REPORT OF A COMPREHENSIVE EVALUATION VISIT

TO

College of St. Catherine
St. Paul, MN
February 24-26, 2003

FOR

The Higher Learning Commission
A Commission of the North Central Association of Colleges and Schools
ASSURANCE SECTION

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EVALUATION TEAM

David J. Boyd, Vice President for Business, Tiffin University, Tiffin, OH
Christopher Chalokwu, Vice President for Academic Affairs and Professor, St. Xavier University, Chicago, IL
Claire Etaugh, Dean, College of Liberal Arts and Sciences/Professor of Psychology, Bradley University, Peoria, IL
Beth L. Jernberg, Dean of Faculty Development and Assessment, University of Sioux Falls, Sioux Falls, SD
Rose Marie Kutlenios, Professor/Chairperson, Department of Nursing and Clinical Sciences, Wheeling Jesuit University, Wheeling, WV
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Katherine C. Delaney, Dean, Barat College of DePaul University, Lake Forest, IL (Chair)
ASSURANCE SECTION

I. CONTEXT AND NATURE OF VISIT:

A. Purpose of Visit:

An on-site, comprehensive review of the College of Saint Catherine, St. Paul, Minnesota, was conducted on February 24-26, 2003, for the Higher Learning Commission of the North Central Association.

As a part of the comprehensive visit, the College of Saint Catherine requested removal of the stipulation limiting the development of new master's programs, which required the prior approval of the Higher Learning Commission before offering new master’s degrees. The institution also proposed a new master’s degree in Holistic Health.

B. Institutional Context:

The College of Saint Catherine is the largest Catholic college for women in the United States. Founded in 1905 by the Sisters of Saint Joseph of Carondelet, it is the third largest private college in Minnesota. In the fall 2002, the College enrolled 4,704 students in its associate, baccalaureate and graduate degree programs.

In 1986, the College of Saint Catherine acquired Saint Mary’s Junior College, a two-year institution in Minneapolis founded by the Sisters of Saint Joseph of Carondelet to prepare students for careers in the healthcare industry. The College of Saint Catherine is now a two-campus operation, with each campus retaining its own spirit and focus, though administrative processes and curricular endeavors are closely coordinated.

The College of Saint Catherine has been accredited continuously by the Commission on Institutions of Higher Education of the North Central Association since 1916.

The College of Saint Catherine offers 13 certificate programs, 11 associate degree majors, 43 major programs at the undergraduate level, 8 master’s degrees and one doctoral program.

The College of Saint Catherine is a well established and mature institution that is characterized by a spirit of student-centeredness, collegial relations and inclusiveness.

The College is in the midst of an $80 million campaign and it has already secured more than $63 million. The continuing and dedicated support of the Sisters of St. Joseph of Carondelet is evident in the $20 million gift of the community to the College, and in many other notable respects throughout the institution.

The financial status of the College generally is sound, with balanced budgets and well established budget processes that serve the institution well.

The health care programs that are a substantial part of the College’s history continue to be robust, current and well respected in the area.
C. Unique Aspects of Visit: None.

D. Sites or Branch Campuses Visited:

Minneapolis Campus
Abbott Northwestern Hospital, Minneapolis, MN.

E. Distance Education Reviewed: MAED by distance delivery (asynchronous)

F. Interactions with Institutional Constituencies:

1. Board of Trustees
2. President and Staff
3. Library Director and Staff
4. Deans
5. Department Chairs
6. Open meeting with faculty
7. Open meetings with students
8. Open meeting with staff
9. Core Curriculum Committee
10. Individual meetings with president, vice presidents
11. Individual meetings with faculty
12. Assessment Committee
13. Graduate Program Directors
14. Student Affairs Staff and Directors
15. Weekend College Staff
16. Continuing Education Staff and Associate Dean
17. Faculty Council
18. Educational Policies Committee
19. Development Staff
20. Alumnae/I Association Board
21. Centers of Excellence Staff
22. Director of Facilities Management
23. Representatives from Minnesota Nurses Association
24. Abbott Northwestern Hospital Nursing Staff
25. Business Office Manager
26. Computer Services Director
27. Human Resources Director
28. Steering Committee, Holistic Health Program
29. Plenary Session of Board of Trustees
30. Executive Committee of the Board of Trustees
31. Registrar
32. Group meeting with faculty from large academic programs
G. Principal Documents, Materials, and Web Pages Reviewed:

