. The President is active and visible in the community, speaking frequently in public venues ranging from parishes to meetings with the governor.

External evidence that the College’s visibility has improved includes five consecutive years of record enrollments, a capital campaign on track to meet its $80 million goal, positive media attention, and frequent anecdotal notings of increasingly positive public regard for the College of St. Catherine.

Increased visibility attracts resources, support and participation among the College’s various constituencies and such visibility is clearly a necessary preamble to extending public recognition of the College of St. Catherine as the pre-eminent Catholic college educating women to lead and influence. Key investments in enhancing College visibility and results of those investments establish a firm foundation for the future.

14. THE COLLEGE IS MISSION DRIVEN AND MISSION FOCUSED!

This rationale supporting the College of St. Catherine’s ability to accomplish its mission and purposes in the future ends where it began, with the clear and confident statement that the mission drives the work of the College and will continue to do so in the future. A compelling and noble mission encourages and welcomes the full engagement of those who believe in its value. Fortunately, belief in the worth and importance of our mission is pervasive at the College of St. Catherine.
SUMMARY: ACCOMPLISHING THE MISSION IN THE FUTURE

The indicators described above lead the College to conclude it can continue to accomplish its mission in the future. Positive change over the past ten years has evinced St. Catherine’s ability to meet student needs and maintain high academic standards. Regular curriculum revision points to a faculty attuned to market imperatives, student needs and current developments within the disciplines. Increased enrollment and improved retention rates demonstrate that the College is meeting a need within the educational market.

Various financial indices suggest a healthy future for the College. Over the past ten years every aspect of St. Catherine’s fiscal picture has improved. The College has increased institutional aid to needy students while keeping tuition increases competitive. St. Catherine’s has experienced significant increases in gifts and pledges, its invested funds, annual funds and capital funds. Bankers and investors willing to market and purchase College bonds further attest to the College’s significantly increased financial strength.

Perhaps the clearest indicator of St. Catherine’s ability to continue to accomplish its mission is the comprehensive strategic plan that will guide the College into its second century. The recent midterm review of the strategic plan further attests to the College’s resolve and ability to accomplish its mission.

The College of St. Catherine adapts to changing needs and market imperatives without compromising its core mission. This ability to change, along with recent measurable achievements, support the claim that the College of St. Catherine can continue to accomplish its mission and purposes in the future, and accomplish them with integrity and excellence.

External evidence that the College’s visibility has improved includes five consecutive years of record enrollments, a capital campaign on track to meet its $80 million goal, positive media attention and frequent anecdotal notings of increasingly positive public regard for the College of St. Catherine.
Criterion Five: The Institution Demonstrates Integrity in Practices and Relationships

The College of St. Catherine prides itself on maintaining a high level of ethical responsibility in all of its relationships and operations. The organizational structure of the College, its decision-making processes, and the emphasis it places on assessment allow the College to examine and re-examine its policies and procedures on an on-going basis in order to assure that they are consistent with the College’s mission and with accepted practices in higher education.

COLLEGE CATALOGS, HANDBOOKS, POLICIES AND GRIEVANCE PROCEDURES AFFECTING STUDENTS

COLLEGE CATALOGS

The 2001-2003 Undergraduate Academic Catalog is available in print and on the College’s website. The catalog accurately describes all undergraduate degree and certificate programs offered at the College. It accurately describes the services offered and the policies and procedures followed at the College. It contains the College's Mission Statement, Vision Statement, and the College's Roman Catholic Identity Statement.

The 2001-04 Graduate Academic Catalog was updated in 2001. The College expanded and updated the information published in the catalog to provide a more comprehensive description of all degrees, certificates, and licensures offered at the graduate level. The graduate catalog is available in print and on the College’s website. The catalog accurately describes all of the graduate degree, certificate, and licensure programs offered by the College. The 2001-04 Graduate Academic Catalog accurately describes the services offered at the College, and the policies and procedures adhered to by the College. Like the Undergraduate Academic Catalog, it contains the College's Mission Statement, Vision Statement, and the College's Roman Catholic Identity Statement.

Prior to 2001, the College printed two undergraduate catalogs, one dedicated to programs offered on the Minneapolis campus and the other containing information about programs offered on the St. Paul campus. As part of the College-wide determination to better integrate the two campuses, a single undergraduate academic catalog was created. The Undergraduate Academic
Catalog 2001-03 contains critical information about all undergraduate degrees and certificates offered at the College.

In the process of creating a single Undergraduate Academic Catalog, academic and administrative policies were updated to provide College-wide consistency, except where to do so was illogical due to programmatic differences. Courses were renumbered to provide consistency in the use of departmental prefixes and to eliminate duplication between associate and baccalaureate programs.

The student information management system (CARS) was also updated as part of this process. Previously, two catalogs (“catalog” in this case referring to the way courses are stored in the database) were maintained in CARS. These were combined into one catalog in 2001.

In addition, department chairs and program directors identified courses no longer offered so the courses could be deleted from the database. They also reviewed and updated all prerequisite, co-requisite, and concurrent course requirements. The updated information was incorporated into the printed catalog as well as the CARS database.

**STUDENT HANDBOOK (LEGUIDE)**

*LeGuide* is the official handbook for College of St. Catherine students. Updated versions are distributed to all students annually. *LeGuide* and the College’s Catalogs contain the policies pertaining to all students. All critical policies are reviewed and contact people identified at every orientation program for new students.

The publication has undergone significant enhancement over the past ten years. In 1992 the College of St. Catherine published two student handbooks – one for students enrolled in programs on the Minneapolis campus, and the original version of *LeGuide*, which was for students in programs on the St. Paul campus. In addition, the Weekend College office published a supplement with additional information specifically for Weekend College students; it was distributed only to students in the weekend program.

In preparation for production of the 1997 *LeGuide*, the College, with full support of the student College Association Governing Board (CAGB), shifted the funds allocated for the production of the handbook from the student government organization to the Office of Student Affairs. This shift allowed for the creation of a single student handbook for all students. *LeGuide* contains several sections including the academic calendars, a daily planner and organizer with important deadlines and events listed, information describing support services at the College, and academic and non-academic policies. Some are printed in both *LeGuide* and the College catalogs. *LeGuide* is updated and reprinted on an annual basis to accurately reflect and report College policies and calendars.

In 1999 the policies pertaining to student rights and responsibilities published in *LeGuide* were also made accessible on the College’s web site. Policies pertaining to student rights and responsibilities remain accessible on the wesite. The policies include: *Student Code of Conduct and Community Expectations, Academic Integrity, Sexual Harassment, Sexual Assault and Violence*. 
**Students Rights and Responsibilities, Policies and Procedures Regarding Educational Records (FERPA), Alcohol and Drug Policy, and the Non-discrimination Statement.** Beginning in the 2002-03 academic year, all of *LeGuide* is available online. *LeGuide* remains the primary vehicle for communicating important policies to students.

**STUDENT REDRESS SYSTEM**

The Student Redress System consists of the policies most central to student rights and responsibilities. The Student Redress System includes the following policies: Student Complaint Process for Academic Evaluation, Code of Conduct and Community Expectations, Sexual Harassment, Sexual Assault and Violence and the general student grievance policy of the College. These policies were significantly revised during the 1994-1995 academic year and again in 2001-2002. In 2000-2001 the Academic Deans and the Dean of Students developed a schema that illustrates each of the components of the Student Redress System in an effort to increase communication about these policies to faculty, staff and students. The *Student Redress System Schema* is published in *LeGuide* and used in orientation programs and with faculty and staff.

The Student Redress Process and attending policies require students to raise concerns in a number of different ways and therefore a variety of offices receive, log and retain student concerns. However, all formal complaints are required to be submitted in writing and received by either the Office of Student Affairs or the Office of Academic Affairs, except sexual harassment complaints that can be recorded by the appropriate college official. The offices of Academic Affairs and Student Affairs are responsible for receiving all formal complaints, assigning each to the appropriate College officer for response and archiving all complaints. Complaints and findings are archived based on the nature and type of concern. Complaints of an explicit academic nature are housed in the Office of Academic Affairs. Complaints of a general nature, Sexual Harassment Sexual Assault and Violence, Discrimination, Code of Conduct and Community Expectations and all other non-academic policies are housed in the Office of Student Affairs. The process for resolving each type of complaint is based on the nature of the complaint and prescribed policy guidelines.

A significantly improved Student Code of Conduct and Community Expectations was introduced in 1995 to address all student conduct issues. The Code of Conduct is based on a philosophy of educational discipline and sets forth a clear set of community expectations for student behavior and processes when expectations are not met.

The College’s *Alcohol and Drug Policy* prohibits the unlawful possession, use, and distribution by students in accordance with state and federal law. The policy clearly articulates for students what disciplinary measures might occur as a result of violating laws related to drugs and alcohol. The policy further describes the health risks associated with drug and alcohol use, and provides a list of resources to be used by students who believe they may have a substance
abuse problem. Because the College is committed to promoting physical, spiritual and emotional health as well as academic achievement for students, personnel who work with students, including resident advisors, are provided with training relative to substance abuse. The Alcohol and Drug Policy is a key component of the College’s compliance with the Drug Free Schools and Workplace Act.

The academic policies approved by the College’s Educational Policies Committees, a faculty committee, demonstrate that the College and faculty take seriously the responsibility of overseeing, reviewing and approving changes or additions to educational policies.

In 1995 a committee of faculty, staff and students researched and developed a new policy to govern academic integrity issues. This policy re-established the philosophical grounding and community expectations for student academic work at the College. The 1995 Academic Integrity Policy allowed faculty members to either grade a student on an assignment for a course or forward a complaint to the appropriate Academic Dean when dishonesty was alleged. In instances where a faculty member issued a grade it became the responsibility of the student to file a grievance through the Student Complaint Process. Over five years only once did a faculty member choose to file a complaint. In all other instances the faculty member issued a grade and in only some cases did the student file a grievance. It was evident that in a number of instances faculty would choose to do nothing and in nearly all matters it became clear that students were not being engaged in meaningful learning when violations were suspected. In addition, there was no systemic way of addressing and tracking incidents of academic dishonesty.

During the 2000-2001 academic year the Vice President for Academic Affairs and Dean of Faculty established a committee of faculty, staff and students to study the 1995 policy and make recommendations on how the current policy could be improved. The committee completed its work and presented a revised Academic Integrity Policy for faculty and student discussion and approval. The new Academic Integrity Policy is a significant improvement over the previous policy and has a number of distinguishing characteristics. The committee has recommended that an “honor statement” be implemented, that ongoing faculty development regarding academic integrity issues be provided, that discussions between faculty and students be emphasized on all levels of alleged infraction, and that all incidents be addressed affirmatively with student learning and academic integrity as the primary outcomes. Faculty development for academic integrity issues and all elements of the new policy, except the honor system, were implemented beginning fall semester 2002. The new honor system will be fully operational for the 2003-2004 academic year, once approved by the faculty.

COMPLIANCE

The College maintains a high degree of integrity regarding compliance with state and federal laws and guidelines. This section contains analysis on how the College maintains compliance with critical state and federal expectations.
The College implements the requirements of the Minnesota Immunization Law (M.S. 135A.14), the immunization requirements of clinical sites, and criminal background checks for individuals who provide direct patient care for patients in licensed facilities, in accordance with the Vulnerable Adults Act of 1995. In 1993-94, the College created a position, the Coordinator of Student Health Information (later renamed the Coordinator of Student Clinical Requirements) to implement these requirements. To ensure compliance, the person in this position puts holds (preventing registration) on the records of non-compliant students.

The Minneapolis campus has a long, successful history of complying with the above requirements, educating students about these requirements, and developing communications, reports, tracking devices and maintaining databases. The St. Paul campus has also had success in compliance with immunization requirements. In 1997, as a result of significant staff turnover and computing system upgrades that disrupted tracking systems on the St. Paul campus, compliance decreased. The next three years were used to focus on redesigning the tracking system to be the same for each campus and establishing an appropriate staffing pattern. In November 2000, the Coordinator, formerly only for Minneapolis campus, also assumed responsibility for the St. Paul campus. Currently, the College has the same policies and procedures regarding the Minnesota State Immunization and all health care program requirements for both campuses. The same person coordinates tracking, communicating, database management and accountability; this has significantly improved the College’s effort to maintain full compliance with all requirements.

The College’s Policy Regarding Educational Records describes how the College complies with the Family Educational Rights and Privacy Act (FERPA). A number of key offices provide regular consultation and guidance for faculty and staff regarding the confidentiality of students’ educational records including the Registrar, Office of Academic Affairs and Office of Student Affairs. Collectively, these offices maintain documentation regarding the College’s compliance with FERPA.


The College does not believe it is possible for any institution to claim 100% compliance with FERPA since many of the communications subject to FERPA take place in private. However, the College can state with certainty that it publishes the requisite policies and that College policies and procedures adhere to FERPA. In many instances, the College provides extended protections to student records.

The College has taken several steps to ensure the security and confidentiality of the data accessed via the Student Kiosk. The College installed a firewall before
the Kiosk was deployed. The registrar’s office maintains tight control over which faculty, staff and students are given access (and the breadth of that access) to the records found on the Kiosk. All data accessed via the Kiosk are maintained on computer systems that are located on-site and managed by College employees. Social security numbers were removed from all pages displayed on the Kiosk in the event of unauthorized access to the data.

The College participates in the Title IV Federal financial aid programs and makes every effort to comply with its myriad regulations. The annual A133 audits have had no significant findings for years. The College’s most recent (FY2000) cohort default rate is only 1.3% compared to the national average of 5.9%.

The College publishes the semi-annual EMM 10-Day Report that includes enrollment data such as retention and graduation rates. The EMM 10-Day Report is made available to the College community and prospective students on the Institutional Research and Planning Office website, as part of the College’s effort to fulfill the requirements of the Student-Right-to-Know Act.

The College fulfills the requirements of the Campus Security Act by tracking and publishing all required data in its Annual College Security Report. The report is made accessible to all current and prospective students, faculty, and staff in a variety of ways including the Student Affairs website.

The College of St. Catherine adheres strictly to all relevant copyright law. Information regarding copyright law and application is distributed by the bookstore and is posted near duplicating machines across both campuses. The bookstore provides regular ongoing assistance to faculty, students and staff who wish to obtain permission to reproduce copyrighted materials.

The College of St. Catherine adheres to both the letter and the spirit of all laws protecting the rights of students and employees with disabilities. Specifically, the College complies with Section 504 of the Rehabilitation Act of 1973, the American with Disabilities Act of 1990, and the Minnesota Human Rights Act (HF II 19). Employees and students are informed of their rights in official College handbooks for each constituency (students, faculty and staff).

The College provides meaningful access to the educational services it offers, so that students with disabilities have an equal opportunity to participate and succeed. Four staff members, two in the O’Neill Center for Academic Development and two in the Minneapolis Learning Center, are specifically responsible for facilitating the provision of accommodations and referral of students for services for students with disabilities including general support services provided by other staff in each of the Centers (see Policies for Students Receiving Accommodations). The College strives to create a welcoming environment for students with disabilities; it in no way discriminates against individuals with disabilities in recruitment or admissions processes, nor after matriculation. The College’s website is fully accessible to all students.

Human Resources, working in conjunction with the College’s health care provider, facilitates accommodations for employees. The College’s hiring practices are non-discriminatory. The College’s website, where employment opportunities are posted, is fully accessible.
POLICIES AND PROCEDURES REGARDING INTERCOLLEGIATE ATHLETICS, STUDENT ASSOCIATIONS, CLUBS AND ORGANIZATIONS

The College of St. Catherine is a member of the National Collegiate Athletic Association (NCAA). The College complies with all NCAA institutional rules and regulations, including those related to institutional and individual athlete eligibility. It is committed to assuring that all student athletes meet the academic requirements set by the NCAA, and that they comply with all ethical standards set forth by the NCAA.

The College is also a part of the Minnesota Intercollegiate Athletic Conference (MIAC), a consortium of 13 private colleges and universities. The College, and all College of St. Catherine student athletes, adhere to the MIAC membership requirements. The College is proud of the academic performance of its student athletes; in 2000-01, the average grade point average for student athletes was 3.1.

As a means of fostering community and individual student development, the College encourages students to organize themselves around areas of common interest – social, academic, recreational, religious, societal or other commonality. As these groups develop, they may choose to seek formal recognition from the college as a chartered club or organization.

As a chartered club or organization, the group is not only allowed to exercise privileges not available to less formally organized student groups, but also agrees to abide by a well-defined set of expectations. Privileges include provision of a college financial account for tracking organization funds, receipt of funding each semester from the College Association Governing Board (CAGB) in support of organizational activities, a campus mailbox, permission to reserve and use college facilities for organizational use, access to printing and duplicating services, and permission to use the college’s name as part of their promotions and activities.

The chartering process requires interested student groups to identify a faculty or staff member of the college who will serve as their advisor. A list of officers, statement of purpose, and a constitution must be submitted to the Organizational Affairs Chair of the CAGB. Upon completion of all requirements, the CAGB reviews the charter request and determines whether to recommend that the Vice President for Student Affairs officially authorize recognition of the group.

HANDBOOKS, POLICIES AND GRIEVANCE PROCEDURES AFFECTING FACULTY AND STAFF

All new faculty and staff are provided an orientation to the College by the department of Human Resources. The College is currently revising the existing Employee Handbook. Like the handbook currently in use, the new Employee Handbook will include policies regarding the Americans with Disabilities Act, Equal Opportunity Employment, the College’s Sexual Assault and Sexual Violence Policy, a statement of non-discrimination regarding employees under Title IX and the Rehabilitation Act, and a Violence in the Workplace Policy. The new handbook will also include a revised Sexual Harassment Policy and a new policy that will
address other types of illegal harassment. The new handbook is complete, and will be published in January.

The new Employee Handbook is more detailed and precise than the existing one. It clearly defines the expectations the College has for all of its employees, and what employees can expect from the College as a model employer.

All employees are expected to adhere to the College’s Drug and Alcohol Policy. The policy reiterates state and federal law pertaining to the illegal possession, use and distribution of drugs and alcohol. Disciplinary consequences are listed in the policy and enforced by the College as necessary. The policy also emphasizes the role of substance abuse treatment for faculty or staff who may have a problem, and provides a list of agencies through which appropriate treatment may be sought.

Policies pertaining to faculty and staff use of technology, as well as policies pertaining to the confidential nature of the information accessed online, are printed on the College’s website and in the existing Employee Handbook.

FACULTY GOVERNANCE DOCUMENT

The faculty approved a new Constitution and Bylaws of the Faculty of the College of St. Catherine document in May 2001. It was provisionally approved by the President and is waiting for Board of Trustees Faculty/Staff Welfare Committee approval in January 2003. The College is proud of this document and the process by which it was developed. This document creates a uniform faculty governance system that overcomes the numerous and significant challenges presented by working with faculty located on different campuses and teaching at three different degree levels in a comprehensive college that offers an extensive variety of programs. Prior to the creation of this document, it was not common practice for faculty from the two campuses to meet on a regular basis (with a few notable exceptions). This is now common practice.

The principles that guided the authors indicated that the document:

• Must meet the charge of the Higher Learning Commission (then North Central) for a truly unified governance system.
• Must be centered on the mission.
• Must recognize that the College of St. Catherine is an institution for life-long learning, with multiple points of entry for students with different needs and goals.
• Must incorporate faculty from associate, baccalaureate, and graduate degree programs.
• Must ensure representation from both campuses.
• Must articulate all key functions of faculty governance and specify accountability.

The faculty were responsible for developing this document. Therefore, the final document has broad faculty support. Information pertaining to the drafting process was available to faculty electronically.
The Constitution and Bylaws of the Faculty support the College's mission by requiring that faculty accepting a contract to an association with the College know and accept the fundamental purposes of the institution's Catholic identity as specified in the Core Values, Vision and Mission Statement. The document also specifies that as a Catholic institution, the College of St. Catherine respects religious freedom of each member of the academic community. The Bylaws of the Faculty enumerate the responsibilities and privileges of faculty.

In the Constitution and By-laws of the Faculty of the College of St. Catherine, faculty recognize the College's identity as a Catholic college by endorsing a statement from the North American Region of the International Federation of Catholic Universities that addresses issues relative to academic freedom that are of particular interest to Catholic institutions. The statement reads:

To perform its teaching and research functions effectively, the Catholic University must have a true autonomy and academic freedom in the face of authority of whatever kind, lay or clerical, external to the academic community itself. To say this is simply to assert that institutional autonomy and academic freedom are essential conditions of life and growth and indeed of survival for Catholic universities as for all universities.

The College is equally committed to respecting religious freedom because of its potential to influence academic freedom and inquiry. The Constitution and By-laws of the Faculty of the College of St. Catherine cite the Declaration of Religious Freedom from the Second Vatican Council as reflecting the position of the College and its faculty: “It is completely in accord with the nature of faith that in matters religious every manner of coercion on the part of man [woman] should be excluded.”

The Constitutions and By-laws of the Faculty stresses decision-making by consensus. This has long been the approach used by the standing committees, but this document codifies the process for all committees. In doing so, the document helps promote collegiality among and full participation by the faculty.

The Faculty Council ensures that committees implement the governance document. The Council oversees and directs the work of both standing and special committees of the faculty.

POLICIES AND PRACTICES RELATED TO EQUITY

The College of St. Catherine defines diversity broadly and intentionally, and demonstrates its commitment to the moral and educational values inherent within such a definition through student, staff, and faculty recruitment initiatives, in the curriculum, and within the design and delivery of both curricular and co-curricular programming.

In 1995 the College developed a new Statement of Nondiscrimination that prohibits discrimination against persons in all protected categories. The current policy is more expansive than most, addressing sexual orientation and marital status and acceptance of public assistance as potentially prejudicial factors. The 1995 policy clarifies that while the College does not discriminate based on sex, it
also does not accept men into the baccalaureate programs. The policy set forth a community expectation of investigating every complaint.

The College's Sexual Harassment Policy protects persons vulnerable to exploitation because of role-defined power differentials. The policy is important in insuring that students, staff and faculty are treated in an equitable manner by their professors, instructors, supervisors and others who might be in a position to influence decisions that affect the individual. A clear and persuasive Sexual Harassment Policy assists the College in maintaining an environment in which all can feel safe. The Sexual Assault and Violence Policy adopted by the College also helps assure equitable treatment of all members of the College community. Sexual Harassment training is provided to employees during their initial orientation and is available on an ongoing basis.

From 1994-99 a 12-Point Plan for Cultural Diversity at the College was developed, which was a follow-up to a plan developed in 1989-93. The plan included goals for institutional self-assessment, increasing administrative and faculty leadership efforts in creating a climate of diversity through recruitment, retention, infusing the curriculum with multicultural perspectives, and creating links with the larger community. Due in large part to the successful outcomes of the plan the College commitment to diversity has been carried forward since 1999 through the College-wide project “Building a Commonwealth of Learning: Diversity and Democracy in Higher Education” which was funded by the Bush Foundation.

Over the last ten years, College of St. Catherine students have become increasingly diverse, reflecting the growing diversity of the Twin Cities metropolitan area. Multicultural students made up 19.8% of the incoming first-year class in 2002, compared to 9% in 1996. The College ranks second in the percentage of multicultural students of all private colleges in Minnesota. There has also been growth in the number of students who speak English as a second language, students who are immigrants, and students who are refugees. To provide access to prospective students from populations traditionally underrepresented in higher education, the College has developed a variety of outreach programs, including pre-college preparation programs. The College also supports achievement by students from diverse backgrounds through co-curricular programs and activities, a curriculum that addresses issues relative to diversity, and a commitment to creating a climate conducive to diversity. A wide range of flexible academic programs and schedules are offered in order to promote access, diversity and achievement. This variety makes it possible to serve a diverse student body. Work on issues of access, equity and diversity has occurred at all levels of the College and is ongoing.

Programs specifically designed to promote equity include those offered through Multicultural and International Programs and Services (MIPS). MIPS provides academic and personal support to international and multicultural students. MIPS also provides the larger College community with training and expertise regarding cultural competency and cross-cultural sensitivity.
pre-college enrichment program for young Asian American, Latina, African American and American Indian students is conducted by MIPS staff during the summer, and MIPS will soon be launching a pre-College mentoring program in collaboration with the Phillips-Powderhorn Cultural Wellness Center, a local social service agency located in Minneapolis.

From 1999-2002 the College of St. Catherine received a grant from the United States Department of Health and Human Services to promote the participation and success of multicultural and low-income students in its nursing programs. Project RN: Opportunity and Success facilitated collaborative work between the nursing faculty, MIPS and O’Neill Center staff and other academic programs with the goal of recruiting and retaining multicultural and economically disadvantaged students within the nursing program.

The objectives of Project RN were to:

• Facilitate the entry of multicultural and low-income students to nursing
• Provide educational support designed to assist pre-nursing students to successfully complete coursework
• Provide support services designed to assist multicultural and low-income students to successfully complete their nursing education
• Provide collaborative learning activities for all nursing faculty regarding cultural differences, diverse learning styles, and techniques of teaching, coaching and advising that meet the needs of multicultural and low-income students in the classroom and clinical setting.

Though the grant cycle has just recently ended, preliminary results show that a number of the strategies developed (including supplemental instruction to support prerequisite and nursing coursework, a National Certification Licensing Exam (NCLEX) review course, ESL research and course development) have led to increases in retention and successful completion of coursework for multicultural and low-income nursing students. This innovative, multidisciplinary approach to facilitate the success of at-risk populations has significantly improved the ability of the College to develop integrated interventions for at-risk students.