1. Basic Institutional Data Forms
2. College Catalogs
3. Strategic Plan
4. Strategic Plan Midterm Review
5. Organizational Charts
6. Audits and Financial Reports
7. Assessment Plan, Assessment Notebooks
8. Abbott Northwestern Hospital Agreement
11. Alumnae Five-Year, One-Year, Ten-Year Out Surveys
12. Annual Reports from Departments
13. Articles of Incorporation and Bylaws
14. Board of Trustees Minutes
16. Master Space Plan
17. College of St. Catherine Website
18. College Publications Portfolio
19. Deferred Maintenance Plan
20. Emergency and Campus Security Procedures
21. Employee Handbooks
22. Faculty Achievements 2001-2002
23. Faculty Constitution and Bylaws
24. Faculty Vitae
26. Institutional Review Board Procedures
27. Library Electronic Resources
28. Mission and Vision Statements
29. Nursing Licensure Exam Data
30. Institutional Policies
31. The College of St. Catherine Core Values from the Sisters of St. Joseph of Carondelet
33. Student Handbooks
34. Liberal Arts Outcomes
35. Centers for Excellence Documents
36. Faculty Personnel Files
37. Compliance Documents
38. Saint Catherine/Saint Thomas Joint Departments Agreement
39. Academic Programs Profiles

* representative list from documents and materials available in Resource Room and Electronic Document Room
II. COMMITMENT TO PEER REVIEW:

A. Comprehensiveness of the Self-Study Process:

The self-study process involved a broad cross-section of the College community. The team noted a campus-wide and Board of Trustees awareness of the self-study process and goals, as well as of the content of the Self-Study Report. In terms of the comprehensiveness of the review itself, the Self-Study Report was notably lacking in a consideration of the academic programs of the College and of faculty governance, as well. Upon request of the team chair, however, the information on all of these matters were provided to the team upon their arrival or shortly before the on-site visit began.

The team appreciated the wealth of online and hard copy materials in the Team Resource Room. The Resource Room was well organized and creatively presented. CD roms, laptops and wireless access were made available to the team.

The team also wishes to note that the uneasiness of the relationship between the College and the Higher Learning Commission, cited in a previous focused visit team report, is no longer an issue. The team found the institution very solicitous about the expectations and policies Higher Learning Commission. The College had been very careful in its preparation for the comprehensive visit and every aspect of the visit was accorded the highest professional consideration. There is no longer any issue surrounding the relationship of the College to the Higher Learning Commission.

B. Integrity of the Self-Study Report:

The team found the Self-Study Report to be accurate in its findings and that it accurately reflected the results of the self-study process.

C. Capacity to Address Previously Identified Challenge

1. Institutional Capacity to Address and Resolve Previously Identified Challenges:
   - The College of St. Catherine hosted its most recent comprehensive visit in 1992-1993 and since then has had two focused visits dealing with new graduate programming. The 1993 visit listed seven concerns, which the team found had been addressed effectively or were in process of being addressed. The concerns had to do with the integration of the campuses, assessment, student needs, the “proliferation” of graduate programs, diversity, parking and enrollment management.

2. Inadequately Resolved Challenges: None noted.

D. Notification of Evaluation Visit and Solicitation of Third-Party Comment:

- Requirements fulfilled.

   Comments: The team reviewed the one third-party comment received from The Sisters of St. Joseph of Carondelet, the sponsoring community of the College, which was very positive in nature.
E. COMPLIANCE WITH FEDERAL REQUIREMENTS:

☐ The team reviewed the required information and found compliance with federal requirements. The 2000 student federal loan default rate is remarkably low at 1.3%. The policies and procedures for the disposition of student complaints are generally clear and well administered.

F. AFFIRMATION OF THE GENERAL INSTITUTIONAL REQUIREMENTS:

☐ Based on the self-study review and other documentation provided, the Team confirms that the institution continues to meet each of the twenty-four General Institutional Requirements.

III. FULFILLMENT OF THE CRITERIA

A. CRITERION ONE

☐ The institution demonstrates that it has clear and publicly stated purposes consistent with its mission and appropriate to an institution of higher education.

Salient Evidence of Fulfillment of Criterion

1. Evidence that demonstrates the criterion is met:

   • The College of Saint Catherine has a clear sense of its identity as a Catholic college for women, based in the liberal arts.

   • The mission and purposes of the College are embedded throughout the curriculum as an institution dedicated to women’s education, its Catholic identity and its commitment to ethical leadership, diversity, professional preparation and personal development.

   • The mission and purposes of the institution have influenced:
     o the establishment of Centers of Excellence, which engage faculty and students in collaborative learning and action research on real issues facing women;
     o institutional decision-making, especially the curriculum enrollment and resource priorities imbedded in the strategic plan;
     o decisions about curriculum and co-curriculum, the institutional budget, capital campaign priorities and on facilities decision and design.

2. Evidence that demonstrates the criterion needs institutional attention:

   • The College appropriately identified its need to be sensitive to its religious pluralism while being faithful to its Catholic heritage, to continue to balance its liberal arts foundations with the needs of the professional programs and to consider its service and support to male students in the graduate and associate degree programs without contradicting its mission as a women’s college in its undergraduate programs.
3. Evidence that demonstrates the criterion requires institutional attention and Commission follow-up: None.

Recommendation of the Team

☐ Pattern of evidence sufficiently demonstrated; no Commission follow-up recommended.

B. CRITERION TWO

The institution demonstrates that it has effectively organized the human, financial, and physical resources necessary to accomplish its purposes.

Salient Evidence of Fulfillment of Criterion

1. Evidence that demonstrates the criterion is met:

- **Campus Climate:** The College of Saint Catherine was described by one of its constituents as a “productive environment.” The team found this description to be apt. Faculty, students and staff expressed a high degree of satisfaction with the College and an enthusiasm and dedication to its mission and purposes. Morale appears to be high and the effectiveness of the College’s services and programs are equally apparent.

- **Trustees:** The Board of Trustees is composed of experienced trustees who are well informed about the College and about higher education issues in general. They are clear about their responsibilities as trustees.

- **Faculty:** The College of St. Catherine views its faculty as a primary asset. The number of faculty has grown from 168 full-time ranked faculty and 75 ranked part-time faculty in 1993 to 246 full-time ranked faculty and 35 part-time faculty in the current academic year. Faculty are dedicated to working collaboratively with each other across campuses, degree levels and disciplines as evidenced by the completion of their newly revised *Constitution and Bylaws*. The new committee structure specifies that the membership of key committees consist of representatives from the three degree program levels.

- **Enrollment:** Enrollment at the College of Saint Catherine 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. The multicultural student enrollment has also grown substantially in the same period from 9% to 17% of undergraduates. The fall 2002 day program freshman class was 26% multicultural or international. Thirty percent (30%) of first year students in the Fall 2002 associate degree programs were multicultural.

- **Student Services:** Services for students have been increased and enhanced to maximize the students’ opportunity to succeed as well as provide the students with a safe and healthy environment.
**Academic advising** is a key support service at the institution. Freshman advising is done by faculty who, in some cases, are also the instructor of their first-year core curriculum course, The Reflective Woman. Once students declare a major, they are assigned an advisor in their department. On the Minneapolis campus, at-risk students are advised either by a faculty member or a staff person. Great care appears to be taken to encourage and support these students, consistent with the mission of the College.

**Staff:** The staff is very supportive of the president and the mission of the College. The staff understands their functions and appears to perform well. The staff participation circles held three times a year for half a day are an excellent communication method.

**Finances:** The College has a very strong balance sheet, total assets of $118,000,000, and equity of $99,000,000 and investments of $60,000,000. Finances meet the requirements of criterion two.

**Facilities:** The College has excellent facilities that are well maintained. There is little deferred maintenance. The College is making good use of the funds received by the capital campaign to renovate older buildings and build a new one. The College facilities are ready for many years into the future. Facilities meet the requirements of criterion two.

**Development:** The College has a successful, ongoing, mature development program that has successfully integrated annual, capital and planned giving. It is appropriately staffed and currently engaged in a four-year $80 million comprehensive campaign scheduled to end in 2005 with more than $63 million already secured. The annual fund component for 2002-2003 of $1,300,000 is on schedule to be reached. An appropriate campaign organization and strategy are in place to complete the Campaign on time and to continue growing the donor base.

**Library:** The College has a substantial library of 260,000 volumes and 1,400 journal subscriptions. In addition, library patrons may access the collections of the libraries of several other institutions through the College’s membership in the Cooperating Libraries in Consortium (CLIC). The College also belongs to MINITEX, which includes academic libraries in North and South Dakota, Minnesota and Wisconsin.

The College’s St. Paul Campus and Minneapolis Campus libraries have merged. The one system serves all students of the College, whether in St. Paul or Minneapolis, whether online or in person, whether graduate or undergraduate degree level, whether traditional or nontraditional delivery.