**ACCURATE AND REPRESENTATIVE TRANSCRIPTS**

The College of St. Catherine adheres to accepted standards and formats for academic transcripts. In August 2002, as part of an overall record restructuring project, the College changed the format of the transcript to provide additional information to the viewer. Degrees previously awarded by the College now appear in the session and term in which they were granted, and the student’s current or most recent program of study appears in the header. The College also added fields to the transcripts to identify licensures and certificates earned by students.
Prior to August 2002, the College had four separate categories of transcripts:

1. Transcripts for current and former students enrolled in undergraduate programs offered on the Minneapolis campus
2. Transcripts for current and former students enrolled in undergraduate programs offered on the St. Paul campus
3. Transcripts for current and former students enrolled in the graduate program offered on the Minneapolis campus
4. Transcripts for current and former students enrolled in graduate programs offered on the St. Paul campus

Effective August 2002, the College maintains two types of transcripts for degree- or certificate-seeking students.

1. Transcripts for students enrolled at the undergraduate level
2. Transcripts for students enrolled at the graduate level

In other words, all undergraduate courses appear on one transcript, and all graduate courses appear on a separate transcript. One specific and desired result of this change is that students who move from an associate degree program to a baccalaureate degree program at the College will no longer have to “transfer” their associate degree coursework to their baccalaureate transcript. All undergraduate coursework will appear on one transcript.

The College of St. Catherine adheres to all relevant federal statutes, regulations, and guidelines with respect to the retention and release of student records. The Registrar maintains and adheres to the information contained in the following American Association of Collegiate Registrars and Admissions Officers (AACRAO) publications: Legal Guide for Admissions and Registrars Offices, Retention of Records, and A Guide to Post-Secondary Institutions for Implementation of the Family Educational Rights and Privacy Act of 1974 as Amended.

The College is pleased with the new format and believes it provides an accessible, descriptive representation of students’ academic experiences.

OVERSIGHT POLICIES AND PROCEDURES

The College of St. Catherine affirms its policy to safeguard and respect the rights and welfare of human subjects in scientific research. In 1991, the College established an Institutional Review Board (IRB) with the intent to conform to the Code of Federal Regulations 45 CFR 46, Protection of Human Subjects. The federal IRB Guidebook, with which the college complies, is found at: http://ohrp.osophs.dhhs.gov/irb/irb_guidebook.htm.

The IRB is composed of faculty, staff and non-college community representatives appointed by the College administration. The members of the IRB are not elected. No elected faculty body can supersede its decisions. It reviews all research performed by a member of the CSC community (faculty, staff or students) that involves human subjects, whether that research is conducted on
or off campus. The IRB also reviews research conducted on campus by researchers who are not members of the College of St. Catherine community. The number of requests submitted to the IRB has increased as the number of research projects and the visibility of the IRB has increased. The IRB reviewed approximately 80 requests in 2001.

The primary purpose of the IRB is to ensure that human research subjects are protected. In addition to promoting quality research, protecting human subjects also protects the researcher, the advisor, and the College. The IRB also strives to educate the college community about the appropriate treatment of human subjects.

One of the means by which the IRB informs the college community of its policies and procedures is via its web page, http://minerva.stkat.edu/irb.nsf/$. The IRB also includes information in departmental and other college newsletters, makes presentations at courses in which students performing research are enrolled, works individually and collectively with department chairs and program directors, and advocates for itself in informal settings.

The review process specifically determines if:

• The potential risks to the subjects are clearly identified in the research protocol and in the consent form.
• The risks to the subjects are outweighed by the benefits of the research.
• The rights and welfare of all subjects will be adequately protected.
• The researcher, advisor and the college will be adequately protected.
• A process is guaranteed to provide an adequate explanation of the potential risks and safeguards, as well as the benefits.
• The process and documentation conform to federal and College guidelines.

The IRB recognizes that many research projects have the potential for actual or perceived conflicts of interest. Therefore, another one of its mandates is to protect subjects from financial conflict of interest that may predispose coercive enrollment practices or the possibility of reporting biased or inaccurate data. The IRB is, in fact, responsible for investigating any type of research misconduct.

PUBLIC REPRESENTATION

The College strives to assure the utmost integrity in communications with a wide variety of audiences: alumnae, students, faculty and staff, the Board of Trustees, prospective students, the parents of prospective students, external partners, neighbors, donors, corporate/foundation/civic partners and governmental entities. The Communications Department produces a wide variety of communications, both print and electronic, to inform the public about the College, its Strategic Directions, the comprehensive campaign, and the accomplishments of students, faculty and staff. The Communications Department is charged with the responsibility of assuring consistency and accuracy of messages generated by the College; the area reports to the Vice President for Development and External Relations. The President of the College is involved in the
development of all key messages. Examples of publications produced by the Communications Department include *the Leader*, www.stkat.edu, *Leadership in Mind*, the Campaign for the College of St. Catherine Case Statement, recruitment brochures, the Parent Update, the Community Newsletter, and media releases.

The College of St. Catherine Alumnae Association is a separately incorporated organization that produces a quarterly magazine, *SCAN*, and a newsletter entitled *Calendar* as communication tools to apprise alumnae of college events, strategic plans, current curricular and co-curricular programs and alumnae news. In addition, the Alumnae Association communicates with alumnae through their dedicated pages on the College website. The Alumnae Association retains editorial control over these publications.

The College created its first public website in 1995 (see *Ten-Year Web History*). It now maintains an extensive web site, www.stkat.edu, that contains approximately 1,000 html pages generated from approximately 1,000 multi-page Lotus Notes databases that display information to the site. These pages include academic resources, discussion databases, applications and department web pages. Prospective and returning students may access the undergraduate and graduate catalogs, course schedules, apply for admission or re-enrollment, and learn about the various programs, offices and services offered at the College by viewing the website.

Department chairs and program directors are responsible for the information contained on departmental web pages. The Registrar oversees the process for gathering and updating information contained in the academic catalogs. Individual offices maintain pages and are responsible for the veracity of the information contained on them. The Communications office oversees the entire website to ensure that the College’s publication policies are followed.

**ETHICAL RELATIONSHIPS WITH EDUCATIONAL INSTITUTIONS AND COMMUNITY-BASED ORGANIZATIONS**

The College of St. Catherine has a long and productive history of involvement with other educational institutions of higher learning, secondary schools, and community-based organizations. These relationships enable the College to offer a wider range of educational options to students. They enrich the community and the student experience by providing opportunities for students to benefit from the strengths of various institutions. Although maintaining relationships with numerous institutions is at times an administrative challenge, the College is committed to the process and continues to expand and build upon existing relationships.

The College of St. Catherine participates in the Post-Secondary Enrollment Option for high school students in Minnesota. Through the program, eligible high school students may take one or two courses per semester at the College. The students earn high school credit for the courses and may, if the course is completed successfully, apply to have the course work transferred to any college or university transcript.
The College of St. Catherine has a long-standing contractual relationship with four other institutions of higher learning in the Twin Cities area – Augsburg, Hamline, Macalester and the University of St. Thomas. Together, the five schools constitute the Associated Colleges of the Twin Cities (ACTC).

Undergraduate day students attending any of the ACTC schools may cross-register for courses offered at any of the other ACTC schools (within certain guidelines) and may, if allowed by the home school, obtain a major not offered at the home institution by taking the requisite courses at the ACTC school. Students may also earn a major in one of the majors offered jointly by the ACTC institutions, which include Women's Studies, East Asian Studies, and Eastern European Studies. A common course schedule and ACTC bus transportation among campuses are important components of the ACTC program’s success.

ACTC policies and procedures are well defined and fully implemented. Eleven academic committees and six administrative committees meet as needed to ensure that the ACTC institutions maintain an open and ongoing communication processes. ACTC policies and procedures are printed annually in the ACTC newspaper, a publication developed by ACTC in conjunction with the member institutions.

The College of St. Catherine and the University of St. Thomas (an ACTC institution) have developed joint baccalaureate programs in social work and theater. A new joint program, Chemical Dependency Counseling, was added when the program was moved from the associate to baccalaureate level and is offered through the School of Social Work.

At the undergraduate level, the College of St. Catherine has developed and maintains transfer articulation agreements with ten Minnesota community colleges. In 2000, the College created a staff position dedicated to facilitating transfer processes. The Transfer Coordinator reviews and maintains existing articulation agreements, develops additional agreements with other colleges and universities, and works to improve the College’s policies and practices pertaining to transfer students. In 2002, the Transfer Coordinator took the lead in articulating the transfer guidelines between the College’s associate and baccalaureate degree programs.

The College of St. Catherine offers dual-degree programs in engineering with Washington University in St. Louis, Missouri and the University of Minnesota, Minneapolis. These cooperative programs are designed to educate engineers who are more adequately prepared to meet the increasing concern and involvement of engineering with the social, economic and environmental problems of today’s world. Students typically spend three years at the College of St. Catherine and then transfer to Washington University or to the University of Minnesota for their last two years. Upon satisfying the graduation requirements of both schools, students receive two degrees: a bachelor of arts or bachelor of science from the College of St. Catherine and an engineering degree from Washington University or the University of Minnesota.

At the graduate level, the College engages in ongoing productive working partnerships with numerous institutions. The College and the University of
St. Thomas offer a joint Master of Social Work degree. The College also maintains a contractual relationship with Dominican University located in River Forest, Illinois to offer students the opportunity to take Master of Library and Information Science (MLIS) courses at the College of St. Catherine while earning the MLIS degree from Dominican University.

In 2001, the College of St. Catherine and the Hamline University School of Law developed five new programs that are offered collaboratively by the two institutions. Two of the programs are dual degree options, which provide an opportunity for students to acquire a Juris Doctorate (JD) from Hamline University and either a Master of Organizational Leadership (MAOL) from the College of St. Catherine or a Master of Arts in Library and Information Science (MLIS) from Dominican University. Students may earn two separate professional and graduate degrees and save time and money in completing them.

The third program option is a new concentration in dispute resolution for MAOL students. Courses necessary for the concentration are offered through the Dispute Resolution Institute at the Hamline University School of Law. The fourth program is a certificate program in Organizational Leadership for JD students. The fifth program is a course exchange program that allows Hamline University School of Law students to take elective courses from the MAOL or MLIS programs at the College of St. Catherine (or the Dominican University in the case of some MLIS offerings) and MLIS students to take elective courses at the Hamline Law School.

Dual degree programs and joint degree programs are accurately described in materials developed and disseminated by the College of St. Catherine. Changes in degree requirements are communicated to students by the program in which they are seeking a degree.

The process of entering into agreements with other organizations related to academic courses and programs is coordinated through Continuing Education (CE) and New Initiatives. The Associate Dean of Continuing Education and New Initiatives reports to the Dean of Professional Studies. The coordination through CE brings new consistency to the process, from assessing the viability of the new initiative, assuring the agreement is consistent with and based on strong academic program and meets internal and external review processes. The Vice President for Academic Affairs and Dean of Faculty signs contracts; designated individuals may sign letters of understanding.

Because the strategic plan emphasizes an outward focus and developing strategic partnerships with the external community, a task force met throughout 2001-2002 to develop a model for a consistent and coordinated approach to relationships with external groups and partnerships. The group was charged to:

- Conduct a survey of current partnerships
- Collaborate on a definition or range of definitions of partnership/relationships
- Agree on guidelines when approaching new partnerships
• Discuss the process for entering into a relationship with the external group
• Discuss principles around communicating with internal and external constituents

The group completed its initial assignment and the work of the group continues through established areas of the college. For example, Development and External Relations will maintain a database containing the names of all external agencies with whom the College has a relationship, a core group will meet once a semester to discuss the various relationship, and a member of the task group will work with the Center of Excellence to maintain an online user guide to provide help with creating relationship.

POLICIES AND PROCEDURES RELATED TO BUSINESS ENTERPRISES

The College of St. Catherine is deeply committed to conducting all of its financial ventures and involvements with the utmost integrity. For example, all Board of Trustee members are required to sign an Annual Disclosure Statement, asserting that they agree to abide by the College’s policy pertaining to Conflict of Interest. The College of St. Catherine Socially Responsible Investment Guidelines were adopted in 2001 by the Board of Trustees as a supplement to the overall investment policy; each endowment investment is screened prior to acquisition to make certain it meets the guidelines. Any group or individual hired to work on College property, even on a temporary basis, is required to abide by College policies. The College of St. Catherine Bookstore only enters into contractual agreements with companies that adhere to Ethical Guidelines of the National Association of College Stores.

The Vice President for Finance and Business Operations reviews all contracts with all parties that involve the commitment of College resources exceeding $2,999. The College rotates auditing firms every five years to facilitate accurate and meaningful audit reports.

ANALYSIS

The College of St. Catherine demonstrates integrity in all of its practices and relationships by adhering to the code of ethics adopted by the College as well as to pertinent civil law. The College’s Mission Statement, Vision Statement, and Core Values inform College policies and procedures, and guide institutional practices and relationships both within the College community and between the College and its external constituents.

The College has made a concerted effort to integrate its two campuses in order to enhance organizational efficiency and effectiveness, to improve student services and the students’ educational experience. The format of three of the College’s major publications (the Undergraduate Academic Catalog 2001-03, the Graduate Academic Catalog, and LeGuide, the student handbook) were updated and reconfigured to reflect a closer, more consistent relationship between the

“Partnerships provide support in many important ways. Time, expertise, resources, connections and publicity are tremendous assets that usually grow out of the commitment of one organization to another.”

Marjorie Mathison Hance, ’70
3M Endowed Chair in Business Administration
campuses. *LeGuide* was substantially revised in 1997, and the Undergraduate Academic Catalog 2001-03 and the Graduate Catalog were both significantly revised in 2001. At the same time, a thorough review of policies and procedures was conducted to ensure that policies were implemented as stated and were consistent between campuses. Where necessary, policies and/or procedures were changed to bring the two campuses in line with one another. Numerous policies were updated when the Undergraduate Academic Catalogs from the Minneapolis and St. Paul campuses were combined in 2000. The College amends, deletes or adds policies, procedures and practices as needed to ensure fairness and facilitate growth as the College becomes more complex.

The development of a new Constitution and Bylaws of the Faculty of the College of St. Catherine has brought a renewed integrity to faculty governance. The revision process for the grievance procedures and faculty handbook is underway.

The completion of an updated Employee Handbook is a challenge not yet met. It is expected that the ongoing revision process will soon be completed and the handbook will be available online to facilitate future revisions.

Both internal and external communications at the College have improved substantially in the past few years. Still, there is room for improving communication processes which are vital to the College. There is a need to develop an internal communication infrastructure that responds to the needs of diverse and complex audiences so that campus activities and events can be effectively prioritized and audiences can be presented with consistent messages.

The public display of information via the College’s website has contributed significantly to College communication with all of its constituencies. The need now exists to formulate policies and procedures regarding online catalog maintenance; the identification and maintenance of other information that will need to be updated on a regular basis; accurate and timely systemic communication regarding changes of critical information; and how static information, particularly from earlier catalogs, should be archived. The creation of a College Website Work Group would contribute to developing effective policy regarding what information should be displayed on the College’s website, how it should be displayed, and what area of the site would be most appropriate for its display.
INTRODUCTION

This Chapter presents a rationale to support removal of the stipulation in the College of St. Catherine’s Affiliation Agreement concerning approval of new graduate programs. The sections below respond directly to the Higher Learning Commission guidelines concerning this request.

Although they are a vital and growing part of the College of St. Catherine, graduate programs neither divert the College from its primary focus as an undergraduate college for women nor are they expected to comprise a higher percentage of the total College enrollment than they do now (approximately 25% of total enrollment). Graduate programs evolve in deliberate concert with the College mission and its areas of undergraduate strength, and at a level of intensity and rapidity consistent with the College’s mission, part of the College’s overall strategic planning effort and feasible in terms of its resources – human, physical and fiscal.

St. Catherine’s eight graduate programs build upon undergraduate programs where the College has had historic strength. Graduate programs in education, theology, social work, occupational and physical therapy, organizational leadership and library science relate directly to the College of St. Catherine’s long history of excellence in education for healthcare, human services and the healing professions at the undergraduate level. The diagram in Appendix N (Integration of Graduate Education with the College mission) attempts to demonstrate this organic integration among graduate and undergraduate programs.

In many ways, the connection between undergraduate and graduate programs in related disciplines is virtually seamless while, at the same time, graduate programs retain a degree of rigor appropriate to the field and level of study. The recent appointment of long-time faculty members as associate deans for nursing and education, two of the college large programs spanning both undergraduate and graduate levels, has helped to develop seamless coherence between the curriculum at both levels.

Thoughtful and limited addition of graduate programs allows the College of St. Catherine to extend its mission by allowing students to attain higher levels of influence and leadership within their professions and to do so grounded in the same values that undergird the undergraduate curriculum. All the College’s
Graduate enrollments have grown from 393 in 1992 to 1135 in 2002.

Graduate programs are consistent with the College’s strategic plan which sets directions for the programs’ growth, improvement and development.

By welcoming men into graduate degree programs, the College extends its mission appropriately. Men who pursue education at St. Catherine’s expose themselves to educational paradigms different than those found at coeducational institutions. By accepting men into its graduate programs, the College of St. Catherine contributes to social evolution that better appreciates women’s unique experiences and perspectives, as well as women’s contributions to the world body of knowledge and wisdom.

The College requests that the stipulation be removed for the following reasons, articulated more fully in the formal request to the HLC that appears below:

1. Graduate programs at the College of St. Catherine are a logical and planned outgrowth of undergraduate programs and academic areas where the College has had historic strength.

2. Graduate program development responds to market need in a way that is flexible, integrated with the College’s strategic plan, and appropriately mindful of the College’s resource universe.

3. The College has a strategic plan that includes careful planning for graduate education at the College and parameters that insure the programs meet the College’s highest standards for excellence but do not overshadow the College’s primary emphasis on the undergraduate education of women.

CHANGE BEING PROPOSED

The College requests removal of the stipulation limiting the development of new master’s programs, which requires Higher Learning Commission approval prior to offering them.

The College of St. Catherine has acted responsibly to support and sustain its graduate programs since the 1993 accreditation visit. Since that time, the College has had three focused visits to review requests for changes in the graduate programs. The first visit was to add a Master of Arts in Education Programs; the second was to add a distance learning format for the Master of Arts in Education and to add sites to the Montessori Teacher Education Program, which is offered as a part of the Master of Arts in Education. The third visit led to the approval of a clinical doctorate in physical therapy.

EXPECTED OUTCOMES

The removal of the stipulation will provide the College with autonomy in the management of its affairs. The expected outcome of the program is managed enrollment growth and financial growth through the addition of carefully selected graduate programs that are in keeping with the College’s mission and strategic plan. In addition, the change will allow the College to move more quickly in a competitive market place to provide quality education programs to the community. The current arrangement extends the length of time that programs must...
wait to begin their offering and may have the impact of decreasing competitiveness.

**IMPACT OF PROPOSED CHANGE ON THE INSTITUTIONAL MISSION, THE NUMBERS AND TYPES OF STUDENTS TO BE SERVED, AND THE BREADTH OF THE INSTITUTION’S EDUCATIONAL OFFERINGS**

The proposed change in status will allow the College to uphold and strengthen the current mission and strategic directions by building on strong undergraduate liberal arts education and integrating liberal arts and professional education. As noted in the current Graduate Catalog: “Graduate Programs, offered to both women and men, build on the strength of baccalaureate programs and focus on… the development of personal and leadership qualities.” *(Graduate Academic Catalog 2001-2004)*

In the fall of 2002, there were 1,135 graduate students enrolled at the College compared to 393 in the fall of 1992. During this last decade, the

### Graduate Enrollments by Program

*Official Fall 10-Day Headcount*

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Graduate Programs have experienced a period of substantial growth. The preceding table illustrates the array of programs and the enrollment in the Graduate Programs since 1992.

The types of students served in these programs are diverse, and represent a variety of interests and ages. The majority of graduate students are nontraditional in terms of their age and working status. The exception are students in the Physical Therapy and the Occupational Therapy Programs, who tend to be more traditional age. These students are full-time and matriculate through their
programs in cohorts. The majority of students, however, are working adults whose pursuit of an advanced degree is in addition to holding jobs and having family responsibilities.

The College currently offers 43 baccalaureate majors and 8 graduate programs. These programs are all related to the College’s mission. In fact, graduate programs are a natural outgrowth of traditional strengths in the undergraduate curriculum. For example, the College has a long-standing tradition of offering programs in the health professions. An outgrowth of these undergraduate programs is sound graduate programs in healthcare. These programs include the Master of Arts in Nursing, the Master of Arts in Occupational Therapy, and the Master of Physical Therapy, which has been approved for a change in status to the Clinical Doctorate in Physical Therapy. In addition, the College has strong professional programs. From these strong undergraduate programs, the College has developed graduate programs in Library and Information Sciences (with Dominican University), Social Work (a joint program with the University of St. Thomas), and Education. Dual degree agreements are in place for the Social Work and Theology program; and the College has a dual degree arrangement with Hamline University School of Law for a joint law degree and Master of Arts in Organizational Leadership and joint JD/Master of Library and Information Science. In keeping with the liberal arts tradition, the College also offers a master’s degree in theology and an interdisciplinary degree in organizational leadership. New graduate programs will build on the foundations of the historic mission to offer undergraduate programs in the liberal arts and the professions. For this reason, the removal of the stipulation will not result in substantial change in the breadth of programs offered at the College. In addition, the offerings would be limited in number and would not likely alter the current mix of students.

Commission Policy Relevant to the Change

The relevant Commission Policy is a change in the relationship to the Commission (I.C.2.d.). The change would be that the College would no longer seek prior approval from the Higher Learning Commission before adding graduate programs.

FACTORS THAT LED THE INSTITUTION TO UNDERTAKE THE PROPOSED CHANGE

The College began an intensive process of strategic planning in 1999. That process involved the College community and institutional leaders in the strategic planning process that was comprehensive and thorough. The process was an iterative one that engaged the College community throughout so they were able to react and have input into various stages of the plan. The plan was reviewed at its midpoint in 2002 and endorsed, once again, by the Board of Trustees. The midpoint strategic plan includes several issues relevant to graduate programs. It proposed that the Master’s in Physical Therapy be moved to the level of a Clinical Doctorate in Physical Therapy (DPT). This change was the subject of a
focused visit June 2002 and led to Higher Learning Commission approval in September 2002. The plan also includes additional resources for graduate student assistantship.

The College has developed a new budget process that insures that resources are fairly distributed and that guarantees budget discipline. The College Budget Committee has been established and includes elected faculty representatives as well as staff members. The Committee reviews the budgets of each department and meets with the budget manager of each department. Every third year, departments are zero based and must justify their budgets. A College Budget Manager position was created to monitor budgets throughout the year. The Vice President for Finance and Business Operations works with the Budget Committee and the President approves the budget that will be submitted to the Board of Trustees for approval.

During the 2001-2002 academic year, the Graduate Program Directors, who meet regularly as a body, engaged in a process of planning for the graduate programs. During the year they produced position descriptions for Graduate Program Directors as a group, proposed a position description for the dean responsible for the graduate programs, and established priorities for their work during the next several academic years. The work of the Graduate Program Directors is central to the success and ongoing health of the graduate programs. This group is convened by the Dean of Health Professions who has the responsibility for graduate programs as a part of her portfolio of responsibilities. The program directors are responsible for the administration of their individual programs and report to their respective dean.

Over the past three years, achievements related to graduate programs and students included:

1. Strategic goals for graduate programs were developed.
2. The Graduate Subcommittee of the Educational Policies Committee was implemented and the rigor of graduate level courses was established. Internal approvals were granted to the clinical doctorate in physical therapy, the Master of Arts in Holistic Health Studies, the Master of Arts in Education Archdiocese cohort, the Master of Arts in Organizational Leadership Certificate, and the dual degree between Hamline University School of Law and the CSC Masters programs in Organizational Leadership and Library and Information Science.
3. Consistent registration procedures were developed and the first web-based registration will be implemented for graduate students.
4. The Graduate Program Directors volunteered to draft a policy on intellectual property as it relates to faculty/student research.
5. Graduate tuition remission policies were changed to extend the remission to additional graduate programs.
6. Weekend College office services were expanded to include graduate students.

7. Coordinated alumnae/i surveys were developed.

8. Graduate Student Advisory Board continued representing graduate student needs with graduate program directors and administration.

9. A single Graduate Catalog was published.

10. All graduate admission functions were administratively reassigned from Academic Affairs to the Associate Dean for Enrollment Services.

The proposed change in status has involved the strategic plan of the College, the new College budget system, and graduate program directors’ development of strategic issues for ongoing discussion and policy development.

IN VOLVEMENT OF VARIOUS CONSTITUENCIES IN DEVELOPING THIS PROPOSED CHANGE

This change does not require the usual process of approval from the various constituencies of the college. The process was initiated by the administration with full support of Graduate Program Directors. The Graduate Program Directors have discussed the proposed change as a part of their regular meetings. In addition, this proposed change has been discussed in the Deans’ Council, involving the three academic deans and the Vice President for Academic Affairs and Dean of Faculty. Graduate Programs Directors reviewed this chapter for consistency with institutional direction and purpose. The Graduate Program Directors understand that the removal of stipulations will allow the College to be more facile in its development of programs and offering them to the public.

NECESSARY APPROVALS OBTAINED TO IMPLEMENT THE PROPOSED CHANGE

INTERNAL APPROVALS

The internal process has involved discussion with the Graduate Program Directors, the academic deans and the Vice President for Academic Affairs and Dean of Faculty and the President of the College.

EXTERNAL APPROVALS

The only external approval required is from the Higher Learning Commission of the North Central Association.

IMPACT OF THE PROPOSED CHANGE ON CHALLENGES IDENTIFIED BY THE COMMISSION

North Central Association had placed a stipulation on graduate programs in the 1980’s requiring approval prior to offering new masters programs. The requested change would have the impact of removing that stipulation.
RESPONSE TO CONCERNS FROM LAST COMPREHENSIVE VISIT

Other concerns raised in the last comprehensive visit included (1) problems with coordination of assessment at the institutional level, (2) lack of a “holistic systems approach” to effectively merge both campuses, (3) ineffective coordination of planning for enrollment management, (4) proliferation of master’s degree programs without full assessment of required support, (5) limited parking on the Minneapolis campus, (6) lack of services to meet the needs of a student body that is predominately female, and (7) insufficient diversity within the student body. A full accounting of the challenges cited in the last comprehensive visit is found in Chapter One of this self-study.

Problems with the coordination of assessment have been resolved by implementation of a process in 2001, that requires systematic and periodic collection and analysis of data leading to informed decision making. A college-wide assessment committee is now a part of the elected governance structure and is responsible for the review and approval of evaluation systems for each program.

When the President was hired in 1998, she was given a mandate by the Board of Trustees to integrate the two campuses and to create one college. The Vice President for Academic Affairs and Dean of Faculty who was hired in 1998 was the first academic officer responsible for both campuses. A new administrative structure was implemented in 1999, which was a first step toward the integration of the two campuses. Three dean positions were created. All three deans report to the Vice President for Academic Affairs and Dean of Faculty. The deans have responsibilities that cross the two campuses.

There have been additional changes that have led to progress in creating a single college. The transcripts have been unified so that a single transcript is issued at the undergraduate level. A single undergraduate catalog that includes the associate and baccalaureate programs has been published. A Graduate Catalog is also published which contains appropriate information about each of the graduate programs.

Faculty governance has been changed with the adoption of a new system of governance that has led to a single governance system for both campuses. The Educational Policies Committee has a Graduate Programs subcommittee that makes recommendations on all substantive graduate program changes and includes representatives faculty who teach in graduate programs.

Enrollment management has been improved with the creation of the Enrollment Management Matrix committee (EMM) established in 1994. This team of administrators, faculty and staff are responsible for planning and implementation of enrollment management strategies. In addition, the Vice President for Student Affairs plays a key role in the coordination of enrollment management strategies. A special assistant to the President for Undergraduate Admissions has been hired to improve that critical area of enrollment. EMM is also responsible for retention. There are several initiatives now underway which are addressing retention issues.
Only one master’s program has been added since the last comprehensive visit. This was the Master of Arts in Education. As noted earlier, this program, like its counterparts, has experienced significant growth in enrollment. The college has attempted to be strategic in the development of graduate programs and to ensure that appropriate resources are allocated to new programs. The new administrative structure with three deans has led to more thorough financial management of individual graduate programs. Further, there is ongoing assessment of graduate programs through the college-wide Assessment Committee, which is now part of the governance process. In addition, there has been growth in the budgets for graduate programs over the years. Faculty are appointed for the most part to teach in both undergraduate and graduate programs so there is not a graduate faculty per se. The exception to this is the graduate program in physical therapy.

Since the last comprehensive visit, a significant number of parking spots (an increase of 400%) have been acquired through an arrangement with Fairview Hospital. Parking on the Minneapolis campus, in a dense urban neighborhood, continues to be a challenge, however.

Services to students have improved since the last visit. Coeur de Catherine, a new student center and learning commons (library) will be completed in 2004. This center will become the hub of activity on the St. Paul campus and will provide comprehensive services to students and a state of the art library. The completion of the Butler Center in 1995, which offers a full range of athletic, and recreation options for students has improved the situation dramatically. In addition, there has been renewed emphasis on intercollegiate athletics at the college. The Health and Wellness centers offers a range of health and health education services to students. The O’Neill Center on the St. Paul campus and the Learning Center on the Minneapolis campus offer a range of academic support services to students. Graduate student services have improved. The Weekend College office now has added services to graduate students as part of its responsibilities. A Graduate Student Advisory Board has been created. This body provides counsel to the administration and the Graduate Program Directors on graduate student issues. In addition, an orientation program has been implemented, hours have been extended in the bookstore and student affairs, and the new web-based student kiosk allows students to access information including their records from home at any time of the day.

The diversity of the student body has changed since the last comprehensive visit. The college is second among the private colleges in the state of Minnesota in the diversity of the student population.

RESPONSE TO CONCERNS FROM FOCUSED VISITS SINCE 1993

Since the last comprehensive visit, the College has had two focused visits related to the development of new graduate programs. The first visit was in 2000 and dealt with the addition of off-site programs to the Montessori concentration in the Master of Arts in Education as well as the addition of a distance learning format for the Master of Arts in Education. The second focused visit requested
approval of the clinical doctorate in physical therapy. Both visits resulted in approval of the programs requested. The following concerns were cited by the visiting team:

**Education**

*The College needs to improve its communication with NCA to insure that approval of institutional changes are secured in advance of their implementation.*

*(Evaluation Team Report, 2000)*

The College disputed this finding in the Response to the Evaluation team report. The new President and Vice President for Academic Affairs and Dean of Faculty reported the existence of external sites for the Montessori program as soon as it was discovered that approval had not been obtained. The team noted in their report of a visit that the College “acted promptly to remedy the situation by notifying the Commission and requesting the appropriate institutional change”. The College has always sought good communication with the Commission and continues to do so.

*The distinction between graduate and undergraduate courses needs to be clear and explicit and based on a rationale reflecting the distinctly different degree outcomes.*

*(Evaluation Team Report, 2000)*

New graduate and undergraduate catalogs have been published and the distinctions between the levels of program are now more clearly delineated. In addition, the Graduate Subcommittee of the Educational Policies Committee has developed guidelines for graduate courses.

*The College has not made adequate provisions for the necessary use of email, the Internet and related computer support that will be demanded by the students in the distance learning program.*

*(Evaluation Team Report, 2000)*

The MAED via distance learning is not designed to utilize advanced technology. Course content is taught using a student study guide supported by videotaped discussions/lectures and conferencing with course facilitators and learning team members. Most students use email to communicate with faculty; however, some prefer FAX, phone and/or U.S. mail. To facilitate and encourage the use of email, each student is issued a LotusNotes account. The online library resources are readily available to students via the internet.

*Support services, including technology support for distance learning students are not adequately developed.*

*(Evaluation Team Report, 2000)*

Students have online access to the Admissions Office, the Office of the Registrar, the Library and the Bookstore. Students can view their student record, request transcripts and complete numerous other academic tasks by using the Student Kiosk which is accessible from the Registrar’s homepage. All students are issued a Lotus Notes email account when they first enroll in their program (beginning Fall 2002). Although Canter & Associates mails all course materials to students, students have the option of purchasing other books online from the St. Catherine's bookstore. Program information, including policies and a Student Handbook, is available to students on the program’s website.
The planning for additional off-campus, on-site, Montessori teacher training programs does not adequately take into account the limited capacity of the faculty available with the requisite certification. (Evaluation Team Report, 2000)

At this time, the College has no plans to add more than the two sites approved by the Commission. Thus, there is no additional strain on the capacity of the faculty in the program. The Montessori program has requested a new faculty position for the next academic year. If that position is funded, it is hoped that the capacity of the Montessori program to offer additional off-campus, on-site programs would increase. The Montessori faculty is highly qualified. Because there are no advanced degree programs in Montessori education, the faculty has had difficulty finding programs that are tailored to their professional goals. Currently one faculty member in the program has completed the Ed.S. in Administration and the Montessori Program Director has begun a self-directed distance learning doctoral program. All Montessori faculty hold the appropriate Montessori credentials.

Continued monitoring of the contractual relationship with Canter and Associates should insure that academic control of both admissions and content remains with the College. (Evaluation Team Report, 2000)

The College maintains the same admissions standards for the MAED via distance learning as it does for all MAED programs. Students matriculate through the College of St. Catherine Admissions Office and are processed through the Office of the Registrar. A full time faculty member from the Education Department developed all the courses in the distance learning master’s program. Each course is consistent with the mission and vision of the Education Department and adheres to the same academic standards and expectation as courses in other graduate education tracks. Most courses are facilitated by full-time Education Department faculty. However, as the program has grown, adjunct faculty have been hired to act as course facilitators. Each adjunct receives extensive program mentoring. Beginning December 2002, faculty can access an online Faculty Handbook for the MAED via distance learning program on the program’s website.

Doctorate in Physical Therapy

The visiting team noted their concerns in their 2002 visit. Since this is a recent visit and the program is not yet underway, not all the challenges have been fully addressed.

Plans for resource allocation for the DPT appear marginal, especially with regard to faculty availability in the summer and the opportunity for faculty on 9-month contracts to develop a consistent scholarship agenda. (Evaluation Team Report, 2002)

The College plans to issue contracts on a 9-month over 12-month basis. This will assure that faculty are available to students during the summer, and allow time for faculty to pursue their research agenda. Further, the teaching load is such that time can be allocated for scholarly pursuits.
Policies are needed to insure that the academic rigor of the 3 + 3 program is comparable to that provided by the DPT option for baccalaureate graduates.

(Evaluation Team Report, 2002)

The College currently has in place a 3 + 3 option for students to pursue an undergraduate education and matriculate into the Master’s in Physical Therapy. That cohort of students performs at the same level as those admitted with a bachelor’s degree. The College will institute policies to assure that level of rigor continues to occur.

Current plans for the program do not provide for full-time, 12-month administrative contracts for the program director or the director of clinical education.

(Evaluation Team Report, 2002)

Once the doctoral program has been implemented, the College will make the appropriate appointments for the program director and the director of clinical education.

CHALLENGES DIRECTLY RELATED TO THE PROPOSED CHANGE

The college is well positioned to implement the proposed change. One challenge that has been addressed is the assurance that faculty hired in the college are fully qualified to teach in the graduate programs. The college has had a policy since 1998 that all full time tenure track faculty have a terminal degree in their field, ordinarily the doctorate. This policy is designed to assure that faculty are well qualified to teach at the college and well suited for the graduate programs.

A writers' retreat has been developed; a number of faculty who are writing dissertations have been involved in the retreat, completing or making significant progress toward completion of their dissertations.

In addition, the college has allocated research release time to faculty in the graduate programs and regular sabbatical leave policy. Additional funding for faculty development is available through institutional faculty development funds. New funding has been made available through the capital campaign to provide an additional $900,000 in faculty development funding.

PLANS TO IMPLEMENT AND SUSTAIN THE PROPOSED CHANGE

All proposed new programs will be developed by qualified faculty at the college. The faculty at the College are well qualified to manage the curriculum and to implement any new graduate programs. The faculty is the single greatest asset of the College. They have demonstrated, through the careful management of the existing graduate programs that they are capable of responsibly taking on new graduate programs as might prudently be developed. Careful curriculum planning and staffing has led the existing programs to sustain themselves within a changing external environment. The college has a set of procedures in place for the vetting and approval of proposed new programs. New proposals are first reviewed and approved by the departments that develop them. The next step in the process is review by the Deans’ Council, which reviews the proposal for content and budget ramifications. If the proposal does not fit within the College’s budget parameters it is returned to the appropriate department for
further work. Likewise, content issues which emerge from the review are also returned to the department for further development. The deans’ review also includes consideration of library and technology needs and the ability of the College to meet them. Following review by the Deans’ Council the proposal is submitted to the Graduate Program subcommittee of the Educational Policies Committee of the faculty. This subcommittee is composed of faculty who teach in the graduate programs. The graduate programs subcommittee reviews the proposal and makes a recommendation to the full Educational Policies Committee or returns it to the department for additional work. The Educational Policies Committee makes a recommendation, and writes an Executive Summary of the proposal for submission to faculty for hearings. Hearings are held on both campuses and faculty provide response and feedback. Often proposals are modified or changed to strengthen them as a result of the hearing process. Following the hearings, proposals may proceed to the full faculty meeting for a vote on the proposal. Once a proposal has faculty approval it is presented to the Vice President for Academic Affairs and Dean of Faculty who makes a recommendation to the President. New master’s programs are taken to the Academic Affairs Committee of the Board of Trustees as an information item.

Budget and other resources are an important asset for all of the College’s graduate programs. The graduate budgets are reviewed each year and requests for increases are considered first by the Deans’ Council and the Vice President for Academic Affairs and Dean of Faculty and then by the College Budget Committee. The requests for graduate programs receive fair consideration for increases when they can demonstrate that program growth and curricular development are enhanced by the request. Administrative resources have also been increased since the last visit. Graduate admission, which is part of an integrated enrollment management structure, assures both dedicated resources and flexibility to shift from other areas during peak application periods. Since the 1993 visit, the College has added a graduate admission counselor and a financial aid counselor for graduate students. There is now receptionist coverage and expanded service hours.

The library provides a significant array of resources for the graduate programs. In addition to the collection, there are many sources available through databases and through electronic means. For more information on the library resources, please refer to Chapter Three and Data Form D. Technology is also a significant resource. All full time faculty have a laptop computer for their use. Many have been quick to adopt the use of technology in the classroom. Each year additional classrooms are outfitted to accommodate presentation modalities. Faculty avail themselves of the assistance of three classroom technology specialists from the Department of Computing Services who are trained in instructional technology. For a more thorough examination of the technology resources please refer to Chapter Three and Data Form E.

Oversight of Graduate Programs occurs through the supervision of graduate programs by the appropriate dean with respect to budget and rank
and tenure recommendations. In addition, Graduate Program Directors are convened on a monthly basis during the academic year. One of the deans has assignment as dean of graduate programs and is responsible for convening the Graduate Program Directors, serving as advocate and implementer of graduate policies and hearing student grievances.

Evaluation of programs is a joint responsibility of the deans and the Assessment Committee. Faculty are regularly assessed by students through the process of student evaluation of courses. In addition, faculty are reviewed on a regular basis prior to tenure and on a septennial review cycle following tenure decisions. Faculty submit department chair and peer reviews of their work, as well as a self-assessment. Program outcomes are reviewed as a part of the work of the assessment committee. Departments take the assessment data into account in making appropriate changes and modification to the graduate programs.

THE ADMINISTRATIVE STRUCTURE

The administrative structure needed to support this change is in place. The department chairs and program directors administer the departments. For each graduate program, a Graduate Program Director is appointed. Appropriate release time is granted for administering these programs. This release varies from two courses to full time (in the case of the program in social work). The Graduate Program Director is responsible for budget, staffing, and program direction for individual programs.

The Graduate Program Directors meet on a monthly basis and are the planning and organizational arm of the graduate programs. They recommend policies relative to graduate programs, coordinate admissions issues, and serve as a sounding board for each other.

LEARNING RESOURCES AND SUPPORT SERVICES AVAILABLE TO STUDENTS

A recent reorganization of support services has been undertaken. The Weekend College office has expanded to become the Office of Weekend College and Graduate Student Resources. Graduate admissions provides admissions services to all graduate students. The Learning Centers are available to all graduate students and are especially helpful in the organization and writing of master’s thesis and paper presentations.

Library resources are reviewed with the inception of each graduate program. The director of the library and the director of computing services sign off on all proposals for new programs, to see that sufficient resources are available to offer the new programs. The College has vastly expanded the hardware and databases available to students and is able to meet the needs of graduate programs.

Financial aid counseling is available through the office of financial aid for all students. Most of the financial aid for graduate students is in the form of student loans. The limited number of scholarships and grants have doubled since the last visit. The midpoint review of the Strategic Plan calls for increasing aid to graduate students. Academic advising is offered through faculty in the program.
The College of St. Catherine has acted responsibly to support and sustain its graduate programs.

FINANCIAL DATA THAT DOCUMENTS THE INSTITUTION’S CAPACITY TO IMPLEMENT AND SUSTAIN THE PROPOSED CHANGE

This proposal carries with it no specific budget. Each new program proposal must include projected operating expenses and capital improvements necessary to offer the program. The deans review these budgets with the Vice President for Academic Affairs and Dean of Faculty before a proposal is forwarded to the Educational Policies Committee. Likewise, there are no reports of revenue streams, costs of facilities and equipment costs as these are considered separately when a new program proposal is presented.

Copies of the most recent audit reports are included with this self-study document.

STRATEGIES TO EVALUATE THE PROPOSED CHANGE

The College will evaluate the change in status through a process of closely monitoring the addition of master’s programs. Programs will be selected on the basis of needs analysis, carefully crafted program proposals and the vetting process for graduate programs that is outlined earlier in this chapter. The financial viability of each graduate program will be carefully assessed, as will enrollment trends. All graduate programs are directly related to the college’s undergraduate foundations in the liberal arts and professional programs.

Student learning is assessed through the assessment processes already in place. The assessment of student learning is outlined in Chapter IV, which includes detailed description of the assessment of student learning outcomes. Alumnae/i surveys have been conducted for some time by individual programs. The College, through the Office of Institutional Research and Planning now has a coordinated and common survey for alumnae/i.

REQUEST FOR REMOVAL OF STIPULATION

Based on the careful integration of its graduate programs within the overall curriculum of the College of St. Catherine and their close integration with strong undergraduate programs, the College requests removal of the stipulation that new master’s programs must receive prior approval from the Higher Learning Commission. The College has demonstrated that plans and procedures are in place to guarantee high standards for those programs and therefore requests removal of the stipulation in its affiliation status.

Note to reader: In consultation with the HLC liaison, the request for approval to add the Master of Arts in Holistic Health Studies is included in this document as Appendix P. If removal of stipulation on graduate programs is granted, this action will not be necessary.
Summary Comments and Request for Continued Accreditation

It is a good thing to step back and take stock. That said, engaging an entire institution in a serious process of reflection, analysis and documentation requires an unusual degree of organization, discipline and good humor. The truth of this statement becomes abundantly clear when the day to day business of the College must proceed without interruption; staff and faculty energy are predictably finite and appropriately directed toward student need and learning; and a paralyzing array of challenges, opportunities, and regular “stuff” in the daily life of an institution enrolling over 4,700 students and employing 800 people can all provide defensible distractions from the task at hand. Nonetheless, the self-study process at the College of St. Catherine was robust, engaging, and richly yielding of new insight and higher bars against which to measure success.

Begun in the Fall of 2000, the self-study allowed the College of St. Catherine to undertake disciplined assessment of progress toward accomplishing the goals articulated in its strategic plan; toward reaching the benchmarks established after the 1993 NCA evaluation; and toward planning effectively for a strong and vibrant future.

The process for the self-study engaged a highly competent core committee led by two experienced administrators with broad and deep understanding of the College and its mission. The Self-Study Team worked as a cohesive whole, then moved out in pairs to work with a comprehensive array of existing structures, committees, constituent groups and, indeed, with the College as a whole at appropriate points, asking all to reflect deeply on the College’s mission; the adequacy and organization of resources directed toward accomplishing the mission; actual outcomes indicating accomplishment of mission and the College’s planning to insure it can accomplish the mission in the future.

The results of the self-study are documented in this report.
The self-study built upon and around a number of significant developments over the past decade, most of them decidedly positive. Several of these include:

- Minneapolis Campus received major renovation (1993-1994).
- Enrollment Management Matrix established to improve recruitment and retention (1994).
- New Core Curriculum implemented for baccalaureate students (1994).
- Butler Center for Athletics, a recreational and sports complex, opened (1995-1996).
- Andrea J. Lee, IHM, elected and inaugurated as President of the College (1998-1999).
- Vice President for Academic Affairs and Dean of Faculty appointed for both campuses (1998).
- Strategic planning process initiated and plan approved (1998-2000).
- Board of Trustees reorganized its structure for greater effectiveness (1999-2000).
- Compensation plan implemented to increase salaries to median of comparison group (1999).
- Academic administration restructured; three deans administer programs across two campuses (1999-2000).
- $20,000,000 gift received from the Sisters of St. Joseph of Carondelet (2000).
- Faculty governance document approved uniting the two campus faculties (2001).
- *Leadership in Mind, the Campaign for the College of St. Catherine*, announced with $80,000,000 goal (2001).
- Renewed mission statement approved by the Board of Trustees (2001).
- Construction commenced on new $42,000,000 student center/learning commons (2001).
- Campaign reaches nearly $60 million or 75% of goal (2002).
STRENGTHS

Through the self-study process, the College of St. Catherine identified a number of verifiable institutional strengths. Most significant are the following:

MISSION AND VISION

• The College of St. Catherine is mission-driven and mission-focused.
• The College’s mission statement is unequivocal in its commitment to the education of women as the central element of its identity.
• The founding Sisters of St. Joseph of Carondelet are strongly and visibly committed to the College, as is the Board of Trustees.
• There is a strong, pervasive commitment among trustees, administrators, faculty, staff, students and alumnae/i to the central elements of the College mission: women, Catholic and liberal arts.

EXCELLENCE OF EDUCATIONAL PROGRAMS AND SERVICES

• The College is committed to academic excellence, evident in the faculty’s dedication to teaching and learning and to helping each student achieve her full potential.
• The central focus of the College is students and their learning. The predominant and preferred pedagogy is collaborative and intentionally focused on integrated student learning.
• The College offers outstanding curricular and co-curricular programs.
• Students are a major strength of the College. They are increasingly diverse, articulate, committed to education, and engaged in their own learning.
• The College is committed to using assessment methods, characterized by high levels of faculty and staff ownership and involvement, to provide the means of monitoring its performance as a learning community.
• The College responds skillfully to the community and to market demands.
• Alumnae are effective and visible ambassadors for the college, ably representing the values of a St. Catherine’s education.

HUMAN, FISCAL AND PHYSICAL RESOURCES

• The College has committed and engaged leaders, faculty and staff who are committed to the mission and focused on student learning and success.
• There is an effective organizational structure for the Board of Trustees, the President’s Cabinet and the new Academic Affairs structure with three deans who work collaboratively and oversee academic programs across the two campuses. Student affairs and business services functions have been integrated across the two campuses as well.
• The College successfully launched a comprehensive capital campaign and has raised more than 75% of its $80,000,000 goal within just 30 months, the majority of it in unrestricted gifts. A $20,000,000 gift from the Sisters of St. Joseph of Carondelet is the largest single unrestricted gift to a women’s college.
• Moody’s Investment Services upgraded the College’s credit rating in 2002, authenticating the fact that the College is well-managed financially, has a history of balanced budgets, and well-managed debt.
• The College has undertaken construction of a $42,000,000 student center and learning commons/library.
• Renovation projects are underway to enhance the learning environment in two main classroom buildings, Whitby and Mendel Halls.
• The College has two campuses located in a vibrant urban area, offering ample opportunities for students to engage in broad array of social, cultural and educational activities.
• The grounds of the college on the St. Paul campus are beautiful and pastoral in nature.

CHALLENGES

MISSION AND VISION

• The College of St. Catherine must sustain and deepen institutional focus on, and commitment to, the College’s unique mission.

EDUCATIONAL PROGRAMS AND SERVICES

• The College must remain institutionally responsive to students given the complex realities of its diverse student population and multiple levels of programs – certificate, associate, baccalaureate, master’s and doctoral.
• The College must maintain dynamic programs that are simultaneously true to the College’s liberal arts roots and, for professional programs, responsive to workforce demands.
• The College must respond to changing student demography and provide a responsive array of services that meet complex and shifting student needs.
• The College must anticipate shifts in a highly competitive enrollment marketplace and maintain agile institutional capability to respond to the market and remain faithful to mission.
• The College must improve its use of existing assessment data and more comprehensively assess stated student outcomes.
• Campuses in two cities and institutional complexity challenge the College to find effective methods of integrating faculty across two campuses.
HUMAN, FISCAL AND PHYSICAL RESOURCES

- The College must intensify efforts to recruit and retain students, faculty and staff from diverse experiences and backgrounds.
- The College must enhance its market presence more clearly and position itself better within a competitive marketplace.
- The College must meet its enrollment goals.
- The College must position its tuition pricing to better reflect its market position and academic program strengths.
- The College must manage within the constraints of finite resources, especially related to faculty and staff compensation.
- The College must preserve and enhance its aging physical plant through wise and creative use of resources.
- The College is a complex organization that should enhance internal communication structures and functions.
- The College must strengthen its external communications through strategic connections to alumnae, external audiences, prospective students, and corporate and community partners.

In addition to easily discernible strengths and challenges yielded through the self-study, the process also stimulated discussion, analysis and creative planning within multiple College venues. These discussions focused on topics as diverse as the College's relationship with the Alumnae Association, its Catholic identity, the liberal arts within the curriculum, student retention and graduation rates, tuition pricing philosophy and facilities planning. These discussions are likely to continue, broaden and intensify in positive ways. Other new discussions will likely emerge. In many ways, the self-study process helped the College of St. Catherine focus on its core identity, and then develop a strategic plan to move the College into its second century with a clear sense of purpose, and with the institutional and fiscal strength necessary to attain its vision to be the world’s pre-eminent Catholic college educating women to lead and influence.

REQUEST FOR CONTINUING ACCREDITATION

The College of St. Catherine is well positioned for the next decade. It is strong and vital and will continue to fulfill its mission and purposes in the future. The College has addressed past concerns, and its many strengths enable it to respond to current and future challenges. It has adequate resources to accomplish its mission and they are effectively organized. Ongoing assessment initiatives provide evidence of the College’s effectiveness in attaining its mission and illuminating the path toward future curricular and organizational improvement.

Based on the self-study process outcomes, the College presents this report to document that it has met the General Institutional Requirements and met
or exceeded the criteria established for continued accreditation by the Higher Learning Commission. The College of St. Catherine therefore requests continuing accreditation.