**Instructional technology:** The College has a strong computer system. There are two main labs and several mini labs, and a multimedia lab. All full time faculty have a computer. All full time staff members who need computers have them. All computers are on a replacement cycle of three to four years. The technology department is respected and is considered a strong resource for the College. Technology at the College meets the requirements of criterion two.
Faculty Development: The faculty development operational budget has grown from $79,000 in 1993 to $115,000 in 2002-2003. In additional the current capital campaign has resulted in gifts of $900,000 and $600,000 for faculty development. The College supports a variety of faculty development opportunities including a week long summer retreat for scholarly writing.

2. Evidence that demonstrates the criterion needs institutional attention

Governance: Even though the policies and procedures of the new faculty governance structure were developed with broad consensus after thoughtful consideration and deliberation, the implementation is still a work in progress. Examples of current issues under discussion are the meaning of scholarship across programs and degree levels of instruction, common meeting times for committees across campuses, and the nature of the non-tenure track contracts for the upcoming academic year. Faculty voiced optimism, however, that they have the will and the structures in place to resolve the issues in a timely manner.

3. Evidence that demonstrates the criterion requires institutional attention and Commission follow-up: None.

Recommendation of the Team

Pattern of evidence sufficiently demonstrated; no Commission follow-up recommended.

C. CRITERION THREE:
The institution is accomplishing its educational and other purposes.

Salient Evidence of Fulfillment of Criterion

a. Evidence that demonstrates the criterion is met:

- The mission statement and institutional purposes of the College of St. Catherine clearly drive the composition of programs at the certificate, associate, baccalaureate, and graduate degree levels.

- The faculty has control over the academic programs through their strong faculty governance system. The reorganization of the Educational Policies Committee to include subgroups at each of the three degree levels, including the graduate level, demonstrates the development of the graduate culture.

- Integration of Liberal Arts and Professional Education: The College has a strong liberal arts core with majors requiring no more than 40 credits for a baccalaureate degree. The health and human services professions, education, and business programs have a long history at the College and attract a large number of students. Committed to providing opportunity to students with barriers to entering higher education, the College has multiple entry levels into the programs. For example, nursing has an
associate degree program with an LPN entry option, a baccalaureate program with a completion option for the RN, and graduate programs. In the planning stages is a nursing program at the baccalaureate level for students with another bachelor’s degree. In 2001-2002, the College graduated 230 nursing students at the associate and baccalaureate level who appear to be in high demand in the region.

- **Commitment to excellence and opportunity:** The MAED Montessori program is offered at off-campus sites for teachers whose student bodies are academically at risk and from underserved populations. Another example of opportunity is the offering of the RN-BSN completion program at Abbott Northwestern Hospital in the heart of a diverse population. Students in this program complete public health experiences in the local community. Excellence is evidenced in the fact that graduates of the professional programs have high rates of success in passing their licensing/certification examinations.

- **Assessment:** After reviewing the assessment plans and after discussion with the Assessment Committee and administrative and faculty groups, the team concurs with the Assessment Committee’s analysis that the College of St. Catherine is making progress in implementing the assessment program. The Assessment Committee has a broad representation from across the concerned constituencies. The Committee meets regularly, offers consultation, reviews assessment reports and offers feedback to programs, and disseminates their work through newsletters and postings on the College web site.

  An example of an area of assessment that has demonstrated a continuous improvement process is the assessment of student outcomes for the core embedded in the *Global Search for Justice* course. This course is the final writing intensive course in which students’ writing samples are compared to writing samples placed in their portfolios earlier in the academic experience. Faculty also assess the students’ engagement in social justice and students’ perceptions of the core experiences.

  Assessment of student learning outcomes in the academic programs varies from beginning attempts to well developed and implemented plans. Many of the programs with external discipline specific accreditation have been utilizing assessment to improve learning outcomes. There is evidence that some programs have multiple assessment methods of both direct and indirect measures, that data have been systematically analyzed, and that this data has been used to improve programs.

b. **Evidence that demonstrates the criterion needs institutional attention:**

**Assessment:** Within the variety of programs are assessment plans at the very early stages of development. Some programs have only indirect measures
articulated in their plans or have portfolio methods with no discussion of how they are reviewed or utilized for improving outcomes.

The Assessment Committee has a rotation for reviewing the assessment plans of programs on a three year basis. Not every program has been reviewed by the current committee.

c. Evidence that demonstrates the criterion requires institutional attention and Commission follow-up: None.

Recommendation of the Team

Pattern of evidence sufficiently demonstrated; no Commission follow-up recommended.

D. CRITERION FOUR:

The institution can continue to accomplish its purposes and strengthen its educational effectiveness.