In addition, based on the careful integration of its graduate programs within the overall curriculum of the College of St. Catherine and their close integration with strong undergraduate programs, the College requests removal of the stipulation that new master’s programs must receive prior approval from the Higher Learning Commission. The College has demonstrated that plans and procedures are in place to guarantee high standards for those programs and therefore requests removal of the stipulation in its affiliation status.
To reflect that The College of St. Catherine is a dynamic institution whose goal is to educate students;

To document that The College of St. Catherine has an effective organizational structure which uses resources efficiently;

To demonstrate that The College of St. Catherine delivers a quality educational experience, through the process of assessment and accountability;

To identify the ways in which The College of St. Catherine is student centered, making the educational experience meaningful and distinctive;

To address concerns from the 1993 site visit, demonstrate progress toward the college’s vision through implementation of a strategic plan, and secure continued accreditation for the next ten years.
Throughout the Self-Study process and in the Self-Study document we expect to:

• Focus on the entire institution

• Include all constituent groups

• Involve appropriate committees and students

• Build on existing assessment processes

• Discover and identify strengths, challenges and opportunities for improvement

• Evaluate rather than describe

• For each criterion, address:

  • Assessment and Accountability

  • Organizational Effectiveness

  • Student Centeredness
<table>
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<tr>
<th>Date Range</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 2000</td>
<td>Appoint Co-Chairs of Self-Study Committee</td>
</tr>
<tr>
<td>November 2000</td>
<td>Appoint Self-Study Committee</td>
</tr>
<tr>
<td>December 2000</td>
<td>Self-Study Committee Orientation</td>
</tr>
<tr>
<td>January 2001</td>
<td>Self-Study Committee Work Session</td>
</tr>
<tr>
<td>February 2001</td>
<td>Criteria Committees begin to work</td>
</tr>
<tr>
<td></td>
<td>Draft Self-Study Plan</td>
</tr>
<tr>
<td>May 2001</td>
<td>Submit Self-Study plan to HLC</td>
</tr>
<tr>
<td>March 2001 – February 2002</td>
<td>Criteria Committee Work</td>
</tr>
<tr>
<td></td>
<td>Self-Study meets monthly</td>
</tr>
<tr>
<td></td>
<td>to discuss progress/issues</td>
</tr>
<tr>
<td>February 2002 – September 2002</td>
<td>Criteria Committee submits draft report</td>
</tr>
<tr>
<td></td>
<td>to Self-Study Committee</td>
</tr>
<tr>
<td></td>
<td>Self-Study Committee considers summary and recommendations</td>
</tr>
<tr>
<td></td>
<td>Writer starts preliminary draft</td>
</tr>
<tr>
<td>June 2002 – September 2002</td>
<td>Write drafts</td>
</tr>
<tr>
<td>October 2002</td>
<td>Submit draft to HLC liaison</td>
</tr>
<tr>
<td>October 2002 – November 2002</td>
<td>Write final document</td>
</tr>
<tr>
<td>December 2002</td>
<td>Final document to HLC</td>
</tr>
<tr>
<td></td>
<td>Publish “notices”</td>
</tr>
<tr>
<td>January 2003 – February 2003</td>
<td>Prepare campus for visit/resource room</td>
</tr>
<tr>
<td>February 24 – 26, 2003</td>
<td>Visit</td>
</tr>
<tr>
<td>On/before 9 weeks later</td>
<td>Site team report</td>
</tr>
<tr>
<td>Within 2 weeks</td>
<td>CSC response</td>
</tr>
<tr>
<td>August 2003</td>
<td>Commission action</td>
</tr>
<tr>
<td>Constituent group</td>
<td>Information session content</td>
</tr>
<tr>
<td>---------------------------</td>
<td>------------------------------------------------------------------</td>
</tr>
<tr>
<td>College Council*</td>
<td>Information on self-study plan and process</td>
</tr>
<tr>
<td>College Council</td>
<td>Self-study Report Draft 5</td>
</tr>
<tr>
<td>Faculty</td>
<td>Information about plan and calendar</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty and staff</td>
<td>Information on self-study plan and process</td>
</tr>
<tr>
<td>Faculty and staff</td>
<td>Information on self-study findings</td>
</tr>
<tr>
<td>Student Governing Boards</td>
<td>Information on self-study plan and process</td>
</tr>
<tr>
<td></td>
<td>CAGB (undergraduate day)</td>
</tr>
<tr>
<td></td>
<td>WEC Board (Weekend College)</td>
</tr>
<tr>
<td></td>
<td>GSAB (graduate)</td>
</tr>
<tr>
<td>Board of Trustees**</td>
<td>Information on self-study plan and process</td>
</tr>
<tr>
<td>Board of Trustees</td>
<td>Information on self-study findings</td>
</tr>
<tr>
<td>Alumnae Board</td>
<td>Information on self-study process and findings</td>
</tr>
<tr>
<td>Finance and Business</td>
<td>Individual divisional discussions</td>
</tr>
<tr>
<td>Finance and Business</td>
<td></td>
</tr>
<tr>
<td>Development and</td>
<td></td>
</tr>
<tr>
<td>External Affairs</td>
<td></td>
</tr>
<tr>
<td>Committees – elected and standing committees involved throughout the process</td>
<td></td>
</tr>
<tr>
<td>College community</td>
<td>Self-Study Report Draft 6</td>
</tr>
<tr>
<td>HLC Annual Meeting</td>
<td>“Model for Engaging the College Community during a Self-Study”</td>
</tr>
</tbody>
</table>

* College Council includes: President, vice presidents, deans, associate deans, the Co-Chairs of the Faculty Council, the Director of Human Resources, the Director of Computing Services, the Director of Facilities, the Executive Director of the Alumnae Association, the Director of Communications, a staff representative, a representative of the Sisters of St. Joseph, and representatives of the three student governance boards and an associate degree student.

** Board of Trustees includes: Sisters of St. Joseph of Carondelet, the President of the College, the Province Director of the Sisters of St. Joseph of Carondelet or her designee, the Archbishop of St. Paul and Minneapolis, and the President of the Alumnae Association who serves ex-officio.
**Vision Statement**

To be the world’s pre-eminent Catholic college educating women to lead and influence.

*(Approved by the Board of Trustees, September 21, 1998)*

**Mission Statement**

The College of St. Catherine educates women to lead and influence. Founded by the Sisters of St. Joseph of Carondelet in 1905, the College integrates liberal arts and professional education within the Catholic traditions of intellectual inquiry and social teaching. Committed to excellence and opportunity, the College engages students from diverse backgrounds in a learning environment uniquely suited to women. Education at the College of St. Catherine prepares graduates to demonstrate ethical leadership grounded in social responsibility.

*(Approved by the Board of Trustees, October 8, 2001)*
The College of St. Catherine
Strategic Plan
(presented to the Board of Trustees on April 17, 2000)

Key Strategic Directions

1. Strengthen the College’s identity as a Catholic institution.
2. Strengthen St. Catherine’s reputation for academic excellence.
3. Re-imagine women’s education.
4. Create paths to higher education for students of high ability, especially those who have been historically underserved or for whom economic or social barriers hinder access.
5. Adopt a permanent outwardly focused stance for the College.

(Approved, Board of Trustees, May 17, 1999)

The Key Strategic Directions imply work on these priorities over the next five to seven years:

A. Lay claim to CSC’s leadership role as a Catholic college for women through:
   • Rigorous scholarship and teaching in the Catholic intellectual tradition
   • Application of the principles of Catholic social teaching to issues facing women through our:
     • philosophy and work of the interdisciplinary centers
     • core curriculum and the liberal arts and sciences
     • quality of work and student life
     • development of leadership for women
     • campus community development
   • Vibrant liturgical life and spiritual development opportunities for college and external communities

B. Re-imagine women’s education through four interdisciplinary centers of excellence – Women, Science and Technology; Women and Health; Women and Spirituality; and Women, Economic Justice and Public Policy. The Centers will strengthen interdisciplinary learning and teaching, focus on community issues and problems facing women, engage participants in the interdependent realities of diversity and actively engage external partners.

C. Achieve national recognition and increased support for selected academic programs, initially focusing on biology, health care, teacher education and the core curriculum, and then on programs which enjoy keen faculty interest and hold high promise for enrollment, public recognition and resource enhancement including those where the college already has a strong reputation.

D. Respond to internal initiatives and external opportunities to strengthen existing academic programs and/or develop new ones through significant development of Continuing Education and related programs.

E. Create paths to higher education for students of high ability who have been historically underserved or for whom economic or social barriers hinder access, including older women, first generation students, immigrant students and students from developing countries.

(Approved, Board of Trustees, September 20, 1999)
PRESIDENT’S PREAMBLE

Not long ago, a “ten-year long range plan” was the norm for higher education. Today, the rapidity of change and burgeoning of both opportunity and challenge within the complex environments in which most colleges exist, demands that plans be strategic, flexible, responsive, integrated and of short duration. Most importantly, strategic plans exist in dynamic interaction with the environments within and around them. As a result, change and adaptation are the fuel that drives both their usefulness and their impact.

Frequent review of plans is critical in keeping the College both grounded and agile in turbulent times. Since Summer 2001, we have been engaged in this kind of review of our 1999 plan. We examined where we were in 1999 and where we thought we would be in 2002, on our way toward the planning horizon of 2005. Our review recalled our substantial accomplishments during the past three years; assessed new realities, opportunities and challenges that might affect our strategies; and adjusted our priorities and accompanying financial forecast accordingly. This folder presents these adjusted priorities in a form that attempts to depict our belief about the connections among and between what we do within discrete areas of the college.

We should celebrate (and we will!) all that has been accomplished. Here are just a few examples: Our enrollment is higher, and we have launched a successful campaign that has already raised more than $46 million toward its $80 million goal. The Centers of Excellence have captured the imagination and energy of some of our best intellects. We have a master space plan and construction is underway for a magnificent facility that will serve all our students, as well as physically demonstrate what we believe about the education of women.

We have more grants; we have a single faculty and more coherent systems of internal governance; we are better known in the community and more connected to it; our mission and our vision are clear, compelling and drive our work daily. We have strengthened our identity as a Catholic college for women, one that is progressive and innovative, as well as deeply grounded in the values of the founding sisters. Most importantly, our students are overwhelmingly satisfied with their educational experience at St. Kate’s. Indeed, we have much to celebrate.

St. Catherine’s is a very good place to be, to learn, to work. There is also much we have learned and experienced since 1999 that we could not have imagined then: The magnificent generosity of the Sisters of St. Joseph and other donors; profound changes in the healthcare industry; shifting of political terrain in our cities, state and nation; increasing enrollment of students of color and of students who are more heavily dependent on financial aid; increased retention stresses; highly published closings and mergers of other women’s colleges; off-site degree program and partnership opportunities; the difficulty in managing this “on the way” time toward our accreditation visit; our new facilities and our College Centennial; and of course, September 11. Not all the vital work we do and will continue to do is included in this plan. This is very important to understand.
A strategic plan does not include everything an institution does. Rather, we make explicit those priorities that appear, at this time in our history, most critical to our strategic positioning. These priorities can and will change over time. The most important screens through which we view these priorities are the mission and vision. We must ask ourselves, “Will these priorities move us toward where we want to be?” “Are they the best ones?” “Have we articulated them as sharply as possible?” “Can we quantify them and spell out indicators that mark how we will know they have been accomplished?” Of parallel importance is a serious and frequent look at our priorities through the multiple and interlocking lenses of what we call the “permeaters” — women, liberal arts, multicultural, social justice and leadership. Here we enter the place of deep reflection and conversation to assess how we make these defining values and identifiers explicit in our daily work. Such reflective review must be our common responsibility and ongoing commitment. It is work made substantively better with your contribution. I encourage you to participate fully in it.

VISION
To be the world’s pre-eminent Catholic college educating women to lead and influence.

STRATEGIC DIRECTIONS
• Strengthen the College’s Catholic identity
• Create paths to higher education and laddering opportunities throughout for women of high ability
• Strengthen the College’s reputation for academic excellence
• Adopt a permanent outwardly-focused stance
• Re-imagine education for women

COLLEGE-WIDE PRIORITIES THAT PERMEATE ALL AREAS
• Enhance CSC identity as a college for women that is Catholic, academically excellent, diverse, progressive, innovative and grounded in the liberal arts, especially as they are articulated within the Core Curriculum
• Increase diversity, expand access to underserved students, and create a welcoming and supportive climate for all members of the CSC community
• Attain student recruitment and retention goals
• Develop and market the Centers of Excellence as embodiments of the College’s values and philosophy concerning the education of women; academic excellence; an integrative approach to curriculum and co-curriculum; and commitment to the broader community
• Develop strategic partnerships with the external community
MISSION
The College of St. Catherine educates women to lead and influence. Founded by the Sisters of St. Joseph of Carondelet in 1905, the College integrates liberal arts and professional education within the Catholic traditions of intellectual inquiry and social teaching. Committed to excellence and opportunity, the College engages students from diverse backgrounds in a learning environment uniquely suited to women. Education at the College of St. Catherine prepares graduates to demonstrate ethical leadership grounded in social responsibility.

ACADEMIC AFFAIRS
• Recruit, retain and support a talented, committed, energetic faculty who support the College's mission
• Strengthen and enhance key academic programs in education, biology, and nursing
• Enable the Centers of Excellence to be fully operational and known locally, regionally and nationally
• Women, Science and Technology; Women and Health; Women and Spirituality; and Women, Economic Justice and Public Policy
• Generate $1 million annually in program and research funds through faculty or College initiated grants

UNDERGRADUATE PROGRAMS
Liberal Arts and Sciences
• Strengthen the Liberal Arts curriculum through Strategic hires, e.g., in East Asian History/Political Science, Computer Science and Biology

Professional Studies
• Develop programs and concentrations within the business major that address critical industry needs, attract students and tap College strengths

Health Professions
• Achieve regional recognition as leaders in the education of healthcare providers and healthcare workforce preparation through associate, baccalaureate, certificate and graduate programs

Graduate Programs
• Secure independent accreditation for the master’s program in library science
• Develop and implement the clinical doctorate in physical therapy and the master’s in holistic health
• Strengthen support services for graduate students
Continuing Education Programs

- Generate an annual stream of net revenue through development and marketing of Continuing Education programs related to the College’s areas of curricular strength, supporting the lifelong educational needs and professional development of girls and women

STUDENT AFFAIRS

- Open the Student Center with an appropriate range of programs
- Staff and program Campus Ministry to be a vital force in strengthening the College’s Catholic identity
- Expand Catherine Connection and increase its visibility nationally as a “best practice” model
- Develop a fully integrated student health program in collaboration with the academic health programs and the Center for Women and Health
- Strengthen Community Work and Learning program to support college-wide integration of service learning and social justice
- Develop planning (timing, design and financing) for a New Residence hall(s)
- Further implement Athletics Program plan and develop plans for Field House
- Further implement diversity plan for students
- Leverage financial aid to support retention, recruitment, graduation and diversity goals

ENROLLMENT

- Attain enrollment and graduation goals through retention improvement
- Achieve desired balance across and within enrollment segments
- Focus on the strategic recruitment of target markets to attain enrollment goals
  - Undergraduate Day: 1,900
  - Weekend College: 900
  - Associate Degrees: 800
  - Graduate Programs: 1,200

COMPENSATION AND HUMAN RESOURCES

- Bring compensation to the median of the comparison group according to current plan, then set new goals
- Continue progress as a model employer, promoting a diverse workforce and social justice within HR policy
- Review and improve benefits plan
- Strengthen Faculty Council, College Council, Staff Participation Circles, plenary sessions and other governance and communication structures
FACILITIES
• Construct Student Center and Learning Commons
• Upgrade Mendel and Whitby halls
• Continue management of deferred maintenance
• Address parking issues
• Develop plan and financing strategy for new residence hall and field house

TECHNOLOGY
• Develop and implement Strategic Technology Plan for administrative and academic computing to include academic software acquisition; classroom renovation; replacement program; staffing; student laptop plans

EXTERNAL RELATIONSHIPS/PERCEPTIONS
CAMPAIGN
• Complete $80 million campaign successfully
• Celebrate the College’s Centennial, utilizing it as a highly visible positioning opportunity

MARKETING/ADVERTISING/COMMUNICATIONS
• Enhance the vision and support enrollment strategy through targeted marketing, advertising and strategic communication
• Claim identifying language that embraces CSC realities and use it everywhere

VISIBILITY
• Achieve a score of 30+ in US News & World Report
• Strengthen the college’s reputation as academic leader for women through increased media presence

TRUSTEES AND ADVISORY COMMITTEES
• Recruit alumnae and friends who are corporate, philanthropic, civic, educational, volunteer and church leaders as trustees
• Connect with external audiences through advisory groups that support key programs

SISTERS OF ST. JOSEPH OF CARONDELET
• Deepen CSJ/CSC relationship as a strategic partnership that connects CSJ core values and mission to the work and mission of the College

ALUMNAE
• Strengthen alumnae association programming and align communication vehicles more closely with strategic objectives

THE O’SHAUGHNESSY
• Achieve recognition as a leading St. Paul arts center outside of the downtown cultural corridor
• Develop strategic partnerships to enhance physical facilities and programs
The College of St. Catherine
Organizational Chart

BOARD OF TRUSTEES

UNDERGRADUATE DAY ADMISSIONS
Cal Mosley, Special Assistant to the President

PRESIDENT
Andrea J. Lee, IHM

EXECUTIVE ASSISTANT TO THE PRESIDENT
Stacy Jacobson

ALUMNAE ASSOCIATION
Ruth Brombach, Executive Director

INSTITUTIONAL PLANNING & RESEARCH
Sara Kerr, Assistant to the President

BUSINESS & FINANCE OPERATIONS
Mary DesRoches, VP

ACADEMIC AFFAIRS
Mary Margaret Smith, VP & Dean of Faculty

STUDENT AFFAIRS
Colleen Hegranes, VP

DEVELOPMENT & EXTERNAL RELATIONS
Patricia Hvidston, VP

---

ART & SCIENCES
Jan Czechowski, Dean

Academic Advising
Barbara Block, Director

Global Studies
Vera Wenzel, Director

Health Professions
Margaret McLaughlin, Dean

Nursing Programs
Alice Swan, Associate Dean

Two-Year Programs
Tone Bleichert, Associate Dean

Professional Studies
Susan Cochrane, Dean

Education Programs
Linda Distad, Associate Dean

Continuing Education & New Initiatives
Jeanne Bailey, Associate Dean

Weekend College
Joan Robertson, Director

Academic Advising
Barbara Block, Director

Health Professions
Margaret McLaughlin, Dean

Professional Studies
Susan Cochrane, Dean

Registrar
Cynthia Egekent, Registrar

Library
Carol Johnson, Director

Dean of Students
Brian Bruess, Dean

Financial Aid & Enrollment
Pam Johnson, Associate Dean

Student Life
Curt Galloway, Associate Dean

Community Work & Learning
Karen Harris, Director

O’Neill Center for Academic Development
Thelma Obah, Director

Health, Education, & Wellness
Cathy White, Director/Nurse Practitioner

Enrollment Services Mpls
Mary Braun, Director

Residence Life
Heidi Anderson-Issacson, Director

Multicultural Education
June Noronha, Associate Dean

Butler Center/Athletics
Sheila Brown, Athletic Director

Career Development
Ellen Richter Norgel, Director

Counseling Center
Mary McLeod, Director

Counseling & Student Development, Minneapolis
Mike Peterson, Director

Campus Ministry
Susan Hames, CSJ, Co-Director

tThe O’Shaughnessy
Patty Lynch, Executive Director

Updated: 11.18.02

Business Office
Scott Appelwick, Manager

Computing Services
Al Dees, Director

Facilities Management
Bob Nygren, Director

Human Resources
Susan Sexton, Director

Safety & Security
Robert Shellum, Director

Bookstore
Julie Balamut, Director

Budget
Margaret Bellenger, CSJ, Manager

Purchasing
Gail Bliven, Director

Dining Services
Mary Lombardi, Director
Sodexo Marriott Contract

Business Office
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tThe O’Shaughnessy
Patty Lynch, Executive Director

Updated: 11.18.02
Maureen Hooley Bausch  
Vice President  
of Business Development  
Mall of America

William Britt  
Vice President  
Cargill Incorporated

Pamela Clark  
President  
St. Paul Academy and Summit School

Mary Lou Dasburg  
Community Leader

The Most Reverend  
Harry J. Flynn, D.D.  
Archbishop of Saint Paul  
and Minneapolis

Michael Galvin  
Partner  
Briggs and Morgan

Sara Hietpas Gavin  
Managing Director  
Weber Shandwick Worldwide

Roseann Giguere, CSJ  
Spiritual Direction and Retreats  
Sisters of St. Joseph of Carondelet

Patricia Simms Gries  
Consultant

Marva Livingston Hammons  
Executive Director  
Department of Human Services  
State of Colorado

Marialice Harwood, Chair  
Vice President of Development  
The St. Paul Foundation

Harriet Hentges  
Executive Vice President  
United States Institute of Peace

Karen Hilgers, CSJ  
Licensed Psychologist

Sharon Howell, CSJ  
Assistant Dean for Student Life  
University of St. Thomas

Frieda Kalenze, CSJ  
Treasurer, Planning Coordinator  
Sisters of St. Joseph

Judith Kavanaugh, CSJ  
Spanish and Latin Teacher  
Cretin-Derham Hall High School

Andrea J. Lee, IHM  
President  
The College of St. Catherine

Christine Ludwig, CSJ  
Province Leadership Team  
Sisters of St. Joseph of Carondelet

Virginia ‘Gini’ McCain  
Director, HR Communications,  
Retired, 3M

Joan McGinty, CSJ  
Sisters of St. Joseph of Carondelet

Mary M. McGlone, CSJ  
Sisters of St. Joseph of Carondelet

Burton McGlynn  
Chairman  
McGlynn Bakeries, Inc.

Larry McGough  
McGough Construction Companies

Susan Schmid Morrison  
Community Leader

Mary Alice Muellerleile  
Special Assistant to the President  
Heritage College

Joanne Jirik Mullen  
Attorney at Law

Catherine Murray  
Securities Analyst  
JP Morgan Chase

Lorraine Majerus Nadler  
Community Leader

Susan Oeffling, CSJ  
Province Leadership Team  
Sisters of St. Joseph of Carondelet

Anne Otterson  
Community Leader

David Page  
President and CEO  
Fairview Health Services

Carolyn Puccio, CSJ  
Employee Assistance  
Counselor/Therapist  
Hutchinson Area Health Care

Stephen Roszell  
Senior Vice President,  
Institutional Business  
American Express Financial Advisors

Therese Sherlock, CSJ  
Sisters of St. Joseph of Carondelet

Virginia Webb, CSJ  
Sisters of St. Joseph of Carondelet

Pamela Wheelock  
Senior Vice President, CFO  
Minnesota Wild

Jean Wincek, CSJ  
Adjunct Graduate Instructor  
St. Mary’s University of Minnesota  
Consultant  
About Learning, Inc.

Brenda Grandstrand Woodson  
Attorney at Law

The College of St. Catherine  
Board of Trustees

Karen Hilgers, CSJ  
Licensed Psychologist

Sharon Howell, CSJ  
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Pamela Wheelock  
Senior Vice President, CFO  
Minnesota Wild

Jean Wincek, CSJ  
Adjunct Graduate Instructor  
St. Mary’s University of Minnesota  
Consultant  
About Learning, Inc.

Brenda Grandstrand Woodson  
Attorney at Law
This fall’s first-time Day Freshman cohort has 313 students, 312 of whom are full-time.

220 (77.5%) of the Fall 2001 full-time first-time Day Freshman cohort of 284 students have returned this semester.

165 (64.5%) of the Fall 2000 full-time first-time Day Freshman cohort of 256 students have returned this semester.

CSC served a total of 5,503 students (4,251 undergraduate and 1,252 graduate) in 2001-2002. (unduplicated counts)
### Revenues

<table>
<thead>
<tr>
<th>BGT 0203</th>
<th>0203 Revenues Comments</th>
</tr>
</thead>
</table>

#### Tuition

<table>
<thead>
<tr>
<th>Department</th>
<th>Revenue</th>
<th>Comment</th>
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<tbody>
<tr>
<td>St P Day</td>
<td>$26,034,257</td>
<td>Gross Day Undergraduate Tuition</td>
</tr>
<tr>
<td>St P WEC</td>
<td>$5,435,240</td>
<td>Gross Weekend College Undergraduate Tuition</td>
</tr>
<tr>
<td>Cont Ed</td>
<td>$1,373,890</td>
<td>Gross Inc #1500,1501,1515</td>
</tr>
<tr>
<td>Wisdom Ways</td>
<td>$283,737</td>
<td>Gross Inc #1505</td>
</tr>
<tr>
<td>Summer</td>
<td>$2,661,435</td>
<td>Mpls and St. Paul Undergraduate/Graduate Tuition</td>
</tr>
<tr>
<td>Mpls</td>
<td>$6,605,211</td>
<td>Tuition</td>
</tr>
<tr>
<td>Montessori</td>
<td>$158,562</td>
<td>Off site Income</td>
</tr>
<tr>
<td>Grad</td>
<td>$5,728,467</td>
<td>Includes MLIS and Distance Learning, Excludes Grad Summer</td>
</tr>
<tr>
<td>Social Work Grad</td>
<td>$858,360</td>
<td>50% of projected revenue/ includes Summer School $88,600</td>
</tr>
<tr>
<td>Post Secondary Educ</td>
<td>$80,000</td>
<td>State Reimbursement – High School Students</td>
</tr>
<tr>
<td>Hamline Law Prog</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### UST X-Reg

| Theater            | $157,961       | Income from UST for joint graduate program in Theater |

#### Student Aid

<table>
<thead>
<tr>
<th>Department</th>
<th>Revenue</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>St P Day</td>
<td>($6,818,372)</td>
<td>27% Billable tuition</td>
</tr>
<tr>
<td>St P WEC</td>
<td>($263,609)</td>
<td>5% Billable tuition</td>
</tr>
<tr>
<td>Mpls</td>
<td>($620,890)</td>
<td>10% Billable tuition</td>
</tr>
<tr>
<td>Grad</td>
<td>($131,737)</td>
<td>2% Billable tuition</td>
</tr>
<tr>
<td>Summer</td>
<td>($99,411)</td>
<td></td>
</tr>
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</table>

#### Tuition Adjustments

<table>
<thead>
<tr>
<th>Category</th>
<th>Revenue</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uncollectable</td>
<td>($1,160,397)</td>
<td>Difference between Gross/Billable tuition + $180,000 Budgeted Allowance</td>
</tr>
<tr>
<td>Payment to Canter</td>
<td>($165,000)</td>
<td>Payment sent to Canter &amp; Associates. Tuition in Line 9 above.</td>
</tr>
<tr>
<td>Payment to Dom U</td>
<td>($555,007)</td>
<td>Payment sent to Dominican Univ for MLIS program. Tuition in Line 9 above</td>
</tr>
<tr>
<td>Fees</td>
<td>$171,346</td>
<td>00/01 Actual – Includes fees for music lessons, study abroad, nursing clinicals both campuses</td>
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</tbody>
</table>

#### Auxiliaries

<table>
<thead>
<tr>
<th>Department</th>
<th>Revenue</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood Ctr</td>
<td>$244,545</td>
<td>Gross Revenue</td>
</tr>
<tr>
<td>Res. Life St. P</td>
<td>$2,270,699</td>
<td>Gross Revenue</td>
</tr>
<tr>
<td>Res. Life Mpls</td>
<td>$169,650</td>
<td>Gross Revenue</td>
</tr>
<tr>
<td>St.Paul/Mpls Board</td>
<td>$1,703,735</td>
<td>Gross Revenue minus CSC Commission</td>
</tr>
<tr>
<td>Bookstore</td>
<td>$2,256,000</td>
<td>Gross Revenue</td>
</tr>
<tr>
<td>O’Shaughnessy</td>
<td>$878,000</td>
<td>Gross Revenue</td>
</tr>
<tr>
<td>Special Services</td>
<td>$189,304</td>
<td>Commission from Sodhexo</td>
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</tbody>
</table>

#### Govt. Grants

<table>
<thead>
<tr>
<th>Department</th>
<th>Revenue</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fed Work Study</td>
<td>$262,500</td>
<td>Financial Aid Projection</td>
</tr>
<tr>
<td>State Work Study</td>
<td>$212,000</td>
<td>Financial Aid Projection based on 01/02 actual</td>
</tr>
<tr>
<td>Indirect Costs</td>
<td>$59,534</td>
<td>00/01 Actual + 3% increase</td>
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#### Private Gifts & Grants

<table>
<thead>
<tr>
<th>Department</th>
<th>Revenue</th>
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</thead>
<tbody>
<tr>
<td>Unrestricted</td>
<td>$1,320,000</td>
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</tr>
<tr>
<td>Interest</td>
<td>$150,000</td>
<td>Per Controller, based on current year actual</td>
</tr>
<tr>
<td>Endowment</td>
<td>$160,000</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>$446,550</td>
<td>Includes application, transcript, commencement fee and Butler Cntr</td>
</tr>
</tbody>
</table>

#### Contingency Revenue

| Total               | $50,056,560    | Student Aid in 0203 expenses                 |
|                     | $7,934,018     | Payment to UST in 0102 expenses              |

**GRAND TOTAL: $57,990,578**
### Expenses

<table>
<thead>
<tr>
<th>Instructional</th>
<th>0203 Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1010 Art &amp; Art History</td>
<td>$312,755</td>
</tr>
<tr>
<td>1020 Biology</td>
<td>$545,242</td>
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<tr>
<td>1030 Business Administration</td>
<td>$368,160</td>
</tr>
<tr>
<td>1040 Chemistry</td>
<td>$350,347</td>
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<tr>
<td>1050 Classics</td>
<td>$81,266</td>
</tr>
<tr>
<td>1060 Economics</td>
<td>$216,202</td>
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<tr>
<td>1070 Education</td>
<td>$704,543</td>
</tr>
<tr>
<td>1075 Montessori Home</td>
<td>$248,659</td>
</tr>
<tr>
<td>1076 Montessori Kalamazoo</td>
<td>$136,710</td>
</tr>
<tr>
<td>1079 Montessori Springfield</td>
<td>$11,400</td>
</tr>
<tr>
<td>1080 English</td>
<td>$824,656</td>
</tr>
<tr>
<td>1100 French</td>
<td>$127,079</td>
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<tr>
<td>1120 History</td>
<td>$263,972</td>
</tr>
<tr>
<td>1130 Family/Nutrition Science</td>
<td>$268,123</td>
</tr>
<tr>
<td>1150 Information Management</td>
<td>$152,555</td>
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<tr>
<td>1160 Mathematical Sciences</td>
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<tr>
<td>1170 Music</td>
<td>$406,323</td>
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<tr>
<td>1180 Nursing BA/BS</td>
<td>$1,158,927</td>
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<tr>
<td>1190 Occupational Science</td>
<td>$655,038</td>
</tr>
<tr>
<td>1200 Philosophy</td>
<td>$348,549</td>
</tr>
<tr>
<td>1210 Exercise &amp; Sport Science</td>
<td>$295,085</td>
</tr>
<tr>
<td>1220 Political Science</td>
<td>$107,684</td>
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<tr>
<td>1230 Psychology</td>
<td>$387,043</td>
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<tr>
<td>1240 Social Work</td>
<td>$454,979</td>
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<tr>
<td>1250 Sociology</td>
<td>$151,281</td>
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<tr>
<td>1260 Spanish</td>
<td>$213,478</td>
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<tr>
<td>1270 Theatre</td>
<td>$113,835</td>
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<tr>
<td>1275 Speech Communication</td>
<td>$150,227</td>
</tr>
<tr>
<td>1280 Theology</td>
<td>$555,764</td>
</tr>
<tr>
<td>1285 Theology Grad Program</td>
<td>$27,443</td>
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<tr>
<td>1286 MA Organizational Leadership</td>
<td>$264,229</td>
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<tr>
<td>1290 Interdisciplinary</td>
<td>$15,872</td>
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<tr>
<td><strong>Instructional Subtotal</strong></td>
<td><strong>$19,762,796</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Academic Support</th>
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</thead>
<tbody>
<tr>
<td>2010 Library</td>
<td>$1,462,896</td>
</tr>
<tr>
<td>2020 Audio-Visual</td>
<td>$287,166</td>
</tr>
<tr>
<td>2030 Archives</td>
<td>$40,464</td>
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<tr>
<td>2100 Art Gallery</td>
<td>$1,863</td>
</tr>
<tr>
<td>2350 Wmns Studies/Ctr for Wmn</td>
<td>$94,415</td>
</tr>
<tr>
<td>2400 O’Neill Centers</td>
<td>$291,369</td>
</tr>
<tr>
<td>2485 Acad Ad-Accreditation</td>
<td>$42,963</td>
</tr>
<tr>
<td>2490 Dean of Arts &amp; Sciences</td>
<td>$12,700</td>
</tr>
<tr>
<td>2495 Dean of Prof. Studies</td>
<td>$21,700</td>
</tr>
<tr>
<td>5720 Health Professions Dean</td>
<td>$323,842</td>
</tr>
<tr>
<td>2500 Academic Affairs</td>
<td>$833,579</td>
</tr>
<tr>
<td>2530 Faculty Development</td>
<td>$118,607</td>
</tr>
<tr>
<td>2540 Faculty Research</td>
<td>$30,763</td>
</tr>
<tr>
<td>2600 Academic Advising</td>
<td>$133,069</td>
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<tr>
<td>2650 Global Studies</td>
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</tr>
<tr>
<td><strong>Academic Support Subtotal</strong></td>
<td><strong>$3,780,107</strong></td>
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### Expenses* continued

#### 0203 Total

<table>
<thead>
<tr>
<th>Category</th>
<th>0203 Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Services</strong></td>
<td></td>
</tr>
<tr>
<td>3010 Office of Student Affairs</td>
<td>$343,474</td>
</tr>
<tr>
<td>3020 Health &amp; Wellness Center</td>
<td>$103,207</td>
</tr>
<tr>
<td>3030 Career Development</td>
<td>$214,067</td>
</tr>
<tr>
<td>3040 Registrar</td>
<td>$488,531</td>
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<tr>
<td>3060 Student Life Activities</td>
<td>$110,152</td>
</tr>
<tr>
<td>3065 Orientation</td>
<td>$58,406</td>
</tr>
<tr>
<td>3070 Counseling</td>
<td>$151,203</td>
</tr>
<tr>
<td>3080 Financial Aid</td>
<td>$447,339</td>
</tr>
<tr>
<td>3110 Admission – Undgrd Day</td>
<td>$1,195,655</td>
</tr>
<tr>
<td><strong>Student Services Subtotal</strong></td>
<td>$5,743,084</td>
</tr>
<tr>
<td><strong>Maintenance &amp; Plant</strong></td>
<td></td>
</tr>
<tr>
<td>4010 Environ. Services – Admin</td>
<td>$388,103</td>
</tr>
<tr>
<td>4015 President’s Home</td>
<td>$35,800</td>
</tr>
<tr>
<td>4020 Carpenter Shop</td>
<td>$219,787</td>
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<tr>
<td>4030 Grounds</td>
<td>$227,180</td>
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<tr>
<td>4040 Maintenance Services</td>
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<tr>
<td><strong>Plant Subtotal</strong></td>
<td>$4,507,320</td>
</tr>
<tr>
<td><strong>Institutional Support</strong></td>
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</tr>
<tr>
<td>5030 President</td>
<td>$367,501</td>
</tr>
<tr>
<td>5035 V.P. for Finance &amp; Business</td>
<td>$230,297</td>
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<tr>
<td>5040 Board of Trustees</td>
<td>$25,800</td>
</tr>
<tr>
<td>5050 Institutional Planning</td>
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<tr>
<td>5060 Communications</td>
<td>$971,255</td>
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<tr>
<td>5064 Commencement</td>
<td>$107,992</td>
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<tr>
<td>5070 McGlynn Comp &amp; Tech Cntr</td>
<td>$2,322,352</td>
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<tr>
<td>5080 Telecommunications</td>
<td>($17,178)</td>
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<tr>
<td>5090 Bus/Transportation</td>
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<tr>
<td>5100 Business Office</td>
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<tr>
<td>5120 Student Accounts</td>
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<tr>
<td>5130 Dev &amp; Extrnl Relations</td>
<td>$1,038,551</td>
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<tr>
<td>5131 Development Info Systems</td>
<td>$41,559</td>
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<td>5133 Donor Relations</td>
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<td><strong>Institutional Support Subtotal</strong></td>
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### Student Aid

<table>
<thead>
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<th>Category</th>
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</thead>
<tbody>
<tr>
<td>6000 Student Aid</td>
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<tr>
<td>6700 Student Aid – Mpls</td>
<td>$787,278</td>
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<tr>
<td><strong>Student Aid Subtotal</strong></td>
<td>$7,934,018</td>
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### Auxiliaries

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>7000 O’Shaughnessy Auditorium</td>
<td>$503,437</td>
</tr>
<tr>
<td>7010 Bookstore</td>
<td>$1,863,803</td>
</tr>
<tr>
<td>7020 Food Services</td>
<td>$1,678,421</td>
</tr>
<tr>
<td>7030 Residence Life</td>
<td>$796,651</td>
</tr>
<tr>
<td>7060 Early Childhood Center</td>
<td>$228,169</td>
</tr>
<tr>
<td>7713 Housing</td>
<td>$69,311</td>
</tr>
<tr>
<td><strong>Auxiliaries Subtotal</strong></td>
<td>$5,139,792</td>
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### Debt Service Aid

<table>
<thead>
<tr>
<th>Category</th>
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</tr>
</thead>
<tbody>
<tr>
<td>8000 Mandatory Transfers</td>
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</tr>
<tr>
<td><strong>Debt Service Subtotal</strong></td>
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</table>
### Expenses* continued

<table>
<thead>
<tr>
<th>Description</th>
<th>2003 Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compensation Increases</td>
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</tr>
<tr>
<td><strong>Comp. Increases Subtotal</strong></td>
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</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>$57,065,719</td>
</tr>
<tr>
<td>Contingency Funds</td>
<td></td>
</tr>
<tr>
<td>General Contingency</td>
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</tr>
<tr>
<td>Equipment Contingency</td>
<td>—</td>
</tr>
<tr>
<td>Student Wages Contingency</td>
<td>$55,000</td>
</tr>
<tr>
<td>Faculty and Staff Travel Contingency</td>
<td>—</td>
</tr>
<tr>
<td><strong>Contingency Subtotal</strong></td>
<td>$924,859</td>
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<tr>
<td><strong>GRAND TOTAL</strong></td>
<td>$57,990,578</td>
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</tbody>
</table>

* The department figures do not include salary increases.
BACKGROUND

The College drafted its initial Assessment Plan as part of the self-study process for its 1992-93 NCA Accreditation Review. This document listed the college’s mission goals, declared an assessment philosophy, offered a working definition of assessment, and established both the purposes for its assessment activities and a set of overarching principles. It concluded with an action plan and timeline that called for the establishment of an Institutional Assessment Team (IAT) and the collection of preliminary data over a two-year period. In retrospect, the philosophy, purpose and principles statements were sound and have continued to guide our assessment efforts. However, as noted by the site visit team, the implementation portion of this plan was underdeveloped.

Assessment Plan Appendix A is a chronicle of assessment activities at CSC since 1992. The initial assessment plan was revised in early 1994 as part of an institution-wide strategic-directions initiative, and an IAT was appointed in May 1994. One of its first actions was to conceptualize assessment as a continuous cycle or feedback loop, an image it shared widely within the college community (Assessment Plan Appendix B). Since then, various groups charged with assessment oversight have conducted a variety of educational programs focusing on assessment within individual departments and programs, encouraged assessing the components of revised core curricula on both campuses (common CORE courses, writing and information/technology proficiencies in St. Paul; CIL courses in Minneapolis), and directed academic programs to collate their plans and document their implementation activities in Assessment Notebooks (Assessment Plan Appendix C). In Fall 2000, the Assessment Committee directed attention to assessment of the liberal arts outcomes of the entire general education program (extending beyond common CORE and CIL courses).

Over this period, the status of the assessment team/committee has fluctuated. Until the restructuring of faculty governance that was implemented in Fall 2001, the group served as an ad hoc committee at the invitation of various Academic Affairs administrators. From its inception until 1997, academic assessment efforts were coordinated by Assistant Academic Dean Janet Ditmanson. During a period of transition in the academic leadership of the college, assessment oversight fell to a small group of faculty and staff who were long-time members of the ad hoc committee and a succession of interim deans. During this period and until her departure from the college in Summer 2000, the most consistent leadership came from the Director of Institution Planning and Research, Elizabeth Wroblewski. Despite the informal status of the team and a two-year period of changing leadership, significant gains were made in educating faculty and staff about the importance of assessment and encouraging programs to gather and use assessment data to revise their curricula and services. The ad hoc Assessment Team/Committee was also one of the first groups at the college to effectively coordinate work across campuses. From the start, the team included representatives from St. Paul and Minneapolis. Although separate assessment
strategies were developed and implemented by subcommittees on the two campuses, common themes were discussed in joint meetings and this set the stage for a seamless transition to the new governance structure.

The Assessment Committee now consists of seven faculty members, five elected at large; the directors of the core curricula on the two campuses; the Director of Institutional Planning and Research; a representative from Student Affairs; and one of the Academic Affairs Deans appointed by the CAO. It is noteworthy that in a period of downsizing and consolidating faculty governance structures, the faculty recognized the importance of assessment and elevated this committee from ad hoc to elected status.

**ASSESSMENT PLAN**

**A. MISSION GOALS**

The college’s assessment program has been developed to support the college’s Mission and Institutional Purposes. In November 2001, the college revised its mission statement and subsequently developed a set of institutional purposes. This document affirms the college’s goal to educate women to lead and influence and affirms the college’s Catholic heritage, promotion of ethical values and commitment to the liberal arts as its educational foundations. It also identifies distinct missions for its certificate, associate, baccalaureate, and graduate programs (Assessment Plan Appendix D). The CSC Assessment Plan addresses the need to gather and act on relevant data related to the college’s overall mission.

Accordingly, the CSC Assessment Plan addresses students’ experiences as participants in one of several levels of academic programming: certificate, associate degree, baccalaureate, graduate and in student affairs programs.

**B. DEFINITION OF ASSESSMENT**

Assessment is a collaborative and ongoing process using multiple methods to gather both quantitative and qualitative information at the level of the program, institution, and/or system to describe and make judgments about the outcomes, processes, and/or resources of education for the purpose of improvement and accountability.

**C. ASSESSMENT PHILOSOPHY**

The development and implementation of an assessment plan is an opportunity for students, faculty, administrators and staff of the college to collaborate in the articulation, examination and interpretation of our mission. Assessment promotes and develops our strengths and identifies and addresses our limitations. It enhances the ongoing discussion of what teaching and learning mean to us as an academic community. As a vehicle to energize the talk and action which testify to the validity of life at our college, it is an ongoing and collaborative process in which the college community identifies significant questions, collects and interprets data, and develops and implements strategies for improvement. Assessment thus provides an opportunity for us to confirm to ourselves and others our success in achieving our mission.
D. ASSESSMENT GOALS

1. To utilize assessment processes to determine the institution’s success at fulfilling its mission.
2. To explore and implement a variety of strategies for documenting the effectiveness of our current efforts.
3. To improve teaching and learning by creating a climate of partnership, ongoing dialog and shared responsibility among all members of the college community.
4. To stimulate collaborative efforts across departments to enhance student learning.

E. ASSESSMENT PRINCIPLES

1. Assessment is central to our academic life and to the mission of the college.
2. Assessment is an institution-wide priority linked to the college’s strategic plan, involving all students, faculty, administrators and staff.
3. The college uses multiple assessment techniques based on best assessment practices as appropriate to its mission.
4. Assessment practices are integrated into current systems of review, including but not limited to departmental annual reports and program accreditation.
5. The goal and the plan for the use of assessment results will be clear before an assessment activity is administered.
6. Assessment is valuable, whether the conclusions are positive or negative.
7. The assessment program is cost-effective. A conscious effort is made to avoid duplicating assessment methodologies already in place.
8. The administration makes resources available for faculty and staff to conduct assessment research and to support the implementation of assessment-based recommendations.
9. The results of assessment practices lead to regularly documented improvement in student learning, performance, development and achievement.
10. The assessment plan and its components are themselves evaluated on a regular basis.
11. The results of the variety of assessment practices at the college are integrated and disseminated to appropriate audiences.

F. IMPLEMENTATION STRATEGIES

1. Administrative Oversight
   
   The Senior Academic Officer takes responsibility for overseeing the implementation of the college’s assessment plan, for keeping the Board of Trustees informed, for involving the President’s Cabinet, and for ensuring adequate resources for assessment.
2. Assessment Committee

In Fall 2001, the ad hoc Assessment Committee was replaced by an elected committee with broad representation including faculty, administration, staff and student members. It is established in the Faculty By-Laws, Article XIII as follows:

Section A. Functions

The functions of the committee are:

1. to examine and evaluate trends in assessment with reference to their applicability to the college.
2. to monitor institutional assessment activities through regular reviews of the assessment plans of the core curricula, academic and co-curricular programs consistent with the college’s mission, expectations of the college’s accrediting agencies and best practices in higher education.
3. to initiate assessments as appropriate to ensure regular evaluation of the college’s performance in achieving stated educational outcomes.
4. to facilitate the regular dissemination of assessment information.
5. to choose a representative to faculty council from among the faculty members on the committee.

Section B. Membership

There are twelve members of this committee:

- Seven faculty members, five elected at large, the director of core curriculum and the director of the core integrated learning program;
- The director of institutional planning and research;
- One representative from Student Affairs;
- One academic affairs dean, ex officio, appointed by the vice president for academic affairs;
- Two students.

3. Academic Programs

Each academic department or program at the associate, baccalaureate and graduate level is charged with developing and maintaining an assessment plan using a common set of criteria distributed in the form of a checklist (Assessment Plan Appendix E). In brief, a complete plan includes the program’s mission or purpose, a set of specific learning outcomes for students, multiple methods for measuring the extent to which students accomplish these learning outcomes, and strategies for using the collected data to improve the curriculum, teaching and advising methods to enhance student learning. Besides being maintained in respective academic departments and made available to students in locations such as department websites, plans are submitted to each program’s respective Academic Affairs Dean, and shared with the Assessment Committee for periodic review. Updates are due at least once each academic year.
Comments specific to assessment practices at each academic level follow:

a. **Certificate Programs**
   Certificate programs at both the undergraduate and graduate level are required to keep a current assessment plan on file within the department/program. Annual updating through program annual reports is also required.

b. **Associate Degree Programs**
   Associate degree programs currently have an assessment plan which is kept within the program office. All programs are required to address their assessment progress in the annual reports collected by the Academic Deans.

c. **Baccalaureate (BA/BS)**
   Baccalaureate programs are required to maintain an Assessment Notebook (see Assessment Plan Appendix C) that includes the department assessment plan with periodic updates, and three other components: the department's plans for the Writing Proficiency and the Information and Technology Proficiency, and a set of Implementation Notes, described as a running commentary of the department's efforts to carry out the assessment and proficiency plans. This final section is updated on an ongoing basis, with a minimum of one entry per academic year. It includes as primary evidence data summaries from a variety of assessment methods, an evaluation of what these sources indicate about student learning and achievement trends over time and situations, and how this information has been used to modify students' learning experiences and monitored for its effects. One intact copy of each Notebook is kept in the department, with a duplicate copy in Academic Affairs.

d. **Graduate**
   Graduate programs are required to maintain a current program assessment plan appended by a set of Implementation Notes, described as a running commentary of the program's efforts to carry out the assessment plan. The Notes are updated on an ongoing basis, with a minimum of one entry per academic year. They include as primary evidence data summaries from a variety of assessment methods, an evaluation of what these sources indicate about student learning and achievement trends over time and situations, and how this information has been used to modify students' learning experiences and monitored for its effects. One intact copy of the plan is kept in the department, with a duplicate copy in Academic Affairs.

4. **General Education**

a. **Associate Degree Liberal Arts and Sciences (LAS); Core Integrated Learning Courses**
   Assessment of the outcomes of the Liberal Arts and Sciences core courses and electives occurs primarily through the Liberal Arts and Sciences (LAS) Program. As a program within the associate degree curriculum, the LAS Program maintains an assessment plan detailing the assessment processes
currently being implemented along with records of previous assessments. The LAS Program fulfills the required updating about assessment in the program annual reports.

The interdisciplinary Core Integrated Learning (CIL) courses offered in the associate degree curriculum are assessed in accordance with an assessment plan administered by the CIL director(s) and the CIL Advisory Group. Periodic review and updating of CIL assessment occurs through the CIL Advisory Group.

b. Baccalaureate Degree Liberal Arts Core

The liberal arts core outcomes were revised and affirmed by SPC faculty in January 2001 (Assessment Plan Appendix F). Indicators are being identified and assessment methods selected and implemented for each of the 12 outcomes on a prescribed cycle. The first outcomes selected for curriculum-wide assessment efforts are written communication, information technology and critical thinking. As strategies are set and data collected in these areas, planning will proceed on a subsequent set of outcomes, to be determined by the Assessment Committee, until all 12 have been addressed. Once an outcome’s assessment strategy has been initiated, it will continue on a regular cycle. A tentative procedural outline and timetable is shown in Assessment Plan Appendix G.