Salient Evidence of Fulfillment of Criterion

1. Evidence that demonstrates the criterion is met

   • Planning: The College is currently following a five-year strategic plan that was developed with College-wide participation and approved by the Board of Trustees in 2000. The planning process is led by the President. A midpoint review of the Plan formally addressed priorities and tied them to a revised financial forecast in 2002. Annually the financial forecast is reviewed to permit adjustments in light of new data. The procedure for evaluating and monitoring is linked to the budget process to support appropriate shifts in resource allocation. Various formal and informal organizational structures, systems and processes (Institutional Research and Planning, Enrollment Management Matrix, the budget process, technology infrastructure, standing committees and task forces) enable College leaders to make decisions based on accurate and timely information.

   • Personnel: The College has developed a plan to raise salaries to the median level at comparable institutions (15 institutions) and has begun addressing the issue with a multi-year plan supported by additional funds.

   • Enrollment: An 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. The Plan calls for a student enrollment goal of 4,800 by 2005 and with a 25% growth in enrollment over the past 10 years, it is on schedule to reach that goal.

   • Diversity: The College ranks fourth among all Minnesota institutions in enrolling students of color. Within a state that reports a 12% non-Caucasian population overall, the College had an incoming 2002 class of
26% in the undergraduate day and 30% in the associate degree programs of students of color.

- **Fund Raising:** The College has a mature fund raising program that successfully raises funds from approximately 25% of baccalaureate alumnae on an annual basis and that is currently in a Capital Campaign to raise $80,000,000. with more than $63,000,000. currently raised.

- **Finances:** Over the last ten years, the College’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 its future.

- **Visibility:** Improvement in the College’s visibility can be evidenced by five consecutive years of increased enrollments, a capital campaign that is on schedule to raise $80 million, and positive media attention and recognition.

2. **Evidence that demonstrates the criterion needs institutional attention:** None.

3. **Evidence that demonstrates the criterion requires institutional attention and Commission follow-up:** None.

**Recommendation of the Team**

- Pattern of evidence sufficiently demonstrated; no Commission follow-up recommended.

**D. CRITERION FIVE:**
The institution demonstrates integrity in its practices and relationships.

**Salient Evidence of Fulfillment of Criterion**

1. **Evidence that demonstrates the criterion is met:**
   - Policies were reviewed related to academic integrity, alcohol and drug policy, Americans with Disabilities Act, annual security report and campus crime statistics, Federal Education Rights and Privacy Act, Minnesota immunization law, sexual harassment, student redress, student rights and responsibilities. All were appropriate to an institution of higher education.

   - Transcripts reviewed indicated integrity in record-keeping.

   - The College’s publications accurately reflect its policies and procedures that affect students.

   - Policies and procedures regarding intercollegiate athletics, student associations, clubs and organizations, as well as the College’s policy on equity, are well-formulated and systematically administered.
2. Evidence that demonstrates the criterion needs institutional attention: None.

3. Evidence that demonstrates the criterion requires institutional attention and Commission follow-up: None.

Recommendation of the Team

☐ Pattern of evidence sufficiently demonstrated; no Commission follow-up recommended.

VI. ACCREDITATION RELATIONSHIP: ACCREDITATION RELATIONSHIP:

A. CONTINUED ACCREDITATION

Next Comprehensive Visit: 2012-2013

Rationale:
The College of Saint Catherine is exemplary in its clarity of mission, the dedication of its constituents to its mission, and the focus upon mission that is evident in processes, initiatives and decision-making throughout the institution.

The College has a broad-based planning process that is genuinely strategic. The strategic plan of the institution is well understood and well supported throughout the institution. The Campus Master Plan is closely aligned to the institution’s mission and projected needs.

The trustees of the College are experienced, informed and committed. Likewise, the administrative staff, faculty, support staff and alumnae exhibit a matching dedication and love for the College combined with energetic work on its behalf.

The College has developed strong curricular and co-curricular programs that serve a stable and growing enrollment. The assessment plan to measure the success of these programs is well-designed and systematically implemented.

The number of multicultural students at the St. Paul campus increased 88.4% from 207 to 390 over the past seven years. African American students at the St. Paul campus increased sharply from 42 to 116 or 276% over the same time frame. Currently, there are 10 ranked faculty of color and 14 adjunct faculty of color at the St. Paul campus.

The College of Saint Catherine is a well established and mature institution that is characterized by a spirit of student-centeredness, collegial relations and inclusiveness. There is broad support at the institution for the leadership of the president. The three deans form an effective academic administrative team.