5. Student Affairs

Each department in the Division for Student Affairs is responsible for the ongoing development and implementation of assessment plans. The division has developed an Assessment Framework (Assessment Plan Appendix H) which is designed to assist in the continued development of department plans. Each department has developed its assessment plan based on its own department goals and purposes as well as the divisional focus. In addition, the division also holds itself accountable to nationally developed standards of practice.
Integration of Graduate Education with the College Mission
<table>
<thead>
<tr>
<th>Name of Program</th>
<th>Synchronous/Asynchronous</th>
<th>Site Based</th>
<th>Enrollment Activity</th>
<th>Semester/Trimester</th>
<th>Program Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Montessori Springfield, MA</td>
<td>N/A</td>
<td>All courses taught on-site in Springfield, MA</td>
<td>31</td>
<td>Semester</td>
<td>Completed 6/02</td>
</tr>
<tr>
<td>Montessori Kansas City, MO</td>
<td>N/A</td>
<td>All courses taught on-site in Kansas City, MO</td>
<td>16</td>
<td>Semester</td>
<td>Completed 12/01</td>
</tr>
<tr>
<td>Montessori Kalamazoo, MI</td>
<td>N/A</td>
<td>All courses taught on-site in Kalamazoo, MI</td>
<td>37</td>
<td>Semester</td>
<td>1/2002 – Summer ’03</td>
</tr>
<tr>
<td>Montessori Danville, VA</td>
<td>N/A</td>
<td>All courses taught on-site in Danville, VA</td>
<td>24</td>
<td>Semester</td>
<td>7/2002 – Summer ’04</td>
</tr>
<tr>
<td>MAED by distance delivery</td>
<td>Asynchronous</td>
<td>N/A</td>
<td>128</td>
<td>Semester</td>
<td>9/01 – ongoing</td>
</tr>
<tr>
<td>Archdiocese of St. Paul and Mpls Collaboration</td>
<td>N/A</td>
<td>Most courses taught at the Archdiocesan Catholic Education Center</td>
<td>63 (10 will graduate 12/2002)</td>
<td>Semester</td>
<td>9/01 – ongoing</td>
</tr>
<tr>
<td>B.S. in Nursing at Abbott Northwestern Hospital</td>
<td>N/A</td>
<td>Courses taught at Abbott Northwestern Hospital</td>
<td>46 (of these, 16 in major)</td>
<td>Trimester</td>
<td>Winter 00 – ongoing</td>
</tr>
<tr>
<td>Master of Library and Information Science</td>
<td>Synchronous 2-3 courses per term</td>
<td>4-5 courses per term taught on site by Dominican University faculty; 20-22 courses per term taught on site by College of St. Catherine faculty</td>
<td>225</td>
<td>Semester</td>
<td>1992 – ongoing</td>
</tr>
</tbody>
</table>
CHANGE BEING PROPOSED

In Chapter Seven the College requests approval of institutional change to remove the stipulation limiting the development of new master’s programs. The College does not presume approval of the request to remove the stipulation. Therefore, the College requests in this appendix approval to expand its certificate program in holistic health studies to the master’s level. If approved, the Master of Arts in Holistic Health Studies (MAHHS) will be a unique program in the region that is in response to the market demand for a graduate program in complementary and alternative health care. The program is a natural outgrowth of our current certificate program in Holistic Health Studies and builds upon established expertise in this emerging field.

The proposed MAHHS is a 38-40 semester credit hour program with an evening format and can be completed in five semesters. This degree program will replace the existing Holistic Health Studies certificate program that has been in place since 1984. The proposed curriculum will combine theory, practice, research, a practicum experience and community learning. Teaching methodologies will draw on literature and research regarding effective teaching and learning for adult and professional students. The program encompasses the philosophy and practice of holistic health care in the context of the multiple lenses of culture, spirituality and an environmental/global perspective. In addition to focusing on promoting multiple aspects that create and maintain a healthy lifestyle, the curriculum will provide structured opportunities for the student to develop organizational leadership skills as well as engage in community-based experiences related to social justice and social change. (see Holistic Philosophy and Theoretical Basis for Proposed MAHHS and the MAHHS Program Goals).

EXPECTED OUTCOMES

The proposed MAHHS degree will provide opportunities for the development of women and men to lead and influence in the emerging professional field of holistic health and shape the ways these rapidly emerging trends in integrative health may serve society. Graduates of the program will be prepared to provide expert services within an ethic of caring grounded in the partnership model of client/practitioner interaction. (see MAHHS Graduate Student Outcomes).

Because the program recognizes that societal and political structures such as socioeconomic class, race, gender and sexual orientation have direct impact on the health care of the individual, the program embraces many cultural perspectives and meaning systems that shape and influence health. The holistic teaching/learning methods include collaborative, experiential and integrative methods within an intimate atmosphere of inquiry.

The key curricular themes of ethics, communication, leadership, analytical reasoning, critical consciousness and problem solving will prepare the graduate to apply the degree to a variety of settings. These may include: health care, social services, education, social work, counseling, corporate wellness programs and other entrepreneurial settings.
**Proposed Master of Arts in Holistic Health Studies Curriculum**

All course syllabi have been approved by the Educational Policies Committee and will be available in the resource room during the on-campus visit.

The Master of Arts in Holistic Health will offer two options for credit allocation:

1. 38/40 credits (varying credits for research option)
2. 24 or 26 credits for students admitted in advance standing based on completion of the baccalaureate certificate program. This option requires an additional 3-credit bridge course.

**Required Core**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAHS 670</td>
<td>Foundations of Holistic Health and Wellness</td>
<td>2</td>
</tr>
<tr>
<td>MAHS 672</td>
<td>Complementary/Alternative Approaches to Health Care</td>
<td>2</td>
</tr>
<tr>
<td>MAHS 673</td>
<td>Culture as a Resource in Health and Healing</td>
<td>2</td>
</tr>
<tr>
<td>MAHS 674</td>
<td>Spiritual Wellness</td>
<td>2</td>
</tr>
<tr>
<td>MAHS 676</td>
<td>Ecology and Health</td>
<td>2</td>
</tr>
<tr>
<td>MAHS 682</td>
<td>Movement, Relaxation, and Health</td>
<td>2</td>
</tr>
<tr>
<td>MAHS 750</td>
<td>Core concepts in Mind/Body Interactions</td>
<td>2</td>
</tr>
<tr>
<td>MAHS 752</td>
<td>Women and Holistic Health</td>
<td>2</td>
</tr>
<tr>
<td>MAHS 771</td>
<td>Alternative Approaches to Nutrition</td>
<td>2</td>
</tr>
<tr>
<td>MAHS 762</td>
<td>Organizing for Social Change</td>
<td>2</td>
</tr>
<tr>
<td>MAHS 892</td>
<td>Practicum and Integrative Seminar</td>
<td>2</td>
</tr>
<tr>
<td>MAHS 890</td>
<td>Quantitative and Qualitative Research Methods</td>
<td>2</td>
</tr>
<tr>
<td>MAHS 898</td>
<td>Action Research Project (Plan A) or</td>
<td>2</td>
</tr>
<tr>
<td>MAHS 899</td>
<td>Research Thesis (Plan B)</td>
<td>4</td>
</tr>
</tbody>
</table>

**Total Core**  

26 or 28* credits

**Concentration – 3 Options** *(select one)*  

**12 credits**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAHS 770</td>
<td>Holistic Practice – required for all</td>
<td>3</td>
</tr>
</tbody>
</table>

**Option 1: Herbology – 9 credits**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAHS 792</td>
<td>Herbology 1</td>
<td>3</td>
</tr>
<tr>
<td>MAHS 794</td>
<td>Herbology 2</td>
<td>3</td>
</tr>
<tr>
<td>MAHS 796</td>
<td>Herbology 3</td>
<td>3</td>
</tr>
</tbody>
</table>

**Option 2: Energy Healing – 9 credits**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAHS 782</td>
<td>Energy Healing 1: Mindfulness-Based Meditation</td>
<td>3</td>
</tr>
<tr>
<td>MAHS 784</td>
<td>Energy Healing 2</td>
<td>3</td>
</tr>
<tr>
<td>MAHS 786</td>
<td>Energy Healing 3</td>
<td>3</td>
</tr>
</tbody>
</table>

**Option 3: Generalist – 9 credits**

Students will work with their advisor and program director to plan this concentration as it fits their individual interest and career goals. Students have options to choose from herbology and energy healing courses as well as other course work as approved by advisor and graduate program director.

**Total Concentration**  

12 credits

**Total Required**  

38 or 40* credits

**Total Supporting Coursework Required: NA**

*for students completing the Research Thesis option
A maximum of 40 credits (based on Research thesis) or 38 credits (based on Action Research Project) are required for the completion of the program. Either 26 or 28 credits are required for the core depending upon the research option and 12 credits are required for an area of concentration of the student’s choice.

The core curriculum includes a breadth of knowledge from the emerging holistic health field, research methods, social action, community work and learning, and a practicum experience. A 12-credit concentration gives students a choice of a structured or a flexible learning option. The structured concentrations are Herbology and Energy Healing. A generalist option allows for a more flexible learning experience.

The Fall Semester of the first year lays the theoretical framework for the program. This includes content in such areas as: culture as a resource in health and healing, ecology and health, philosophical foundations, ethical leadership, peace and justice values, and alternative and complementary approaches to health. Thereafter, each semester includes core requirements and concentration coursework culminating in a practicum experience in the final semester. A full-time student could complete the program in 2 ½ years.

**IMPACT OF THE CHANGE ON THE INSTITUTIONAL MISSION AND THE NUMBERS AND TYPES OF STUDENTS SERVED**

The program will embrace the vision, mission and strategic directions of the College of St. Catherine. As one of a very few of its kind in a traditional academic institution anywhere in the country, the MAHHS program will promote the presence and recognition of the College. One of the key elements of the program is to assist students in developing an ethic of caring consistent with the holistic paradigm.

The strategic directions of continuing academic excellence and forming partnerships with the community currently are in place with the existing certificate program and will be continued by the MAHHS program as it expands and elaborates on an already well established, reputable and sound curriculum that has creative partnerships with many community agencies and resources related to holistic health. Some of these include: Powderhorn-Phillips Cultural Wellness Center; Minnesota Holistic Nurses Association and the Women’s Cancer Resource Center.

The strategic direction to re-imagine education for women will be implemented as the program works in collaboration with the Centers of Excellence at the college. The MAHHS program values research and supports the exploration of innovative research methods that will expand knowledge and practice in the field. It will contribute to the Center for Women, Science and Technology through research on natural approaches to women’s health and pursuance of grant funding through the National Institute of Health’s Center for Complementary and Alternative Medicine.

The MAHHS program will promote the goals of the Center for Women and Health as it explores the range of health promotion and illness prevention models
in our culture for women. Our society faces many issues related to health care that are in the domain of the Center for Women, Economic Justice and Public Policy. These include the conservation of health care resources, access to health for all, and culture as an essential element in healing and health care, and these issues will be examined in the program.

The practice of complementary health care is based on a holistic and feminist paradigm that sees no separation between mind, body and spirit. Holistic health requires that people are capable of reflecting on their lives – one’s meaning and purpose in life, one’s beliefs and how they influence health and illness, one’s relationship with a greater Mystery and the web of life, one’s capacity to take responsibility for oneself as well as care for others and participate in community. The proposed MAHHS program can collaborate with the Global Search for Justice and the Reflective Woman courses at the college as well as Wisdom Ways and the Center for Women and Spirituality.

Based on projections, there will be approximately 36 students enrolled in the program by 2005-2006. The target students for this program will be adult learners from a cross-disciplinary population including allied and public health, human services, massage therapy, education, hospice, business, spiritual ministry and psychology. Additional targeted prospective students will include CSC alumnae/i of the Holistic Health Studies certificate program and other alumnae/i of CSC baccalaureate programs, and the mailing list from the Minnesota Holistic Nurses Association.

IMPACT ON BREADTH OF INSTITUTION’S EDUCATIONAL OFFERINGS

Although the current Holistic Health program has been in existence for 17 years at the college, this proposal will allow an expansion in breadth and depth of topics related to holistic health and complementary alternative medicine.

COMMISSION’S POLICY RELEVANT TO THIS CHANGE

The request for the Master in Arts in Holistic Health Studies Program is related to the Commission’s policy I.C.2.B – Change in Educational Offering. Although master’s degree programs are offered at the College of St. Catherine, this is a request to offer an additional one.

FACTORS THAT LED THE INSTITUTION TO UNDERTAKE THE PROPOSED CHANGE

THE RELATIONSHIP BETWEEN THE PROPOSED CHANGE AND ONGOING INSTITUTIONAL PLANNING

In the Strategic Plan one of the college-wide priorities is to develop strategic partnerships with the external community. The MAHHS program already has many partnerships in the community but new ones will be developed as the program grows and offers expanded practicum experiences at a graduate level. The strategic planning document also identifies the goal of achieving regional recognition as leaders in the education of healthcare providers. The uniqueness of the MAHHS program will assist the college in achieving, not only regional,
but national recognition. Other institutional planning goals specifically include the development of a graduate level program in Holistic Health as well as an expansion of continuing education programs which will be an additional component of the MAHHS program.

NEEDS ANALYSIS RELATED TO THIS PROPOSED CHANGE

The demand for the masters program is being driven by three needs that include the public’s need for qualified professionals, the professionals’ need for advanced education, and the increase in requests from prospective students.

There is a significant consumer demand for holistic health services provided by qualified practitioners. In The Journal of the American Medical Association (Nov. 11, 1998), Dr. David Eisenberg of Harvard Medical School reported that 42% of Americans surveyed use complementary and alternative health practices and are paying for the services out-of-pocket.

According to a survey conducted in 1998-99 of the Health Professions faculty at the college, 87% of the faculty who returned the survey reported a need for health professions students to be more educated in the field of holistic health approaches in order to be adequately prepared for the health care market.

In January, 2000 a survey was sent to prospective students from the previous three years who had inquired about the Holistic Health Studies program. There were 237 responses with the following results:

- 24% (N=58) of the 237 respondents stated the reason they did not apply for the certificate program was their preference for a master’s program.
- 71% (N=143) of the 203 who responded to the survey question stated they would be interested in receiving information about a master’s program should it be offered.
- 37% (N=74) of the 203 who responded to the survey question stated they would be willing to attend a focus group.

To follow up with the survey results, two focus groups of eight each were randomly selected. The feedback from the focus groups was as follows:

- Twelve out of 14 said they would “definitely” enroll in a master’s program, with the remaining two indicating “maybe” they would enroll.
- When asked specifically if they would pay in the range of $14,000 to $18,000 for this masters program, 10 of the original 12 who stated they would definitely apply to the master’s program were willing to pay that amount.

In addition to the above surveys and focus groups, another focus group of 17 was held for the Alumnae/i of the Holistic Health Studies program because many of them have been urging the development of a master’s degree in this field. Seven of the 17 stated that they would definitely attend a master’s program if it were offered.

On the average, between three and five people per month call the Holistic Health Studies program office asking for a master’s program in this field.
INVolvement of various constituencies in developing this proposed change

The Core Planning Team members included:

- Janet Dahlem, MA, Program Director of the HHS certificate program, program faculty member, and chair of the development team
- Karen Hilgers, CSJ, Ph.D., HHS adjunct faculty member, member of the development team for the original programs
- Janet Marinelli, MS, PT, HHS adjunct faculty member; lead developer and former Program Director of the two original programs (Health and Wellness Counseling/Holistic Therapies)
- Debra Sellheim, Ph.D., PT, Program Director and Assistant Professor in the Master of Physical Therapy program
- Kay Tweeten, Ph.D, Professor of Biology, and graduate of the HHS program

Additional team members and those consulted in the planning process included:

- Prospective students and Alumnae/i of the Holistic Health Studies Program
- Mary Thomas Kenney, RN, MS, HHS adjunct faculty member; holistic home health nurse
- Susan Komen, BA, HHS program staff and faculty assistant; graduate of the HHS program
- Lynn Mader, RD, MBA, HHS Adjunct faculty member
- Pam Johnson, Associate Dean for Enrollment
- Graduate Admissions Office
- Cindy Egeness, Registrar
- Staff in the Continuing Education Department
- Graduate Programs and Health Professions Program Directors and Chairs
- Board of Minnesota Holistic Nurses Association
- Powderhorn-Phillips Cultural Wellness Center
- Woodwinds Health Care Campus
- College administrators including Mary Margaret Smith, Margaret McLaughlin, Susan Cochrane, and Toné Blechert
NECESSARY APPROVALS THAT HAVE BEEN OBTAINED TO IMPLEMENT THE PROPOSED CHANGE

Internal approvals required

The College of St. Catherine adopted a new governance structure and set of bylaws in March of 2001. These new bylaws guided the internal approval process for the MAHHS program. The new governance model uses a consensus model for all committee deliberations, holds faculty hearings prior to faculty meetings, and then requires a majority vote of the faculty at a scheduled faculty meeting in order to approve a new program. This proposal is an outstanding example of the rigor of this process. The original feedback at every one of the steps outlined below resulted in revisions of the proposal that strengthened course rigor to meet graduate program standards and improved the outcomes measures used. The review process initiated a campus-wide discussion of the connection between this degree to professional standards in other fields and those emerging in complementary and alternative approaches to health. The review by the Graduate Program Directors resulted in a program that demonstrates consistency with other graduate programs in such areas as expected student outcomes, research focus and ethics. The following is the timeline and sequence of events that occurred to seek internal approval for the program:

LIST OF INTERNAL APPROVALS REQUIRED

Feb. 2000  Holistic Health Studies faculty approved the development of a Master of Arts in Holistic Health Studies proposal
Feb. 2000  Deans Council approved the concept to develop a proposal for a Master of Arts in Holistic Health Studies graduate degree
Sept. 19, 2000  MAHHS proposal to the Graduate Program Directors Meeting for feedback
Fall, 2000  MAHHS proposal to the Health Professions Division for feedback
Feb. 20, 2001  Presented the first information Session/Community Forum about the MAHHS proposal on the Minneapolis Campus
Feb. 23, 2001  MAHHS proposal to the Health Professions Chairs/Directors for feedback
Feb. 27, 2001  MAHHS proposal to the Graduate Program Directors for feedback
March 7, 2001  Individual course proposals and the curriculum to the Curriculum Committee in St. Paul for feedback
April 9, 2001  MAHHS proposal to a joint meeting of the EPC and Curriculum Committees for feedback
Nov. 13, 2001  MAHHS proposal to the newly formed Graduate Subcommittee of the Education Policies Committee for discussion and feedback

Nov. 27, 2001  Graduate Subcommittee of the Education Policies reviewed the changes that were made to the proposal and it was approved

Jan. 15, 2002  MAHHS proposal was reviewed and approved by the full committee of the Educational Policies Committee

Jan. 29, 2002  MAHHS proposal to Graduate Program Directors for update and feedback

Feb. 26-27 and March 12-13, 2002  MAHHS proposal was presented at faculty hearings

April 9, 2002  Faculty voted approval of the MAHHS proposal

April 26, 2002  MAHHS proposal was presented to the Academic Affairs Committee of the Board of Trustees and they voted to endorse the proposal

EXTERNAL APPROVALS REQUIRED
There are no additional external approvals required.

THE IMPACT OF THE PROPOSED CHANGE ON CHALLENGES IDENTIFIED BY THE COMMISSION AS PART OF THE LAST COMPREHENSIVE VISIT
The challenges identified by The North Central Association in its 1993 report are addressed in Chapter 1. Progress in the areas of assessment and implementation of a careful process for approving graduate programs are particularly pertinent to this chapter.

COLLEGE OF ST. CATHERINE’S PLANS TO IMPLEMENT AND SUSTAIN THE PROPOSED CHANGE

INvolvement of Appropriately Credentialed Faculty and Experienced Staff
The Holistic Health program currently has both core and adjunct faculty teaching in the program. This core faculty will be increased to accommodate a graduate curriculum. The proposed graduate program provides a rich teaching and scholarship opportunity for our senior faculty in other Departments who have demonstrated scholarship and leadership in areas related to holistic health studies. This expertise spans both theory and practice as it relates to holistic health studies. Due to the inherent interdisciplinary nature of the proposed program and our capacity to teach across degree programs, we are able to avail ourselves of current strength in interdisciplinary approaches to build the faculty for this graduate program. Faculty vitae will be available in the resource room during the on-campus visit. The following list identifies each faculty member and provides an overview of their credentials and experience:
Janet Dahlem, M.A. has been the Program Director of the HHS certificate program since 1990 and organized and chaired the MAHHS planning team. She is recognized as a leader in the field both locally and nationally. She serves on the Leadership Council for the Minnesota Holistic Nurses Association, is a member of the State Health Department Advisory Taskforce on Complementary and Alternative Medicine (CAM), has testified before legislators about CAM and most recently was invited to provide testimony to the White House Commission on Complementary and Alternative Medicine to advise on policy.

Kay Tweeten, Ph.D. is a full-time, tenured professor in the Biology department and was a member of the planning team for the graduate program. She will be teaching a variety of content in the program.

Mari Ann Graham, Ph.D. is a full-time tenured associate professor and Social Work Graduate Program Director graduate Social Work Program who will be teaching the course, “Organizing for Social Change” as well as some of the research courses in the MAHHS program.

Gerri Chavis, Ph.D. is a full-time tenured professor in the English Department who will be develop and teach in courses in the MAHHS program related to healing, spirituality and literature.

Karen Hilgers, Ph.D., CSJ is one of the founders of the Holistic program in the early 80’s. She has taught various courses in the program from the beginning in 1985 and served on the planning committee for the graduate program. She will continue to teach in the MAHHS program. She is also a member of the CSC Board of Trustees.

Janet Marinelli, M.S., P.T. was a full-time, tenured, assistant professor who founded the Holistic Health program and was its director from 1984-1990. In 1990 she left the full-time position and has been teaching as an adjunct faculty member since 1990 and has been serving in a regular capacity as a consultant to the program and the program director. She has also been an integral member of the planning team in the development of the graduate program and will continue to teach in the graduate program.

Semerit Seankh-ka, M.D. is an adjunct faculty person from the Powderhorn Phillips Cultural Wellness Center. She co-developed the curriculum and community classroom model for the HHS course, “Culture as a Resource in Health and Healing” and has been co-teaching that class for 4 years.

Atum Azzahir, is an elder in her community and is the Executive Director and founder of the Powderhorn Phillips Cultural Wellness Center. She was a co-developer of the curriculum and community classroom model and has taught in the “Culture as a Resource in Health and Healing” course for four years.
John Hauser, N.D., R.N., is Naturopathic Physician who helped to develop the new curriculum for the herbal concentration. He will also be teaching in this area in the program.

Paul Haugen, M.A. is a full-time assistant professor in the Liberal Arts and Sciences and has been an adjunct faculty member in the HHS Program for nine years.

Ruth Anne Plourde, M.A., is an adjunct faculty member who has taught in the HHS program for eight years and is alum from the first graduating class of 1985.

Kai Svien, MS has taught a continuing education class for two years for the program and developed the Mindfulness Meditation part of the Energy Healing I course for the graduate program.

The core faculty will be responsible for curriculum oversight, evaluation of instruction, and assessment of learning outcomes. This faculty is well-qualified for these tasks and has years of experience in these areas. Many of the faculty have collectively been responsible for the development, assessment, and modification of the Holistic Health program over the past 17 years.

In addition, there are also many community faculty members who have been consulted on content issues and curriculum design, particularly as they relate to the community practicum component of the curriculum and will be involved in teaching courses in the program.

**ADMINISTRATIVE STRUCTURE**

The College organizational charts are provided in the main document. It includes the President, who operates using a cabinet structure consisting of the Vice Presidents. The administrative structure for Academic affairs includes the Vice President for Academic Affairs and Dean of Faculty, the Dean of Arts and Sciences, the Dean of Professional Studies and the Dean of Health Professions. The deans report to the Vice President for Academic Affairs and Dean of Faculty who in turn reports to the President. The MAHHS Chair reports to the Dean of Health Professions. There are three academic Associate Deans (for nursing, education, and associate degree programs).

The Vice President of Academic Affairs and Dean of Faculty and Deans operate using a council model. Each Dean has a defined portfolio that lists their respective programs, departments and other responsibilities. The appropriate academic and administrative decisions are often made in Council then conveyed back to the respective programs using Program Director and Department Chair meetings and/or communications. Issues within academic programs generally come through chairs, directors and associate deans to the Deans and/or the VP for Academic Affairs or directly from faculty. The council model fosters an unusual degree of cooperation in the operational oversight of academic affairs. Furthermore, the regular attendance at Deans’ Council by the Dean of Students and other divisions of the college (e.g. business office) promotes problem-solving issues across the usual institutional boundaries.
LEARNING RESOURCES AND SUPPORT SERVICES AVAILABLE TO STUDENTS

Students are made aware of available student services through the college's academic catalog, the LeGuide, orientation activities and materials, MAHHS website and CSC website. Faculty advisors will also apprise students of these services. The resources of the Learning Center of the Minneapolis campus are available to the current Holistic Health Studies students and will be available for the students in the MAHHS program. Services include accommodations for students with disabilities, ESL student needs and writing assistance.

ACADEMIC ADVISING

Program faculty will provide academic advising for the MAHHS students as they have done with the students in the current Holistic Health Studies program.

INTERNSHIPS OR CLINICAL EDUCATION

The internship part of the program is a one-semester practicum course in which supervision will be provided by a supervisor from a community agency in conjunction with a CSC faculty member from the program. This final course is a combined practicum and seminar experience with 120 practicum hours and 24 seminar hours. It will provide students with the opportunity to apply learning in a community setting, integrate learning in holistic health studies with their specific fields of practice when appropriate, and generate creative holistic health applications for the present and future. The practicum may include work with individual clients, a project at the institutional level or holistic health teaching opportunities. Students will work with a faculty person to design a plan integrating their learning with prior work experience to serve as a bridge into the next phase of their career.

FINANCIAL AID/STUDENT EMPLOYMENT

Financial aid counseling is provided by the CSC financial aid office that has considerable expertise in graduate student financial aid needs.

IMPACT ON STUDENT SERVICES

Since there is currently a program in Holistic Health Studies that has been utilizing existing student services, there is no additional impact on these services expected. As enrollment number will be similar.

LIBRARY

The current plan for adding to the collection each year for individual majors/programs will support future collection needs for the MAHHS program.

FINANCIAL DATA THAT DOCUMENTS THE INSTITUTION’S CAPACITY TO IMPLEMENT AND SUSTAIN THE CHANGE

The proposed graduate program will replace the current certificate program in Holistic Health Studies as those certificate students complete the program. The 2002-2003 budget for the certificate program is $144,000. This budget will be increased to $169,153 to accommodate increased staffing and expense needs for the proposed program. (the MAHHS Budget Proposal will be available in the on-campus resource room).
RESOURCES AVAILABLE FOR FACULTY DEVELOPMENT/SCHOLARSHIP

There are a variety of areas that require support for an emerging graduate program. The following summarizes current and anticipated support for this program. Please note that support for overloads, adjuncts, sabbaticals and consultants resides in the Dean’s budget, in the Academic Affairs budget as well as in the program budget.

• Current funds to support conference attendance and travel reside in both the HHS budget ($2,164) and through the faculty development fund.

• The faculty development budget increased from $79,000 in 1998 to $115,000 for 2002-2003. These funds include:
  • A course release per year for two of graduate programs for research purposes. These course releases rotate through the eight graduate programs.
  • Competitive research grants
  • Curriculum development monies
  • Additional travel funds for conference presentations

• Sabbaticals are funded centrally through Academic Affairs.

• Additional funding ($40,000/yr) for interdisciplinary action-based research that involves community sites, faculty and students are available though the Centers of Excellence (Women in Science and Technology, Women and Health, Women and Economic Policy and Social Justice and Women and Spirituality).

TIMELINE USED TO IMPLEMENT THE PROPOSED CHANGE

- February 2002  Date of proposal completion
- April 30, 2002  Anticipated date of final approval
- March 2000 through February 2002  First phase of planning
- June 2002 through September 2002  Second phase of planning
- September 2003  Proposed implementation date
- Fall 2002 and Winter 2003  A selection of graduate classes will be offered through continuing education to promote awareness of the master’s program
- 2003-2004 Academic year  Program fully operational

STRATEGIES TO EVALUATE THE PROPOSED CHANGE

MEASURES THE INSTITUTION WILL USE TO DOCUMENT THE ACHIEVEMENT OF ITS EXPECTED OUTCOMES

The primary outcome is to educate students to lead and influence in the emerging professional field of holistic health and shape how these rapidly emerging trends in integrative health may serve society. Graduates of the program
will be prepared to provide expert services within an ethic of caring grounded
in the partnership model of client/practitioner interaction. The first outcome
will be measured at a programmatic level as well as institutionally. The program
assessment plan is described below.

At the College level, there is an elected Assessment Committee that provides
direction and oversees assessment activities. This committee is in the process of
implementing a periodic review of all programs at the college. This review will
occur every three years and programs will be expected to show evidence of
meeting expected outcomes as well as how data are being collected for evaluation
and improvement. In addition to the periodic review process, each program
submits an update on their assessment plan with their annual report. These
updates are reviewed by the appropriate Deans and then are submitted to the
Assessment Committee. This process ensures that an assessment plan is in
place and student learning outcomes and program goals are being reviewed
and revised regularly for program enhancement.

Enrollment goals are monitored each year by graduate admissions and the
Associate Dean of Enrollment. The enrollment pattern is evaluated in light of
national and local market trends. A regular assessment of factors influencing
enrollment trends is used to adjust tuition rates and recruitment procedures.

HOW THE ASSESSMENT OF STUDENT LEARNING IS INTEGRATED
INTO THE INSTITUTION’S ASSESSMENT PROGRAM

The MAHHS program will assess student learning at a college level as part
of the institution’s overall assessment process as noted above as well as at the
program level. At both levels, assessment flows from the mission of the college
and the program. Multiple quantitative and qualitative outcome measures will
be used that include feedback from the students, graduates, practicum supervisors
and community partners. All assessment activities at both levels have a feedback
mechanism and will be ongoing in an effort to constantly improve and enhance
learning.

The current MAHHS program does have an assessment model in place
and this will be revised and expanded to assess new outcomes for the MAHHS
program. Plans for expanding the assessment process will permit the program
to be more inclusive and systematic in assessing all aspects of the program,
including: human and material resources, goals and philosophy of the program,
conceptual framework, curriculum goals and student and graduate outcomes.

The overall intention is to provide a mechanism for those persons with a
vested interest in the program to promote development, maintenance and
revision of the program. Those persons include faculty, administrators, students,
graders, program advisory committee members, community partners,
practicum supervisors, employers and clients. The Evaluation Plan part of the
assessment model provides the opportunity for these participants to identify
evaluation questions, collect data and interpret findings in a systematic manner.
The findings of this evaluation process enable faculty to make sound decisions
regarding the purposes, implementation and outcomes of the program. (see
MAHHS Assessment Model and the MAHHS Evaluation Plan)
REQUEST FOR CHANGE

The proposed Master of Arts in Holistic Health Studies builds upon the strengths of the current program and upon established expertise in this emerging field. Holistic health faculty have designed a curriculum that is academically sound; faculty and administration followed the process of careful review and approval. The institution has resources to support the program – faculty, operational budget, administrative oversight, as well as resources to support students.

The College requests approval to offer the Master of Arts in Holistic Health Studies.
Abbott Northwestern Hospital Agreement
Abigail Quigley McCarthy Center for Women website
Academic Committee Review of Student Progress Guidelines
Academic Community Development Opportunities
Academic Direction 2000
Academic Integrity Policy
Academic Libraries Survey 1992 (IPEDS)
Academic Libraries Survey 1994 (IPEDS)
Academic Libraries Survey 1996 (IPEDS)
Academic Libraries Survey 1998 (IPEDS)
Academic Libraries Survey 2000 (IPEDS)
Academic Procedures
Academic Program Annual Report
Academic Related Grants from 1992-2002
Access and Success website
ACTC Agreement
ACTC Conduct Statement
Admission Statistics: 1992
Admission Statistics: 1993
Admission Statistics: 1994
Admission Statistics: 1995
Admission Statistics: 1996
Admission Statistics: Fall 1997
Admission Statistics: Fall 1998
Admission Statistics: Fall 1999
Admission Statistics: Fall 2000
Admission Statistics: Fall 2001
Affirmative Action Policy
AIDS Statement/Bloodborne Pathogens
Alcohol and Drug Policy
Alumnae Association website
Alumnae Five-Year Out Survey
Alumnae One-Year Out Survey
Alumnae Ten-Year Out Survey
Annual Reports from Departments
Annual Safety and Security Reports
Anoka-Hennepin Technical College Agreement
Approved Capital Budget 2002-2003
Archdiocese Agreement
Archiving Department Information
Articles of Incorporation and Bylaws

Alphabetical Listing of
Resource Room Holdings
December 13, 2002
Preliminary Listing

Final inventory available
for site visit
Arts & Sciences: Program Directory
Assessment Newsletter May 2002
Assessment Newsletter October 2002
Assessment Plan
AudioVisual Services Offered

B
Board of Trustee Minutes
Board of Trustees Biographies
Board of Trustees Members
Bonds Five-N1
Bonds Five-N2
Budget Data (Cost Center)
Budget Planning

C
Centers of Excellence Board of Trustees Plenary
Centers of Excellence for Women and Health:
  Action Plan
Centers of Excellence for Women and Spirituality:
  Action Plan 2002-2004
Centers of Excellence for Women, Economic Justice,
Centers of Excellence for Women, Science, and
  Technology: Action Plan 2002
Centers of Excellence Grant for Collaborative
  Research Guidelines
Centers of Excellence Memo to the College Community
Centers of Excellence New Faculty Orientation
Chartered Clubs and Organizations 2002-2003
Clean Air Policy
CLIC Definition
CLIC Directory 2001-2002
CLIC Mission Statement
College of St. Catherine Assessment Plan
College of St. Catherine Campus Plan
College of St. Catherine Master Space Plan
College of St. Catherine website
College Publications Portfolio
Comprehensive Campaign
Computer Center Policy
Counseling Center website

D
Deferred Maintenance Plan: January 2002
Development and Mentoring
Document Services Contract
Donor Report 1999-2000
Donor Report 2000-2001
Donor Report 2001-2002
Due Dates for Program Directors/Department Chairs

E
Educational Policies Committee 2001-2002 Summary
Emergency and Campus Security Procedures
Emergency Closing Procedures
EMM 10-Day Enrollment Reports 1998-2002
EMM Review
Employee Handbook 1993
Employee Handbook 1992
Employee Handbook 2002
Enrollment Management Matrix 1994
Enrollment Management Plan 1992
Equal Employment Opportunity
Equipment Inventory
Executive Summary; Center for Continuing Education
  and New Initiatives

F
Faculty Achievements 2001-2002: Part 1
Faculty Achievements 2001-2002: Part 2
Faculty Committee Minutes
Faculty Constitution and Bylaws (1992)
Faculty Constitution and Bylaws (2002)
Faculty Constitution Drafting Process
Faculty Evaluations Manual
Faculty Handbook – 1992-93
Faculty load (current year by faculty member)
Faculty Travel
Faculty Vitae
Faculty/Staff Salary Data
Financial Statement 2000-2001
Financial Statement 2001-2002
Financial Statements 1992-1993
Financial Statements 2000-2001
Fixed Assets

LeGuide 2002
Liberal Arts and Sciences Assessment
Liberal Arts Outcomes
Library Electronic Resources
Library Services Offered
Library Survey Summary 1992-2000
Library: Applicability of Holdings

Midterm Review
MINITEX Library Information Network
Minneapolis Campus Semester Academic Calendar 2002-2003
Minneapolis Student Handbook 1992
Minnesota Center for Health Care Ethics
Mission and Vision Statement
Mission Statement 1992
Mission Statement – current
Montessori Agreement

NCA 1993 Comprehensive Site Team Report and Response
NCA 2000 Focus Visit Correspondence
NCA 2000 Focus Visit Report
NCA 2000 Focus Visit Response
Nursing Licensure exam data

O’Neill Center for Academic Development Website
Operating Process for New Initiatives
Organizational Chart for Academic Affairs
Organizational Chart for Business and Finances
Organizational Chart for Development and External Relations
Organizational Chart for Student Affairs
Organizational Chart for the College

Parking Regulations
Partnership Credit Lines
Partnership Glossary of Terms
Partnership Operating Process New Initiatives
Periodical Catalog
Philanthropic Market Study Report and Recommendations
Planning the Schedule
Policies and Procedures Regarding Education Records
Policies on Sexual Assault, Sexual Violence and Sexual Harassment
Policy on Reservists Called To Active Duty
Posted Materials Policy
Professional Studies: Program Directory
Program partnership documents

R
Responsibilities: Communication
Responsibilities: Faculty Files
Responsibilities: Leadership Statement
Responsibilities: Role Description

S
SCAN
Services for Students with Disabilities
Social Work Basic Certification 2001
Social Work Intermediate Certification 2001
Socially Responsible Investment Guidelines
Sodexho America Management Agreement
St. Paul Campus Semester Academic Calendar 2002-2003
St. Paul Campus Summer Session Calendar 2003
St. Paul Campus Trimester Academic Calendar 2002-2003
Statement on Nondiscrimination
Strategic Directions I – 1989
Strategic Directions II – 1994
Strategic Plan – current
Student Affairs Framework for Assessment
Student Affairs website
Student Code of Conduct and Community Expectations
Student Complaint Process for Academic Evaluation
Student Kiosk
Student Test Data (licensure/certifications)
Students’ Rights and Responsibilities Statement
St. Mary’s Campus Catalog 1992-1993
St. Thomas Social Work Partnership
Summary of Financial Procedures

T
Ten-Year Web History
The College of St. Catherine Core Values from the Sisters of St. Joseph of Carondelet
The Next Twelve Point Plan: Specific Goals and Strategies 1994-1999
Transfer Evaluation: General Rules
Tuition Refunds
Twelve Point Plan for Cultural Diversity 1989-1994

U
Undergraduate Academic Addendum 1992-1994
Undergraduate Academic Catalog 1992-1994
Undergraduate Academic Catalog 2001-2003

V
Video Policy
Vision Statement
Vitae

W
Weekend College Student Handbook 1992
Welcome
Women Center Manifesta

1
1992 Catalogs

2
2001-03 Undergraduate Catalog
2001-04 Graduate Catalog
2001 CIRP – Cooperative Institutional Research Program
### Basic Institutional Data Form A

**PART 1 - FULL-TIME ENROLLMENT (HEADCOUNT)**

Opening Fall Enrollment for Current Academic Year and Previous Two Years

Name of institution/campus reported: THE COLLEGE OF ST. CATHERINE

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>UNDERGRADUATE</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Freshman - Degree oriented (Definition I-A&amp;B)</td>
<td>612</td>
<td>658</td>
<td>696</td>
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<tr>
<td>Freshman - Occupationally oriented (Definition I-C)</td>
<td>4</td>
<td>0</td>
<td>1</td>
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<tr>
<td>Freshman - Undeclared (Definition I-D)</td>
<td>14</td>
<td>7</td>
<td>10</td>
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<tr>
<td>Sophomore - Degree oriented (Definition I-A &amp; B)</td>
<td>520</td>
<td>497</td>
<td>513</td>
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<tr>
<td>Sophomore - Occupationally oriented (Definition I-C)</td>
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<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Sophomore - Undeclared (Definition I-D)</td>
<td>70</td>
<td>81</td>
<td>69</td>
</tr>
<tr>
<td>Junior</td>
<td>493</td>
<td>495</td>
<td>461</td>
</tr>
<tr>
<td>Senior</td>
<td>579</td>
<td>563</td>
<td>565</td>
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<tr>
<td>TOTAL UNDERGRADUATE</td>
<td>2,292</td>
<td>2,303</td>
<td>2,315</td>
</tr>
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<td><strong>GRADUATE</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master's</td>
<td>563</td>
<td>589</td>
<td>713</td>
</tr>
<tr>
<td>Specialist</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doctoral</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL GRADUATE</td>
<td>563</td>
<td>589</td>
<td>713</td>
</tr>
<tr>
<td><strong>PROFESSIONAL (by degree)</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>TOTAL PROFESSIONAL</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL ALL LEVELS</td>
<td>2,855</td>
<td>2,892</td>
<td>3,028</td>
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<td>OTHER</td>
<td>0</td>
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</table>
Basic Institutional Data Form A

PART 2 - PART-TIME ENROLLMENT (HEADCOUNT)

Opening Fall Enrollment for Current Academic Year and Previous Two Years

Name of institution/campus reported: THE COLLEGE OF ST. CATHERINE

<table>
<thead>
<tr>
<th></th>
<th>Two Years Prior</th>
<th>One Year Prior</th>
<th>Current Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UNDERGRADUATE</strong></td>
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<td></td>
<td></td>
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<tr>
<td>Freshman - Degree oriented (Definition I-A&amp;B)</td>
<td>354</td>
<td>380</td>
<td>420</td>
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<td>Freshman - Occupationally oriented (Definition I-C)</td>
<td>62</td>
<td>51</td>
<td>79</td>
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<tr>
<td>Freshman - Undeclared (Definition I-D)</td>
<td>123</td>
<td>127</td>
<td>95</td>
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<tr>
<td>Sophomore - Degree oriented (Definition I-A &amp; B)</td>
<td>241</td>
<td>230</td>
<td>241</td>
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<tr>
<td>Sophomore - Occupationally oriented (Definition I-C)</td>
<td>4</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>Sophomore - Undeclared (Definition I-D)</td>
<td>99</td>
<td>114</td>
<td>70</td>
</tr>
<tr>
<td>Junior</td>
<td>162</td>
<td>187</td>
<td>145</td>
</tr>
<tr>
<td>Senior</td>
<td>183</td>
<td>171</td>
<td>186</td>
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<tr>
<td>TOTAL UNDERGRADUATE</td>
<td>1,228</td>
<td>1,267</td>
<td>1,236</td>
</tr>
<tr>
<td><strong>GRADUATE</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master's</td>
<td>369</td>
<td>433</td>
<td>422</td>
</tr>
<tr>
<td>Specialist</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doctoral</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL GRADUATE</td>
<td>369</td>
<td>433</td>
<td>422</td>
</tr>
<tr>
<td><strong>PROFESSIONAL (by degree)</strong></td>
<td></td>
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<tr>
<td>TOTAL PROFESSIONAL</td>
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<tr>
<td>TOTAL ALL LEVELS</td>
<td>1,597</td>
<td>1,700</td>
<td>1,658</td>
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<td>OTHER</td>
<td>35</td>
<td>30</td>
<td>18</td>
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Basic Institutional Data Form A

PART 3 - FULL-TIME EQUIVALENT ENROLLMENT

Opening Fall FTE Enrollment for Current Academic Year and Previous Two Years

Name of institution/campus reported: THE COLLEGE OF ST. CATHERINE

<table>
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<tr>
<th></th>
<th>Two Years Prior</th>
<th>One Year Prior</th>
<th>Current Year</th>
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</thead>
<tbody>
<tr>
<td>UNDERGRADUATE</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>- (see definitions I.A thru D)</td>
<td>3,038</td>
<td>3,081</td>
<td>3,068</td>
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<tr>
<td>GRADUATE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- (see definition II)</td>
<td>804</td>
<td>857</td>
<td>967</td>
</tr>
<tr>
<td>PROFESSIONAL</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- (see definition III)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UNCLASSIFIED</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- (see definition VI)</td>
<td>15</td>
<td>14</td>
<td>9</td>
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<tr>
<td>TOTAL</td>
<td>3,857</td>
<td>3,952</td>
<td>4,044</td>
</tr>
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</table>

Basic Institutional Data Form A

PART 4 - OTHER SIGNIFICANT INSTITUTIONAL ENROLLMENTS

(e.g., non-credit, summer session, other)

Most Recent Sessions and Previous Two Years

Identify types of enrollment reported: Summer (Grad & Undergrad), continuing education

<table>
<thead>
<tr>
<th></th>
<th>Two Years Prior</th>
<th>One Year Prior</th>
<th>Current Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL UNDERGRADUATE summer</td>
<td>1,120</td>
<td>1,204</td>
<td>1,143</td>
</tr>
<tr>
<td>TOTAL GRADUATE summer</td>
<td>157</td>
<td>221</td>
<td>353</td>
</tr>
<tr>
<td>TOTAL PROFESSIONAL</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL NON-CREDIT CONTINUING</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUCATION ENROLLMENTS (headcount)</td>
<td>4886</td>
<td>4609</td>
<td>1575 (to date)</td>
</tr>
<tr>
<td>TOTAL NON-CREDIT REMEDIAL AND</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DEVELOPMENTAL ENROLLMENTS (FTE)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL OTHER</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>6163</td>
<td>6034</td>
<td>3071</td>
</tr>
</tbody>
</table>
Basic Institutional Data Form B

PART 1 - STUDENT ADMISSIONS

Opening Fall Enrollment for Current Academic Year and Previous Two Years

Name of institution/campus reported: THE COLLEGE OF ST. CATHERINE

Provide as much of the following information as is available about applicants for admission in the current and previous two academic years. If exact figures cannot be supplied, careful estimates may be given. Students enrolled in a previous year should not be included as applicants in a subsequent year.

Open Admissions Institution? Yes No

<table>
<thead>
<tr>
<th></th>
<th>Two Years Prior</th>
<th>One Year Prior</th>
<th>Current Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRESHMAN</td>
<td></td>
<td></td>
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<tr>
<td>Number of applicants with complete credentials for admission to the freshman class</td>
<td>577</td>
<td>703</td>
<td>713</td>
</tr>
<tr>
<td>Number of applicants accepted</td>
<td>472</td>
<td>582</td>
<td>561</td>
</tr>
<tr>
<td>Number of freshman applicants actually enrolled</td>
<td>245</td>
<td>272</td>
<td>295</td>
</tr>
<tr>
<td>TRANSFER</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of applicants with complete credentials for admission with advanced standing (transfer)</td>
<td>1,550</td>
<td>1,585</td>
<td>1,996</td>
</tr>
<tr>
<td>Number of advanced-standing undergraduate applicants accepted</td>
<td>1,290</td>
<td>1,229</td>
<td>1,433</td>
</tr>
<tr>
<td>Number of advanced-standing undergraduate applicants actually enrolled</td>
<td>907</td>
<td>843</td>
<td>951</td>
</tr>
<tr>
<td>MASTER'S</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of applicants with complete credentials for admission to master's programs</td>
<td>524</td>
<td>570</td>
<td>561</td>
</tr>
<tr>
<td>Number of applicants accepted for master's programs</td>
<td>416</td>
<td>445</td>
<td>475</td>
</tr>
<tr>
<td>Number of applicants actually enrolled in master's programs</td>
<td>294</td>
<td>329</td>
<td>356</td>
</tr>
<tr>
<td>SPECIALIST</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of applicants with complete credentials for admission to specialist programs</td>
<td>248</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of applicants accepted for specialist programs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of applicants actually enrolled in specialist programs</td>
<td></td>
<td></td>
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</table>

Prepare separate reports for each campus. Please add attachments and additional sheets whenever necessary.
Basic Institutional Data Form B - Part 1 Continued

Name of institution/campus reported: THE COLLEGE OF ST. CATHERINE

<table>
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<tr>
<th>DOCTORAL</th>
<th>Two Years Prior</th>
<th>One Year Prior</th>
<th>Current Year</th>
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<tbody>
<tr>
<td>Number of applicants with complete credentials for admission to doctoral programs</td>
<td>19 ___ - ___</td>
<td>19 ___ - ___</td>
<td>19 ___ - ___</td>
</tr>
<tr>
<td>Number of applicants accepted for doctoral programs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of applicants actually enrolled in doctoral programs</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PROFESSIONAL</th>
<th>Report by degrees</th>
<th>Two Years Prior</th>
<th>One Year Prior</th>
<th>Current Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of applicants with complete credentials for admission to professional programs</td>
<td>19 ___ - ___</td>
<td>19 ___ - ___</td>
<td>19 ___ - ___</td>
<td></td>
</tr>
<tr>
<td>Number of applicants accepted for professional programs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of applicants actually enrolled in professional programs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.
Basic Institutional Data Form B
Part 2 - ABILITY MEASURES OF FRESHMAN

Name of institution/campus reported: THE COLLEGE OF ST. CATHERINE

Specify quarter/semester reported: Fall 2002

Are scores used or routinely collected? Yes

<table>
<thead>
<tr>
<th>A. Class ranking of entering freshman</th>
<th>B. SAT scores for entering freshman</th>
<th>Verbal</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent in top 10% of high school class</td>
<td>21</td>
<td>Class average SAT score</td>
<td>563</td>
</tr>
<tr>
<td>Percent in top 25% of high school class</td>
<td>44</td>
<td>Percent scoring above 500</td>
<td>71</td>
</tr>
<tr>
<td>Percent in top 50% of high school class</td>
<td>75</td>
<td>Percent scoring above 600</td>
<td>32</td>
</tr>
<tr>
<td>Percent in top 75% of high school class</td>
<td>96</td>
<td>Percent scoring above 700</td>
<td>7</td>
</tr>
</tbody>
</table>

C. Mean ACT scores for entering freshman

<table>
<thead>
<tr>
<th>Test name</th>
<th>Mean or Composite</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composite</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td>n/a</td>
<td></td>
</tr>
</tbody>
</table>

D. Other tests used for admission or placement

* A & B percentages based on those who submitted ranks and scores. For A, N=268, for B, N=28

Basic Institutional Data Form B
Part 3 - ABILITY MEASURES OF ENTERING GRADUATE STUDENTS

(Report for last full academic year)

A Graduate Record Examination
(for total Graduate School excluding professional schools)

<table>
<thead>
<tr>
<th>Range</th>
<th>High</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quantitative</td>
<td>790</td>
<td>350</td>
</tr>
<tr>
<td>Verbal</td>
<td>650</td>
<td>310</td>
</tr>
<tr>
<td>Analytical</td>
<td>800</td>
<td>250</td>
</tr>
</tbody>
</table>

B Miller Analogies Test
(for total Graduate School excluding professional schools)

<table>
<thead>
<tr>
<th>Range</th>
<th>High</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analytical</td>
<td>68</td>
<td>22</td>
</tr>
</tbody>
</table>

C On a separate sheet, indicate other test data used for admission to professional programs.

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.
Basic Institutional Data Form B
Part 4 - UNDERGRADUATE STUDENT FINANCIAL AID
(Report for last full fiscal year)

Name of institution/campus reported: THE COLLEGE OF ST. CATHERINE

<table>
<thead>
<tr>
<th>SOURCE OF FUNDING</th>
<th>TOTAL $ AMOUNT</th>
<th>NO. OF STUDENTS AIDED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FEDERAL</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grants and Scholarships</td>
<td>$3,522,146</td>
<td>792</td>
</tr>
<tr>
<td>Loans</td>
<td>$16,950,431</td>
<td>2,509</td>
</tr>
<tr>
<td>Employment</td>
<td>$368,760</td>
<td>190</td>
</tr>
<tr>
<td><strong>STATE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grants and Scholarships</td>
<td>$3,854,011</td>
<td>1,502</td>
</tr>
<tr>
<td>Loans</td>
<td>$2,450,336</td>
<td>636</td>
</tr>
<tr>
<td><strong>INSTITUTIONAL</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grants and Scholarships</td>
<td>$8,478,026</td>
<td>2,321</td>
</tr>
<tr>
<td>Loans</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Employment</td>
<td>$193,812</td>
<td>299</td>
</tr>
<tr>
<td><strong>FROM OTHER SOURCES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grants and Scholarships</td>
<td>$1,018,607</td>
<td>417</td>
</tr>
<tr>
<td>Loans</td>
<td>$895,620</td>
<td>159</td>
</tr>
</tbody>
</table>

Unduplicated number of undergraduate students aided: 3,234
Number of students receiving institutional athletic assistance: 0
Percentage of institutional aid for athletic assistance: 0

Part 5 - GRADUATE AND PROFESSIONAL STUDENT FINANCIAL AID
(Report for last full fiscal year)

<table>
<thead>
<tr>
<th>SOURCE OF FUNDING</th>
<th>TOTAL $ AMOUNT</th>
<th>NO. OF STUDENTS AIDED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FEDERAL</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grants and Scholarships</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Loans</td>
<td>$3,246,012</td>
<td>447</td>
</tr>
<tr>
<td>Employment</td>
<td>$4,147</td>
<td>19</td>
</tr>
<tr>
<td><strong>STATE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grants and Scholarships</td>
<td>$2,750</td>
<td>9</td>
</tr>
<tr>
<td>Loans</td>
<td>$7,851</td>
<td>14</td>
</tr>
<tr>
<td><strong>INSTITUTIONAL</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grants and Scholarships</td>
<td>$394,655</td>
<td>193</td>
</tr>
<tr>
<td>Loans</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Employment</td>
<td>$7,200</td>
<td>25</td>
</tr>
<tr>
<td><strong>FROM OTHER SOURCES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grants and Scholarships</td>
<td>$77,221</td>
<td>32</td>
</tr>
<tr>
<td>Loans</td>
<td>$25,875</td>
<td>7</td>
</tr>
</tbody>
</table>

Unduplicated number of graduate students aided: 555

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.
### Basic Institutional Data Form C

**Part 1 - FULL-TIME INSTRUCTIONAL STAFF AND FACULTY INFORMATION**

Name of institution/campus reported: **THE COLLEGE OF ST. CATHERINE**

Specify quarter/semester reported: **FALL 2002**

Include only personnel with professional status who are primarily assigned to *resident instruction and departmental or organized research*. Exclude all nonprofessional personnel and those professional personnel whose primary function is not residential instruction, departmental research or organized research.