The College has successfully launched an $80 million campaign and it has already secured more than $63 million. The continuing and dedicated support of the Sisters of St. Joseph of Carondelet is evident in the $20 million gift of the community to the College, and in many other notable respects throughout the institution.
The financial status of the College is sound, with balanced budgets and well established budget processes that serve the institution well. The most recent audit report conducted by KPMG is clean and unqualified.

The health care programs that are a substantial part of the College’s history continue to be robust, current and well respected in the area.

The prospects for the College of Saint Catherine to remain a vital and effective institution in the years ahead are strong, given the effective focusing power of the strategic plan and the broad-based support for the plan and its initiatives.

B. DEFINERS OF RELATIONSHIP

1. **Degree Level** Retain original wording.

2. **Ownership** Retain original wording.

3. **Stipulations** Accreditation at the doctoral level is limited to the Doctor of Physical Therapy degree. Distance delivery (via videotape) is limited to the states of North Dakota, South Dakota and Minnesota.

**Rationale:**
The team recommends removal that part of the stipulation that new master’s programs must receive prior approval from the Higher Learning Commission of the North Central Association. As noted under the team’s responses to the concerns of the 1993 team, the College now has in place appropriate and thorough mechanisms both for approving graduate programs and for delivering them effectively.

At the time that the stipulation limiting master’s degrees was added to the College’s SAS, its experience level with graduate programs was minimal, with Theology, MAOL, and nursing just having started. Administrative structure was fledgling, with no viable representation for graduate programs incorporated in the structure. Graduate programs were just starting to be developed and the faculty concurred with the stipulation.

Since that time, the administrative structure has developed substantially, allowing for much better quality controls for graduate programs. The “Three Deans” structure administratively has led to good changes. The graduate program directors have developed an integrated process for the approval of changes and new programs that fits within the new faculty governance structure. Quality controls are in place.

The institution now has 8 programs and the graduate enrollment accounts for 24% of the institution’s headcount.

The institution has a good level of experience in graduate programs, with stable leadership in the graduate program directors. The proposed Masters of Art in Holistic Health Studies (MAHHS) is an example of this institutional maturity with respect to master’s program. The College has carefully planned a process of phasing out its 19 year-old certificate program in Holistic Health Studies and beginning a Masters program in Holistic Health Studies. The proposal, supported by a needs survey followed by focus groups, projects small
enrollments with the intention of being financially self-sufficient in three years. This proposal demonstrates the College’s ability to function through its structures to carefully plan new master’s level program. This proposed program was studied at the department level, the Graduate Subcommittee of the Educational Policies Committee, and the Faculty as a whole. The MAHHS is consistent with the mission of the College and builds upon its strength in the health professions.

Because the recently approved Doctor of Physical Therapy is the College’s first venture into doctoral education, the team recommends leaving the stipulation that the offering of doctoral degrees be restricted to the Doctor of Physical Therapy.

With respect to the distance delivery of programs via videotape, the team recommends leaving the stipulation already in place. The institution is not offering web-based distance learning programs. The distance delivery program is basically a correspondence program using the medium of videotape. The team does not recommend moving this program beyond the 3-state area, owing to the somewhat complex administrative demands of the program involved in the programs on-site mentoring component.

The team recommends removing the stipulation regarding the MAED Montessori program. The institution has substantial experience in administering and delivering this program. The team judges that the stipulation is no longer needed.

4. **New Degree Sites** Retain original wording.

5. **Other (Identify):**

   C. **COMMISSION FOLLOW-UP** NONE.

   D. **SANCTION** NONE.

VII. **Additional Comments or Other Explanatory Information (Optional)**

None added.
ADVANCEMENT SECTION

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EVALUATION TEAM
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Christopher Chalokwu, Vice President for Academic Affairs and Professor, St. Xavier University, Chicago, IL
Claire Etaugh, Dean, College of Liberal Arts and Sciences/Professor of Psychology, Bradley University, Peoria, IL
Beth L. Jernberg, Dean of Faculty Development and Assessment, University of Sioux Falls, Sioux Falls, SD
Rose Marie Kutlenios, Professor/Chairperson, Department of Nursing and Clinical Sciences, Wheeling Jesuit University, Wheeling, WV
William J. Shustowski, Jr., Vice President University Advancement, University of St. Francis, Fort Wayne, IN
Katherine C. Delaney, Dean, Barat College of DePaul University, Lake Forest, IL (Chair)
ADVANCEMENT SECTION

A. Overall observations about the institution

The College of Saint Catherine is exemplary in its clarity of mission, the dedication of its constituents to its mission, and the focus upon mission that is evident in processes, initiatives and decision-making throughout the institution.

The College has a broad-based planning process that is genuinely strategic. The strategic plan of the institution is well understood and well supported throughout the institution. The Campus Master Plan is closely aligned to the institution’s mission and projected needs.

The trustees of the College are experienced, informed and committed. Likewise, the administrative staff, faculty, support staff and alumnae exhibit a matching dedication and love for the College combined with energetic work on its behalf.

The College has developed strong curricular and co-curricular programs that serve a stable and growing enrollment. The assessment plan to measure the success of these programs is well-designed and systematically implemented.

The number of multicultural students at the St. Paul campus increased 88.4% from 207 to 390 over the past seven years. African American students at the St. Paul campus increased sharply from 42 to 116 or 276% over the same time frame. Currently, there are 10 ranked faculty of color and 14 adjunct faculty of color at the St. Paul campus.

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The College has successfully launched an $80 million campaign and it has already secured more than $63 million. The continuing and dedicated support of the Sisters of St. Joseph of Carondelet is evident in the $20 million gift of the community to the College, and in many other notable respects throughout the institution.

The financial status of the College is sound, with balanced budgets and well established budget processes that serve the institution well. The most recent audit report conducted by KPGM is clean and unqualified.

The health care programs that are a substantial part of the College’s history continue to be robust, current and well respected in the area.

The prospects for the College of Saint Catherine to remain a vital and effective institution in the years ahead are strong, given the effective focusing power of the strategic plan and the broad-based support for the plan and its initiatives.

III. CONSULTATIONS OF THE TEAM
Because the College has a high number of health professions in which faculty shortages are emerging, the College should continue efforts to position itself to recruit and retain a qualified and diverse faculty body. Such efforts might include moving the compensation package toward the targeted goals, reimbursing faculty for degree completion, and allowing flexibility in scheduling and workloads for attending classes and other scholarly development.

The College of St. Catherine has an established program for faculty-student collaborative research. Based on interviews with faculty and visit to some of the labs in the sciences, the team recommends that the college provide modern instrumentation to support student and faculty research. In particular, the team observed that the NMR in chemistry with an outdated computer system was acquired in 1991.

The team recommends that college develop a formalized process for awarding release time for faculty chairing an academic department or engaged in research and curriculum development.

The College may wish to provide direct information sessions for new and continuing faculty and staff concerning the Family Educational Rights and Privacy Act. All employees should be made aware of their responsibilities regarding FERPA.

The College would do well to make the annual security report more immediately available to prospective students and perspective employees:

- Include a link on the main page’s drop down menu.
- Position the annual security report on the main page for prospective students rather than one step away on the parent page. This meets the intent for students who are independent from their parents to have access to the campus crime statistics.
- The annual security report should be present as a link on the Human Resources page, so it is immediately available to prospective employees.

The College should consider developing a formal written policy or procedure for “writing off” uncollectible pledges.

The College should actively encourage its Alumnae Association to reorganize itself under the formal “umbrella” of the College to better serve its alumnae, the College, and students.

The College should continue the effort to stabilize the student account work force. Various semester, trimester and certificate programs make it difficult to apply financial aid in a timely manner and still get the receivable statements out close to month end.

The issue of day care came up in both staff and student meetings. The College does provide limited service in this area. With the College’s goal to be the preeminent Catholic college for women, it may be wise to form a committee to study the day care issue again.
The College of St. Catherine should look at converting the non-exempt staff defined benefit retirement plan to the defined contribution retirement plan that the rest of the College has.

To ensure continuing quality of those academic programs without specialized external accreditations, particularly programs from the School of Arts and Sciences, the team recommends that the college institute an internal process of program review using outside evaluators instead of relying on the college’s assessment committee for this important task.

III. RECOGNITION OF SIGNIFICANT ACCOMPLISHMENTS, SIGNIFICANT PROGRESS, AND/OR EXEMPLARY AND INNOVATIVE PRACTICE

- The College community engaged in a productive process to revise its mission and purposes. The process resulted in strong consensus across the College community.

- The College of Saint Catherine, under the direct leadership of its President, initiated and continues to engage in a broad based planning process that is genuinely strategic. The strategic plan gives focus to all decisions and initiatives across the College.

- The College has successfully recruited and retained a stable and growing enrollment.

- The assessment plan has been successfully designed and implemented. It results in significant findings that truly serve the purpose of increasingly the effectiveness of College programs and services.

- The College of Saint Catherine is engaged in an ambitious $80 million capital campaign, with more than $63 million already in hand.