<table>
<thead>
<tr>
<th></th>
<th>Distribution by Sex</th>
<th>Distribution by Race</th>
<th>Distribution by Age Range</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>White</td>
</tr>
<tr>
<td>Professor</td>
<td>13</td>
<td>15</td>
<td>28</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>11</td>
<td>52</td>
<td>61</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>22</td>
<td>95</td>
<td>109</td>
</tr>
<tr>
<td>Instructor</td>
<td>4</td>
<td>17</td>
<td>18</td>
</tr>
</tbody>
</table>

- **Teaching Assistants & other teaching personnel**
- **Research staff & Research Assistants**
- **Undesignated rank**

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
<th>White</th>
<th>Black</th>
<th>Hispa</th>
<th>Asian</th>
<th>Native Am.</th>
<th>Other</th>
<th>20-35</th>
<th>35-50</th>
<th>50-65</th>
<th>65-over</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of instructional staff added for current academic year</td>
<td>1</td>
<td>4</td>
<td>4</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>3</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
<th>White</th>
<th>Black</th>
<th>Hispa</th>
<th>Asian</th>
<th>Native Am.</th>
<th>Other</th>
<th>20-35</th>
<th>35-50</th>
<th>50-65</th>
<th>65-over</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of instructional staff employed in previous academic year, but not reemployed for current academic year</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

Prepare separate report for each campus. Please add attachments and additional sheets wherever necessary.
Basic Institutional Data Form C
Part 1 continued- FULL-TIME INSTRUCTIONAL STAFF AND FACULTY INFORMATION

Name of institution/campus reported: THE COLLEGE OF ST. CATHERINE

Specify quarter/semester reported: FALL 2002

Include only personnel with professional status who are primarily assigned to resident instruction and departmental or organized research. Exclude all nonprofessional personnel and those professional personnel whose primary function is not residential instruction, departmental research or organized research.

<table>
<thead>
<tr>
<th>HIGHEST DEGREE EARNED</th>
<th>Diploma, Certificate, or None</th>
<th>Associate</th>
<th>Bachelor’s</th>
<th>Master’s</th>
<th>Specialist</th>
<th>Doctoral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>28</td>
</tr>
<tr>
<td>Associate Professor</td>
<td></td>
<td>21</td>
<td>1</td>
<td></td>
<td></td>
<td>41</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td></td>
<td>3</td>
<td>78</td>
<td>1</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>Instructor</td>
<td></td>
<td>3</td>
<td>12</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching Assists. &amp; other teaching peers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research staff &amp; Research Assists.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undesignated rank</td>
<td></td>
<td>6</td>
<td>9</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of instructional staff added for current academic year</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Number of instructional staff employed in previous academic year, but not reemployed for current academic year</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Part 2 - SALARIES OF FULL-TIME INSTRUCTIONAL STAFF AND FACULTY

<table>
<thead>
<tr>
<th></th>
<th>MEAN</th>
<th>RANGE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>High</td>
<td>Low</td>
</tr>
<tr>
<td>Professor</td>
<td>61326</td>
<td>72647</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>51679</td>
<td>63454</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>43260</td>
<td>70534</td>
</tr>
<tr>
<td>Instructor</td>
<td>40036</td>
<td>59878</td>
</tr>
<tr>
<td>Teaching Assists. &amp; other teaching pers.</td>
<td>25385</td>
<td>33347</td>
</tr>
<tr>
<td>Research staff and Research Assistants</td>
<td>21054</td>
<td></td>
</tr>
</tbody>
</table>

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.
Basic Institutional Data Form C
Part 3 - PART-TIME INSTRUCTIONAL STAFF AND FACULTY INFORMATION

Name of institution/campus reported: THE COLLEGE OF ST. CATHERINE

Specify quarter/semester reported: FALL 2002

Include only personnel with professional status who are primarily assigned to resident instruction and departmental or organized research. Exclude all nonprofessional personnel and those professional personnel whose primary function is not residential instruction, departmental research or organized research.

<table>
<thead>
<tr>
<th></th>
<th>Distribution by Sex</th>
<th>Distribution by Race</th>
<th>Distribution by Age Range</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>White</td>
</tr>
<tr>
<td>Professor</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Associate Professor</td>
<td>1</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>1</td>
<td>23</td>
<td>22</td>
</tr>
<tr>
<td>Instructor</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Teaching Assistants &amp; other teaching personnel</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research staff &amp; Research Assistants</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undesignated rank</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Number of instructional staff added for current academic year</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Number of instructional staff employed in previous academic year, but not reemployed for current academic year</td>
<td>4</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>

Prepare separate report for each campus. Please add attachments and additional sheets wherever necessary.
Basic Institutional Data Form C
Part 3 continued- PART-TIME INSTRUCTIONAL STAFF AND FACULTY INFORMATION

Name of institution/campus reported: THE COLLEGE OF ST. CATHERINE

Specify quarter/semester reported: FALL 2002

Include only personnel with professional status who are primarily assigned to resident instruction and departmental or organized research. Exclude all nonprofessional personnel and those professional personnel whose primary function is not residential instruction, departmental research or organized research.

<table>
<thead>
<tr>
<th>HIGHEST DEGREE EARNED</th>
<th>Diploma, Certificate, or None</th>
<th>Associate</th>
<th>Bachelor's</th>
<th>Master's</th>
<th>Specialist</th>
<th>Doctoral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td></td>
<td></td>
<td>2</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Associate Professor</td>
<td></td>
<td></td>
<td>15</td>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Professor</td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching Assists. &amp; other teaching peers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research staff &amp; Research Assists.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undesignated rank</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of instructional staff added for current academic year</td>
<td></td>
<td></td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of instructional staff employed in previous academic year, but not reemployed for current academic year</td>
<td></td>
<td></td>
<td>1</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part 3 - SALARIES OF PART-TIME INSTRUCTIONAL STAFF AND FACULTY
[Note: The title on this HLC form was corrected by CSC]

<table>
<thead>
<tr>
<th></th>
<th>MEAN</th>
<th>RANGE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>High</td>
</tr>
<tr>
<td>Professor</td>
<td>38187</td>
<td>45715</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>33028</td>
<td>42017</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>23724</td>
<td>36399</td>
</tr>
<tr>
<td>Instructor</td>
<td>13637</td>
<td>17828</td>
</tr>
<tr>
<td>Teaching Assists. &amp; other teaching pers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research staff and Research Assistants</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undesignated rank</td>
<td>17322</td>
<td>18164</td>
</tr>
</tbody>
</table>

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.
The Higher Learning Commission of the
North Central Association of Colleges and Schools
30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504
12) 621-7400; (312) 263-0456; Fax: (312) 263-7462

Basic Institutional Data Form D

LIBRARY/LEARNING RESOURCE CENTER

*Report for current year and previous two years - Estimate if necessary (identify estimates)*

Name of institution/site reported: **College of St. Catherine Libraries, Audiovisual Services, Archives**

Do you have specialized libraries not included in this data. **Yes ——— Performing Arts Library**

<table>
<thead>
<tr>
<th>Two Years Prior</th>
<th>One Year Prior</th>
<th>Current Year</th>
</tr>
</thead>
</table>

A. USE AND SERVICE

Total use of the collection (number of books or other materials circulated annually) includes in-house journal use:

- 1999 — 2000: 89,700
- 2001 — 2002: 79,381

Total circulation to students:

- 1999 — 2000: 28,961
- 2000 — 2001: 30,876
- 2001 — 2002: 27,397

Per capita student use (circulation to students divided by the number of enrolled students):

- 1999 — 2000: 6.6
- 2000 — 2001: 7
- 2001 — 2002: 6

Total circulation to faculty (includes staff):

- 1999 — 2000: 7865
- 2000 — 2001: 8892
- 2001 — 2002: 11,263

Per capita faculty use (circulation to faculty divided by number of FTE faculty):

- 1999 — 2000: 30
- 2000 — 2001: 31
- 2001 — 2002: 41

Total circulation to Community Users:

- 1999 — 2000: 1666
- 2000 — 2001: 1826
- 2001 — 2002: 1657

Number of items borrowed from other libraries via interlibrary loan (includes CLIC):

- 1999 — 2000: 14,368
- 2000 — 2001: 15,286
- 2001 — 2002: 10,909

Number of items lent to other libraries via interlibrary loan (includes CLIC):

- 1999 — 2000: 10,134
- 2000 — 2001: 11,825
- 2001 — 2002: 10,454

Hours open per week - St. Paul Campus Library:

- 1999 — 2000: 102
- 2000 — 2001: 102
- 2001 — 2002: 102

On-line electronic database searches (usually mediated by library staff):

- 1999 — 2000: Unknown
- 2000 — 2001: Unknown
- 2001 — 2002: 26

Total Library staff presentations to groups/classes:

- 2000 — 2001: 162
- 2001 — 2002: 168

Tours and one-time presentations:

- 1999 — 2000: Unknown
- 2000 — 2001: Unknown

Hands-on instruction for using electronic databases:

- 1999 — 2000: Unknown
- 2000 — 2001: Unknown
- 2001 — 2002: Unknown

Hands-on instruction for Internet searching:

- 1999 — 2000: Unknown
- 2000 — 2001: Unknown
- 2001 — 2002: Unknown

Semester-length bibliographical instruction:

- 1999 — 2000: 0
- 2000 — 2001: 0
- 2001 — 2002: 0

B. COLLECTIONS

Total number of different titles in collection:

- 1999 — 2000: 193,197
- 2001 — 2002: 202,000 est.

Books and other printed materials vols.:

- 1999 — 2000: 263,495
- 2001 — 2002: 267,588

Print serials/periodicals:

- Included in total volume count

Electronic serials/periodicals:

- 1999 — 2000: 5987
- 2000 — 2001: 7308
- 2001 — 2002: 8586

Other electronic materials (except serials/periodicals):

- 1999 — 2000: 0
- 2000 — 2001: 0
- 2001 — 2002: 0

Microforms:

- 1999 — 2000: 169,236
- 2000 — 2001: 183,310
- 2001 — 2002: 185,433

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.
**Basic Institutional Data Form D**

**LIBRARY/LEARNING RESOURCE CENTER (continued)**

Name of institution/site reported: College of St. Catherine Libraries, Audiovisual Services, Archives

<table>
<thead>
<tr>
<th>Two Years Prior</th>
<th>One Year Prior</th>
<th>Current Year</th>
</tr>
</thead>
</table>

**B. COLLECTIONS** (Continued)

| Non-print materials (e.g. films, tapes, CDs) | 13,627 | 13,499 | 13,780 |
| Government documents not reported elsewhere | 0     | 0      | 0      |
| Computer software                             | 0     | 0      | 0      |
| Number of subscribed/purchased electronic on-line databases | 13    | 25     | 34     |
| Number of CD-ROM databases available for searches by students | 2     | 1      | 1      |
| Number of subscriptions to scholarly journals | 1183  | 1198   | 1242   |

**C. STAFF** (1 FTE Staff = 35-40 hours per week)

| Number of FTE professional staff | 12.5 | 12.5 | 12.5 |
| Number of FTE non-professional staff | 8.75 | 8.75 | 8.75 |
| Number of FTE student staff       | 14.52| 14.52| 14.52|
| Number of other FTE staff (please explain on attached sheet) | N/A  | N/A  | N/A  |

**D. FACILITIES**

| Seating ratio (number of seats divided by student headcount enrollment) 463 (3 libraries) | Unknown | Unknown | .1 |
| Number of publicly accessible computers | 26     | 26     | 26  |
| Estimated linear shelving space remaining for expansion | Unknown | Unknown | 8613 ft. all shelves 3 libraries |
| Estimated linear feet of materials stored off-site | 0      | 0      | 0   |

**E. EXPENDITURES**

**For staff** (exclude fringe benefits):

| Total professional staff salaries | 494,803 | 565,217 | 528,850 |
| Total non-professional staff salaries | 189,452 | 227,288 | 214,610 |
| Total student staff salaries | 197,374 | 186,244 | 186,244 |

**For collection**

| Books/other printed materials | 123,587 | 144,167 | 144,167 |
| Print serials/periodicals    | 127,468 | 158,195 | 189,548 |
| Microfilms                   | 11,416  | 12,583  | 11,230  |
| Non-print materials (e.g., films, tapes, CDs) | 17,328 | 17,328 | 17,328 |
| Government documents not reported elsewhere | 0     | 0      | 0      |
| Computer software            | 0      | 0      | 0      |

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.
Basic Institutional Data Form D

LIBRARY/LEARNING RESOURCE CENTER (continued)

Name of institution/site reported: College of St. Catherine Libraries, Audiovisual Services, Archives

<table>
<thead>
<tr>
<th>E. EXPENDITURES (Continued)</th>
<th>Two Years Prior</th>
<th>One Year Prior</th>
<th>Current Year</th>
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<tr>
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<tbody>
<tr>
<td>Access and other services</td>
<td>59,168</td>
<td>61,080</td>
<td>63,791</td>
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<td>E subscriptions</td>
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<td>Interlibrary loan</td>
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<td></td>
</tr>
<tr>
<td>On-line database searches</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Network membership</td>
<td>72,169</td>
<td>71,809</td>
<td>72,974</td>
</tr>
<tr>
<td>CLIC and OCLC</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Binding, preservation, and restoration</td>
<td>4762</td>
<td>4762</td>
<td>4762</td>
</tr>
<tr>
<td>Production of materials (on- or off-site)</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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<tr>
<td>Other equipment and furniture purchase/replacement</td>
<td>15,375</td>
<td>15,375</td>
<td>15,375</td>
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<tr>
<td>Other operating expenses (excluding capital outlay)</td>
<td>58,556</td>
<td>76,451</td>
<td>76,916</td>
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<tr>
<td>Total library expenses</td>
<td></td>
<td></td>
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F. OTHER

<table>
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<tr>
<th>Output measures</th>
<th>YES</th>
<th>NO</th>
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</thead>
<tbody>
<tr>
<td>Does the library attempt to measure/record patron visits to the library?</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Does the library attempt to measure/record reference questions answered?</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Does the library attempt to measure/record user satisfaction?</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Does the library attempt to measure/record in-library use of other resources?</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

Agreements and policies:

| Are there formal, written agreements to share library resources with other institutions? | ✓   |
| Are there formal, written consortorial agreements for statewide or regional use of library materials? | ✓   |
| Are there formal, written agreements allowing the institution’s students to use other institutions’ libraries? | ✓   |

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.
**Basic Institutional Data Form E**

**INSTITUTIONAL COMPUTING RESOURCES**

Report for Current Academic Year

Name of institution/site reported: College St. Catherine

WorldWideWeb (WWW) URL address: www.stkate.edu

### D. ORGANIZATION, PLANNING, AND POLICIES

(Please attach an organizational chart. Include names)

<table>
<thead>
<tr>
<th>Yes/No</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>☑</td>
<td>Designated administrator(s) for institutional computing?</td>
</tr>
<tr>
<td>☑</td>
<td>Designated administrator(s) for Administrative computing?</td>
</tr>
<tr>
<td>☑</td>
<td>Designated administrator(s) for Academic computing?</td>
</tr>
<tr>
<td>☑</td>
<td>Centralized computing services?</td>
</tr>
<tr>
<td>☑</td>
<td>Formal, written, and approved technology plan?</td>
</tr>
<tr>
<td>☑</td>
<td>Technology plan linked to institutional mission and purposes?</td>
</tr>
<tr>
<td>☑</td>
<td>Computing resources included in institutional strategic plan?</td>
</tr>
<tr>
<td></td>
<td>Policies on the purchase, replacement, and repair of hardware?</td>
</tr>
<tr>
<td>☑</td>
<td>Policies on the purchase and updating of software?</td>
</tr>
<tr>
<td>☑</td>
<td>Institutional computing responsible/ethical use policy?</td>
</tr>
<tr>
<td>☑</td>
<td>Institutional policies that include institutional computer issues?</td>
</tr>
<tr>
<td>☑</td>
<td>Institutional policies that include administrative computing issues?</td>
</tr>
<tr>
<td>☑</td>
<td>Institutional policies that include academic computing issues?</td>
</tr>
</tbody>
</table>

### B. FACILITIES

<table>
<thead>
<tr>
<th>Yes/No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑</td>
<td>Institutional network backbone?</td>
</tr>
<tr>
<td>☑</td>
<td>Computer labs networked?</td>
</tr>
<tr>
<td>☑</td>
<td>Classrooms functionally networked?</td>
</tr>
<tr>
<td>☑</td>
<td>Multi-media computers in labs?</td>
</tr>
<tr>
<td>☑</td>
<td>Administrative offices networked?</td>
</tr>
<tr>
<td>☑</td>
<td>Academic offices networked?</td>
</tr>
<tr>
<td>☑</td>
<td>Residence halls wired?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>0</th>
<th>Total number of non-networked computer labs</th>
</tr>
</thead>
<tbody>
<tr>
<td>32</td>
<td>Total number of networked labs</td>
</tr>
<tr>
<td>253</td>
<td>Total number of stations</td>
</tr>
</tbody>
</table>

Type of access?

- Wired through network ☑
- Wired Ports ☑
- Remote dial-up access
- Personal computers ☑
- Internet ☑
- Slip/ppp connection to WWW

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.
E  FUNCTIONS: ADMINISTRATIVE (Place checks where appropriate)

<table>
<thead>
<tr>
<th>Access Available To</th>
<th>Via</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students</td>
</tr>
<tr>
<td>College Activity Calendar</td>
<td>X</td>
</tr>
<tr>
<td>College Catalog</td>
<td>X</td>
</tr>
<tr>
<td>Class Schedule</td>
<td>X</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>X</td>
</tr>
<tr>
<td>On-line registration</td>
<td>X</td>
</tr>
<tr>
<td>Student Academic Record</td>
<td>X</td>
</tr>
</tbody>
</table>

E-mail: Intra-institution?  X Yes  No  Inter-institution?  X Yes  No

D. FUNCTIONS: ACADEMIC

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computers in all full-time faculty offices?</td>
<td>X</td>
</tr>
<tr>
<td>Computers in full-time faculty offices networked?</td>
<td>X</td>
</tr>
<tr>
<td>All part-time faculty have access to computers?</td>
<td>X</td>
</tr>
<tr>
<td>All divisional/departmental offices networked?</td>
<td>X</td>
</tr>
<tr>
<td>All students required to have computers?</td>
<td>X</td>
</tr>
<tr>
<td>Internet access available from all faculty offices?</td>
<td>X</td>
</tr>
<tr>
<td>Library access available from all faculty offices?</td>
<td>X</td>
</tr>
<tr>
<td>If YES, is access available to the institutions library(ies)?</td>
<td>X</td>
</tr>
<tr>
<td>If YES, is access available to the state-wide or region-wide library system?</td>
<td>X</td>
</tr>
<tr>
<td>If YES, is access available to other libraries?</td>
<td>X</td>
</tr>
<tr>
<td>Library access available from all classrooms?</td>
<td>X</td>
</tr>
<tr>
<td>Computers integrated into instruction?</td>
<td>X</td>
</tr>
<tr>
<td>Off-campus access?</td>
<td>X</td>
</tr>
<tr>
<td>If YES, is off-campus access available by the institutional network?</td>
<td>X</td>
</tr>
<tr>
<td>If YES, is off-campus access available by the academic network?</td>
<td>X</td>
</tr>
<tr>
<td>If YES, is off-campus access available by the Internet?</td>
<td>X</td>
</tr>
<tr>
<td>If NO, plans to provide off-campus access within three years?</td>
<td>X</td>
</tr>
<tr>
<td>Courses on Internet?</td>
<td>X</td>
</tr>
<tr>
<td>Interactive courses in real-time (i.e., 2-way video and voice?)</td>
<td>X</td>
</tr>
</tbody>
</table>

E-mail: Intra-institution?  X Yes  No  Inter-institution?  X Yes  No

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.
F  SUPPORT and TRAINING

Number of FTE technical staff?  11.5  Number of programmers?  7.0
Number of FTE training staff?  4.0  Integrated with Human Resources unit (Y/N)  N
Name and Title of designated educational specialist?

G  FINANCES/BUDGET for COMPUTING (Current Fiscal Year)

Total Annual Academic Outlay, Operating Funds:
Single Budget $2,718,225
Total Annual Administrative Outlay, Operating Funds:
Capital funds available: Academic Single Budget $153,500
Capital funds available: Administrative
Amount of grants/restricted purpose funds available: $0
Technology fee assessed? (Y/N) No
If YES, amount per academic year?

<table>
<thead>
<tr>
<th>G. EVALUATION</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formal system of evaluation by students of academic computing?</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Formal system of evaluation by students of administrative computing?</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Formal system of evaluation by faculty of academic computing?</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Formal system of evaluation by faculty of administrative computing?</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Systems of evaluation linked to plan to evaluate overall institutional</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>effectiveness?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Results of evaluation linked to institutional planning and budgeting processes?</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.
Name of institution/site reported: THE COLLEGE OF ST. CATHERINE

Certificates, diplomas and degrees offered by the institution; curricula or areas of concentration leading to each certificate, diploma and/or degree; number of students graduates in the past three years. Include all fields or subjects in which a curriculum is offered. If degree programs were not in effect during one or more of the years, please so indicate. The report form may be duplicated if additional space is needed.

<table>
<thead>
<tr>
<th>CERTIFICATE, DIPLOMA OR DEGREE</th>
<th>CURRICULUM OR MAJOR</th>
<th>GRADUATES IN PROGRAM</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>u.</td>
<td></td>
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</table>

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.
<table>
<thead>
<tr>
<th>Degree Level</th>
<th>CIP code</th>
<th>Curriculum</th>
<th>2001-02</th>
<th>2000-01</th>
<th>1999-00</th>
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<tbody>
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<td>Certificate</td>
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<td>Alcohol/Drug Abuse Counseling (Chemical Dependency Family Treatment (CDFT))</td>
<td>5</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Certificate</td>
<td>20.0201</td>
<td>Child Care/Guidance Workers &amp; Manager</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certificate</td>
<td>51.9999</td>
<td>Health Professions &amp; Rel. Sciences, oth</td>
<td>25</td>
<td>12</td>
<td>15</td>
</tr>
<tr>
<td>Certificate</td>
<td>51.1003</td>
<td>Hematology Technician / Phlebotomist</td>
<td>17</td>
<td>16</td>
<td>14</td>
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<td>Medical Records Technician</td>
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<td>8</td>
<td>9</td>
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<td>Music, other (Piano Pedagogy)</td>
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<tr>
<td>Certificate</td>
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<td>Sign Language Interpreter</td>
<td>3</td>
<td>11</td>
<td>7</td>
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<td>Sonographer</td>
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<td>Alcohol/Drug Abuse Counseling (Chemical Dependency Family Treatment (CDFT))</td>
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<td>Diagnostic Medical Sonographer</td>
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<td>09.0101</td>
<td>Communications</td>
<td>21</td>
<td>6</td>
<td>12</td>
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<td>Communications, other (Communication: Interdepartmental Major)</td>
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</tr>
<tr>
<td>Degree Level</td>
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<td>English Language &amp; Literature</td>
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<td></td>
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<tr>
<td>Baccalaureate</td>
<td>19.0499</td>
<td>Family Consumer Resource Management (and Nutritional Science)</td>
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<td></td>
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<tr>
<td>Baccalaureate</td>
<td>19.0901</td>
<td>Fashion and Apparel/Textile Studies</td>
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<td></td>
<td></td>
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<tr>
<td>Baccalaureate</td>
<td>08.0102</td>
<td>Fashion Merchandising</td>
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<td></td>
</tr>
<tr>
<td>Baccalaureate</td>
<td>19.0505</td>
<td>Food Systems Administration (Foods and Nutrition)</td>
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<td></td>
<td></td>
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<tr>
<td>Baccalaureate</td>
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<td>French Language &amp; Literature</td>
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<td></td>
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<td>Geography</td>
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### Basic Institutional Data Form F

#### CERTIFICATE, DIPLOMA AND DEGREE PROGRAMS

#### Previous Three Years

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**NOTE:** The number of graduates represents first majors only, in order to present an unduplicated list.
INTERCOLLEGIATE ATHLETICS

Name of institution/campus reported: THE COLLEGE OF ST. CATHERINE

Intercollegiate athletic programs (as opposed to intramural and/or physical education programs) involve: a) formal agreements (association, league) to compete with other institutions; b) student athletes identified as members of a particular team; and c) professional staff.

Provide the name(s) of the intercollegiate athletic associations in which the institution holds membership and the level of membership:

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Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.