- The College has successfully launched Innovative curricular and co-curricular programming with the view to “re-imagine education for women.” These programs are notably connected with the “Centers for Excellence.”

- The College of St. Catherine has carefully developed a productive and professional relationship with the Higher Learning Commission of the North Central Association, thereby alleviating a stated concern of a previous focused visit team. The relationship is characterized by mutual respect and careful adherence to the principles of the North Central Association.

- The College of St. Catherine has achieved a remarkable degree of integration of the St. Paul and Minneapolis campuses since the last NCA visit. The full integration began in 1999 with the creation of a new administrative structure comprised of three deans hired as a group and reporting to the Vice President for Academic Affairs. In addition to maintaining offices at the St. Paul campus, the deans have an office at the Minneapolis campus. Each dean has responsibility for related programs and services across both campuses and is supported on the Minneapolis campus by an associate dean. All college functions and services have been fully integrated across both campuses.

- The number of multicultural students at the St. Paul campus increased 88.4% from 207 to 390 over the past seven years. African American students at the St. Paul campus
increased sharply from 42 to 116 or 276% over the same time frame. Currently, there are 10 ranked faculty of color and 14 adjunct faculty of color at the St. Paul campus. The increase in the number of multicultural students at the St. Paul campus is due to a college-wide effort on diversity made possible by a new administrative team and supported by funds from the Bush diversity grants. The faculty and staff also partnered with the administration to infuse multicultural perspectives throughout the curriculum, which have had a positive impact on persistence and retention of multicultural students. It is the opinion of the team that the College of St. Catherine has made a concerted effort to diversify the St. Paul campus since the last NCA visit.

- Since 1993, the College has added a Master of Arts in Education and a Doctorate of Physical Therapy, with the latter replacing the Masters of Physical Therapy. In addition, the faculty have approved the Master of Arts in Holistic Health Studies, for which they seek approval from the North Central Association.

Subsequent to the 1993 visit, the College has adopted a thorough mechanism for approval of graduate programs. The process is initiated at the department level, and proceeds through the dean, the Educational Policies Committee, a faculty hearing, the Faculty Council, central administration, and the Board of Trustees. At each stage, approval is contingent upon the fit of the program with the College mission, its impact on existing programs, and budgetary considerations.

Furthermore, in order to better handle the increase in graduate students over the last decade, the College has developed more comprehensive mechanisms for dealing with the operational aspects of running their graduate programs.
WORKSHEET FOR STATEMENT OF AFFILIATION STATUS

INSTITUTION: COLLEGE OF SAINT CATHERINE
2004 Randolph Ave.
St. Paul, MN 55105

TYPE OF REVIEW: Continued Accreditation

DATE OF THIS REVIEW: February 24, 2003 – February 26, 2003

COMMISSION ACTION:

STATUS: Accredited (1916- .)

Institution  Recommended Wording:                                  

Team  Recommended Wording:  No change.  

HIGHEST DEGREE AWARDED: Doctor’s.

Institution  Recommended Wording:                                  

Team  Recommended Wording:  No change.  

MOST RECENT ACTION: September 16, 2002.

TO BE CHANGED BY THE COMMISSION OFFICE

STIPULATIONS ON AFFILIATION STATUS:

Accreditation at the doctoral level is limited to the Doctor of Physical Therapy degree. Accreditation at the Master’s level is limited to the Master of Arts degrees in Theology, Organizational Leadership, Education, Nursing, and Occupational Therapy; the Master of Physical Therapy; and the Master of Social Work, which is offered jointly with the University of Saint Thomas. Distance delivery is limited to the states of North Dakota, South Dakota and Minnesota. The MAED Montessori is limited to two off-campus sites at any one time anywhere in the United States. The archdiocese of St. Paul and Minneapolis site in downtown St. Paul is limited to the Master of Arts in Education degree program.

Institution  Recommended Wording:                                  

Team  Recommended Wording:  Accreditation at the doctoral level is limited to the Doctor of Physical Therapy degree. Distance delivery (via videotape) is limited to the states of North Dakota, South Dakota and Minnesota.
NEW DEGREE SITES:  

*Prior Commission approval required.*

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PROGRESS REPORTS REQUIRED: None

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MONITORING REPORTS REQUIRED: None.

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CONTINGENCY REPORTS REQUIRED: None.

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OTHER VISITS REQUIRED: None.

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LAST COMPREHENSIVE EVALUATION: 1992-1993

**TO BE CHANGED BY THE COMMISSION OFFICE**


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